

# ACADEMIC CATALOG

2022-2023



STETSON  
UNIVERSITY

# Stetson University Academic Catalog 2022-2022

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# Mission, Values, and Heritage

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## Educational Mission

Our mission at Stetson University is to provide an excellent education in a creative community where learning and values meet and to foster in students the qualities of mind and heart that will prepare them to reach their full potential as informed citizens of local and global communities.

At Stetson, the art of teaching is practiced through programs solidly grounded in a tradition of liberal learning that stimulates critical thinking, imaginative inquiry, creative expression, and lively intellectual debate. The art of learning is enhanced through small interactive classes, close student-faculty alliances, and collaborative approaches that provide the foundation for rewarding careers and advanced study in selective graduate and professional programs. We embrace diverse methodologies to foster effective communication, information and technological literacy, and aesthetic appreciation. We encourage the development of informed convictions, independent judgment, and lifelong commitments to learning that are characteristic features of the enlightened citizen. In bringing together learning and values, the university encourages all of its members to demonstrate personal integrity; to develop an appreciation for the spiritual dimension of life; to embrace leadership in an increasingly complex, interdependent, and technological world; and to commit to active forms of social responsibility.

## Values

Stetson values the development of the whole person, one who is committed to building lifelong connections with the larger world through personal growth, intellectual development, and global citizenship. To that end, the university fosters policies, practices, and modes of inquiry to support and explore these values.

**Personal Growth** encompasses the understanding that no single formula defines the journey to personal success, but the passion to increase self-knowledge and the quest for balance are important tools in this process. Intercultural competence, religious and spiritual exploration, self-awareness, and wellness are components of personal growth.

**Intellectual Development** is a commitment from the university and from students to achieve excellence in academics, to foster the spirit of exploration that drives an engaged and active mind, to cultivate rigorous methods of academic inquiry, to model and support absolute integrity, and to value creativity and professionalism.

**Global Citizenship** is an important part of Stetson's mission to prepare students to be informed, active, and engaged citizens of both local communities and the world. Global citizenship includes university and individual commitments to community engagement, diversity and inclusion, environmental responsibility, and social justice.

## Heritage and Character

Florida's first private university, Stetson University was founded as DeLand Academy in 1883 by Henry A. DeLand, a New York philanthropist. In 1887, the Legislature of the State of Florida enacted

the Charter of DeLand University as an independent institution of higher learning. The university's name was changed in 1889 to honor John B. Stetson, the nationally known hat manufacturer who gave generously of his time and means to advance the quality and reputation of the institution and who served, alongside Mr. DeLand and others, as a founding trustee of the university. The first charter stated the object of the university should be "to promote the general interests of education and to qualify its students to engage in the learned professions or other employments of society and to discharge honorably and usefully the various duties of life." Stetson's first president, Dr. John F. Forbes, clearly described the commitment to teaching that has been a hallmark of the university throughout its history:

"Buildings, libraries, and apparatus are good and give added power, but the vital contact of students with a vigorous and stimulating mind and heart--this is the *sine qua non* of a successful education . . . The most important thing is to find men and women of large heart and mind, apt to teach and full of enthusiasm and stimulating power . . . to develop in the student the habit of independent judgment--of investigating statements and principles for oneself, and thus for oneself discover their truth or falsity."

Today, Stetson University is a non-sectarian, comprehensive, private university composed of individually strong undergraduate programs in various colleges and schools and of a selected group of academically distinctive graduate, professional, and continuing education programs. We seek academically talented individuals with leadership potential and records of personal growth and community service. We promote and support scholarly and creative activity among students, faculty, and staff as a means to enhance learning, teaching, and professional development and as a contribution to the broader base of knowledge.

# Contacts and Accreditations

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DeLand, Florida 32723  
www.stetson.edu (<http://www.stetson.edu>)  
800-688-0101 or 386-822-7000

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Address all correspondence as indicated below:

Academic Programs	Dean of the College or School or Chair of the Department (for major)
Admission of Students	Vice President for Enrollment Management
Admission to Graduate Programs	Dean of College or School
Student Life and Academic Success	Vice President of Student Affairs
Transfer Credits	Registrar
Financial Aid	Director of Financial Aid
Alumni Relations	Director of Alumni Relations

It is the policy of Stetson University not to discriminate on the basis of sex, physical or mental disability, pregnancy, race, age, religion, color, national or ethnic origin, ancestry, marital status, veteran status, sexual orientation, gender identity, gender expression, genetic information, physical characteristics, or any other category protected by federal, state, or local law in its educational programs, admissions policies, financial aid, employment, or other school-administered programs. The policy is enforced by Stetson and, where applicable, federal laws such as Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. The University is an equal-opportunity educational institution.

Inquiries regarding compliance with these statutes and referrals to designated coordinators under the ADA/Section 504, Title IX, and the Age Discrimination Act may be directed to:

Title IX Coordinator  
421 N. Woodland Blvd.  
DeLand Florida 32723  
386-822-7960  
(for the DeLand campus)

and to:

Director of Student Life  
Deputy Title IX Coordinator for Students  
1401 61st Street South  
Gulfport, FL 33707  
727-562-7850  
(for the Gulfport and Tampa campuses)

or to:

Director of the Office for Civil Rights  
U.S. Department of Education  
400 Maryland Avenue, SW

Washington, D.C. 20202-1100  
1-800-421-3481, TDD: 877-521-2172

More information can be found at [www.stetson.edu/other/title-ix/](http://www.stetson.edu/other/title-ix/) (<http://www.stetson.edu/other/title-ix/>)

Stetson is an independent university, controlled by a self-elected Board of Trustees. Stetson University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (<http://www.sacscoc.org/>) (SACSCOC) to award baccalaureate, masters, and doctorate degrees. Questions about the accreditation of Stetson University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling 404-679-4500, or by using information available on SACSCOC's website ([www.sacscoc.org](http://www.sacscoc.org)) (<http://www.sacscoc.org>).

For normal inquiries about Stetson University, such as admission requirements, financial aid, educational programs, etc., contact Stetson University at 386-822-7000 or 800-688-0101.

The University's programs are accredited by:

- AACSB International - The Association to Advance Collegiate Schools of Business (<https://www.aacsb.edu/accreditation/>)
- American Bar Association ([https://www.americanbar.org/groups/legal\\_education/accreditation/](https://www.americanbar.org/groups/legal_education/accreditation/)) (ABA)
- American Chemical Society (<https://www.acs.org/content/acs/en/education/policies/acs-approval-program.html>) (ACS)
- National Association of Schools of Music (<https://nasm.arts-accredit.org/>) (NASM)
- Council for the Accreditation of Educator Preparation (<http://caepnet.org/accreditation/about-accreditation/what-is-accreditation/>) (CAEP)
- Florida Department of Education (<http://www.fldoe.org/>) (FLDOE)
- Council for Accreditation of Counseling and Related Educational Programs (<https://www.cacrep.org/>) (CACREP).

The University is a member of:

- American Association of University Women (<http://www.aauw.org/>)
- American Council on Education (<http://www.acenet.edu/>)
- Association of American Colleges and Universities (<https://www.aacu.org/>)
- Association of American Law Schools (<http://www.aals.org/>)
- Florida Association of Colleges and Universities (<https://www.facufloida.org/>)
- Independent Colleges and Universities of Florida (<https://icuf.org/>)
- National Association of Independent Colleges and Universities (<https://www.naicu.edu/>)

This edition of the Stetson Catalog, edited by the Office of the Registrar, supersedes all others. The contents do not constitute a contract. The faculty and trustees of Stetson University reserve the right to change, modify, revoke, or add to the University's academic, financial, or student requirements or regulations at any time, without prior notice. The provisions of this Catalog apply to the DeLand and Celebration campuses. For information concerning the academic program of the Stetson University College of Law, visit the website at [www.stetson.edu/law](http://www.stetson.edu/law) (<http://www.stetson.edu/law/>) or contact:

The Office of Admission

Stetson University College of Law  
1401 61st Street South  
Gulfport, Fla. 33707  
727-562-7800

## Online and Distance Learning at Stetson University

### State of Florida - State Authorization Status

Stetson University of Florida is an approved member of the NC-SARA or National Council for State Authorization Reciprocity Agreements.

The State of Florida became a SARA state in 2017 following the creation of the Postsecondary Reciprocal Distance Education Coordinating Council.

NC-SARA Institutions: <http://nc-sara.org/sara-states-institutions> (<http://nc-sara.org/sara-states-institutions/>)

### Accreditation

Stetson University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (<http://www.sacscoc.org/>) (SACSCOC) to award baccalaureate, masters, and doctorate degrees. Questions about the accreditation of Stetson University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling 404-679-4500, or by using information available on SACSCOC's website [www.sacscoc.org](http://www.sacscoc.org) (<http://www.sacscoc.org>).

### Licensure Information

Stetson University's online and residential licensure programs lead to a professional license in the State of Florida, while our Juris Doctor (J.D.), LL.M. in International Law, and Certified Financial Planner (CFP) courses or programs are nationally licensed, and can lead to professional license in many states.

In order to adhere to U.S. Department of Education regulations regarding distance education and professional licensure, Stetson University is required to make the following disclosure with respect to professional licensure outside the state of Florida. If you live outside of Florida and would like to pursue a program of study that leads to professional licensure, please contact the Office of Admissions or the program director for the specific program to determine whether the coursework offered by Stetson University applies to professional licensure in your home state as well.

The Institution agrees to notify in writing all students in a course or program that customarily leads to professional licensure, or which a student could reasonably believe leads to such licensure, whether or not the course or program meets educational requirements for licensure in the State where the student is located.

After making all reasonable efforts to make such a determination, the Institution may notify the applicant or student in writing that the Institution can, or cannot, confirm whether the course or program meets education requirements for professional licensure in the student's State. If the Institution cannot confirm licensure, the institution will provide the student with current contact information for any applicable licensing boards, and advise the student to determine whether the program meets education requirement licensure in the State where the student lives.

NC-SARA Resources for Licensure: <https://www.nc-sara.org/resources/professional-licensure> (<https://www.nc-sara.org/resources/professional-licensure/>)

Stetson University is required by the U.S. Department of Education to provide all current and prospective students with the contact information for their respective state agency in the event they wish to file a complaint.

### Complaint Procedures

Each online distance learning program has a process for, and will make every attempt to resolve, student complaints within its academic and administrative departments at the program level. If an issue cannot be resolved at the program level, students have the right to file a complaint in accordance with Stetson University's Grievance policies for undergraduate and graduate programs.

The University is required to provide both current and prospective students with contact information for filing complaints with its accrediting body and the appropriate state agency for handling complaints in a student's resident state, as well as the state portal agency (if the state is a member of SARA). Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Stetson University.

If the student is not satisfied with the institution's outcome of the complaint, the student may contact the following state contacts:

- The following is the **state's primary** point of contact for addressing questions and concerns from private school officials and program offices
  - Office of Articulation  
Department of Education  
[articulation@fldoe.org](mailto:articulation@fldoe.org) (p. 1)  
850-245-0427

Out of state distance education students, who have completed the internal institutional grievance process and the applicable state grievance process, may appeal non-instructional complaints to the FL#SARA PRDEC Council. For additional information on the complaint process, please visit the FL#SARA Complaint Process (<http://www.fldoe.org/sara/complaint-process.shtml>) page.

# Undergraduate Catalog

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Stetson University offers more than 55 majors and minors leading to the Bachelor of Arts (B.A), Bachelor of Science (B.S.), Bachelor of Music (B.M.), Bachelor of Music Education (B.M.E.), and Bachelor of Business Administration (B.B.A.) degree.

College of Arts and Sciences (p. 36)

School of Business (p. 252)

School of Music (p. 333)

## Message from the President

Stetson University dares its undergraduate and graduate students to go beyond success – to go instead to significance. For more than 135 years, Stetson’s mission has remained constant, engaging students with rigorous academics and instilling civic values for life.

Stetson is an independent university offering a comprehensive education in the arts and sciences, business, law, and music. Founded in 1883 as Florida’s first private university, Stetson today has three locations across Central Florida: DeLand, Tampa, and Gulfport. The College of Arts & Sciences, the School of Business Administration, and the School of Music are on the historic campus in DeLand, a community-minded city between Daytona Beach and Orlando. The university also includes the Tampa Law Center and the College of Law in the Gulfport and St. Petersburg area. The university has achieved national distinction through special programs and accreditations. Stetson was the first private university in Florida to be awarded a chapter of Phi Beta Kappa--the nation’s oldest and most prestigious undergraduate honor society--and consistently earns high national rankings for academic excellence and community-engaged learning.

Stetson University’s mission is to provide a transformational education in a creative community where learning and values meet. Committed to scholarship and the liberal arts tradition, Stetson seeks to foster the qualities of mind and heart that will prepare students to reach their full potential as individuals, informed citizens, and responsible participants in their local and global communities.

Stetson’s academic disciplines are unified by a profound commitment to interdisciplinary programs; teaching, values, and social responsibility; and the pursuit of intellectual excellence. The teaching-learning process focuses on the whole person, sustaining deep engagement and dialogue among students and faculty; active forms of citizenship; and social justice-based community engagement. The undergraduate student-faculty ratio is 13 to 1, which allows students and faculty to participate in innovative approaches to tackling complex challenges.

It is a privilege to serve as president of an institution that honors its heritage while embracing innovation in an ever-changing world.

I encourage you to make the most of your Stetson experience. We are glad to have you with us!

Christopher F. Roellke, Ph.D.  
President

## Academic Calendar

The Academic Calendar provides important dates throughout the academic year. For the most up to date calendar, please click here to visit the Academic Calendar (<http://www.stetson.edu/administration/registrar/academic-calendars.php>) page.

### Fall Term 2022 - Full-term courses

Date(s)	Day	Description
Aug 15	Mon	Start of FSEM classes
Aug 17	Wed	Convocation
Aug 18	Thu	Classes Begin
Sept 5	Mon	Labor Day
Oct 6-7	Thu-Fri	Fall Break
Dec 2	Fri	Classes end
Dec 3	Sat	Study Day
Dec 6-9	Tue-Fri	Final Exams
Dec 15	Thu	Degree Conferral Date (no ceremony)

### Spring Term 2023 - Full-Term Courses

Date(s)	Day	Description
Jan 9	Mon	Classes Begin
Feb 27-Mar 3	Mon-Fri	Spring Holidays - No Classes
Apr 11	Tue	Stetson Showcase - No classes except graduate level after 5:00 PM
April 7	Fri	University Holiday - No classes
Apr 26	Wed	Classes End
Apr 27	Thu	Study Day
Apr 28-29	Fri-Sat	Final Examinations
May 1-2	Mon-Tue	Final Examinations
May 6	Sat	Undergraduate Commencement Ceremony

### Fall Term 2022 - Half-Term Courses

#### First Half Courses

Date(s)	Day	Description
Aug 18	Thu	Classes Begin
Oct 11	Tue	Classes End
Oct 11	Tue	Final Examinations

#### Second Half Courses

Date(s)	Day	Description
Oct 12	Wed	Classes Begin
Dec 2	Fri	Classes End
Dec 6-9	Tue-Fri	Final Examinations

### Spring Term 2023 - Half-Term Courses

#### First Half Courses

Date(s)	Day	Description
Jan 9	Mon	Classes Begin
Mar 6	Mon	Classes End
Mar 6	Mon	Final Examinations

#### Second Half Courses

Date(s)	Day	Description
Mar 7	Tue	Classes Begin
Apr 26	Wed	Classes End
Apr 28-May 2	Fri-Tue	Final Examinations

## General Information

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## Undergraduate Admissions

### First-Year Students

Our mission at Stetson University is to provide an excellent education in a creative community where learning and values meet, to foster in students the qualities of mind and heart that will prepare them to reach their full potential as informed citizens of local communities and the world. Stetson University seeks students who dare to be significant, are hardworking, open-minded, caring, and serious about learning. Students who will thrive in the classroom, add diversity, and bring vibrancy to the University, where impassioned teaching and engaged and rigorous learning are the hallmarks of the Stetson experience.

Stetson University centers her academic and campus life programs on a rigorous examination of values that support meaningful lives. We seek academically talented individuals with leadership potential and records of personal growth and community service. We review each application individually and holistically, taking into consideration qualities of academic preparation (which includes both rigor of course work and grades and the quality of the learning environment), extracurricular activities, leadership potential, potential for adding a unique perspective, individual talents and character, recommendations, and with the exception of test score optional candidates, ACT or SAT test scores.

Stetson University values academic achievement, commitment to personal values, leadership, character, talent, and initiative above standardized testing. Therefore, submitting standardized test results for admission consideration is optional. Score optional consideration is an alternative for students who believe that their test scores do not adequately reflect their level of academic achievement and/or predict their potential.

However, if test scores are a good reflection of ability, they should be submitted and they will be considered along with the other application items. In most instances, students will choose the traditional method, which includes submission of standardized (SAT or ACT) test scores. Once enrolled, SAT and ACT test scores will need to be evaluated to ensure that first-year students are placed in the appropriate classes during their first year. Stetson codes are as follows: SAT Code #5630 and ACT Code #0756.

Stetson University Office of Admission operates on a rolling admission, so it is best to apply as early as possible. The university offers priority application dates for the fall term on **November 1, January 15,** and **March 1**. To preserve the faculty-student ratio, classes are limited. The university reserves the right to close the class earlier than dates specified if enrollment goals are met before those dates.

Applications should be submitted early in the first semester of the high school senior year. To obtain an application, please visit the Stetson University website at [www.stetson.edu/admissions](http://www.stetson.edu/admissions) (<http://www.stetson.edu/admissions/>); call 800-688-0101; or e-mail [admissions@stetson.edu](mailto:admissions@stetson.edu). Use of the Common Application ([www.commonapp.org](http://www.commonapp.org) (<http://www.commonapp.org>)) is also encouraged.

### Application Process

First-year applicants must submit the following:

1. Completed application and \$50.00 non-refundable application fee;
2. Official secondary school transcript;
3. A writing sample;
4. Letter(s) of recommendation from a school counselor or teacher;
5. SAT or ACT scores (unless choosing the score optional process)

Optional additional submissions provide opportunities to strengthen the application for admission.

Students may submit any or all of the following:

1. Additional recommendations
2. Portfolio of materials representative of student achievements

Music students must also satisfactorily complete an audition.

### First-Year Admission Requirements

Admission to the University is competitive. Stetson seeks students with the potential to contribute to and benefit from the University's diverse range of academic and co-curricular programs. Admission decisions are based upon the following:

1. Academic record, including course selection, grade point average and quality of the learning environment;
2. Standardized testing, if submitted;
3. Applicant's writing sample: essay/short answer questions/graded paper, if submitted;
4. Demonstrated leadership potential; co-curricular and service-related activities; and the potential to contribute a unique perspective to the University community.

### The Academic Record

To be considered for admission, applicants must satisfactorily complete a college preparatory program in high school. Because high school programs and grading systems vary widely, the secondary school program cannot be rigidly prescribed. However, the Admissions Committee is most interested in the student with solid academic achievement in five or more college preparatory courses each of the four years of high school.

Minimum preparation must include the following:

1. Four years of English;
2. At least three years of math, including Algebra I, Geometry, and Algebra II;
3. Three years of natural science;
4. Two years of social science; and
5. Two consecutive years of a foreign language (American Sign Language is recognized as a foreign language).

Suitable college preparatory electives will complete the applicant's program. A grade point average of greater than 3.0 is typical for students accepted to Stetson.

## Early Entry

Occasionally, high school students are interested in attending Stetson as full-time students prior to their high school graduation. Such students may be considered for admission if their secondary school work is exemplary, standardized tests show great academic potential, and an interview with the Director of Admission indicates that the student is mature and able to handle the academic as well as social challenges of college. Such students must submit the same materials required of all first-year student applications. NOTE: It is important for Early Entry candidates to be aware that students who enter college without a high school diploma or GED are ineligible for all state and federal financial assistance.

## Enrollment Deposit

Accepted students who plan to attend Stetson are required to make an enrollment deposit to indicate an intention to enroll. The non-refundable deposit is \$500 all students. Students with less than 22.5 units (or 90 credits) are required to live on campus unless they meet criteria of the exemption policy. These criteria are listed on the Residential Living and Learning (<http://www.stetson.edu/administration/housing/landing-living-off-campus.php>) website.

The enrollment deposit is due by May 1 and is not refundable. Candidates who are accepted after May 1 and plan to attend Stetson are expected to pay the enrollment deposit within two weeks after acceptance. Applicants are encouraged to pay the deposit after acceptance in order to have access to the housing application and other enrollment forms.

## International Students

Stetson encourages applications from international students. Students are expected to meet the regular admission requirements and demonstrate proficiency in English by scoring no less a 79 on the Internet-based Test of English as a Foreign Language ("TOEFL") of the College Entrance Examination Board or a 6.0 on the International English Language Testing System ("IELTS"). Admission of international students is based primarily on records of previous achievement. **The Admission Committee will not admit students who are not proficient in English and whose records do not indicate potential successful academic performance at Stetson.**

## Application Process

A student should proceed as follows:

1. Completed application and \$50 (U.S.) nonrefundable application fee;
2. Submit results of the TOEFL or IELTS;
3. Provide secondary school transcripts, English translations, and a professional equivalency evaluation of these transcripts; and
4. Submit the International Student Certification of Finances (<https://www.stetson.edu/administration/financial-planning/media/2022-2023%20International%20Student%20Certification%20of%20Finances.pdf>)

Optional additional submissions provide opportunities to strengthen the application for admission. Students may submit any or all of the following:

1. SAT or ACT scores;
2. A writing sample: personal essay, short answer questions, or graded high school paper; and/or
3. Letter(s) of recommendation from a school counselor or teacher.

Students wishing to transfer college credit to Stetson University must also provide the following:

1. An official transcript from all universities attended; and
2. A certified equivalency evaluation of those transcripts.

When all of these documents are received by the Office of Admission, Stetson University will determine the appropriate transfer credit to be awarded.

## Fees

International students are required to make an enrollment deposit of \$500 which is nonrefundable, toward their cost of study at Stetson. This deposit must be received before the I-20 "Certificate of Eligibility" form is issued by the University and returned to the student for his/her application for a student visa.

## Insurance

Per University policy and per U.S. Immigration law under the Cultural Exchange Act, International students are required to have adequate health insurance coverage while enrolled as an active student at the University. All International Students will be required to enroll in the student insurance plan offered by the University's insurance agent unless they have other, comparable insurance and provide their current insurance information. Please contact WORLD: International Learning for more information at: 386-822-8165, or go to the WORLD: International Learning (<http://stetson.edu/portal/world/>) website.

## Getting your I-20

### Initial I-20

All students who will need an F-1 student visa in order to attend Stetson University will need to first be fully admitted, then provide the following documentation:

- Completed Certification of Finances (<https://www.stetson.edu/administration/financial-planning/media/2022-2023%20International%20Student%20Certification%20of%20Finances.pdf>)
- Proof of Funding (most commonly a bank statement)
- Photocopy of Passport Information Page

Students will need to show that they can provide the funding for one year of study at Stetson University, which includes the Undergraduate Tuition & Fees (<http://www.stetson.edu/administration/financial-planning/tuition-and-fees.php>) for one year as well as approximately \$2,000 for books and other expenses. This amount includes any and all scholarships that the student is awarded by Stetson University or other entities.

**Students who are not fully admitted or who cannot prove that they have sufficient funding for one full year at Stetson University will not receive an I-20 for their F-1 student visa application.**



## Transferring an I-20

Any students who are already in the United States studying under an F-1 student visa will need to provide the above information. In addition, we will need the following:

- Photocopy of Current I-20
- Photocopy of Current F-1 Student Visa

Once all of the forms have been received, the student will receive a *Transfer Clearance Form* so that he or she can arrange for their current institution to release their SEVIS record to Stetson University.

## Transfer Students

Applications to transfer to Stetson University operate on a rolling admission so it is best to apply as early as possible, but applications will continue to be accepted until the class is filled. Transfers may also enter in the spring semester (deadline is December 15), and in the summer session (deadline is May 1). Transfer candidates will receive notification of admission on a rolling basis upon completion of the application. An on-line application is available on our website at [www.stetson.edu/admissions](http://www.stetson.edu/admissions) (<http://www.stetson.edu/admissions/>).

## Transfer Application Process

Transfer applicants must submit the following:

1. Completed application and \$50.00 non-refundable application fee
2. Transcripts from all colleges attended
3. An official high school transcript is also required of a transfer applicant who has completed fewer than 30 semester credit hours or 45 quarter credit hours.

Music students must also satisfactorily complete an audition.

Applicants are strongly encouraged to also submit a writing sample, which can be a graded paper or an essay. Transfer students with less than 30 college credits have the option to have her/his SAT or ACT scores considered, but this is not required. Letters of recommendation are also welcome but not required.

## Admission Requirements

A student who wishes to transfer to Stetson University must

1. Have completed a semester of academic work at a regionally accredited college or university at the time of entry, and not be concurrently enrolled in high school,
2. Be in good standing and eligible to continue or be readmitted at the last institution attended, unless all work has been completed or the student has graduated from that institution,
3. Have earned at least a "C" cumulative grade point average (2.0 on a 4.0 scale) in a college parallel program. Most successful transfer candidates have earned at least a 3.0 grade-point average, and
4. Meet all criteria for first-year admission if less than 30 college-level credits have been earned post-graduation from high school.

Detailed information regarding Stetson University transfer policies can be found in the Records, Grades, and Registration (p. 421) section of this *Catalog*.

Stetson University honors suspensions of the last institution, and credit will not be awarded for work taken during the suspension period. It is the responsibility of the candidate to provide the Office of

Admission at Stetson University with official transcripts of work from all colleges attended. Concealment of previous attendance at a college or university is cause for cancellation of admission and registration.

## The Stetson Promise

### What is The Stetson Promise?

Stetson University is committed to students graduating in four years or less; students having high-impact, practical learning opportunities; and each student experiencing outstanding faculty and distinctive academic programs. We are so committed that we made it a promise. A promise to *you*.

1. You will graduate in four years or **less**.
2. Internships, faculty-student research, senior research, public performance, study abroad (all the ways that Stetson helps you put theory to practice) are available to you.
3. You will participate in distinctive academic programs with great faculty.

## Graduate in Four Years

***At Stetson University, we promise you can graduate in four years or less.***

When you make the commitment to participate in the Stetson Promise, we make the commitment to be here to connect, help and guide you. Our graduates go on to start successful careers in business, health, education, law and more, or to seek additional education at the master's and doctorate level.

When you declare your major, we will provide you with an Advising Course Plan and the guidance you need to stay on track. Some students know what they want to do and declare a major when they apply and enroll, so they start out with an Advising Course Plan in hand. Others want a chance to discover the many different directions an education can take, and begin in our Discovery program<sup>1</sup>. Whether you come in through our Discovery program, or decide to take a different major, as a participant in the Stetson Promise we will provide the assessment and mentoring you need to help you stay on track and let you know if, and when, you're wandering off the path.

Either way, if you fulfill all the Stetson Promise requirements and obligations, and get to the end of four years with unfulfilled requirements, Stetson University will cover up to a *full semester of tuition* for the courses you need to successfully graduate<sup>2</sup>.

<sup>1</sup> Discovery students declaring a major are eligible for The Stetson Promise benefit following a review of their completed courses, the graduation requirements for their major and remaining semesters.

<sup>2</sup> Tuition costs paid by Stetson University are defined as that amount billed to the student minus any state and federal aid for which they may qualify. The guarantee does not include room and board. Students may be required to take courses in the summer after their senior year if, by doing so, they can graduate prior to the following semester. Tuition for that summer's courses is paid by Stetson University but room and board are the responsibility of the student.

## Internships and ELE

***At Stetson University, we promise you can take the ideas and theories you learn, research and study in the classroom, and test them out. It's called putting "theory to practice."***

At Stetson University, it's known as an *Experiential Learning Experience*. As a comprehensive university, Stetson prioritizes experiential learning in all of its schools and colleges, both graduate and undergraduate alike. Stetson defines experiential learning as:

- Experiential learning is a pedagogy (by means of a designed learning experience) that takes the theory learned in the classroom and puts it into practice through real-world learning experiences that relate to your academic coursework.

Stetson University fulfills this promise to you by providing different ELE opportunities that meet the requirements of the colleges, schools and programs, however students are responsible for meeting *all requirements to qualify* for their experiential learning.

Many students do it through internships, working with the companies and industries that have the potential career paths they plan to take, but internships are just one way to participate in experiential learning. Others participate in research with faculty, sometimes leading to personal credit on academic papers or a chance to present or co-present research outcomes at regional and national conferences.

- In the College of Arts and Sciences, the entire student body conducts a senior research projects in areas of study or career opportunity. Once a year we literally take the entire day to celebrate student research and outcomes at "Stetson Showcase."
- In the School of Music, students put "theory to practice" through public performances and venues, sometimes taking their talents on regional road trips.
- In the School of Business Administration, *all* business majors are *required* to have at least two internships or other theory-to-practice opportunities that can include study abroad, study away (an internship or field study within the United States), community engagement, student leadership position, music performance, senior research or faculty-student research project.

## Academics and Faculty

***At Stetson University, we promise you will have an opportunity to experience excellent faculty in outstanding and distinctive programs.***

Our pledge to you is that *you will* experience outstanding academics and mentoring relationships, and have the opportunity to participate in one of Stetson's distinctive academic programs within our colleges and schools. Stetson delivers on this pledge by emphasizing teaching, learning and the faculty-student relationship (not ratio).

Here's how Stetson's colleges and schools deliver their own special commitments.

**Stetson University College of Arts and Sciences** supports a traditional liberal learning environment with a curriculum that leads students to mastery of their subjects while developing and sharpening critical thinking skills.

In the College of Arts and Sciences, our faculty and staff want you to develop *your* potential. Success is measured by the extent you

surprise yourself in your ability to exceed your expectations. Arts and Sciences is also known for its innovative curriculum in behavioral sciences, such as psychology and counseling, environmental science, and aquatic and marine biology.

Other examples include The Institute for Water and Environmental Resilience, which brings together policy and science of water management; and computer science, with its innovative process for teaching the practical aspects of cybersecurity and hacking, and its annual Central Florida Tech Faire + Hackathon.

The College of Arts and Sciences is in the planning stage for an expansion of science and collaborative space with the recent \$18 million donation from two longtime Stetson supporters, Hyatt and Cici Brown. A partnership with AdventHealth University makes this move a significant one for health science students.

**Stetson's School of Business Administration** is well-known for its high-impact programs in sales, entrepreneurship, finance and accounting/taxation. It is also known for its ELR, or Experiential Learning Requirement. All students in the School of Business Administration are required to participate in real-world experiences, either as an internship in their area of study, or a study abroad or study away (domestic) program. There are alternative opportunities through a community engagement program that tests students' leadership abilities and skills in a collaborative environment.

**Stetson's School of Music** is unique in Florida, if not the entire U.S., in that it is an undergraduate-only school that *requires* students to participate in performance opportunities (it's in their handbook!). As an undergraduate-only program, students *never* have to take a back seat to graduate students in any public performance or learning experience. Undergraduate students leave Stetson with a full complement of performance roles in their area of study. The School of Music also is well-known for its vocal training programs in both operatic and choral, and its emphasis on performance *and* academics. Many of our students go on to graduate school to pursue a deeper understanding of their specific performance discipline. At Stetson, we don't limit participation in music to only declared music students. We know the love of music crosses all disciplines, so we continue to encourage students from all of our schools and colleges to participate.

While the Stetson Promise is for undergraduate students, we should also note that our **College of Law** delivers a high caliber of commitment to the study of law in its J.D. and L.L.M. programs. The College of Law is ranked No. 1 in the nation by *U.S. News and World Report* in Advocacy and No. 3 in Legal Writing. The College of Law delivers its promise to prepare students for the *practice* of law by blending legal doctrine with practical training, and encouraging their participation in more than 400 clinics and externships they offer, as well as housing centers for Advocacy and Elder Law, and institutes for Biodiversity and Veterans Law.

## Requirements and Obligations

Requirements and obligations for The Stetson Promise can be found here (p. 18).

## Explore

At Stetson University we offer more than 100 areas of study and we believe in cross-disciplinary fields of study. Take the time to explore the different majors and minors we offer, and you'll realize that many students leave Stetson with double majors or majors and minors

from both the College of Arts and Sciences and Music or School of Business Administration<sup>1</sup>. It's certainly not unheard of for students to graduate with a major in chemistry and minor in music.

<sup>1</sup> The Plan does not apply if you choose additional coursework, including but not limited to, second or third majors that may require additional work, or some programs that require teacher, or other, external licensure.

## Exit, Absence, and Readmission of Former Students

Students who wish to permanently leave the University must complete the Approved Leave/Exit Form, available on the Campus Life and Student Success (<http://www.stetson.edu/administration/campus-life/home/leave-of-absence.php>) website. This includes students who intend to transfer to another institution.

Additionally, students who wish to take a leave from the University during a Fall or Spring semester (excludes summer term) with an intent to re-enroll in a future term, must also complete the Approved Leave/Exit Form. Students then apply for readmission by completing the Application for Readmission Form (<https://www.stetson.edu/administration/admissions/apply/>) on the Office of Admissions website.

Students who attend other colleges or universities during an absence must have their official transcript(s) sent to the university for evaluation. Transfer credit for such courses is subject to the University's regular transfer policies as stated in the Pre-College Credit and Transfers section of this Catalog.

After an absence of more than two regular semesters (excluding summer term), students must meet the degree requirements of the University *Catalog* in effect at the time of re-entry.

Students may be asked to provide additional documentation pending the reasons provided for your Leave of Absence. This may include proof of employment, medical documentation, counseling support letters, and/or recommendations of resources needed for support to return.

In accordance with the Higher Education Re-authorization Act, Stetson University will readmit veterans at the same academic status in which they left the institution, provided the veteran notifies the college in advance of their deployments and are not absent from the institution for more than five years, cumulatively. Those students who fail to provide advance notice may re-enroll after providing proof of service.

## The Stetson Promise

### Requirements and Obligations

Advising Course Plans are built for each major to meet the university's general education, major and electives requirements within the framework of two semesters per year for four years. Stetson is committed to supporting you even if you fall behind due to work, family or personal constraints by offering summer programs to help you catch up.

In order to support your ability to finish in four years, the university registrar works with each of the academic programs to develop, maintain and publish complete Advising Course Plans as part of the university's online catalog. These plans are available to you at any

time through the online catalog and are part of the advising process for all students entering Stetson University.

The plans should be considered a guide. It represents your interests as you start your education, but many students find their plans begin to change as they test their strengths and explore different academic directions. The Advising Course Plans and The Stetson Promise are designed to allow you to move in new directions without forcing you into an academic straightjacket. This is why academic and faculty advising may not always align with Advising Course Plans but, depending on direction, may be able to continue to move you toward your goal of graduating in four years.

In order to be eligible for the benefits of the Stetson Promise, I understand I must satisfy the following terms:

1. By my senior year I will have completed any requirements necessary to participate in one of the many opportunities to take classroom theory and put it to practice through an Experiential Learning Experience (ELE).
2. As of Fall 2020, I will begin full-time college education at Stetson University and sign the Stetson Promise agreement either upon enrollment, by the end of the add/drop period, or following the selection of a major by the end of my first year if I am a Discovery student<sup>2</sup>.
3. Meet with an academic adviser prior to registration each semester and if necessary, work with your adviser to move into a new Advising Course Plan.
4. Meet with designated faculty and staff as required to review my Advising Course Plan, and/or work with my adviser to move into a new Advising Course Plan.
5. Successfully complete and maintain a course load of not less than 8 units (32 credit hours) per academic year (summer included) for all four years. Some majors at Stetson University may require me to take more than 4 units (16 credit hours) per semester, but that additional course load will be part of my academic advising and will allow me to graduate within four years.
6. I will not drop or fail a class that jeopardizes the Advising Course Plan (for example, failing or dropping a class that cannot be repeated or substituted with an equivalent during the remaining semesters within the four-year time frame).
7. Avoid academic or judicial sanctions that would delay graduation.
8. Maintain satisfactory academic progress and GPA requirements for graduation as defined by the Stetson University catalog.
9. Maintain satisfactory financial standing and meet my financial obligation to Stetson University.
10. Follow the Advising Course Plan for graduation published by the department or available through advising, maintain that program's academic progression and required competencies, and agree to be auto- or pre-registered as needed<sup>3</sup>.
11. Meet with my adviser at least once a semester and register for classes designated through academic advising as part of the Stetson Promise agreement.
12. Track my own progress through Degree Audit (the university's degree completion checklist) and use the Advising Course Plan for my major while actively seeking guidance from my designated academic adviser.
13. If a required class for my major is unavailable and/or I am unable to access it, I will communicate immediately with my adviser to find

viable substitutions or options that allow me to remain on my four-year degree track.

- A course is considered "unavailable" if:
  - i. it has been cancelled.
  - ii. it conflicts with another required course for the major.
  - iii. it is full at the time of registration.
- When a course is deemed "unavailable" the college and/or school offering my major will either substitute a different course and/or allow for an independent study arrangement that generates an equivalent learning experience and the required academic credit;
- If the college or school is unable to find an appropriate substitute, leaving me with unfilled requirements at the end of my four years, Stetson University will provide tuition support for up to one full semester for any remaining courses necessary for the completion of my designated degree.

14. Submit my graduation application by the posted deadline.

to a disability, and potential accommodations they would like to discuss to address those barriers at Stetson University.

2. Submit relevant disability-related documentation. This documentation may be in the form of an evaluation conducted by a credentialed professional, an Individualized Education Plan (IEP), 504 Plan, etc. The documentation should provide a description of the disability and outline recommendations for any academic accommodations to eliminate barriers to the educational experience. New students are encouraged to send their documentation after being accepted to Stetson University. Please refer to our Documentation Guidelines, available at: <https://www.stetson.edu/administration/accessibility-services/index.php> (<https://www.stetson.edu/administration/accessibility-services/>)

Please submit documentation through fax (386-822-7322), email [asc@stetson.edu](mailto:asc@stetson.edu), or by mail:

Stetson University  
c/o Academic Success  
421 N. Woodland Blvd., Unit 8366  
DeLand, FL 32723

1. Upon receipt of the student's profile and documentation, an Academic Success team member will schedule a welcome meeting with the student to review the student's request, discuss options to address barriers to access, and determine reasonable accommodations at Stetson University.
2. After initially establishing accommodations, it is the student's responsibility each semester to request their accommodations online at the following website: [accommodations request \(https://www.stetson.edu/administration/accessibility-services/seeking-accommodations.php\)](https://www.stetson.edu/administration/accessibility-services/seeking-accommodations.php). Upon receipt of the request, Academic Success will electronically notify the student's professors of the accommodations.

Please note that accommodations are not retroactive. The student is eligible for accommodations based upon the date the student requests accommodations and/or signs the forms with Academic Success. Also note that some accommodations may take several weeks to arrange, so timely receipt of documentation and request of accommodations are essential. Students are responsible for maintaining contact with Academic Success to update pertinent information, seek assistance for learning strategies, or discuss accommodation issues.

## Academic Success and Disability Resources

Stacy Collins, Director of Academic Success  
Stephanie Potthoff, Associate Director of Academic Success and Accessibility (ADA/504 Coordinator)

Stetson's academics can be rigorous and challenging at times. Academic Success offers coaching, tutoring, Stetson Peer Instruction (SPI), supplemental advising support, and skills-based learning to all Stetson students. Students can receive Success Coaching through requesting one-on-one coaching appointments with trained Success Coaches made up of qualified students and staff; additionally students can attend any of the free tutoring or SPI sessions offered in the Hollis Family Student Success Center and around campus for some of our more challenging lower-level courses (view our tutoring offerings (<http://www.stetson.edu/administration/academic-success/tutoring.php>) and our SPI sessions (<http://www.stetson.edu/administration/academic-success/spi.php>)). By participating in Success Coaching, tutoring, and/or SPI students will learn and develop skills and strategies to help them succeed at Stetson and beyond.

## Accessibility Resources for Students with Disabilities

Stetson University values diversity and inclusion and seeks to provide equal access and opportunity to all of its students. Academic Success promotes the full inclusion of students with disabilities and facilitates access to adaptive technology, accessible class materials, and academic accommodations; coaching and resources; guidance and education to the campus community; and advocacy for equal opportunity and access.

## How to Request Services for Students with Disabilities

As a student, you should:

1. Complete the Accommodations Profile located at the following link: [accommodations profile \(https://secure.stetson.edu/forms/administration/academic-success/profile/accommodations/index.php/\)](https://secure.stetson.edu/forms/administration/academic-success/profile/accommodations/index.php/). This form provides a student with the opportunity to share their personal strengths, barriers they have experienced due

## ADA Grievance Procedure

Stetson University values a community environment free of discrimination and harassment and therefore prohibits conduct which prevents free academic interaction and opportunity, or which creates an intimidating, hostile, or offensive study, residential, or work environment. In conjunction with this, Stetson University complies with Title III of the Americans with Disabilities Act of 1990, the Rehabilitation Act of 1973 (Section 504), and the University's academic standards to ensure that there will be no discrimination on the basis of disability. Due to these laws and University values, no qualified individual with a disability shall be denied access to or participation in services, programs, and activities offered at Stetson University.

The University will make a good faith effort to seek resolution to a problem informally brought to its attention through discussion and communication with the department or unit involved and with appropriate University officials. The University encourages all faculty,

staff and students to attempt an informal resolution prior to initiating the formal grievance procedure.

Students with disabilities who believe that they have been denied "reasonable accommodations" for their documented disability, been excluded from participation in, been denied the benefits of, or otherwise have been subjected to discrimination on the basis of their disability should follow the subsequent steps.

1. The student should schedule a meeting with the ADA/504 Compliance Coordinator for Students/Associate Director of Academic Success, 386-822-7127, [asc@stetson.edu](mailto:asc@stetson.edu) 209 E. Bert Fish Dr.
2. The Associate Director of Academic Success and Accessibility will investigate the complaint, which includes but is not limited to personal interviews with all relevant parties, and attempt a resolution with the participants involved.

If the student is not satisfied with the outcome of the informal process, he or she may file a formal grievance within fifteen days after the conclusion of the attempt to informally resolve the differences.

## Campus Life and Student Success

Your college experience is full of excitement and challenge! Our goal at Stetson is to prepare you to be a lifelong learner ready to go into the job market or graduate school having clarified your values and gained skills that will assist you in identifying and achieving your goals. Inside and outside of the classroom you will develop strength in critical competencies necessary to achieve success in our complex and changing world such as problem solving, professionalism, teamwork, communication, digital literacy, leadership, and intercultural engagement.

Campus Life and Student Success (CLaSS) offers you resources, information and services to empower you to achieve success and significance at Stetson and beyond. The Campus Life and Student Success umbrella includes a set of offices: Career and Professional Development, Residential Living and Learning, Diversity and Inclusion, Public Safety, Health Service, Student Development and Campus Vibrancy, Religious and Spiritual Life, Community Standards, Dining Services, Hatter1Card Services, Wellness and Recreation, Title IX, Student Counseling Services, Community Engagement, and Academic Success. Below is a list of some of the ways you can engage with CLaSS.

### Success

CLaSS supports you in your ability to succeed in the classroom, participate in a community of learning, and prepare for your future career or further educational pursuits. Success coaches (<http://www.stetson.edu/administration/academic-success/success-coaching.php>), tutors (<http://www.stetson.edu/administration/academic-success/tutoring.php>), and SPIs (Stetson Peer Instructors) (<http://www.stetson.edu/administration/academic-success/spi.php>) work with you individually and in groups on topics ranging from broad academic skill building to course specific content knowledge acquisition. In addition to the faculty advisor who helps guide you through your chosen area of study, you receive supplemental advising support as you transition into Stetson and if you are in the Discovery program (<http://www.stetson.edu/administration/academic-success/academic-advising/discovery-program/>), you are provided with many resources to help you determine your curricular path. All students also receive support with their career and professional development (<http://www.stetson.edu/portal/career/>) through mock interviews, site visits, career fairs, and internships. Should your behavior fall outside of the standards expected of all students, you will engage with a student conduct process (<http://catalog.stetson.edu/undergraduate/student-policy/student-conduct-community-standards/>) designed to be both educational and developmental.

### Inclusion

CLaSS promotes an inclusive campus climate in which students from all identity groups and backgrounds are able to feel a sense of belongingness and be their authentic selves. The Tri-C (Cross Cultural Center) (<http://www.stetson.edu/administration/cross-cultural-center/>) serves as a fantastic gathering place for you and for the organizations focused on inclusive excellence under the Multicultural Student Council (<http://www.stetson.edu/administration/cross-cultural-center/multicultural-student-council/>). Your spiritual development is supported by three chaplains (<https://www.stetson.edu/administration/religious-and-spiritual-life/staff.php>) of different faith traditions as well as various educational and social interfaith programs. Differing abilities

are viewed as an important element of human diversity at Stetson and CLaSS works with you to facilitate accommodations and provide accessibility related guidance (p. 19). Gender-based misconduct is addressed through the Title IX process (<http://www.stetson.edu/other/title-ix/>) and outreach is conducted by CLaSS to raise awareness and provide education in an effort to eliminate sexual violence.

### Engagement

You have access to a tremendous amount of opportunities through which to engage with the members of the campus community and beyond. CLaSS promotes leadership through a series of programs, leadership roles, and learning opportunities (<http://www.stetson.edu/administration/vibrancy/leadership/>) and facilitates service within the community through connections with local non-profit organizations (<http://www.stetson.edu/other/community-engagement/opportunities/community-partners.php>). Additionally, you may pursue the Certificate in Community Engagement (<http://www.stetson.edu/other/marchman/certificate-community-engagement.php>) in addition to your major. The Carlton Union Building (CUB) serves as the hub of student life with the Student Lounge acting as the living room of campus and the Collaboratorium facilitating your coming together to work creatively with other students. Your residence halls also provide opportunities for you to connect with each other through educational and social programming (<http://www.stetson.edu/administration/housing/landing-living-on-campus.php>) coordinated by the peer staff member RAs (Resident Assistants (<http://www.stetson.edu/administration/housing/ra-about.php>)) who live in the residential communities. You may select to join from over 100 student organizations (<http://www.stetson.edu/administration/vibrancy/orgs/>) including fraternities and sororities, as well as organizations based on academics, culture, faith, identity, and hobbies, or you can create your own group. If you have an interest in more physical activities, you can participate in intramural sports (<http://www.stetson.edu/administration/wellness-and-recreation/recreation/intramural-sports.php>), join a club sport (<https://www.stetson.edu/administration/wellness-and-recreation/club-sports.php>), and participate in outdoor recreational adventures (<http://www.stetson.edu/administration/wellness-and-recreation/recreation/soar.php>).

### Wellness

The Hollis Center and Griffith Hall serve as the hub of holistic wellness on the DeLand campus. Students receive quality healthcare (<http://www.stetson.edu/administration/health-service/>) in partnership with Florida Hospital to support your physical health, and may participate in one-on-one (<http://www.stetson.edu/administration/student-counseling/>) and group counseling (<https://www.stetson.edu/administration/student-counseling/groups-and-workshops.php>) to support your mental health. Stetson's counselors are experts in the experience of college students as well as overall mental health. Group exercise classes (<http://www.stetson.edu/administration/wellness-and-recreation/recreation/fitness/>) are offered in addition to your access to the fitness facilities. CLaSS provides a variety of learning opportunities for you focusing on important issues including alcohol, drug use, sexual health, nutrition, and stress. The Commons, Hat Rack, and Coffee Shop are located nearby in the CUB, providing a variety of dining options (<https://www.dineoncampus.com/stetson/>) for you and accommodating a range of dietary needs. If you are unable to complete the semester due to professionally documented medical concerns you may also seek a medical withdrawal (<http://www.stetson.edu/administration/campus-life/home/withdrawing.php>).

Navigating the college experience can pose different challenges for students. CLaSS is happy to assist you with any issues that may arise and will reach out to you if you have been repeatedly absent in class or are struggling academically to suggest a success coaching appointment or offer other appropriate assistance.

## **Public Safety**

Public Safety works to ensure the safety of the entire campus community; they are on duty 24 hours a day, seven days a week, and 365 days a year. They also provide a full range of services, like routine patrol, parking enforcement, safety inspections, and after-hour escort services. It is Public Safety's recommendation that everyone at Stetson makes sure to have Public Safety's phone number programmed in their phones: 386-822-7300.

## Experiential and Career Development

Mission: To empower and challenge students and alumni to reach their professional aspirations

Vision: Every student achieves professional success

Students who enter the University without a declared major are part of the Discovery Program in Academic Success. The Career and Professional Development (CaPD) office partners with Academic Success to ensure high-quality programs and services that enable students to assess their interests, values, skills, and strengths and how these connect to majors and careers. As part of the Discovery Program, students will craft their definitions of personal success and significance by taking ownership of educational and career goals.

### Services and Resources for All Students

We offer a full range of career-related services that fall into four categories: major and career guidance, internship preparation, job searching, and graduate/professional school. Examples of our personalized services include individual appointments, personality assessments, career and major exploration and decision-making, resume and cover letter review, interview practice, and critiques of grad school essays and applications.

To learn more about Career and Professional Development, please visit our website at <http://www.stetson.edu/portal/career/> or email [career@stetson.edu](mailto:career@stetson.edu). To schedule an appointment, click here (<https://www.stetson.edu/administration/career/staff-directory.php>).



## Expenses

### University Undergraduate Expenses - Full-time - 2022-2023

Tuition (9 months)	\$51,960
Student Life Fee	\$360
Residence Halls (average)	\$8,820
Board (19 meal plan)	\$6,470
<b>Total</b>	<b>\$67,610<sup>1</sup></b>

<sup>1</sup> Plus the cost of books, estimated to be approximately \$1,200 a year.

### University Undergraduate Expenses - Part-time - 2022-2023

Undergraduate Tuition per Unit Course	\$5,230
Orientation Fee (new students - one-time charge full-time)	\$200
Orientation Fee (new students - one-time charge part-time)	\$100
Audit Fee Tuition per Unit Course	\$1,100

### DeLand Campus Undergraduate Summer Expenses - 2023

Summer School Tuition per Unit Course	\$2,410
Summer Audit Fee Tuition per Unit Course	\$500

The University reserves the right to adjust the above expenses at the beginning of each term.

### Student Life Fee

The Student Life Fee is used to provide students the opportunity to attend various lectures, musicals, concerts, plays, etc. without charge. It also provides access to use the fitness room, field house, swimming pool, and other health and wellness activities at the Hollis Center.

### Orientation Fee

This one-time, mandatory, non-refundable fee covers special services and programs for new students, including fall welcoming activities, the cost of providing meals for new students at events throughout the academic year, information packets, and additional activities during the period of Extended Orientation (August to May).

### Enrollment Deposit

Upon notification of acceptance, all admitted students intending to enroll, except auditors, are required to pay an enrollment deposit of \$500. This deposit is due on or before May 1 or within three weeks of notification of admission for those students admitted after May 1. The deposit is applied to the student's account within the same school year for which the deposit is requested. Residence hall rooms are assigned in order of receipt of the enrollment deposit. Detailed information with room rents and descriptions may be obtained from the Director of Residential Life. Further information concerning residence hall policies

and facilities can be found in the Guide to Residential Living & Policies (<http://www.stetson.edu/administration/housing/landing-guide.php>) website.

### Identification Cards (ID Cards)

ID cards are issued for new students at the beginning of each semester. These cards are used for meals, cultural credits, student discounts at local vendors, to check out books in the library, to purchase parking decals, in some instances as a declining balance card, and much more. If this card is lost or stolen it must be reported to the Hatter1Card Services Office immediately, located on the 1st floor in the Rinker Welcome Center. There is a \$20 charge for each reprint (no matter the reason). This charge must be paid by cash, check, or debit/credit card (Visa, MasterCard, AMEX, or Discover) at the time of reprint.

### Meal Plan Selection and Pricing

Stetson University Dining Services knows the hectic life of a college student. It can be difficult to squeeze in a proper meal between classes and activities, but we're here to help. Our dining locations are near the residence halls and classrooms with hours starting at 7:00 am and as late as 2:00 am. We understand that each student has different needs and eating habits. We have implemented a food nutrition analysis program, are offering more low-fat, vegetarian and vegan meals, created more flexibility with meal plans, and continue to maintain the highest level of quality food and customer service.

### Meal Plans

Stetson University Dining Services has several different meal plan options to best fit your dining habits. When choosing your plan, it is important to remember factors like your class schedule and eating habits (especially frequency and quantity). Plans will begin on the first day of classes and will end at final exams in each semester. There will be dates when meal plans are not in effect (nor will you be charged for them), such as holidays, which will be posted at a later date.

- Each meal plan comes with an allotment of **meals** for the week (19, 15, 10). Two unlimited plans and a block plan are also available.
- The week starts on Friday and ends Thursday at midnight; therefore, every Friday morning the plan will reset with the appropriate number of meals.
- Each time a student dines at one of our locations, a meal is deducted from the account.
- Residential dining meals are served with unlimited seconds under an "all-you-care-to-eat" format.
- In the Hat Rack or the Coffee Shop, meal equivalencies are available providing students the opportunity to use meal swipes for selected combos or snack packages. Note: the exclusive unlimited meal plan provides unlimited swipes in the cafeteria only.
- Students have until the published Add/Drop date to change their meal plan.

Resident First Year students and Sophomore students are required to participate in the Dining Service Program. Resident Juniors and Seniors are exempt from the required meal plan.

Plan Selection	Description	Semester Price Per Plan
1	19 meals plus \$50 Hatter Bucks	\$3,235
2	15 meals plus \$175 Hatter Bucks	\$3,110
3	10 meals plus \$175 Hatter Bucks	\$2,140
4	Block Meal Plan-115 meals per semester plus \$250 Hatter Bucks	\$1,625
5	Unlimited meals plus \$50 Hatter Bucks	\$3,915
7	75 Block Meal Plan plus \$25 Hatter Bucks (commuters only)	\$880
8	25 Block Meal Plan plus \$75 Hatter Bucks (commuters only)	\$370
9	Unlimited meals (exclusive) plus \$50 Hatter Bucks	\$3,610

- *First Year students living in residence must choose either meal plan 1, 2, 5 or 9.*
- *Sophomores living in residence must choose any meal plan listed (1-5, 9).*
- *Juniors and Seniors may choose any meal plan listed (1-5, 9).*
- *Commuters may choose any plan (1-5, 9) with additional options (7-8).*

*Note: First Year and Sophomores living in residence will automatically be assigned plan 1, which may be changed to plan 2 for First Year or to another plan for Sophomores prior to the drop/add date.*

## Hatter Bucks

The meal plans also come with a predetermined amount of **Hatter Bucks** for the semester. One Hatter Buck is equivalent to one dollar. These are spendable dollars that can be used in the Commons, Hat Rack, Coffee Shop, Athletic Concessions, the on-campus convenience store, or for late night pizza delivery. At the end of the fall semester, any Hatter Bucks left will roll over to the spring semester. At the end of the spring semester any **Hatter Bucks** that are left will not roll over nor are they refundable. No matter what plan is selected, additional Hatter Bucks can be added at any time. After the drop/add period of each semester additional Hatter Bucks cannot be billed to the student account and must be paid for by cash, check, or with Visa, Master Card, American Express, or Discover.

## Insurance

All students enrolled at Stetson University are expected to have adequate health insurance to cover them while attending the University. If you are already insured under your parent's plan or another health plan, please check with your insurance company or agent to make sure that your current plan will provide you with coverage in the Stetson/Central Florida area. Some plans are only applicable in the state in which you reside. If you do not already have coverage to use when you begin attending Stetson University, please

check our Student Insurance website or the National Healthcare Marketplace to find out what insurance plan options are available to you. The websites for these options are:

Student Insurance: <http://www.stetson.edu/administration/health-service/insurance-information/> (or see Stetson website under "Insurance, Student" in the A-Z Search)

National Health Insurance Marketplace: <https://www.healthcare.gov/>

International Students: Please see Insurance requirements under the International Students section of this Catalog.

## International Students

Please see Insurance requirements under the Immunization Records/Insurance Policy (p. 429) section of this Catalog.

## University Bookstore

The bookstore accepts cash, personal checks with a student I.D., MasterCard, Visa, Discover and American Express credit cards.

## Student Billing

Undergraduate students taking 12 or more credits in the fall or spring semesters will be billed at the full-time semester rate. Students taking 11 or fewer credits in the fall or spring semesters in undergraduate courses will be billed per credit. For part-time graduate tuition, please see the appropriate sections of the Catalog. Tuition assessments will be based on the student's course load as of the last day of the add/drop period, excluding full withdrawals. The last day to drop a course without financial penalty is specified in the Academic Calendar (<http://www.stetson.edu/administration/registrar/academic-calendars.php>). The bill must be paid in full before registration or establish Stetson's Monthly Payment Plan unless other arrangements have been made with the Bursar's Office. The University accepts cash and checks in the office. Credit and/or debit cards and e-check payments are accepted online. All accounts must be paid in full for a student to receive a diploma or request/access a transcript.

## Policy on Student Accounts Receivable

Financial arrangements for the satisfaction of student account balances must be completed prior to the first day of classes.

## Late Payment Fee Policy

Late fees for the Fall/Spring semesters will be calculated based on 2.5% of the outstanding balance on student accounts. This percentage will be charged once per semester as long as an outstanding balance remains. Students who enroll in Stetson's Monthly Payment Plan (MPP) will be assessed fees according to the MPP plan.

The Bursar's Office and/or other University offices will no longer waive late fees. Late fees will not be waived for students anticipating financial aid payments. Pending financial aid must be Memo/Authorized to be applied towards the outstanding balance. The balance due on the account is the student's responsibility.

## Graduation – Book Charges – Meal Plans

Upon graduation, balances must be **paid in full in order to receive/access transcripts or a diploma.**

Degree candidates must file an application for graduation, with a \$100 fee, in the Office of the Registrar. Graduation application deadlines are listed in the Academic Calendar (<http://www.stetson.edu/administration/registrar/academic-calendars.php>). After the graduation application deadline, graduation fees are \$200.

**Students may not charge books to their student account**, except for fully-funded scholarship students. Please contact the Office of Financial Planning for assistance with your bookstore voucher.

**After semester meal plans are set** (see Academic Calendar (<http://www.stetson.edu/administration/registrar/academic-calendars.php>) for last day to change meal plan selections), **students may not charge additional meal points to their student account**. After that date, students may only purchase additional meal points with cash, by check, or by credit card (Visa, MasterCard, Discover, or American Express).

If you have questions, you may contact the Office of the Bursar at 386-822-7050, by e-mail at [stuacct@stetson.edu](mailto:stuacct@stetson.edu), or visit a student accounts representative in the OneStop Office.

## Student Withdrawal and Dropped Courses

Students officially withdrawing from their entire course load during the first half of a fall or spring semester will receive a prorated tuition, fees, meal plan and housing credit as follows under Important Refund Dates.

### Tuition Charge Adjustment Dates for Fall and Spring, 2022-2023 Traditional Programs

#### Fall Semester 2022

Refund	From	To
100%	--	August 18
75%	August 19	September 2
50%	September 3	September 16
25%	September 17	September 30

#### Spring Semester 2023

Refund	From	To
100%	--	January 9
75%	January 10	January 19
50%	January 20	February 2
25%	February 3	February 16

Withdrawing or dropping courses will impact your financial aid and could result in the student owing a balance to the University and/or federal government. Financial Aid will be prorated at the same rate as tuition, as stated above. For more information, see the Financial Aid (p. 28) section of the catalog or schedule an appointment with the Office of Student Financial Planning at 386-822-7120.

### Tuition Charge Adjustment Dates for Fall and Spring, 2022-2023 Medical Withdrawals

Undergraduate students withdrawing due to certified medical exceptions, and approved by the Dean of Students, would have their semester charges (mandatory fees such as tuition, fees, room, and board) adjusted in accordance with the table below.

### Fall Semester 2022

Refund	From	To
95%	August 19	August 24
90%	August 25	August 29
85%	August 30	September 4
80%	September 5	September 10
75%	September 11	September 16
70%	September 17	September 21
65%	September 22	September 27
60%	September 28	October 3
55%	October 4	October 8
50%	October 9	October 14
45%	October 15	October 20
0%	October 21	December 10

### Spring Semester 2023

Refund	From	To
95%	January 10	January 14
90%	January 15	January 20
85%	January 21	January 25
80%	January 26	January 31
75%	February 1	February 5
70%	February 6	February 11
65%	February 12	February 16
60%	February 17	February 22
55%	February 23	February 27
50%	February 28	March 10
45%	March 11	March 15
0%	March 16	May 3

Withdrawing or dropping courses will impact your financial aid and could result in the student owing a balance to the University and/or federal government. Financial Aid will be prorated at the same rate as tuition, as stated above. For more information, see the Financial Aid (p. 28) section of the catalog or schedule an appointment with the Office of Student Financial Planning at 386-822-7120.

### Non-Traditional Programs

- On or before the first day of class – 100% credit
- After the end of the first day of classes, but on or before 10% of the term has elapsed – 75% credit
- After 10% but on or before 25% of the term has elapsed – 50% credit
- After 25% of the term has elapsed – no credit

In the summer term, students who withdraw within the first week will receive a tuition and residence hall pro-ration of 50%. After one week, Stetson will not prorate the tuition.

- Any amount credited under this section will be applied first to any unpaid charges on the student's account. Students receiving federal assistance should read Return of Federal Funds (p. 28) elsewhere in this Catalog.
- No adjustments - other than those described above - are made for any fees. Any appeal regarding withdrawals or drop refunds should be directed to the Vice President for Business.

- Courses dropped on or before the last day of the add/drop period, excluding official withdrawals, are credited at 100% if the student is billed on a per credit basis.
- No refund is given for courses dropped after the add/drop period. Note carefully that this schedule for financial adjustment does not coincide with the schedule for dropping of class registration for academic record purposes.

## Financial Aid

The Office of Student Financial Planning is committed to assisting students in making informed choices about the resources available to finance their Stetson education. Students are encouraged to consult with the Office of Student Financial Planning about their specific circumstances and financial aid resources that may be available to them.

### Applying for Assistance

#### FAFSA Submission and Verification Requirements

Many forms of financial assistance are made available based on information submitted through the FAFSA. All undergraduate students are encouraged to complete a FAFSA and any resulting verification requirements. The FAFSA can be completed through the Federal Student Aid division of the Department of Education at [www.fafsa.gov](http://www.fafsa.gov) (<http://www.fafsa.gov>) starting on October 1 of each year. Incoming students are encouraged to complete the FAFSA by a priority date of November 1, January 15 and March 1 each year. Current students are encouraged to complete the FAFSA by a priority deadline of January 15 each year. The Department of Education or the institution may select a student to complete a verification process to ensure the accuracy of any information submitted on the FAFSA. Failure to submit a valid FAFSA or complete verification requirements in a timely manner may impact a student's eligibility to receive financial aid. Students are encouraged to consult the Office of Student Financial Planning website for additional details about [current verification policies](http://www.stetson.edu/administration/financial-planning/forms/verification.php) (<http://www.stetson.edu/administration/financial-planning/forms/verification.php>).

#### CSS Profile Submission

The CSS Profile (<https://student.collegeboard.org/css-financial-aid-profile/>) is an optional form to complete for all students. A student who submits a CSS Profile should also submit a Request for Financial Aid Award Review (<https://www.stetson.edu/administration/financial-planning/forms/appeals-and-special-circumstances.php>). The profile will be used to better evaluate an appeal request. The results of the CSS Profile or the failure to submit a CSS Profile will not impact student eligibility for federal funding.

#### Requesting a Review of Offered Financial Assistance

Students may request a review of any current financial aid package based on merit or unexpected changes in their financial situation. The Department of Education grants Stetson University authority to adjust data submitted with the FAFSA based on specific circumstances. Students should consult the Office of Student Financial Planning website for detailed information on the request for review process (<http://www.stetson.edu/administration/financial-planning/forms/appeals-and-special-circumstances.php>). The Office of Student Financial Planning maintains sole discretion to make adjustments or to deny a request for review based on federal regulations and institutional policies.

#### Enrollment Requirements for Financial Aid

Students typically must be enrolled at least half-time each semester in order to be eligible for federal sources of financial aid. Students

enrolled less than full time might lose eligibility for certain funds and/or receive prorated amounts of funding. Institutional funds require enrollment in at least 12 credits for disbursement. Each semester's enrollment status is determined as of the add/drop deadline. Current and future eligibility for some sources of funding, such as Florida Bright Futures and the Effective Access to Student Education (EASE) grant, may be impacted by subsequent reductions in completed hours, such as course exclusions, even if students were meeting enrollment requirements at the time of a disbursement. For financial aid purposes, Stetson University considers 6 credits as half-time enrollment and 12 credits as full-time enrollment for undergraduate students.

### Institutional Funding

Stetson University may award students a variety of funding from institutional sources based on need or other characteristics. Stetson University reserves the right to adjust awards of institutional funding at any time and does not refund institutional funds to students in the event that they exceed direct charges less all other sources of funding.

### Merit Scholarship Packages

Merit Scholarship Packages are awarded from institutional funds at the time of admission, may be comprised of more than one fund, and represent a commitment from Stetson University as defined in the Merit Scholarship Agreement. Specific terms for each merit scholarship package are available in the Merit Scholarship Agreement signed by each student. For more information on the renewal policy, please see your admission letter and the Merit-Based Scholarship Package Renewal Policy (p. 31). (<https://www.stetson.edu/forms/administration/financial-planning/scholarship-recipient/>)

### Borrowing Options

There are a variety of options available to students who wish to borrow funds to finance their education. Students are encouraged to educate themselves carefully on the terms of any loan they plan to borrow. Financial literacy resources are available through the Office of Student Financial Planning to assist students in making informed borrowing decisions.

### Federal Direct Loans

Students who submit a valid FAFSA will automatically be offered a fixed amount of direct loans through the government, as long as the student has remaining eligibility to borrow. Direct loan funding levels are not based on credit and are predetermined by the government based on class standing and dependency status. These funds will be a combination of subsidized and unsubsidized loans and students will be required to complete additional forms to accept and borrow such funds. Payments on Federal Direct Loans can be deferred for students enrolled at half-time or more than half-time status as certified by the University. Loan Agreements and Loan Counseling are required for first-time loan recipients before funds are available. Detailed information about direct loans, including interest rates, annual and aggregate borrowing limits, and current repayment plans is available at [www.studentloans.gov](http://www.studentloans.gov) (<http://www.studentloans.gov>).

### Federal Parent PLUS Loans

Parent Loan for Undergraduate Students (PLUS) loans are available to the parents of dependent undergraduate students based on credit approval. A PLUS loan can be borrowed for the full amount necessary to cover the difference between the university certified

cost of attendance and all other financial resources available. PLUS loans are borrowed in the parent's name and may be deferred while the student is enrolled at half-time or more than half-time status as certified by the University. Parents denied a PLUS loan may re-apply for consideration using an endorser/cosigner or, in some cases, appeal the denial decision through the Department of Education. Alternatively, the dependent children of parents denied for a PLUS loan may be eligible to borrow and additional \$4,000.00 - \$5,000.00 of unsubsidized loan funding in their own name. Loan Agreements from the parent are required for first-time loan recipients before funds are available. Detailed information about PLUS loans, including interest rates, repayment terms, and the application are available at [www.studentloans.gov](http://www.studentloans.gov) (<http://www.studentloans.gov>).

## Alternative Loans

Alternative loans are offered by many private financial institutions. While many private lenders offer similar terms to federal education loans students are encouraged to carefully review the terms of any loan they borrow to finance their education. Stetson University does not recommend or endorse specific private lenders but does provide resources to assist students in their review of these options (<https://choice.fastproducts.org/FastChoice/home/153100/1/>).

## State of Florida Financial Assistance

Students who are permanent residents of the state of Florida should be familiar with certain deadlines and requirements in order to receive state assistance. To be considered a Florida resident, you (or either parent/legal guardian if you are dependent) must have been a Florida resident for other than educational purposes for a minimum of twelve (12) consecutive months prior to the beginning of classes for the current academic year. Students should familiarize themselves with applicable State of Florida aid policies (<http://www.floridastudentfinancialaid.org>).

## Veterans' Affairs Education Benefits

Stetson University participates in the U. S. Veterans' Affairs Educational Benefits Program. The Office of Student Financial Planning coordinates verification of eligibility with the Registrar's Office and submits the appropriate forms. Current V.A. programs at Stetson include Chapters 30, 31, 34 (if any remaining entitlement/eligibility), 35, 1606, Post-911 GI Bill ® (Ch. 33) and the Yellow Ribbon program. Please Note: Any scholarship provided by Stetson University (academic, talent, or athletic) will be applied toward tuition and fees and students eligible for V.A. benefits are encouraged to consult with a financial aid counselor about applicable institutional policies regarding refunds.

All recipients of V.A. Educational Benefits must complete a Veteran's Registration Information form and the V.A. Responsibilities form each year. Students who are requesting veterans' benefits for the first time at Stetson University must also submit the following: a copy of their Certificate of Eligibility or Award Letter, and a copy of their Application for Educational Benefits or Request for Change of Program/Place of Training. Once these are received, the V.A. Regional Office will be notified of your enrollment.

For additional information, please contact the V.A. Certifying Official in the Office of Student Financial Planning.

In accordance with Title 38 US Code 3679 subsection (e), Stetson University adopts the following additional provisions for any students

using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31) benefits, while payment to the institution is pending from the VA.

Stetson University will not:

- Prevent the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA Certificate of Eligibility (COE) by the first day of class;
- Provide a written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies

## Payment Options

Stetson University offers students the option to pay their direct charges through a Monthly Payment Plan (MPP). The Monthly Payment Plan is an installment contract which allows Stetson University students to finance the estimated total net charges (total semester charges less authorized aid, memo items, and scholarships) in up to 6 monthly payments each semester (for a total of up to 12 monthly payments per year during the academic year). A down payment is required in addition to the 4 installment payments. An additional fee of \$75.00 per semester is applied each semester a payment plan is established. Interested families should contact the Office of Student Accounts at 386-822-7050.

## Return of Federal Funds

This policy applies only to students who receive Federal Student Assistance under Title IV of the Higher Education Act. Types of assistance in this classification include the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Teacher Education Assistance for College and Higher Education (TEACH) Grant, Federal Direct Loans, and Federal PLUS Loans.

A student "earns" Title IV funds in direct proportion to the length of time he or she is enrolled. Federal regulations require that some or all of any federal funds received be returned to the various Title IV programs if a student withdraws on or before 60% of the term has elapsed. The calculation of the return of these funds may result in the student owing a balance to the University and/or the federal government. These funds are returned in a specific order until each program is reimbursed up to 100% of the amount received by the student for that term. The distribution order for the return of funds is as follows:

Federal Unsubsidized Loan  
 Federal Subsidized Loan  
 Federal PLUS Loan (Graduate Student)  
 Federal PLUS Loan (Parent)  
 Federal Pell Grant  
 TEACH Grant  
 Federal SEOG  
 Other Federal Title IV Programs

## Stetson University Satisfactory Academic Progress Policy for Continued Financial Aid

Federal regulations require students to be making satisfactory progress toward the completion of a degree or certificate in order to receive Title IV funds.

"Satisfactory Academic Progress" (SAP) is a measurement of a student's successful academic performance and the standards of academic progress apply to all recipients of federal (Title IV), state and institutional funds. Academic progress is measured using standards that are both qualitative (grade point average) and quantitative (total credits completed versus attempted within a specific time period).

To comply with current regulations the Office of Student Financial Planning at Stetson University will evaluate our students' academic performance at the end of each academic semester (fall, spring, and summer).

### 1. Academic Performance as Measured by Grade Point Average (Qualitative Standard)

To satisfy this requirement, a student must meet and maintain the minimum required academic performance levels as listed below. Please note that while a student may choose to change majors before completing their first degree it will not change the formula for calculating compliance.

#### Undergraduate

Total Credits Earned	Stetson GPA
1-26	1.5
27+	2.0

#### Graduate

Total Credits Earned	Stetson GPA
>9	3.0

### 2. Academic Performance as Measured by Total Credits Earned (Quantitative Standard)

Every undergraduate and graduate student must successfully complete 67% of total attempted credits during his/her academic career at Stetson University as measured for each term of enrollment. The percentage of earned credits is calculated by dividing earned credits by all attempted credits. The successful completion of a credit attempted is defined as credit for which a grade of A, B, C, D or S is received. Withdrawals, incompletes, audits, and F's represent the unsatisfactory completion of a course. Any student who receives an Incomplete "I" in any course must notify the Office of Student Financial Planning when the "I" is changed to a letter grade in order for the credits earned to count toward the quantitative standard of performance. A grade of "D" is not considered satisfactory completion of a course for a graduate student.

### 3. Academic Performance as Measured by Maximum Time for Degree Completion (Quantitative Standard)

The maximum time frame for degree completion to remain eligible to receive federal aid is 150% of the published length of the program. For example, a program requiring 128 credits for graduation would allow 192 credits attempted ( $128 \times 150\% = 192$ ). The 150% rule does not apply to graduate students. The maximum

time frame to complete the EMBA program is 18 months; while the rest of the graduate programs are 8 years.

## Repeat Course Work

Students who must repeat a course should be aware that specific criteria apply to the continuation of aid, including merit scholarship assistance. If a student is repeating a course due to a failure (F), available financial aid can cover the repeated course an unlimited number of times until a passing grade is achieved, or the student loses aid eligibility due to not meeting satisfactory academic progress requirements. If a student is repeating a course for which they previously received a passing grade (any grade other than F), available financial aid can cover the cost of repeating the course one time only even if the student receives an "F" in their subsequent attempt.

## Financial Aid Warning

In the event that a student fails to meet any of the above criteria at the end of an academic semester the student will be notified by the Office of Student Financial Planning and will be placed on Financial Aid Warning for the enrollment period immediately following. While such students are not required to take any action and will be eligible to receive aid for **one semester** (fall, spring or summer) during which they are subsequently enrolled, they are encouraged to meet with the staff at the Academic Success Center.

**Students who fail to meet the Satisfactory Academic Progress Standards by the end of a semester of Financial Aid Warning will be ineligible for financial aid unless a SAP appeal (<https://www.stetson.edu/forms/administration/financial-planning/sapa/>) is approved. Detailed information about the SAP appeal process at Stetson University is available on the Student Financial Planning website (<https://www.stetson.edu/portal/financial-planning/>).**

## Financial Aid Probation

If a SAP appeal has been approved, the student will be placed on Financial Aid Probation for one semester or committed to an academic plan. The student may develop and sign an academic plan as developed by their academic advisor or Dean and the Office of Student Financial Planning if the committee determines that the student cannot meet the SAP requirements in one semester. The plan will outline the terms of approval and the performance expectations for the semester of Financial Aid Probation.

The academic plan will be reviewed at the end of the enrollment period and the results will be measured. If the student has met performance benchmarks as established in the academic plan and federal SAP regulations, the probation is lifted and the student is again eligible to receive aid without further action. If the expectations have been met but the student is still not meeting SAP Standards, the academic plan may be revised for the subsequent semester until such time that the student has renewed eligibility due to meeting SAP or has graduated.

If a student fails to meet the expectation from the SAP committee, he/she is not eligible to appeal again for the same reason and is not eligible to receive financial aid.

	<b>Financial Aid Warning</b>	<b>Financial Aid Probation</b>
Definition	A status assigned to a student who fails to make SAP at the end of any one semester	A status assigned to a student who has failed to make SAP during two consecutive semesters and has successfully appealed.
Required student action	No action is required of the student	Student must submit and sign an approved Academic Plan if the appeals committee approves the appeal and determines the requirements above cannot be met after one semester.
Eligibility for aid	The student is eligible to receive aid for one subsequent semester prior to being evaluated again.	The student is eligible to receive aid if they are successfully following the Academic Plan

**Note:** The Satisfactory Academic Progress policy is for financial aid purposes. It is used to ensure that recipients of federal aid (Title IV) are making qualitative and quantitative progress towards their degree. It is not to be confused with the academic standards for continued enrollment at Stetson University. A particular scholarship, grant, etc., offered by Stetson University, the state of Florida or another third-party might have different renewal requirements specific to the particular fund. Future federal and state legislation may alter any policy and such changes will not be reflected in this printing. Any questions about the Standards of Academic Progress for financial assistance should be directed to the Office of Student Financial Planning at Stetson University.

## Scholarships

Stetson University is committed to recognizing outstanding student achievement through the awarding of merit-based scholarship packages in the admission process. These funds are awarded by the Office of Admissions and may be based on a variety of criteria.

### The Awarding of Merit Based Scholarship Packages

Merit-based scholarship packages are awarded at the time of admission to the University and are based on information included in the application for admission and supporting materials. Stetson University currently awards the following merit-based scholarship packages:

- Presidential Scholarship
- Deans Scholarship
- Transfer Dean's Scholarship

Each admitted student will receive notification of their merit scholarship offer from the Office of Admissions. These awards may be entirely from the primary scholarship fund or comprised of multiple funds that match the student's eligibility and profile. Stetson University may make adjustments to the funds that comprise a specific merit-based

scholarship package at any time for any reason without increasing or decreasing the total dollar amount awarded to the student. While it is considered an honor to receive a donor-funded scholarship as part of a merit-based scholarship package, it will not typically result in an increase in the total amount of funding represented by the scholarship package. Stetson University may decrease the total dollar amount awarded in a merit-based scholarship package in cases where a student is not in compliance with the renewal requirements for the funding as outlined below.

Merit-based scholarship packages at Stetson University are awarded based on an all sources of funding models. As such, the total dollar amount of a merit-based scholarship package or other institutional need-based funding may be reduced to accommodate other sources of funding received by the student including other scholarships from outside sources. The University will not award scholarship amounts in excess of actual educational costs at Stetson and most scholarships will not exceed the cost of tuition. A student receiving tuition benefits will be ineligible for additional merit scholarship.

## Merit-Based Scholarship Package Renewal Policy

Institutional scholarship funds are renewable for up to eight semesters or until the student earns their undergraduate degree (whichever is earlier) for a student who enters as a first time in college applicant. Institutional scholarships for transfer students are renewable for the period specified in their initial scholarship notification letter or until they earn their undergraduate degree (whichever is earlier).

All institutional funding, including funds packaged as part of a merit-based scholarship package, require full-time enrollment as defined in the catalog. Students enrolled at less than full-time status will not be eligible for institutional funds. A minimum 2.0 cumulative grade point average (GPA) is required for renewal of most Stetson scholarships unless the donor has requested a higher GPA requirement. Stetson University does not consider rounded GPAs in the calculation of renewal eligibility for any student. GPAs will be reviewed at the end of each semester and students who fail to meet the renewal GPA will be allowed to receive their full scholarship package on a probationary status for the following term. Summer credits are included in the GPA calculations but are excluded from the semester review. Students who have received their full scholarship package on a probationary status for one semester and do not raise their cumulative GPA to the required 2.0 benchmark will not receive scholarship aid each academic semester their cumulative GPA remains below a 2.0.

### Additional Types of Scholarship Funding:

Students at Stetson University may be offered other forms of institutional scholarship funding based on talent and participation in programs through various academic divisions including the School of Music, the School of Business Administration, and the College of Arts & Sciences. Students may also receive institutional scholarship aid for participation in sports programs through the division of Athletics. Stetson University reserves the right to adjust merit-based scholarship packages and other institutional aid to accommodate offers of scholarship through these programs. Students should consult advisors in their specific program or the Office of Student Financial Planning to review the terms and conditions of such scholarship offers prior to acceptance.



## General Education

At Stetson University, all three undergraduate units - The College of Arts and Sciences, The School of Business Administration, and The School of Music - share a core set of expectations for liberal learning. These expectations do not correspond exactly to a set of courses. Instead, they are a set of educational outcomes that we believe are essential for students embarking upon a career or post-graduate study in today's world, and they are achieved gradually as students advance through the University curriculum.

All students are required to complete a General Education program of study. Students who have accepted an invitation to join the University Honors Program (p. 381) complete the General Education requirement through that Program.

A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements. A single course may count towards both the Writing Enhanced requirement and another General Education requirement. Students should check with their advisor regarding the eligibility of transfer credits to meet General Education requirements after students have enrolled at Stetson. A key component of a liberal education is to learn about the modes of inquiry from a diverse set of disciplines, so no more than 3 courses used to meet General Education requirements may come from a single department and at least 16 of the 32 units required for graduation must come from departments outside the department of the major.

## The Essential Learning Outcomes of General Education

### Writing

Students can write effectively to a variety of audiences and for a variety of purposes.

### Information Literacy

Students can engage with information strategically and for a variety of purposes.

### Speaking

Students can speak in an understandable, organized, and audience-appropriate fashion to explain their ideas, express their feelings, or support a conclusion.

### Critical Thinking

Students can analyze, evaluate, and synthesize data to reach a conclusion or develop a position.

### Quantitative Reasoning

Students are able to explain and apply quantitative techniques to analyze data or solve problems.

## Knowledge of Human Cultures and the Natural World

Students can apply relevant concepts to create, interpret, or explain a variety of cultural or natural phenomena.

## Personal and Social Responsibility

Students can recognize a complex personal, professional, or public issue related to environmental responsibility, ethical or spiritual reflection, health and wellness, human diversity, or social justice; analyze that issue; and argue effectively for a personal position on it.

## Integration of Learning

Students can identify and elaborate on connections among ideas and experiences and synthesize ideas from multiple perspectives.

Some majors and special programs, such as our Honors Program, will have an alternate pathway to meet these essential outcomes. The standard structure by which most students accomplish their learning goals is described below. All students should work closely with their advisors to select the appropriate courses to meet requirements in their programs.

## Achieving Essential Learning Outcomes

To achieve these essential learning outcomes, students will select a number of courses designed to provide an integrated academic experience.

## Foundations

In these courses, students develop skills in analytical, critical, and quantitative thinking; in written and oral communication; and in problem-solving as individuals and as members of groups and communities. These intellectual and practical skills form the foundation of liberal learning.

Students who expect to receive transfer, dual enrollment, AP, or IB credit for writing courses may transfer up to two (2) writing courses. The remaining courses must be completed at Stetson.

Note: First year students may opt to take ENGL 100 Transitions to College Reading and Writing following a Directed Self Placement survey offered during the summer prior to enrollment at Stetson. This 8-week WE course provides an intensive orientation to strategies and practices for success at meeting college expectations. Students are typically referred to ENGL 100 by their FSEM instructor, but any first year student may inquire about ENGL 100 by contacting the Writing Center Director. ENGL 100 will count as one of the four required courses only if the grade earned is a C or above. Students who do not earn the minimum grade may not count this course toward the writing requirement.

### 1. Writing and Writing Enhanced Courses

*The goal of these courses is to provide students with the skills necessary to write successfully in their careers at Stetson and beyond. These courses are designed to help students develop skills in Writing and Information Literacy. Support for students in Writing or WE courses is offered at the University Writing Center.*

All students at Stetson University must satisfy the **Writing Requirement**, which consists of **four (4) Writing Enhanced (WE) courses**, at least two of which must be from General Education. Courses eligible to meet the **Writing Requirement** include:

- All WE designated courses
- First Year Seminars
- Junior Seminars

### 2. First Year Seminar

*The goal of the First Year Seminars is to improve students' ability to read, think, and write critically and coherently about knowledge and ideas. The intent is to increase their ability and their desire to engage enthusiastically in intellectual conversations. These courses are designed to help students develop skills in Writing, Information Fluency, Speaking, and Critical Thinking.*

First Year Seminars focus on topics of broad interest to students and faculty. They are not designed to serve as introductions to any academic major; instead, they provide for active engagement with, and inquiry into, significant ideas, questions, and issues related to that topic. They are discussion-based and writing-intensive, encouraging students to engage actively, both in and outside of class, with course materials. They involve substantive writing and speaking assignments, with feedback and opportunities for improvement. Students are required to enroll in the First Year Seminar during their first semester in residence. Students may not drop, retake, use the pass/fail option or use the course exclusion option for the First Year Seminar. If a student fails the course, the first year seminar requirement has still been met and the grade will be calculated in the term and cumulative GPA.

### 3. Quantitative Reasoning (Q)

*The goal of quantitative reasoning courses is to develop students' understanding of the conceptual and theoretical tools used in reasoning and problem-solving. These courses are designed to help students meet the Quantitative Reasoning outcome.*

All courses in this area provide hands-on exercises in which students apply quantitative or symbolic tools to problems and, where practical, familiarize students with some of the mistakes typically made in reasoning and problem-solving. Courses deal extensively with the examination of mathematical or other symbolic techniques of reasoning. These courses may place emphasis on the logical methods of mathematical or symbolic proofs, on making use of theorems, on using mathematical or symbolic techniques to theorize about the world or human behavior; and/or on the use of mathematics as a tool to solve problems or analyze data. They may emphasize the use of mathematical tools such as statistics, or focus on teaching students when and how to apply tools with which they are already familiar, such as algebra.

creative works of art, focusing on improving students' aesthetic responsiveness by teaching them how to interpret cultural works. They underscore how exploring the distinguishing characteristics of a creative discipline, its artistic traditions, or its historical context can be a way of understanding the world.

### 2. Culture and Belief (B)

*The goal of these courses is to enhance students' understanding of the beliefs, ideologies, and traditions that contribute to human culture.*

These courses help students reflect analytically on their own and others' belief systems and cultural traditions. They may examine how individuals and groups of people, past or present, experience and act on various beliefs, ideologies, and cultural values. They may also examine why individuals and groups of people, past and present, perpetuate, reject, or transform these beliefs, ideologies, and cultural values. Finally, they may consider the conflicting interpretations of texts, ideologies, authority structures, symbols, rituals, and artifacts as a way of understanding cultural differences.

### 3. Historical Inquiry (H)

*The goal of these courses is to develop students' understanding of history as a form of systematic inquiry into the human past, with a focus on the processes of change and continuity.*

These courses provide students with a historical perspective by introducing them to a noteworthy segment of the past. Emphasis is placed on the use of primary and secondary sources in evaluating historical evidence and debating multiple interpretations. Courses deal extensively with one of the following activities: the interpretation of broad changes emerging over time in cultures, societies, ideas or institutions; or the impact of central turning points, revolutionary moments, or distinctive periods that were transformative within their wider historical context.

### 4. Individuals, Societies, and Social Systems (S)

*The goal of these courses is to improve students' understanding of some of the concepts and methods essential to the study of people, societies, or institutions within societies.*

These courses examine how life is experienced as individuals or as members of social systems that influence our personalities, behaviors, and perceptions of the world. They may also consider how individuals influence social structures or the relationships and dynamics among various social structures. Common to these courses is an emphasis on methodological approaches used to study individuals, societies, or social systems.

### 5. Modern Languages (L and select courses permitted/required by program)

*The goal of these courses is to enhance students' knowledge of the world by developing their proficiency in their own and another modern language and by emphasizing the role of language in culture.*

These courses introduce students to modern languages and the cultures in which these languages are spoken. Students should check the requirements for their school and program to determine what language courses will fulfill this requirement for their degree plan.

### 6. The Physical and Natural World (P)

*The goal of these courses is to foster a scientific understanding of natural phenomena.*

These courses are devoted to the study of the major concepts, theories, and scientific methods used in the physical or life sciences. They also have a laboratory or field work component that

## Knowledge of Human Cultures and the Natural World

These courses enhance students' understanding of the world, encourage them to become more reflective about their own and others' beliefs and develop their capacities for aesthetic responsiveness and various forms of inquiry into human societies, systems, and the natural world. The College of Arts and Sciences, the School of Business Administration and the School of Music require a selection of courses from among the key areas of knowledge. Students should check the requirements within their school and degree program to determine what combination of knowledge areas is required for their educational goals.

### 1. Creative Arts (A)

*The goal of these courses is to develop students' aesthetic awareness and their ability to interpret forms of cultural expression intelligently and critically.*

Courses in this area deal extensively with one or both of the following activities: active participation in creative expression, directly engaging students in creative practices and promoting full artistic exploration in an environment which encourages substantive critical dialogue; or critical, multi-level analyses of

primarily focuses on the pivotal role that data collection plays in validating an existing theory or in developing a new one.

## Personal and Social Responsibility

These courses help students gain a greater sense of responsibility and develop their capacities for reflection and action as regards what they say, do, and believe in their personal, professional, and public lives. In most cases, students will take 2 courses from the areas described below, one of which will be a Junior Seminar. Students should check requirements in their school or program to determine rules for meeting this requirement in their field.

### 1. Environmental Responsibility (R)

*The goal of these courses is to provide students with a sense of place in the natural environment by helping them think critically about humans' relationship to the earth.*

Courses in this area explore our dependence on nature and the interconnectedness between the natural and human worlds; they teach students about environmental degradation and responses to it, and help them to understand better how individual choices and institutional decision-making affect environmental practices.

### 2. Ethical or Spiritual Inquiry (E)

*The goal of these courses is to foster critical reflection on ideas and practices underlying ethical decisions, individual and societal values, or commitments to religious or spiritual belief.*

Courses deal extensively with one of the following activities: critical analysis of one or more specific ethical issues; an examination of the teachings or practices employed in one or more religious or spiritual traditions; or an examination of philosophical ideas focused on moral inquiry.

### 3. Health and Wellness (W)

*The goal of these courses is to increase students' understanding of the relationship between lifestyle and physical and psychological well-being.*

These courses examine the internal and external factors that influence psychological and physical well-being. They offer students both theoretical and practical knowledge to achieve and maintain healthy living, and they encourage students to think reflectively about their own understandings of health and wellness.

### 4. Human Diversity (D)

*The goal of these courses is to develop students' understanding of human diversity.*

These courses focus on the dynamics of human difference and what it means to be different. They critically examine how and why categories based on physical, social, or mental attributes arise and how our assumptions about such categories affect our interactions with other humans and our perceptions of the world.

### 5. Social Justice (J)

*The goal of these courses is to develop students' critical awareness of and engagement with the structures, processes, and consequences of social justice and injustice.*

These courses raise questions about the meaning of justice and injustice, their effects, and the processes through which they are maintained, over time and across cultures locally, nationally, or globally. These courses employ diverse modes of analysis to help students confront relevant issues of justice and injustice and understand the impetus for cultural change engendered by those issues.

## Junior Seminars

The Junior Seminar is intended to be the culminating experience of the Stetson General Education curriculum. The course builds upon, reinforces, and enhances foundational skills - in reading, writing, speaking, critical thinking, and information literacy - introduced in the First Year Seminar and subsequently developed in other General Education and major-specific courses. At the heart of each JSEM are Stetson's core values: personal growth, intellectual development, and global citizenship, which manifest themselves through deep engagement with one of the five areas of Personal and Social Responsibility: Ethical or Spiritual Inquiry, Health and Wellness, Human Diversity, Social Justice, or Environmental Responsibility. Whatever the course's actual subject, each JSEM helps students develop their capacities for ethical reflection and action in their personal, professional, and public lives. Although offered from a particular department or program, a cross-disciplinary environment is created that promotes the integration of learning through the disciplinary training students from a variety of majors bring to the course. Such diversity allows each class to transcend the paradigms or methods of any one major and to make connections across intellectual borders. The only prerequisite is junior status. Junior Seminars may not be taken pass/fail.

## Writing Program and Writing Center

Stetson University's Writing Program is a significant facet of the Stetson education. As a vital part of the general education curriculum, writing holds first place on the list of Stetson's learning outcomes; as a critical part of the learning process across the curriculum, writing skills are taught and reinforced in many courses. The Writing Program further fosters the full development of essential communication skills - including purpose, disciplinary awareness, and information literacy - by encouraging a writing-rich academic environment throughout the curriculum, strengthening faculty engagement in writing-enriched courses and assignments, and supporting students in their efforts.

Beginning with the First Year Seminar, opportunities for developing strong writing skills continue through many undergraduate courses and culminate in the cross-disciplinary Junior Seminar and the senior demonstration of superior learning. By graduation, Stetson University students have encountered a range of writing experiences meant to challenge and inspire them to learn the writing and communication skills necessary for life-long learning.

To help students become stronger writers, the Stetson University Writing Center, housed in the duPont Ball Library, offers tutoring hours every week during the semester and during much of the summer. Trained peer tutors assist student writers in all phases of their writing projects. During these one-on-one sessions, tutors work with students to think critically about their writing processes and effectively use rhetorical strategies.

## Cultural Events & Campus Engagement

Students will join Stetson's intellectual and creative life outside the classroom by attending a number of designated events such as performances, lectures by distinguished visitors, plays, art shows, and films.

## Advising Course Plans

### College of Arts and Sciences

- Art (p. 44)
- Biology (p. 51)
- Chemistry and Biochemistry (p. 74)
- Communication and Media Studies (p. 80)
- Computer Information Systems (p. 84)
- Digital Arts (p. 93)
- Economics (p. 100)
- Elementary Education (p. 107)
- English (p. 116)
- Environmental Science and Studies (p. 121)
- Global Development (p. 128)
- Health Sciences (p. 134)
- History (p. 152)
- International Studies (p. 161)
- Mathematics (p. 165)
- Philosophy (p. 176)
- Physics (p. 180)
- Political Science (p. 187)
- Psychology (p. 192)
- Public Health (p. 200)
- Public Management (p. 205)
- Religious Studies (p. 208)
- Russian, East European, and Eurasian Studies (p. 214)
- Social Science (p. 219)
- Sociology and Anthropology (p. 226)
- Theatre Arts (p. 230)
- World Languages and Cultures - French and Francophone Studies (p. 238)
- World Languages and Cultures - German Studies (p. 240)
- World Languages and Cultures - Hispanic Studies (p. 242)
- World Languages and Cultures - Translator's Track/Multi-Language Track (p. 244)

### School of Business Administration

- Accounting (p. 259)
- Business Administration (p. 265)
- Business Systems and Analytics (p. 270)
- Economics (p. 276)
- Entrepreneurship (p. 282)
- Family Enterprise Management (p. 286)
- Finance (p. 291)
- Human Resource Management (p. 304)
- International Business (p. 309)
- Management (p. 314)
- Marketing (p. 320)
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### School of Music

- Composition (p. 338)
- Guitar (p. 341)
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- Orchestral Instrument (p. 348)
- Organ (p. 351)
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- Music with Elective Studies in an Outside Field (p. 360)
- Music with Elective Studies in an Outside Field - Business Leading to an M.B.A. (p. 363)
- Music Education - Instrumental/General (p. 368)
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## College of Arts and Sciences

From its founding in 1883, the College of Arts and Sciences has offered an energetic and imaginative approach to education in the liberal arts and sciences. In all our degree programs, students work on the skills of gathering, interpreting, questioning, and communicating knowledge about themselves and the world they live in. They seek to become more reflective about their beliefs and principles, more skilled in ways of understanding the world, and more prepared to respond thoughtfully -- even joyfully -- to learning opportunities and personal and social challenges that will come their way over their lifetimes. Our emphasis is not on narrow training, but on the liberal or liberating skills and knowledge that can prepare graduates for fulfilling lives as well as meaningful life's work. *Education in the College seeks to transform students into informed, engaged, and empowered individuals and citizens.*

Through small class size and teaching that fosters active learning, we emphasize the rigor, depth, and engagement of our students' academic experiences. In our formal curriculum and campus culture, we offer multiple opportunities out of a range of disciplinary perspectives to respond to enduring and contemporary questions. Learning through first-hand experience is a way to substantial and meaningful education; students are encouraged to develop academic plans that include study abroad, community engagement, community-based research, internships in fields of interest, independent research, and out-of-classroom experiences that complement learning in the major, in general education, and in elective courses. The College is proud to host a chapter of Phi Beta Kappa, the oldest chapter at a private college in Florida. Alongside that commitment to the highest standards of academic excellence is a commitment to social justice and community engagement that has been recognized by the Carnegie Foundation for the Advancement of Teaching.

## Undergraduate Degrees Offered

### B.A. and B.S.

Two undergraduate degrees are offered by the College: the Bachelor of Arts (B.A.) and the Bachelor of Science (B.S.). Traditionally, the B.A. has emphasized a broad education in the liberal arts and sciences, with a special emphasis on the skills of critical thinking, reading, problem-solving, speaking and listening, writing, and creativity. The B.S. builds on similar learning in the liberal arts and sciences to develop advanced knowledge and skills in more scientific, technical, or applied fields.

At Stetson, all degree programs emphasize breadth of learning, so the difference between B.A. and B.S. degrees is a matter of emphasis in majors. A candidate for either the B.A. or the B.S. degree must complete 32 units of academic work with a C (2.0) average overall. These units are roughly evenly divided into three categories: general education, the major, and electives. A unit in the College is roughly equated to 4 credits.

## The Major, Minor, and Elective

In addition to a breadth of study in general education, students in the College develop more advanced understandings through at least 10 courses in one of the College's majors or in the Individualized Major available through the Honors Program. Additional courses in the chosen field of study may be taken as electives. Electives may be selected to pursue a self-defined, intellectual or creative passion or to

strengthen preparation for graduate study or professional schools of law, medicine, education, music, counseling, or business. Students may also choose to use elective courses to complete a minor in the College or in the Schools of Business Administration or Music. A minor is not required, but many are available. Details of the requirements for each major and minor are listed separately in the *Catalog*. To earn a degree, a student must complete all requirements with at least a C average (2.0) in the major, as well as cumulatively in all courses.

## Internship Courses in the College of Arts and Sciences

Please visit the University policies page for internships:

View University-wide academic policies for undergraduate internships (p. 414)

## The Senior Project

Drawing on liberal study in the College's program of General Education and the knowledge and skills learned through a major curriculum, each senior undertakes a project appropriate to her or his field of study: an original research paper, an empirical study, development and analysis of a predictive model, a report on a laboratory experiment or field observation, gallery exhibition, a stage presentation, a computer program, a community-based project, or creative work.

Depending on disciplinary expectations, students might design their own research projects or, in other cases, join an ongoing faculty research project. In some cases, students who have pursued two majors might design one project that satisfies the capstone requirement in both majors simultaneously; in other cases, they might complete one senior project for each major. Faculty advisors mentor students in developing, researching, and producing the final project.

While disciplines in the College approach the Senior Project in different ways, the goal is to demonstrate applied, imaginative, and/or critical problem-solving. To do so, students use skills of close reading, careful observation, critical analysis, and persuasive writing and speaking to complete projects of their choosing.

Students have the opportunity to present their work at the Stetson Undergraduate Research and Creative Arts Showcase in the spring. Many seniors also present their work at conferences or publish with their faculty advisors in professional journals. Successfully completing the Senior Project is a capstone experience for all students in the College.

## Majors

### Bachelor of Arts

The College of Arts and Sciences offers Bachelor of Arts degrees in the following areas:

- American Studies (p. 42)
- Art - Art History (p. 45)
- Art - (p. 47) Studio Art (p. 47)
- Communication and Media Studies (p. 81)
- Digital Arts (p. 95)
- Elementary Education (p. 109)
- English (p. 118)
- Environmental Studies (p. 125)

- General Studies in Education (p. 112)
- Global Development (p. 129)
- History (p. 154)
- International Studies (p. 162)
- Philosophy (p. 177)
- Political Science (p. 189)
- Public Management (p. 206)
- Religious Studies (p. 210)
- Russian, East European and Eurasian Studies (p. 216)
- Social Science (p. 221)
- Sociology (p. 227)
- Theatre Arts (p. 231)
- World Languages and Cultures - French and Francophone Studies (p. 237)
- World Languages and Cultures - Hispanic Studies (p. 241)
- World Languages and Cultures - German Studies (p. 239)
- World Languages and Cultures - Translator (p. 243)

## Bachelor of Science

The College offers Bachelor of Science degrees in the following areas:

- Aquatic and Marine Biology (p. 53)
- Applied Mathematics - Actuarial and Financial Mathematics (p. 168)
- Applied Mathematics - Physics (p. 170)
- Applied Mathematics - Statistics (p. 172)
- Biochemistry (p. 77)
- Biology (p. 57)
- Chemistry (p. 75)
- Computer Information Systems (p. 85)
- Computer Science (p. 87)
- Cybersecurity (p. 89)
- Digital Arts (p. 96)
- Economics (p. 101)
- Environmental Science (p. 122)
- Health Sciences (p. 135)
- Mathematics (p. 166)
- Molecular and Cellular Biology (p. 66)
- Physics (p. 181)
- Physics - Applied Physics (p. 183)
- Physics - Biophysics (p. 185)
- Psychology (p. 193)
- Public Health (p. 201)

A B.S. degree in Engineering may be earned through cooperative programs with other universities.

Special programs are maintained to advise and support students from various majors who are preparing themselves for law school, medical school, health-related fields, or public administration.

## Minors

The minors available to students pursuing either B.A. or B.S. degrees include the following:

- Accounting (p. 328)<sup>1</sup>
- Africana Studies (p. 245)
- American Studies (p. 39)
- Anthropology (p. 225)
- Applied Statistics (p. 328)<sup>1</sup>
- Art History (p. 43)
- Asian Studies (p. 246)
- Biology (p. 51)
- Business Administration (p. 328)<sup>1</sup>
- Business Systems and Analytics (p. 329)<sup>1</sup>
- Business Law (p. 328)<sup>1</sup>
- Chemistry (p. 73)
- Communication and Media Studies (p. 79)
- Computer Science (p. 84)
- Creative Writing (p. 114)
- Data Analytics (p. 247)
- Digital Arts (p. 93)
- Economics (p. 100)
- Education (p. 107)
- English (p. 114)
- Entrepreneurship (p. 329)<sup>1</sup>
- Environmental Studies (p. 120)
- Family Enterprise (p. 329)<sup>1</sup>
- Finance (p. 330)<sup>1</sup>
- French (p. 235)
- Gender Studies (p. 248)
- German (p. 235)
- Global Development (p. 128)
- Health Sciences (p. 133)
- History (p. 151)
- Human Resource Management (p. 330)<sup>1</sup>
- International Business (p. 330)<sup>1</sup>
- International Studies (p. 160)
- Jewish Studies (p. 248)
- Journalism (p. 249)
- Latin American and Latino Studies (p. 250)
- Management (p. 331)<sup>1</sup>
- Marketing (p. 331)<sup>1</sup>
- Mathematics (p. 164)
- Music (p. 379)<sup>2</sup>
- Music Technology (p. 380)<sup>2</sup>
- Philosophy (p. 176)
- Physics (p. 180)
- Political Science (p. 187)
- Professional Sales (p. 331)<sup>1</sup>
- Psychology (p. 191)
- Public Health Studies (p. 198)
- Religious Studies (p. 208)
- Russian (p. 235)
- Russian, East European, and Eurasian Studies (p. 214)
- Sociology (p. 225)
- Spanish (p. 235)

- Sport Business (p. 332)<sup>1</sup>
- Studio Art (p. 43)
- Sustainable Food Systems (p. 250)
- Theatre Arts (p. 230)
- World Language (p. 235)

<sup>1</sup> Administered through the School of Business Administration.

<sup>2</sup> Administered through the School of Music.

## General Education

All students in the College of Arts and Sciences must meet General Education requirements in addition to specific requirements within the major area of study.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C.

A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement. Students should check with their advisor regarding the eligibility of transfer credits to meet General Education requirements after students have enrolled at Stetson. A key component of a liberal education is to learn about the modes of inquiry from a diverse set of disciplines, so no more than 3 courses used to meet General Education requirements may come from a single department and at least 16 of the 32 units required for graduation must come from departments outside the department of the major.

For many majors, certain courses outside the major field of study are required. These courses are called "collateral requirements."

A student majoring in Education may count among the 32 units as many in the major as are required for completion of an approved program for teacher certification by the State of Florida.

Code	Title	Units
<b>Foundations</b> <sup>1</sup>		
Writing Requirement		
FSEM 100	First Year Seminar	1
Quantitative Reasoning (any Q course)		1
Junior Seminar		1
<b>Knowledge of Human Cultures and the Natural World</b>		
Select five of the following: <sup>2</sup>		5
Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses) <sup>3</sup>		
Culture and Belief (any B course)		
Historical Inquiry (any H course)		
Individuals, Societies, and Social Systems (any S course)		
Modern Languages (any L course)		
Physical and Natural World (any P course)		
<b>Personal and Social Responsibility</b>		

Select any 'Stetson Values (V)' course

1

**Total Units**

**9**

## Cultural Events/Campus Engagement

In addition to completing 32 course units, students join Stetson's intellectual and creative life outside the classroom by participating in at least 3 approved cultural events for each semester of enrollment at Stetson. These events include lectures by distinguished visitors, musical performances, plays, and art shows.

<sup>1</sup> Foundation courses may not be taken pass/fail.

<sup>2</sup> 1 unit each from 5 out of the 6 areas.

<sup>3</sup> Course(s) must equal 1 unit.

## American Studies

The American Studies Program offers a major and minor. Students in American Studies investigate the diverse experiences, values, and cultural traditions that have made the United States what it is today. In other words, we explore what makes American tick. Courses pursue questions that have intrigued and challenged Americans and that have attracted and puzzled international observers alike: what are the origins of American social practices, values, thoughts, creative expressions, popular culture, political commitments, cultural understanding, and perceptions of themselves and each other? Why has the United States pursued its domestic and international paths? How is this country distinctive and what traits does it share with other parts of the world? What brings Americans together and what pulls them apart? How are individual American lives shaped by race, ethnicity, class, gender, sexuality, ability, region, religion, and ideology?

Students use perspectives from many fields, including history, literature, sociology, anthropology, psychology, politics, religion, the arts, business, and the natural sciences to gain a comprehensive understanding of the varieties of American experiences and their relation to our increasingly complex and interconnected world. Study in this program complements the work of many other academic disciplines and gives students a deep understanding of American culture and history that they can apply to their post-college lives. The program has a long history, originating with the establishment of the Charles E. Merrill Department of American Studies in 1955, one of the first American Studies departments in the country. As an interdisciplinary program, American Studies at Stetson carries on this tradition of inquiry.

More information can be found online at <http://www.stetson.edu/other/academics/programs/american-studies.php>.

## Learning Outcomes

Student learning outcomes describe what students know, understand and are able to do as a result of completing a degree program. The learning outcomes for this program are:

1. Identify and analyze key ideas, behaviors, and patterns of thought in American culture past and present (c. 1500-present)
2. Apply interdisciplinary thinking to questions, problems, and research topics in the field of American Studies, bringing to bear the methodologies, contexts, and theoretical concepts of various disciplines as mental tools for understanding American culture
3. Understand the diversity of peoples, ideologies, and cultural practices and texts that have shaped American society past and present
4. Use their knowledge of the American past to analyze contemporary trends and events in the United States
5. Develop critical thinking abilities and strong oral and written communication skills

## Majors

### Major in American Studies

- Bachelor of Arts in American Studies (p. 42)

## Minors

### Minor in American Studies - 5 units

Code	Title	Units
One AMST unit at the 100 or 200 level		1
AMST 301B	American Cultural Traditions (Can be used as an H course)	1
One other unit with AMST-prefix or AMST-Attribution; see Interdisciplinary Areas in Class Search. <sup>1</sup>		1
Minor Focus Area of two units related to a common theme chosen by the student from at least two academic areas. Can include non-AMST-Prefix courses, and must be approved by the program director. <sup>1</sup>		2
<b>Total Units</b>		<b>5</b>

<sup>1</sup> Of the 1 other AMST unit and the 2 Focus Area units, at least one should be at the 300-level or above.

## Advising Course Plan

### First Year

Fall	Spring	Term Units	Units
Major Requirement			1
FSEM 100	First Year Seminar		1
Elective			1
Elective			1
	<b>Term Units</b>		<b>4</b>
<b>Spring</b>			
100- or 200-Level AMST or AMST-Attribution Course			1



General Education Requirement	1
Elective	1
Elective	1
<b>Term Units</b>	<b>4</b>
<b>Second Year</b>	
<b>Fall</b>	
Major Course	1
Focus Area Elective	1
General Education Requirement	1
General Education Requirement or Elective	1
<b>Term Units</b>	<b>4</b>
<b>Spring</b>	
Major Requirement	1
Focus Area Elective	1
General Education Requirement or Elective	1
General Education Requirement or Elective	1
<b>Term Units</b>	<b>4</b>
<b>Third Year</b>	
<b>Fall</b>	
Major Requirement	1
Junior Seminar or General Education Requirement	1
General Education Requirement	1
General Education Requirement or Elective	1
<b>Term Units</b>	<b>4</b>
<b>Spring</b>	
Major Requirement	1
Junior Seminar or General Education Requirement	1
General Education Requirement	1
General Education Requirement or Elective	1
<b>Term Units</b>	<b>4</b>
<b>Fourth Year</b>	
<b>Fall</b>	
Senior Research	1
Focus Area Elective	1
General Education Requirement or Elective	1
General Education Requirement or Elective	1
<b>Term Units</b>	<b>4</b>
<b>Spring</b>	
Major Requirement	1
Focus Area Elective	1
General Education Requirement or Elective	1
General Education Requirement or Elective	1
<b>Term Units</b>	<b>4</b>
<b>Total Unit: 32</b>	

## Faculty

Barnes, Michael  
*Associate Professor of English*  
 B.A., M.A., Clemson University  
 Ph.D., University of South Carolina

Croce, Paul  
*Professor of History and American Studies, 1988*  
*Director, American Studies Program, 2013*  
 B.A, Georgetown University  
 M.A., Ph.D., Brown University

Dehnart, Andy  
*Visiting Assistant Professor of Journalism*  
 B.S., Stetson University

M.F.A., Bennington College

Lucas, Phillip

*Professor of Religious Studies*

B.A., Portland State University

M.A., University of California

Ph.D., University of California

Mieras, Emily

*Associate Professor of History and American Studies, 1998*

A.B., Harvard College

M.A., Ph.D., College of William and Mary

Smallpage, Steven

*Assistant Professor of Political Science*

B.A., American University

M.A., University of Toronto

Ph.D., Michigan State University

Smith, Sven

*Assistant Professor of Sociology*

B.A., Stetson University

MA, University of Chicago

J.D., Florida State University

Ph.D., University of Florida

# Bachelor of Arts in American Studies

## Major Requirements

Code	Title	Units
<b>General Education Requirements</b>		
The student must complete the General Education Requirements of the College of Arts & Sciences.		9
<b>Major Requirements</b>		
Orientation to American Studies, select two units from the following:		2
AFST 101H	Black Experience I: Ancient Africa to U.S. Antebellum	
AFST 102H	Black Experience II: U.S. Reconstruction to Present	
AFST 240A	Introduction to Africana Literature	
ARTH 210A	American Art	
HIST 151H	American History I	
HIST 152H	American History II	
HIST 250V	Immigration, Race and Ethnicity in American History: 1600 to Present	
HIST 251H	African American History	
HIST 252H	Gender in American History, 1800 to Present	
ENGL 258H	Survey of US Literature	
POLI 101S	American National Government	
POLI 210H	American Political Development	
RELS 302V	The American Christian Experience	
RELS 282B	The American Jewish Experience	
MUSC 196A	Jazz and 20th Century American Music	
MUSC 197A	History of Popular Music	
One AMST unit at the 100 or 200 level		1
AMST 301B	American Cultural Traditions (Can be used as an H course)	1
AMST 499	Senior Project	1
Two units of AMST-prefix or AMST-attribution courses; see Interdisciplinary Areas in Class Search. <sup>1</sup>		2
Focus Area of four units related to a common theme chosen by the student from at least two academic areas. Can include non-AMST-Prefix courses, and must be approved by program director. <sup>1</sup>		4
<b>General Electives</b>		<b>12</b>
<b>Total Units</b>		<b>32</b>

<sup>1</sup> Of the two other AMST courses and the four Focus Area courses, at least two should be at the 300-level or above

## General Education Requirements

All students in the College of Arts and Sciences must meet General Education requirements in addition to specific requirements within the major area of study.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed

in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C.

A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement. Students should check with their advisor regarding the eligibility of transfer credits to meet General Education requirements after students have enrolled at Stetson. A key component of a liberal education is to learn about the modes of inquiry from a diverse set of disciplines, so no more than 3 courses used to meet General Education requirements may come from a single department and at least 16 of the 32 units required for graduation must come from departments outside the department of the major.

For many majors, certain courses outside the major field of study are required. These courses are called "collateral requirements."

A student majoring in Education may count among the 32 units as many in the major as are required for completion of an approved program for teacher certification by the State of Florida.

Code	Title	Units
<b>Foundations<sup>1</sup></b>		
Writing Requirement		
FSEM 100	First Year Seminar	1
Quantitative Reasoning (any Q course)		1
Junior Seminar		1
<b>Knowledge of Human Cultures and the Natural World</b>		
Select five of the following: <sup>2</sup>		5
Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses) <sup>3</sup>		
Culture and Belief (any B course)		
Historical Inquiry (any H course)		
Individuals, Societies, and Social Systems (any S course)		
Modern Languages (any L course)		
Physical and Natural World (any P course)		
<b>Personal and Social Responsibility</b>		
Select any 'Stetson Values (V)' course		1
<b>Total Units</b>		<b>9</b>

## Cultural Events/Campus Engagement

In addition to completing 32 course units, students join Stetson's intellectual and creative life outside the classroom by participating in at least 3 approved cultural events for each semester of enrollment at Stetson. These events include lectures by distinguished visitors, musical performances, plays, and art shows.

<sup>1</sup> Foundation courses may not be taken pass/fail.

<sup>2</sup> 1 unit each from 5 out of the 6 areas.

<sup>3</sup> Course(s) must equal 1 unit.

## Art

At Stetson, the Art Program finds its home in the Creative Arts Department and offers two distinct paths: an art major with an emphasis in studio art and an art major with an emphasis in art history. Students majoring in art develop their passion for art within the context of a liberal arts education, and they gain the strength in the hallmark skills of the liberal arts: learning to communicate effectively and think critically.

The **art major with an emphasis in studio art** offers a curriculum that prepares students for further study in graduate school or a career as a professional artist. Our faculty are professional artists of national stature who work in a range of mediums. Students develop their personal styles and direction based on a strong foundation in technique, design principles, historical tradition, and contemporary artistic theories. The program has particular strengths in painting, drawing, mixed media, ceramics, and sculpture, where students get personalized attention, critiques, and guidance. The curriculum culminates in a capstone experience, the senior thesis exhibition, in which studio art and digital arts majors work together to present a group exhibit showcasing each participant's work.

The **art major with an emphasis in art history** exposes students to the broad range of artistic work ranging from historical to contemporary. The curriculum starts by surveying art through the ages and moves into in-depth studies of topics, such as specific time periods, comics and graphic novels, art markets, legal issues, and museum collections. The curriculum culminates in a capstone senior research project focusing on the student's individual interests.

Stetson provides advanced studio art students with on-campus studio space to work on pieces throughout the semester. Studio art and art history majors alike work behind the scenes operating the Hand Art Center, a fully operational museum and art center, which is home to the University's permanent collections and the University's extensive collection of works by Oscar Bluemner. Additionally, the Creative Arts Department regularly hosts visiting artists' lectures and exhibits, thereby widening the students' exposure to contemporary art and artists.

The Art Program is an integral part of the Department of Creative Arts (<http://www2.stetson.edu/creative-arts/>), which brings together faculty and students engaged in the study and practice of creative pursuits. See relevant sections elsewhere in the *Catalog* to learn more about the Department's other programs in Digital Arts (p. 93) and Theatre Arts (p. 230).

More information can be found online at <http://www.stetson.edu/other/academics/programs/art.php>.

## Majors

### Major in Art

- Bachelor of Arts in Art - Art History Concentration (p. 45)
- Bachelor of Arts in Art - Studio Art Concentration (p. 47)

## Minors

### Minor in Studio Art - 5 units

Code	Title	Units
<b>Minor Requirements</b>		
ARTS 101A	Drawing I	1
ARTS 103A or ARTS 102A	Painting I Sculpture I	1
Three additional ARTS units		3
<b>Total Units</b>		<b>5</b>

### Minor in Art History - 5 units

Code	Title	Units
ARTH 241A	Art History Survey I: From Prehistory to 14th Century (Can be used as an H course)	1
ARTH 242A	Art History Survey II: From Renaissance to Contemporary (Can be used as an H course)	1
Three additional ARTH units		3
<b>Total Units</b>		<b>5</b>

## Advising Course Plans

## Advising Course Plans

- Art Major - Studio Art Concentration (p. 48)
- Art Major - Studio Art Concentration (p. 49) - Plan for Transfer Students
- Art Major - Art History Concentration (p. 46)

## Faculty

Schmitt, Julia

*Professor of Theatre Arts, 2004*

*Chair of Creative Arts Department, 2019*

B.A., Stetson University

M.A., Ph.D., Bowling Green State University

Kudryavtseva, Ekaterina

*Associate Professor of Art History, 2011*

*Associate Chair of Creative Arts Department, 2021*

B.A., Russian State University for the Humanities, Moscow, Russia

M.A., University of Oklahoma

Ph.D., University of Southern California

Molnar, Luca

*Assistant Professor of Art, 2019*

B.A., Dartmouth College

M.F.A., New York University

Witek, Joseph P.

*Professor of Creative Arts, 1989*

B.A., Franklin and Marshall College

M.A., Ph.D., Vanderbilt University

## Bachelor of Arts in Art - Art History Concentration

Code	Title	Units
<b>General Education Requirements</b>		
The student must complete the General Education Requirements of the College of Arts and Sciences.		9
<b>Major Requirements</b>		
ARTH 241A	Art History Survey I: From Prehistory to 14th Century (Can be used as an H course)	1
ARTH 242A	Art History Survey II: From Renaissance to Contemporary (Can be used as an H course)	1
One ARTS unit		1
ARTH 316	Issues in Contemporary Art	1
Five additional ARTH units (Up to two of these five units may be selected from ANTH 220A, ANTH 221A, and ANTH 230A)		5
ARTH 499	Senior Project	1
<b>Collateral Requirements</b>		
Three units total from the following prefixes: ARTS, CREA, DIGA, MUSC, ENCW, THEA, and Modern Languages (202L or higher)		3
<b>General Electives</b>		<b>10</b>
<b>Total Units</b>		<b>32</b>

### General Education Requirements

All students in the College of Arts and Sciences must meet General Education requirements in addition to specific requirements within the major area of study.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C.

A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement. Students should check with their advisor regarding the eligibility of transfer credits to meet General Education requirements after students have enrolled at Stetson. A key component of a liberal education is to learn about the modes of inquiry from a diverse set of disciplines, so no more than 3 courses used to meet General Education requirements may come from a single department and at least 16 of the 32 units required for graduation must come from departments outside the department of the major.

For many majors, certain courses outside the major field of study are required. These courses are called "collateral requirements."

A student majoring in Education may count among the 32 units as many in the major as are required for completion of an approved program for teacher certification by the State of Florida.

Code	Title	Units
<b>Foundations</b> <sup>1</sup>		
Writing Requirement		
FSEM 100	First Year Seminar	1
Quantitative Reasoning (any Q course)		1
Junior Seminar		1
<b>Knowledge of Human Cultures and the Natural World</b>		
Select five of the following: <sup>2</sup>		5
Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses) <sup>3</sup>		
Culture and Belief (any B course)		
Historical Inquiry (any H course)		
Individuals, Societies, and Social Systems (any S course)		
Modern Languages (any L course)		
Physical and Natural World (any P course)		
<b>Personal and Social Responsibility</b>		
Select any 'Stetson Values (V)' course		1
<b>Total Units</b>		<b>9</b>

### Cultural Events/Campus Engagement

In addition to completing 32 course units, students join Stetson's intellectual and creative life outside the classroom by participating in at least 3 approved cultural events for each semester of enrollment at Stetson. These events include lectures by distinguished visitors, musical performances, plays, and art shows.

<sup>1</sup> Foundation courses may not be taken pass/fail.

<sup>2</sup> 1 unit each from 5 out of the 6 areas.

<sup>3</sup> Course(s) must equal 1 unit.

# Advising Course Plan - Art Major - Art History Concentration

<sup>1</sup> General Education recommendation: Writing Enhanced (WE) course or B, P, Q, S, V, or L course.

<sup>2</sup> A total of 5 ARTH elective courses are required.

First Year		Units
<b>Fall</b>		
ARTH 241A	Art History Survey I: From Prehistory to 14th Century	1
FSEM 100	First Year Seminar	1
General Education Requirement <sup>1</sup>		1
General Education Requirement <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
ARTH 242A	Art History Survey II: From Renaissance to Contemporary	1
ARTS course or Writing Intensive course		1
General Education Requirement <sup>1</sup>		1
General Education Requirement <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>
<b>Second Year</b>		
<b>Fall</b>		
ARTH Elective <sup>2</sup>		1
ARTS course or ARTH elective		1
General Education Requirement or course in ARTS, CREA, DIGA, ENCW, MUSC, or THEA		1
General Education Requirement		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
ARTH 316	Issues in Contemporary Art (or ARTH Elective)	1
ARTS course or ARTH Elective		1
General Education Requirement or course in ARTS, CREA, DIGA, ENCW, MUSC, or THEA		1
General Education Requirement <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>
<b>Third Year</b>		
<b>Fall</b>		
ARTH Elective <sup>2</sup>		1
ARTH Elective or course in ARTS, CREA, DIGA, ENCW, MUSC, or THEA		1
Junior Seminar or General Education Requirement or Elective		1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
ARTH 316	Issues in Contemporary Art (or ARTH Elective)	1
ARTH Elective <sup>2</sup>		1
Junior Seminar or General Education Requirement or Elective		1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Fourth Year</b>		
<b>Fall</b>		
ARTH Elective (or ARTH 499 Senior Project)		1
Elective or course in ARTS, CREA, DIGA, ENCW, MUSC, or THEA		1
Elective		1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
ARTH 499	Senior Project	1
Elective or course in ARTS, CREA, DIGA, ENCW, MUSC, or THEA		1
Elective		1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Total Unit: 32</b>		<b>4</b>

## Bachelor of Arts in Art - Studio Art Concentration

Code	Title	Units
<b>General Education Requirements</b>		
The student must complete the General Education Requirements of the College of Arts & Sciences.		9
<b>Major Requirements</b>		
ARTS 101A	Drawing I	1
ARTS 201A	Drawing II	1
ARTS 103A	Painting I	1
ARTS 102A	Sculpture I	1
ARTH 314A	The Art and Theory of Modernism (Can be used as an H course)	1
ARTH 316	Issues in Contemporary Art	1
Three additional ARTS units at 200-level or higher <sup>1</sup>		3
ARTS 498	Senior Project I	1
ARTS 499	Senior Project II	1
<b>Collateral Requirements</b>		
Any Writing Enhanced course in ARTH, CREA, DIGA, ENCW, MUSC, or THEA <sup>2</sup>		1
<b>General Electives</b>		11
<b>Total Units</b>		32

<sup>1</sup> Studio-based CREA 200+ courses can also be used to meet this requirement.

<sup>2</sup> Collateral Requirement includes the Junior Seminar as an option.

### General Education Requirements

All students in the College of Arts and Sciences must meet General Education requirements in addition to specific requirements within the major area of study.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C.

A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement. Students should check with their advisor regarding the eligibility of transfer credits to meet General Education requirements after students have enrolled at Stetson. A key component of a liberal education is to learn about the modes of inquiry from a diverse set of disciplines, so no more than 3 courses used to meet General Education requirements may come from a single department and at least 16 of the 32 units required for graduation must come from departments outside the department of the major.

For many majors, certain courses outside the major field of study are required. These courses are called "collateral requirements."

A student majoring in Education may count among the 32 units as many in the major as are required for completion of an approved program for teacher certification by the State of Florida.

Code	Title	Units
<b>Foundations <sup>1</sup></b>		
Writing Requirement		
FSEM 100	First Year Seminar	1
Quantitative Reasoning (any Q course)		1
Junior Seminar		1
<b>Knowledge of Human Cultures and the Natural World</b>		
Select five of the following: <sup>2</sup>		5
Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses) <sup>3</sup>		
Culture and Belief (any B course)		
Historical Inquiry (any H course)		
Individuals, Societies, and Social Systems (any S course)		
Modern Languages (any L course)		
Physical and Natural World (any P course)		
<b>Personal and Social Responsibility</b>		
Select any 'Stetson Values (V)' course		1
<b>Total Units</b>		9

### Cultural Events/Campus Engagement

In addition to completing 32 course units, students join Stetson's intellectual and creative life outside the classroom by participating in at least 3 approved cultural events for each semester of enrollment at Stetson. These events include lectures by distinguished visitors, musical performances, plays, and art shows.

<sup>1</sup> Foundation courses may not be taken pass/fail.

<sup>2</sup> 1 unit each from 5 out of the 6 areas.

<sup>3</sup> Course(s) must equal 1 unit.



# Advising Course Plan - Art Major - Studio Art Concentration

First Year		Units
<b>Fall</b>		
ARTS 101A	Drawing I	1
FSEM 100	First Year Seminar	1
General Education Requirement <sup>1</sup>		1
General Education Requirement <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
ARTS 102A or 103A	Sculpture I Painting I	1
ARTS 201A <sup>2</sup>	Drawing II	1
General Education Requirement <sup>1</sup>		1
General Education Requirement <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>
<b>Second Year</b>		
<b>Fall</b>		
ARTS 103A or 102A	Painting I Sculpture I	1
ARTH 314A <sup>3</sup>	The Art and Theory of Modernism (or ARTS Elective)	1
General Education Requirement <sup>1</sup>		1
General Education Requirement <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
ARTS Studio course 200-level or above <sup>4</sup>		1
ARTH 316 <sup>3</sup>	Issues in Contemporary Art (or ARTS Elective)	1
General Education Requirement <sup>1</sup>		1
General Education Requirement <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>
<b>Third Year</b>		
<b>Fall</b>		
ARTS Studio course 200-level or above <sup>4</sup>		1
ARTH 314A <sup>3</sup>	The Art and Theory of Modernism (or ARTS Elective)	1
Any writing-enhanced course in ARTH, CREA, DIGA, ENCW, MUSC, or THEA -or- Junior Seminar <sup>5</sup>		1
General Education Requirement <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
ARTH 316 <sup>3</sup>	Issues in Contemporary Art (or ARTS Elective)	1
Any writing-enhanced course in ARTH, CREA, DIGA, ENCW, MUSC, or THEA -or- Junior Seminar <sup>5</sup>		1
Elective		1
Elective		1
Junior Portfolio Review must be successfully completed before enrolling in ARTS 499. This event is typically scheduled the last Friday before spring semester final exams.		
<b>Term Units</b>		<b>4</b>
<b>Fourth Year</b>		
<b>Fall</b>		
ARTS 498 <sup>2</sup>	Senior Project I	1
Elective		1
Elective		1
Elective		1
Senior Portfolio Review must be successfully completed before enrolling in ARTS 499. This event is typically scheduled the last Friday before Thanksgiving Break.		
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
ARTS 499 <sup>2</sup>	Senior Project II	1
Elective		1
Elective		1

Elective	1
Term Units	4

Total Unit: 32

<sup>1</sup> General Education recommendation: Writing Enhanced (WE) course or B, P, Q, S, V, or L course.

<sup>2</sup> A total of 4 ARTS Studio courses 200-level or above are required.

<sup>3</sup> Course typically offered once every other year.

<sup>4</sup> A total of 3 ARTS units at 200-level or higher are required. Studio-based CREA 200+ can also meet elective requirement. A sequence of 2 courses in an area of specialization is required prior to fourth year:

- Sculpture specialization: ARTS 102A, ARTS 202 (Sculpture II)
- Painting specialization: ARTS 103A, ARTS 203 (Painting II)
- Ceramics specialization: ARTS 212A (Ceramics: Hand-building) -or- ARTS 222A (Ceramics: Wheel-throwing) -and- ARTS 232 (Ceramics II)

<sup>5</sup> Junior seminars can meet this requirement.

## Advising Course Plan - Art Major - Studio Art Concentration - Plan for Transfer Students

For a transfer student to successfully complete the Studio Art Concentration of the Art major in only two years, the student must enter with sufficient general education requirements met (not including the Junior Seminar) that the remaining requirements can be met with only three remaining classes, and having transferred in three studio art classes ARTS 101A and ARTS 102A, ARTS 103A, or ARTS 201A

<b>Third Year</b>		
<b>Fall</b>		<b>Units</b>
ARTS 102A or 103A	Sculpture I Painting I	1
ARTH 314A <sup>3</sup>	The Art and Theory of Modernism (or ARTS Elective)	1
Junior Seminar in ARTH, CREA, DIGA, ENCW, MUSC, or THEA -or- General Education Requirement <sup>1</sup>		1
ARTS Studio course 200-level or above <sup>4</sup>		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
ARTS 201A <sup>2</sup>	Drawing II	1
ARTH 316 <sup>3</sup>	Issues in Contemporary Art (or ARTS Elective)	1
ARTS Studio course 200-level or above <sup>4</sup>		1
Junior Seminar in ARTH, CREA, DIGA, ENCW, MUSC, or THEA -or- General Education Requirement <sup>1</sup>		1
NOTE: Junior Portfolio Review must be successfully completed before enrolling in ARTS 499. This event is typically scheduled the last Friday before spring semester final exams.		
<b>Term Units</b>		<b>4</b>
<b>Fourth Year</b>		
<b>Fall</b>		
ARTS 498 <sup>2</sup>	Senior Project I	1
ARTH 314A <sup>3</sup>	The Art and Theory of Modernism (or ARTS Elective)	1
General Education Requirement or Elective <sup>1</sup>		1
General Education Requirement or Elective <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
ARTS 499 <sup>2</sup>	Senior Project II (ARTS Elective)	1
ARTH 316 <sup>3</sup>	Issues in Contemporary Art (or ARTS Elective)	1
General Education Requirement or Elective <sup>1</sup>		1
General Education Requirement or Elective <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>

**Total Unit: 16**

<sup>1</sup> General Education recommendation: Writing Enhanced (WE) course or B, P, Q, S, V, or L course.

<sup>2</sup> Course typically offered once a year.

<sup>3</sup> Course typically offered once every other year.

<sup>4</sup> A total of 3 ARTS units at the 200-level or higher are required. Studio-based CREA 200+ courses can also meet elective requirement. A sequence of 2 courses in an area of specialization is required.

- Sculpture Specialization: ARTS 101A, ARTS 202 (Sculpture II)
- Painting Specialization: ARTS 103A, ARTS 203 (Painting II)
- Ceramics Specialization: ARTS 212A (Ceramics: Hand-building) -or- ARTS 222A (Ceramics: Wheel-throwing) and ARTS 232 (Ceramics II)

## Biology

Students interested in biological research, the environmental sciences, the health professions (medicine, dentistry, veterinary medicine, etc.), and a host of other fields in the life sciences often major in biology. Recent senior research projects completed by biology students cover a diverse range of topics including ecology of arthropod-borne diseases, impacts of artificial light on coastal animals, cell-cell fusion in budding yeast, using CRISPR technology in butterflies, fish distribution in Florida springs, effects of chemicals on amphibian development, effects of plant-derived compounds on cancer cells, neural mechanisms of taste-related behaviors, mobbing behavior in birds, effects of invasive species in aquatic systems, plant ecology, and molecular ecology of freshwater invertebrates.

The Biology Department offers three majors (Biology, Aquatic and Marine Biology, and Molecular and Cellular Biology). Students may **not** obtain multiple majors within the Department.

More information can be found online at <http://www.stetson.edu/other/academics/programs/biology.php>.

### Aquatic and Marine Biology

This major is designed for students interested in a scientific understanding of life in both aquatic (freshwater) and marine (saltwater) environments. Senior research projects in this field have included studies of lateral line development in salamanders, the nesting ecology of freshwater and sea turtles, the impact of artificial reef design on fish abundance, the population biology of an endangered species of snail, spring fish ecology, and manatee distribution and mortality.

Majors may also take advantage of Stetson's membership in the Marine Science Education Consortium (p. 554) for a summer or semester of study at the Duke University Marine Laboratory.

More information can be found online at <http://www.stetson.edu/other/academics/programs/aquatic-and-marine-biology.php>.

### Molecular and Cellular Biology

The molecular and cellular biology major at Stetson University is designed for students interested in learning how genetics and molecular changes influence protein function and cell behavior. Molecular and cellular biology majors have the freedom to tailor their curriculum by selecting two core classes from a list of three possible courses (Cell Biology, Genetics, Biochemistry). Molecular and cellular biology majors study and perform various biology techniques that examine expression and modification of biological macromolecules. The hands-on lab experiences aid in post-graduate education and/or career advancement for molecular and cellular biology majors.

More information can be found online at <http://www.stetson.edu/other/academics/programs/molecular-biology.php>.

## Learning Outcomes

Student learning outcomes describe what students know, understand and are able to do as a result of completing a degree program. The following learning outcomes apply to all majors in Biology:

### Biology

Upon graduation, Biology majors should be able to:

1. Explain biological form and function at a variety of levels (i.e., molecule, cell, organism, community, ecosystem)  
*Molecular and Cellular Biology* - design an experiment that makes a novel contribution to the study of molecular biology
2. Use principles of experimental design to formulate scientific studies  
*Molecular and Cellular Biology* - design an experiment that makes a novel contribution to the study of molecular biology
3. Execute scientific studies and collect data using knowledge of discipline-specific equipment and methodologies
4. Analyze data sets using statistical tests and prepare appropriate graphical representations of those data
5. Write effective scientific manuscripts/reports, accessing and integrating primary literature into a research paper that includes graphical representations of data collected by the student
6. Deliver effective scientific oral presentations

### Aquatic and Marine Biology

In addition to the learning outcomes for all Biology majors, **Aquatic and Marine Biology** majors should be able to:

Apply disciplinary specific knowledge to practical situations through an internship (they will reflect on their experiences and how well they were able to apply the concepts they learned at Stetson to internship via a 3-5 page paper).

### Molecular and Cellular Biology

In addition to the learning outcomes for all Biology majors, **Molecular and Cellular Biology** majors should be able to:

Solve advanced classical and molecular genetic problems (e.g., multilocus and/or non-Mendelian inheritance).

## Majors

### Majors in Biology

- Bachelor of Science in Biology (p. 57)
- Bachelor of Science in Aquatic and Marine Biology (p. 53)
- Bachelor of Science in Molecular and Cellular Biology (p. 66)

## Minors

### Minor in Biology - 5 units

Code	Title	Units
<b>Requirements</b>		
Select two of the following:		2
BIOL 141P	Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics	
BIOL 142P	Introductory Biology II: Animal and Plant Physiology	
BIOL 244	Introductory Biology III: Ecology and Evolution	
Three BIOL units at the 300- or 400-level (not to include any independent study or Junior Seminar)		3
<b>Total Units</b>		<b>5</b>

## Advising Course Plans

### Advising Course Plans

#### Aquatic and Marine Biology

- Aquatic and Marine Biology Major (p. 54)
- Aquatic and Marine Biology Major (p. 55) - Plan for Transfer Students
- Aquatic and Marine Biology Major (p. 55) - Plan for Students Interested in Veterinary School

#### Biology

- Biology Major (p. 58)
- Biology Major (p. 63) - Plan for Transfer Students
- Biology Major (p. 59) - Plan for Students Interested in Dental School
- Biology Major (p. 61) - Plan for Students Interested in Medical School (MD, DO)
- Biology Major (p. 62) - Plan for Transfer Students Interested in Medical School (MD, DO)
- Biology Major (p. 60) - Plan for Students Interested in Medical School (MD, DO)-*Chemistry First Plan*
- Biology Major (p. 64) - Plan for Students Interested in Veterinary School
- Biology Major (p. 63) - Plan for Students Interested in Study Abroad

#### Molecular and Cellular Biology

- Molecular and Cellular Biology Major (p. 67)
- Molecular and Cellular Biology Major (p. 68) - Plan for Transfer Students
- Molecular and Cellular Biology Major (p. 68) - Plan for Students Interested in Dental School
- Molecular and Cellular Biology Major (p. 69) - Plan for Students Interested in Medical School (MD, DO)
- Molecular and Cellular Biology Major (p. 71) - Plan for Students Interested in Veterinary School

## Faculty

Beckmann, Sean

*Assistant Professor of Biology, 2019*

B.S., Stetson University

Ph.D., University of Miami

Bennington, Cynthia C.

*Professor of Biology, 1996*

B.S., M.S., Ph.D., West Virginia University

Charpentier, Corie

*Assistant Professor of Biology, 2020*

B.S., Eckerd College

Ph.D., University of Delaware

Crowder, Roslyn N.

*Associate Professor of Biology, 2013*

B.S., Florida A and M University

Ph.D., The University of Alabama at Birmingham

Dye, Kristine

*Assistant Professor of Health Sciences and Biology, 2020*

B.S., Brigham Young University-Idaho

Ph.D., University of Washington

Farrell, Terence M.

*Professor of Biology, 1989*

*Brown Faculty Fellow*

B.S., Bucknell University

Ph.D., Oregon State University

Gibbs, Melissa A.

*Professor of Biology, 1998*

B.A., University of California, Santa Cruz

M.S., San Jose State University

Ph.D., University of Delaware

Jett, John

*Lab Coordinator*

B.S., University of Kansas

M.S., Oklahoma State University

Ph.D., University of Florida

Kee, Lynn

*Assistant Professor of Biology, 2017*

B.S., and Ph.D., The University of Michigan

King, Michael S.

*Professor of Biology, 1993*

B.A., Princeton University

Ph.D., University of Virginia

May, Peter G.

*Professor of Biology, 1988*

B.S., M.S., George Mason University

Ph.D., University of Florida

Ray, Haleigh

*Visiting Assistant Professor of Biology, 2019*

B.S., Illinois College

M.S. and Ph.D., University of Florida

Smith, Jean

*Assistant Professor of Biology 2019*

B.S., The Johns Hopkins University

M.S., Ph.D., Princeton University

Work, Kirsten A.

*Professor of Biology, 2000*

B.S., University of Wisconsin

M.S., University of Washington

Ph.D., University of Oklahoma

## Bachelor of Science in Aquatic and Marine Biology

Code	Title	Units
<b>General Education Requirements</b>		
The student must complete the General Education Requirements of the College of Arts & Sciences.		9
<b>Major Requirements</b>		
BIOL 100	Current Perspectives Biology	0
BIOL 141P & BIOL 142P	Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics and Introductory Biology II: Animal and Plant Physiology	2
BIOL 243Q	Biostatistics	1
BIOL 244	Introductory Biology III: Ecology and Evolution	1
Select three units from the following:		3
BIOL 306	Invertebrate Zoology	
BIOL 312	Marine Vertebrate Biology	
BIOL 313	Oceanography	
BIOL 317	Marine Ecology	
BIOL 333	Limnology	
BIOL 397	Internship in Biology	0.5 to 1
or BIOL 398	Internship in Aquatic/Marine Biology	
BIOL 497	Research Proposal	.5
BIOL 498	Senior Project I	1
BIOL 499	Senior Project II	1
One additional BIOL unit at the 300- or 400-level (not to include any independent study or Junior Seminar)		1
<b>Collateral Requirements</b>		
CHEM 141P & CHEM 142P	General Chemistry I and General Chemistry II	2
MATH 131Q	Calculus I with Review Part 2	1
	or MATH 141Q Calculus I with Analytic Geometry	
	or MATH 151 Mathematics for Life Sciences	
<b>Recommended Courses</b>		
The following units are strongly recommended for most students:		
CHEM 201	Organic Chemistry I	
CHEM 301	Organic Chemistry II	
<b>General Electives</b>		<b>9</b>
<b>Total Units</b>		<b>32-32.5</b>

<sup>1</sup> Many students will choose to take two math courses (e.g., MATH 130 and MATH 131Q)

### General Education Requirements

All students in the College of Arts and Sciences must meet General Education requirements in addition to specific requirements within the major area of study.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C.

A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement. Students should check with their advisor regarding the eligibility of transfer credits to meet General Education requirements after students have enrolled at Stetson. A key component of a liberal education is to learn about the modes of inquiry from a diverse set of disciplines, so no more than 3 courses used to meet General Education requirements may come from a single department and at least 16 of the 32 units required for graduation must come from departments outside the department of the major.

For many majors, certain courses outside the major field of study are required. These courses are called "collateral requirements."

A student majoring in Education may count among the 32 units as many in the major as are required for completion of an approved program for teacher certification by the State of Florida.

Code	Title	Units
<b>Foundations<sup>1</sup></b>		
Writing Requirement		
FSEM 100	First Year Seminar	1
Quantitative Reasoning (any Q course)		1
Junior Seminar		1
<b>Knowledge of Human Cultures and the Natural World</b>		
Select five of the following: <sup>2</sup>		5
Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses) <sup>3</sup>		
Culture and Belief (any B course)		
Historical Inquiry (any H course)		
Individuals, Societies, and Social Systems (any S course)		
Modern Languages (any L course)		
Physical and Natural World (any P course)		
<b>Personal and Social Responsibility</b>		
Select any 'Stetson Values (V)' course		1
<b>Total Units</b>		<b>9</b>

### Cultural Events/Campus Engagement

In addition to completing 32 course units, students join Stetson's intellectual and creative life outside the classroom by participating in at least 3 approved cultural events for each semester of enrollment at Stetson. These events include lectures by distinguished visitors, musical performances, plays, and art shows.

<sup>1</sup> Foundation courses may not be taken pass/fail.

<sup>2</sup> 1 unit each from 5 out of the 6 areas.

<sup>3</sup> Course(s) must equal 1 unit.

## Advising Course Plan - Aquatic and Marine Biology Major

This plan indicates an effective way to earn a Bachelor of Science degree in Aquatic and Marine Biology. This basic plan would be altered depending upon your post-graduate plans (mainly by adding specific courses in place of 'Electives'). Please see other advising plans that consider specific graduate plans.

First Year		
Fall		Units
BIOL 141P	Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics	1
FSEM 100	First Year Seminar	1
MATH 151 <sup>1</sup>	Mathematics for Life Sciences	1
General Education requirement		1
BIOL 100	Current Perspectives Biology	0.0
<b>Term Units</b>		<b>4</b>
Spring		
BIOL 142P	Introductory Biology II: Animal and Plant Physiology	1
General Education requirement		1
General Education requirement		1
General Education requirement		1
<b>Term Units</b>		<b>4</b>
Second Year		
Fall		
BIOL 243Q	Biostatistics	1
CHEM 141P	General Chemistry I	1
General Education requirement		1
Elective		1
<b>Term Units</b>		<b>4</b>
Spring		
BIOL 244	Introductory Biology III: Ecology and Evolution	1
CHEM 142P	General Chemistry II	1
General Education requirement		1
Elective		1
<b>Term Units</b>		<b>4</b>
Third Year		
Fall		
BIOL 300 or 400 level course <sup>2</sup>		1
Junior Seminar <sup>3</sup>		1
BIOL 397	Internship in Biology	0.5 to 1
Elective		1
<b>Term Units</b>		<b>3.5 to 4</b>
Spring		
BIOL 300 or 400 level course <sup>2</sup>		1
BIOL 497	Research Proposal	0.5
Elective		1
Elective		1
Elective <sup>4</sup>		1
<b>Term Units</b>		<b>4.5</b>
Fourth Year		
Fall		
BIOL 300 or 400 level course <sup>2</sup>		1
BIOL 498	Senior Project I	1
Elective		1
Elective		1
<b>Term Units</b>		<b>4</b>

Spring		
BIOL 300 or 400 level course <sup>2</sup>		1
BIOL 499	Senior Project II	1
Elective		1
Elective		1
<b>Term Units</b>		<b>4</b>

**Total Unit: 32 to 32.5**

- <sup>1</sup> The timing of the Math course is not critical; it can be taken at a later time. Some students may place into, and wish to take, MATH 130 or MATH 141Q.
- <sup>2</sup> 4 upper division Biology courses must be taken during years 3 and 4. Three of those must be BIOL 306, BIOL 312, BIOL 313, BIOL 317, or BIOL 333.
- <sup>3</sup> The Junior Seminar can be taken in the spring instead of the fall.
- <sup>4</sup> During the spring of the third year or fourth year, you will need to take another 0.5 or 1 unit course to average 4 units per semester.

## Advising Course Plan - Aquatic and Marine Biology Major - Plan for Transfer Students

This plan indicates an effective way for students who transferred into Stetson as an Aquatic and Marine Biology major with 2 years of course credit to complete the program in 2 years. It is assumed that students transfer credit for BIOL 141P and BIOL 142P, CHEM 141P and CHEM 142P, MATH 151, MATH 125Q, MATH 130 or MATH 141Q, and most general education courses.

First Year		
Fall		Units
BIOL 243Q	Biostatistics	1
BIOL 100	Current Perspectives Biology	0.0
Junior Seminar <sup>1</sup>		1
General Education requirement		1
General Education requirement		1
<b>Term Units</b>		<b>4</b>
Spring		Units
BIOL 244	Introductory Biology III: Ecology and Evolution	1
BIOL 397 <sup>2</sup>	Internship in Biology	0.5 to 1
BIOL 497	Research Proposal	0.5
General Education requirement		1
Elective		1
<b>Term Units</b>		<b>4 to 4.5</b>
Second Year		
Fall		Units
BIOL 300 or 400 level course <sup>3</sup>		1
BIOL 300 or 400 level course <sup>3</sup>		1
BIOL 498	Senior Project I	1
Elective		1
<b>Term Units</b>		<b>4</b>
Spring		Units
BIOL 300 or 400 level course <sup>3</sup>		1
BIOL 300 or 400 level course <sup>3</sup>		1
BIOL 499	Senior Project II	1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Total Unit: 16 to 16.5</b>		

<sup>1</sup> The Junior Seminar can be taken in the spring instead of the fall.

<sup>2</sup> BIOL 397 can be taken in the fall of second year.

<sup>3</sup> 4 upper division Biology courses must be taken during years 3 and 4. Three of those must be BIOL 306, BIOL 312, BIOL 313, BIOL 317, or BIOL 333.

## Advising Course Plan - Aquatic and Marine Biology Major - Veterinary School Interest

This plan indicates an effective way to earn a Bachelor of Science degree in Aquatic and Marine Biology and to complete the prerequisites for most veterinary programs (although these can differ depending on the vet school).

First Year		
Fall		Units
BIOL 141P	Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics	1
BIOL 100	Current Perspectives Biology	0.0
FSEM 100	First Year Seminar	1
MATH 151 <sup>1</sup>	Mathematics for Life Sciences	1
General Education requirement		1
<b>Term Units</b>		<b>4</b>
Spring		Units
BIOL 142P	Introductory Biology II: Animal and Plant Physiology	1
General Education requirement		1
Elective		1
General Education requirement		1
<b>Term Units</b>		<b>4</b>
Second Year		
Fall		Units
BIOL 243Q	Biostatistics	1
CHEM 141P	General Chemistry I	1
PHYS 121P <sup>2</sup>	College Physics I	1
General Education requirement		1
<b>Term Units</b>		<b>4</b>
Spring		Units
BIOL 244	Introductory Biology III: Ecology and Evolution	1
CHEM 142P	General Chemistry II	1
PHYS 122P <sup>2</sup>	College Physics II	1
General Education requirement		1
<b>Term Units</b>		<b>4</b>
Third Year		
Fall		Units
BIOL 301 <sup>3</sup>	Microbiology	1
CHEM 201	Organic Chemistry I	1
BIOL 397	Internship in Biology	0.5 to 1
Junior Seminar <sup>4</sup>		1
<b>Term Units</b>		<b>3.5 to 4</b>
Spring		Units
BIOL 300 or 400 level course <sup>3</sup>		1
CHEM 301	Organic Chemistry II	1
BIOL 497	Research Proposal	0.5
CHEM 204 <sup>5</sup>	Biochemistry I	1
Elective <sup>6</sup>		1
<b>Term Units</b>		<b>4.5</b>
Fourth Year		
Summer I		Units
During the summer between third year and fourth year, or early in fourth year, the GRE needs to be taken.		
<b>Term Units</b>		<b>0</b>
Fall		Units
BIOL 300 or 400 level course <sup>3</sup>		1
BIOL 498	Senior Project I	1



Elective		1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
BIOL 300 or 400 level course <sup>3</sup>		1
BIOL 499	Senior Project II	1
Elective		1
Elective		1
<b>Term Units</b>		<b>4</b>

**Total Unit: 32 to 32.5**

Some veterinary schools (including UF) require other courses like Animal Science and Animal Nutrition that must be taken during a summer and/or online before matriculation into that program.

<sup>1</sup> Most veterinary programs require two semesters of Math, typically a statistics and a calculus course. BIOL 243Q may count as the statistics course but the veterinary programs should be consulted. The timing of the Math course is not critical; it can be taken at a later time. Some students may place into, and wish to take, MATH 130 or MATH 141Q.

<sup>2</sup> The Physics sequence can be taken later.

<sup>3</sup> 4 upper division Biology courses must be taken during years 3 and 4. BIOL 301 must be one and the other 3 must be BIOL 306, BIOL 312, BIOL 313, BIOL 317, or BIOL 333.

<sup>4</sup> The Junior Seminar can be taken in the spring instead of fall.

<sup>5</sup> CHEM 204 can be taken in year 4.

<sup>6</sup> During the spring of this year or next year, you will need to take another 0.5 or 1 unit course to average 4 units per semester.

## Bachelor of Science in Biology

Code	Title	Units
<b>General Education Requirements</b>		
The student must complete the General Education Requirements of the College of Arts & Sciences.		9
<b>Major Requirements</b>		
BIOL 100	Current Perspectives Biology	0
BIOL 141P & BIOL 142P	Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics and Introductory Biology II: Animal and Plant Physiology	2
BIOL 243Q	Biostatistics	1
BIOL 244	Introductory Biology III: Ecology and Evolution	1
BIOL 497	Research Proposal	.5
BIOL 498	Senior Project I	1
BIOL 499	Senior Project II	0.5
Four BIOL units at the 300- or 400-level (not to include any independent study or Junior Seminar)		4
<b>Collateral Requirements</b>		
CHEM 141P & CHEM 142P	General Chemistry I and General Chemistry II	2
Select one from the following:		1
MATH 131Q	Calculus I with Review Part 2	
or MATH 140Q	Calculus I with Analytic Geometry	
or MATH 15M	Mathematics for Life Sciences	
<b>General Electives</b>		<b>10</b>
<b>Total Units</b>		<b>32-32.5</b>

### General Education Requirements

All students in the College of Arts and Sciences must meet General Education requirements in addition to specific requirements within the major area of study.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C.

A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement. Students should check with their advisor regarding the eligibility of transfer credits to meet General Education requirements after students have enrolled at Stetson. A key component of a liberal education is to learn about the modes of inquiry from a diverse set of disciplines, so no more than 3 courses used to meet General Education requirements may come from a single department and at least 16 of the 32 units required for graduation must come from departments outside the department of the major.

For many majors, certain courses outside the major field of study are required. These courses are called "collateral requirements."

A student majoring in Education may count among the 32 units as many in the major as are required for completion of an approved program for teacher certification by the State of Florida.

Code	Title	Units
<b>Foundations</b> <sup>1</sup>		
Writing Requirement		
FSEM 100	First Year Seminar	1
Quantitative Reasoning (any Q course)		1
Junior Seminar		1
<b>Knowledge of Human Cultures and the Natural World</b>		
Select five of the following: <sup>2</sup>		5
Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses) <sup>3</sup>		
Culture and Belief (any B course)		
Historical Inquiry (any H course)		
Individuals, Societies, and Social Systems (any S course)		
Modern Languages (any L course)		
Physical and Natural World (any P course)		
<b>Personal and Social Responsibility</b>		
Select any 'Stetson Values (V)' course		1
<b>Total Units</b>		<b>9</b>

### Cultural Events/Campus Engagement

In addition to completing 32 course units, students join Stetson's intellectual and creative life outside the classroom by participating in at least 3 approved cultural events for each semester of enrollment at Stetson. These events include lectures by distinguished visitors, musical performances, plays, and art shows.

<sup>1</sup> Foundation courses may not be taken pass/fail.

<sup>2</sup> 1 unit each from 5 out of the 6 areas.

<sup>3</sup> Course(s) must equal 1 unit.

# Advising Course Plan - Biology Major

This plan indicates an effective way to earn a Bachelor of Science degree in Biology. This basic plan would be altered depending upon your post-graduate plans (mainly by adding specific courses in place of 'Electives'). Please see other advising plans that consider specific post-graduate plans.

First Year		Units
<b>Fall</b>		
BIOL 142P	Introductory Biology II: Animal and Plant Physiology	1
FSEM 100	First Year Seminar	1
MATH 151 <sup>1</sup>	Mathematics for Life Sciences	1
BIOL 100	Current Perspectives Biology	0.0
General Education requirement		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
BIOL 141P	Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics	1
General Education requirement		1
General Education requirement		1
General Education requirement		1
<b>Term Units</b>		<b>4</b>
<b>Second Year</b>		
<b>Fall</b>		
BIOL 243Q	Biostatistics	1
CHEM 141P <sup>2</sup>	General Chemistry I	1
General Education requirement		1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
BIOL 244	Introductory Biology III: Ecology and Evolution	1
CHEM 142P <sup>2</sup>	General Chemistry II	1
General Education requirement		1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Third Year</b>		
<b>Fall</b>		
BIOL 300 or 400 level course		1
Junior Seminar <sup>3</sup>		1
Elective		1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
BIOL 300 or 400 level course		1
BIOL 497	Research Proposal	0.5
Elective		1
Elective		1
Elective <sup>4</sup>		.5
<b>Term Units</b>		<b>4</b>
<b>Fourth Year</b>		
<b>Fall</b>		
BIOL 300 or 400 level course		1
BIOL 498	Senior Project I	1
Elective		1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
BIOL 300 or 400 level course		1
BIOL 499	Senior Project II	1

Elective	1
Elective	1
<b>Term Units</b>	<b>4</b>

**Total Unit: 32**

- <sup>1</sup> The timing of the Math course is not critical; it can be taken at a later time. Some students may place into, and wish to take, MATH 130 or MATH 141Q.
- <sup>2</sup> The Chemistry courses can be taken during any academic year.
- <sup>3</sup> The Junior Seminar can be taken in the spring instead of the fall.
- <sup>4</sup> During the spring of third year or fourth year, you will need to take another 0.5 or 1 unit course to average 4 units per semester.

## Advising Course Plan - Biology Major - Dental School Interest

This plan indicates an effective way to earn a Bachelor of Science degree in Biology and to complete the prerequisites for most dental programs (although these can differ depending on the dental school).

### First Year

Fall		
BIOL 142P	Introductory Biology II: Animal and Plant Physiology	1
FSEM 100	First Year Seminar	1
MATH 151 <sup>1</sup>	Mathematics for Life Sciences	1
BIOL 100	Current Perspectives Biology	0.0
General Education requirement		1
<b>Term Units</b>		<b>4</b>

Spring		
BIOL 141P	Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics	1
PSYC 101S <sup>2</sup>	Introduction to Psychology	1
General Education requirement		1
General Education requirement		1
<b>Term Units</b>		<b>4</b>

### Second Year

Fall		
BIOL 243Q	Biostatistics	1
CHEM 141P	General Chemistry I	1
PHYS 121P <sup>3</sup>	College Physics I	1
Elective		1
<b>Term Units</b>		<b>4</b>

Spring		
BIOL 244	Introductory Biology III: Ecology and Evolution	1
CHEM 142P	General Chemistry II	1
PHYS 122P <sup>3</sup>	College Physics II	1
Elective		1
<b>Term Units</b>		<b>4</b>

### Third Year

Fall		
BIOL 301	Microbiology	1
CHEM 201	Organic Chemistry I	1
Junior Seminar <sup>4</sup>		1
Elective		1
<b>Term Units</b>		<b>4</b>

Spring		
BIOL 300 or 400 level course <sup>5</sup>		1
CHEM 301	Organic Chemistry II	1
BIOL 497	Research Proposal	0.5
CHEM 204 <sup>7</sup>	Biochemistry I	1
Elective <sup>5</sup>		.5
<b>Term Units</b>		<b>4</b>

### Fourth Year

#### Summer I

During the summer between third year and fourth year, or early in fourth year, the DAT needs to be taken.

<b>Term Units</b>		<b>0</b>
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Fall		
BIOL 300 or 400 level course <sup>5</sup>		1
BIOL 498	Senior Project I	1
Elective		1
Elective		1
<b>Term Units</b>		<b>4</b>

### Spring

BIOL 300 or 400 level course <sup>5</sup>		1
BIOL 499	Senior Project II	0.5 to 1
Elective		1
Elective		1
<b>Term Units</b>		<b>3.5 to 4</b>

**Total Unit: 31.5 to 32**

<sup>1</sup> The timing of the Math course is not critical; it can be taken at a later time. Some students may place into, and wish to take MATH 130 or MATH 141Q.

<sup>2</sup> PSYC 101S can be taken at any time.

<sup>3</sup> The Physics courses can be taken in year 3.

<sup>4</sup> The Junior Seminar can be taken in the spring instead of the fall.

<sup>5</sup> BIOL 301 or BIOL 302 is required by some dental schools.

<sup>6</sup> During the spring of this year or the fourth year, you will need to take another 0.5 or 1 unit course to average 4 units per semester.

<sup>7</sup> CHEM 204 can be taken in fourth year.

# Advising Course Plan - Biology Major - Medical School Interest

## Plan for Students Interested in Medical School (MD, DO) - Chemistry First Plan

This is an alternate plan for Biology pre-medical students who want to complete Biochemistry before taking the MCAT and avoid a year between Stetson and medical school but may not be prepared for two lab science courses during the first semester. *Students who take this path should have a good background in Chemistry and Math from high school and a math SAT score between 600 and 650.*

### First Year

Fall		Units
CHEM 141P	General Chemistry I	1
FSEM 100	First Year Seminar	1
MATH 151 <sup>1</sup>	Mathematics for Life Sciences	1
BIOL 100	Current Perspectives Biology	0.0
General Education requirement		1
<b>Term Units</b>		<b>4</b>

### Spring

CHEM 142P	General Chemistry II	1
BIOL 142P	Introductory Biology II: Animal and Plant Physiology	1
General Education requirement		1
<b>Term Units</b>		<b>3</b>

### Second Year

Fall		Units
BIOL 141P	Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics	1
BIOL 243Q	Biostatistics	1
CHEM 201	Organic Chemistry I	1
PSYC 101S	Introduction to Psychology	1
<b>Term Units</b>		<b>4</b>

### Spring

BIOL 244	Introductory Biology III: Ecology and Evolution	1
CHEM 301	Organic Chemistry II	1
SOCI 101S	Understanding Society: An Introduction to Sociology	1
General Education requirement		1
<b>Term Units</b>		<b>4</b>

### Third Year

Fall		Units
BIOL 300 or 400 level course		1
CHEM 204	Biochemistry I	1
PHYS 121P	College Physics I	1
Junior Seminar <sup>2</sup>		1
<b>Term Units</b>		<b>4</b>

### Spring

BIOL 300 or 400 level course <sup>3</sup>		1
BIOL 497	Research Proposal	0.5
PHYS 122P	College Physics II	1
General Education requirement		1
Elective <sup>4</sup>		.5
<b>Term Units</b>		<b>4</b>

### Fourth Year

Fall		Units
BIOL 300 or 400 level course		1
BIOL 498	Senior Project I	1
General Education requirement		1
Elective		1
<b>Term Units</b>		<b>4</b>

### Spring

BIOL 300 or 400 level course		1
BIOL 499	Senior Project II	0.5 to 1
Elective		1
Elective		1
<b>Term Units</b>		<b>3.5 to 4</b>

**Total Unit: 30.5 to 31**

- <sup>1</sup> The timing of the Math course is not critical; it can be taken at a later time. Some students may place into, and wish to take MATH 130 or MATH 141Q.
- <sup>2</sup> The Junior Seminar can be taken in the spring instead of the fall.
- <sup>3</sup> You should consider taking CHEM 304 in the spring of the third year.
- <sup>4</sup> During the spring of the third year or fourth year, you will need to take another 0.5 or 1 unit course to average 4 units per semester.

# Advising Course Plan - Biology Major - Medical School Interest

## Plan #1 - Students Interested in Medical School (MD, DO)

It is our experience that most incoming freshmen are not prepared for more than one lab science course the first semester. This plan was developed with that in mind and indicates an effective way to earn a Bachelor of Science degree in Biology and to complete the typical premedical requirements without taking two lab sciences in year 1.

### First Year

Fall		Units
BIOL 142P	Introductory Biology II: Animal and Plant Physiology	1
FSEM 100	First Year Seminar	1
MATH 151 <sup>1</sup>	Mathematics for Life Sciences	1
BIOL 100	Current Perspectives Biology	0.0
General Education requirement		1
<b>Term Units</b>		<b>4</b>

### Spring

BIOL 141P	Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics	1
General Education requirement		1
General Education requirement		1
Elective		1
<b>Term Units</b>		<b>4</b>

### Second Year

Fall		Units
BIOL 243Q	Biostatistics	1
CHEM 141P	General Chemistry I	1
PSYC 101S <sup>2</sup>	Introduction to Psychology	1
General Education requirement		1
<b>Term Units</b>		<b>4</b>

### Spring

BIOL 244	Introductory Biology III: Ecology and Evolution	1
CHEM 142P	General Chemistry II	1
SOCI 101S <sup>2</sup>	Understanding Society: An Introduction to Sociology	1
General Education requirement		1
<b>Term Units</b>		<b>4</b>

### Third Year

Fall		Units
BIOL 300 or 400 level course		1
CHEM 201	Organic Chemistry I	1
PHYS 121P	College Physics I	1
Junior Seminar <sup>3</sup>		1
<b>Term Units</b>		<b>4</b>

### Spring

Elective		1
CHEM 301	Organic Chemistry II	1
PHYS 122P	College Physics II	1
BIOL 497	Research Proposal	0.5
CHEM 204	Biochemistry I	1
<b>Term Units</b>		<b>4.5</b>

### Summer

If you intend to start MD or DO school the fall after you graduate. During the summer between third year and fourth year you should take the MCAT (after proper preparation; a prep course is offered on campus) and apply to medical schools (via online services AMCAS and/or AACOMAS).

<b>Term Units</b>		<b>0</b>
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### Fourth Year

Fall		Units
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BIOL 300 or 400 level course <sup>5</sup>		1
BIOL 498	Senior Project I	1
BIOL 300 or 400 level course		1
Elective		.5
<b>Term Units</b>		<b>3.5</b>

### Spring

BIOL 300 or 400 level course		1
BIOL 499	Senior Project II	0.5 to 1
Elective		1
Elective <sup>4</sup>		1
<b>Term Units</b>		<b>3.5 to 4</b>

**Total Unit: 31.5 to 32**

<sup>1</sup> The timing of the Math course is not critical; it can be taken at a later time. Some students may place into, and wish to take MATH 130 or MATH 141Q.

<sup>2</sup> PSYC 101S and/or SOCI 101S can be taken any time before the MCAT.

<sup>3</sup> The Junior Seminar can be taken in the spring instead of the fall.

<sup>4</sup> During the spring of the third year or fourth year, you will need to take another 0.5 or 1 unit course to average 4 units per semester.

<sup>5</sup> You should consider taking CHEM 304 in the spring of the fourth year.

## Plan #2 - Students Interested in Medical School (MD, DO)

This plan indicates an effective way to earn a Bachelor of Science degree in Biology and to complete the typical premedical requirements.

The plan also presents a way to be prepared to take the MCAT after the 3rd year by taking all courses on that exam before the end of that year. *This path includes 2 lab sciences the first semester so is only for highly motivated students with strong backgrounds in high school Biology, Chemistry, and Math and/or a math SAT score # 650.*

### First Year

Fall		Units
BIOL 142P	Introductory Biology II: Animal and Plant Physiology	1
CHEM 141P	General Chemistry I	1
MATH 151 <sup>1</sup>	Mathematics for Life Sciences	1
FSEM 100	First Year Seminar	1
BIOL 100	Current Perspectives Biology	0.0
<b>Term Units</b>		<b>4</b>

### Spring

BIOL 141P	Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics	1
CHEM 142P	General Chemistry II	1
General Education requirement		1
General Education requirement		1
<b>Term Units</b>		<b>4</b>

### Second Year

Fall		Units
BIOL 243Q	Biostatistics	1
CHEM 201	Organic Chemistry I	1
PHYS 121P <sup>3</sup>	College Physics I	1
PSYC 101S	Introduction to Psychology	1
<b>Term Units</b>		<b>4</b>

### Spring

BIOL 244	Introductory Biology III: Ecology and Evolution	1
CHEM 301	Organic Chemistry II	1
PHYS 122P <sup>3</sup>	College Physics II	1

SOCI 101S	Understanding Society: An Introduction to Sociology	1
<b>Term Units</b>		<b>4</b>
<b>Third Year</b>		
<b>Fall</b>		
BIOL 300 or 400 level course		1
Elective		1
General Education requirement		1
Junior Seminar <sup>4</sup>		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
BIOL 300 or 400 level course		1
BIOL 497	Research Proposal	0.5
General Education requirement		1
CHEM 204	Biochemistry I	1
Elective <sup>5,6</sup>		1
<b>Term Units</b>		<b>4.5</b>
<b>Summer</b>		
During the summer between third year and fourth year you should take the MCAT (after proper preparation; a prep course is offered on campus) and apply to medical schools (online service).		
<b>Term Units</b>		<b>0</b>
<b>Fourth Year</b>		
<b>Fall</b>		
BIOL 300 or 400 level course		1
BIOL 498	Senior Project I	1
Elective		1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
BIOL 300 or 400 level course		1
BIOL 499	Senior Project II	1
Elective		.5
Elective		1
<b>Term Units</b>		<b>3.5</b>

**Total Unit: 32**

<sup>1</sup> The timing of the Math course is not critical; it can be taken at a later time. Some students may place into, and wish to take MATH 130 or MATH 141Q.

<sup>2</sup> The Math courses can be put off until later if needed.

<sup>3</sup> Physics could be taken in third year.

<sup>4</sup> The Junior Seminar can be taken in the spring instead of the fall.

<sup>5</sup> During the spring of the third year or fourth year, you will need to take another 0.5 or 1 unit course to average 4 units per semester.

<sup>6</sup> You should consider taking CHEM 304 in the spring of third year.

## Advising Course Plan - Biology Major - Medical School Interest - Plan for Transfer Students

This plan indicates an effective way for students who transferred into Stetson as a Biology major with 2 years of course credit and are interested in MD or DO programs to earn a Bachelor of Science degree in 2 years. It is assumed that students transfer credit for BIOL 141P and BIOL 142P, CHEM 141P and CHEM 142P, MATH 130 or MATH 141Q, and most general education courses.

### First Year

<b>Fall</b>		<b>Units</b>
BIOL 243Q	Biostatistics	1
Junior Seminar <sup>1</sup>		1
CHEM 201	Organic Chemistry I	1
PHYS 121P	College Physics I	1
<b>Term Units</b>		<b>4</b>

### Spring

BIOL 244	Introductory Biology III: Ecology and Evolution	1
BIOL 497	Research Proposal	0.5
CHEM 301	Organic Chemistry II	1
PHYS 122P	College Physics II	1
PSYC 101S	Introduction to Psychology	1
<b>Term Units</b>		<b>4.5</b>

### Second Year

<b>Fall</b>		
BIOL 300 or 400 level course		1
BIOL 300 or 400 level course		1
BIOL 498	Senior Project I	1
SOCI 101S	Understanding Society: An Introduction to Sociology	1
<b>Term Units</b>		<b>4</b>

### Spring

BIOL 300 or 400 level course		1
BIOL 300 or 400 level course		1
BIOL 499	Senior Project II	1
CHEM 204	Biochemistry I	1
<b>Term Units</b>		<b>4</b>

**Total Unit: 16.5**

On this plan it would be best to take the MCAT after year 2 at Stetson. If it is important to the student not to have a year between Stetson and graduate school, the MCAT needs to be taken between years 1 and 2. To be successful on the MCAT the Sociology and Biochemistry that is covered on that exam will need to be studied without taking those courses (CHEM 204 can be taken concurrently with CHEM 301).

<sup>1</sup> The Junior Seminar can be taken in the spring instead of the fall.

## Advising Course Plan - Biology Major - Plan for Transfer Students

This plan indicates an effective way for students who transferred into Stetson as a Biology major with 2 years of course credit to earn a Bachelor of Science degree in 2 years. It is assumed that students transfer credit for BIOL 141P and BIOL 142P, CHEM 141P and CHEM 142P, and MATH 125Q, MATH 130 or MATH 141Q, and most general education courses.

First Year		
Fall		Units
BIOL 243Q	Biostatistics	1
Junior Seminar <sup>1</sup>		1
General Education requirement		1
General Education requirement		1
<b>Term Units</b>		<b>4</b>
Spring		
BIOL 244	Introductory Biology III: Ecology and Evolution	1
BIOL 497	Research Proposal	0.5
General Education requirement		1
General Education requirement		1
Elective		.5
<b>Term Units</b>		<b>4</b>
Second Year		
Fall		Units
BIOL 300 or 400 level course <sup>2</sup>		1
BIOL 300 or 400 level course <sup>2</sup>		1
BIOL 498	Senior Project I	1
Elective		1
<b>Term Units</b>		<b>4</b>
Spring		Units
BIOL 300 or 400 level course <sup>2</sup>		1
BIOL 300 or 400 level course <sup>2</sup>		1
BIOL 499	Senior Project II	0.5 to 1
Elective		1
<b>Term Units</b>		<b>3.5 to 4</b>

**Total Unit: 15.5 to 16**

<sup>1</sup> The Junior Seminar can be taken in the spring instead of the fall.

<sup>2</sup> 4 upper division Biology courses must be taken during years 3 and 4. Three of those must be BIOL 306, BIOL 312, BIOL 313, or BIOL 333.

## Advising Course Plan - Biology Major - Study Abroad Interest

This plan indicates an effective way to earn a Bachelor of Science degree in Biology and to spend a semester studying abroad. This basic plan would be altered depending upon your post-graduate plans (mainly by adding specific courses in place of 'electives'). Please see other advising plans that consider specific post-graduate plans.

First Year		
Fall		Units
BIOL 142P	Introductory Biology II: Animal and Plant Physiology	1
FSEM 100	First Year Seminar	1
MATH 151 <sup>1</sup>	Mathematics for Life Sciences	1
BIOL 100	Current Perspectives Biology	0.0
General Education requirement		1
<b>Term Units</b>		<b>4</b>
Spring		
BIOL 141P	Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics	1
General Education requirement		1
General Education requirement		1
General Education requirement		1
<b>Term Units</b>		<b>4</b>
Second Year		
Fall		Units
BIOL 243Q	Biostatistics	1
CHEM 141P <sup>2</sup>	General Chemistry I	1
General Education requirement		1
Elective		1
<b>Term Units</b>		<b>4</b>
Spring		Units
BIOL 244	Introductory Biology III: Ecology and Evolution	1
CHEM 142P <sup>2</sup>	General Chemistry II	1
General Education requirement		1
Elective <sup>4</sup>		1
<b>Term Units</b>		<b>4</b>
Third Year		
Fall		Units
The fall of the third year is typically the most convenient to study abroad because the introductory courses are complete and the research sequence has not yet begun.		
Abroad Study		4
<b>Term Units</b>		<b>4</b>
Spring		Units
BIOL 300 or 400 level course		1
BIOL 497	Research Proposal	0.5
Junior Seminar		1
Elective		1
Elective <sup>3</sup>		.5
<b>Term Units</b>		<b>4</b>
Fourth Year		
Fall		Units
BIOL 300 or 400 level course		1
BIOL 498	Senior Project I	1
BIOL 300 or 400 level course		1
Elective		1
<b>Term Units</b>		<b>4</b>
Spring		Units
BIOL 300 or 400 level course		1
BIOL 499	Senior Project II	0.5 to 1
Elective		1



Elective	1
<b>Term Units</b>	<b>3.5 to 4</b>
<b>Total Unit: 31.5 to 32</b>	

<sup>1</sup> The timing of the Math course is not critical; it can be taken at a later time. Some students may place into and wish to take MATH 130 or MATH 141Q.

<sup>2</sup> The Chemistry courses can be taken later.

<sup>3</sup> During the spring of the third or fourth year, you will need to take another 0.5 or 1 unit course to average 4 units per semester.

## Advising Course Plan - Biology Major - Veterinary School Interest

This plan indicates an effective way to earn a Bachelor of Science degree in Biology and to complete the prerequisites for most veterinary programs (although these can differ depending on the vet school).

### First Year

Fall		Units
BIOL 142P	Introductory Biology II: Animal and Plant Physiology	1
FSEM 100	First Year Seminar	1
MATH 151 <sup>1</sup>	Mathematics for Life Sciences	1
BIOL 100	Current Perspectives Biology	0.0
General Education requirement		1
<b>Term Units</b>		<b>4</b>

Spring		Units
BIOL 141P	Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics	1
General Education requirement		1
General Education requirement		1
General Education requirement		1
<b>Term Units</b>		<b>4</b>

### Second Year

Fall		Units
BIOL 243Q	Biostatistics	1
CHEM 141P	General Chemistry I	1
PHYS 121P <sup>2</sup>	College Physics I	1
Elective		1
<b>Term Units</b>		<b>4</b>

Spring		Units
BIOL 244	Introductory Biology III: Ecology and Evolution	1
CHEM 142P	General Chemistry II	1
PHYS 122P <sup>2</sup>	College Physics II	1
Elective		1
<b>Term Units</b>		<b>4</b>

### Third Year

Fall		Units
BIOL 301	Microbiology	1
CHEM 201	Organic Chemistry I	1
Junior Seminar <sup>3</sup>		1
Elective		1
<b>Term Units</b>		<b>4</b>

Spring		Units
BIOL 300 or 400 level course		1
CHEM 301	Organic Chemistry II	1
BIOL 497	Research Proposal	0.5
CHEM 204 <sup>4</sup>	Biochemistry I	1
Elective <sup>5</sup>		.5
<b>Term Units</b>		<b>4</b>

### Summer

During the summer between third and fourth year, or early in fourth year, the GRE needs to be taken.

<b>Term Units</b>	<b>0</b>
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### Fourth Year

Fall		Units
BIOL 300 or 400 level course		1
BIOL 498	Senior Project I	1
Elective		1

Elective		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
BIOL 300 or 400 level course		1
BIOL 499	Senior Project II	0.5 to 1
Elective		1
Elective		1
<b>Term Units</b>		<b>3.5 to 4</b>

**Total Unit: 31.5 to 32**

<sup>1</sup> Most veterinary programs require two semesters of Math, typically a statistics and a calculus course. BIOL 243Q may count as the statistics course but the veterinary programs should be consulted. The timing of the Math course is not critical; it can be taken at a later time. Some students may place into and wish to take MATH 130 or MATH 141Q.

<sup>2</sup> The Physics courses can be taken in the third year.

<sup>3</sup> The Junior Seminar can be taken in the spring instead of the fall.

<sup>4</sup> CHEM 204 can be taken in fourth year.

<sup>5</sup> During the spring of the third or fourth year, you will need to take another 0.5 or 1 unit course to average 4 units per semester.

# Bachelor of Science in Molecular and Cellular Biology

Code	Title	Units
<b>General Education Requirements</b>		
The student must complete the General Education Requirements of the College of Arts & Sciences.		9
<b>Major Requirements</b>		
BIOL 100	Current Perspectives Biology	0
BIOL 141P & BIOL 142P	Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics and Introductory Biology II: Animal and Plant Physiology	2
BIOL 243Q	Biostatistics	1
BIOL 300	Molecular Biology and Biotechnology	1
BIOL 497	Research Proposal	.5
BIOL 498	Senior Project I	1
BIOL 499	Senior Project II	0.5 to 1
Select two units from the following:		2
CHEM 204	Biochemistry I	
BIOL 302	Genetics	
BIOL 425	Cell Biology	
Select two units from the following:		2
BIOL 301	Microbiology	
BIOL 302	Genetics	
BIOL 314	Immunology and Hematology	
BIOL 315	Endocrinology	
BIOL 401	General Physiology	
BIOL 409	Neurobiology	
BIOL 410	Developmental Biology	
BIOL 415	Cancer Biology	
BIOL 425	Cell Biology	
CHEM 204	Biochemistry I	
<b>Collateral Requirements</b>		<b>5 to 6</b>
CHEM 141P General Chemistry I & CHEM 142P and General Chemistry II		
CHEM 201 Organic Chemistry I & CHEM 301 and Organic Chemistry II		
MATH 151 Mathematics for Life Sciences or MATH 130 Calculus I with Review Part 2 or MATH 140 Calculus I with Analytic Geometry		
<b>General Electives</b>		<b>8</b>
<b>Total Units</b>		<b>32-33.5</b>

## General Education Requirements

All students in the College of Arts and Sciences must meet General Education requirements in addition to specific requirements within the major area of study.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C.

A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement. Students should check with their advisor regarding the eligibility of transfer credits to meet General Education requirements after students have enrolled at Stetson. A key component of a liberal education is to learn about the modes of inquiry from a diverse set of disciplines, so no more than 3 courses used to meet General Education requirements may come from a single department and at least 16 of the 32 units required for graduation must come from departments outside the department of the major.

For many majors, certain courses outside the major field of study are required. These courses are called "collateral requirements."

A student majoring in Education may count among the 32 units as many in the major as are required for completion of an approved program for teacher certification by the State of Florida.

Code	Title	Units
<b>Foundations <sup>1</sup></b>		
Writing Requirement		
FSEM 100	First Year Seminar	1
Quantitative Reasoning (any Q course)		1
Junior Seminar		1
<b>Knowledge of Human Cultures and the Natural World</b>		
Select five of the following: <sup>2</sup>		5
Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses) <sup>3</sup>		
Culture and Belief (any B course)		
Historical Inquiry (any H course)		
Individuals, Societies, and Social Systems (any S course)		
Modern Languages (any L course)		
Physical and Natural World (any P course)		
<b>Personal and Social Responsibility</b>		
Select any 'Stetson Values (V)' course		1
<b>Total Units</b>		<b>9</b>

## Cultural Events/Campus Engagement

In addition to completing 32 course units, students join Stetson's intellectual and creative life outside the classroom by participating in at least 3 approved cultural events for each semester of enrollment at Stetson. These events include lectures by distinguished visitors, musical performances, plays, and art shows.

<sup>1</sup> Foundation courses may not be taken pass/fail.

<sup>2</sup> 1 unit each from 5 out of the 6 areas.

<sup>3</sup> Course(s) must equal 1 unit.

# Advising Course Plan - Molecular and Cellular Biology Major

This plan indicates an effective way to earn a Bachelor of Science degree in Molecular Biology. This basic plan may be altered depending upon your post-graduate plans. Please see other advising plans that consider specific post-graduate plans.

First Year		
Fall		Units
BIOL 100	Current Perspectives Biology	0.0
FSEM 100	First Year Seminar	1
BIOL 141P	Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics	1
General Education requirement		1
General Education requirement		1
<b>Term Units</b>		<b>4</b>
Spring		
BIOL 142P	Introductory Biology II: Animal and Plant Physiology	1
General Education requirement		1
General Education requirement		1
General Education requirement		1
<b>Term Units</b>		<b>4</b>
Second Year		
Fall		
BIOL 243Q	Biostatistics	1
CHEM 141P <sup>+</sup>	General Chemistry I	1
MATH 130 <sup>1</sup>	Calculus I with Review Part I	1
General Education requirement		1
<b>Term Units</b>		<b>4</b>
Spring		
BIOL 300 <sup>2</sup>	Molecular Biology and Biotechnology	1
CHEM 142P	General Chemistry II	1
MATH 131Q	Calculus I with Review Part 2	1
Elective		1
<b>Term Units</b>		<b>4</b>
Third Year		
Fall		
BIOL 425 <sup>3</sup>	Cell Biology	1
CHEM 201	Organic Chemistry I	1
Junior Seminar <sup>4</sup>		1
Elective		1
<b>Term Units</b>		<b>4</b>
Spring		
BIOL 497	Research Proposal	0.5
CHEM 204 <sup>6, *</sup>	Biochemistry I	1
CHEM 301	Organic Chemistry II	1
Elective		1
Elective		1
<b>Term Units</b>		<b>4.5</b>
Fourth Year		
Fall		
BIOL 498	Senior Project I	1
BIOL 300 or 400 level course <sup>3, 5</sup>		1
Elective		1
Elective		1
<b>Term Units</b>		<b>4</b>
Spring		
BIOL 499	Senior Project II	1

BIOL 300 or 400 level course <sup>3, 5</sup>	1
Elective	1
Elective	1
<b>Term Units</b>	<b>4</b>

**Total Unit: 32.5**

<sup>1</sup> The timing of the Math course is not critical; it can be taken at a later time. Some students may place into, and wish to take, MATH 141Q instead of MATH 130 and MATH 131Q.

<sup>2</sup> BIOL 300 can be taken in the spring of the 3rd year

<sup>3</sup> BIOL 300- or 400-level courses can be taken in any order.

<sup>4</sup> The JSEM can be taken in the spring instead of the fall.

<sup>5</sup> The last two required upper division Biology courses must be chosen from BIOL 301, BIOL 314, BIOL 315, BIOL 425, BIOL 401, BIOL 409, BIOL 410

<sup>6</sup> CHEM 204 can be taken in the 4th Year.

\* Two core courses are required for the MCB major (Core course options: BIOL 302, BIOL 425, and CHEM 204). BIOL 302 can be taken instead of BIOL 425 or CHEM 204.

+ Students can concurrently take BIOL 141P with CHEM 141P and/or BIOL 142P with CHEM 142P. However, student must obtain additional academic advising and get permission from their academic advisor before enrolling in both courses.

## Advising Course Plan - Molecular and Cellular Biology Major - Plan for Transfer Students

This plan indicates an effective way for students who transferred into Stetson as a Molecular and Cellular Biology (MCB) major with 2 years of course credit to earn a Bachelor of Science degree in 2 years. It is assumed that students transfer credit for BIOL 141P and BIOL 142P, CHEM 141P and CHEM 142P, MATH 130 and MATH 131Q (or MATH 141Q), and most general education courses.

First Year		
Fall		Units
BIOL 243Q	Biostatistics	1
CHEM 201	Organic Chemistry I	1
Junior Seminar <sup>1</sup>		1
General Education requirement		1
<b>Term Units</b>		<b>4</b>
Spring		
BIOL 300	Molecular Biology and Biotechnology	1
BIOL 497	Research Proposal	0.5
CHEM 301	Organic Chemistry II	1
CHEM 204 <sup>*</sup>	Biochemistry I	1
General Education requirement		1
<b>Term Units</b>		<b>4.5</b>
Second Year		
Fall		
BIOL 498	Senior Project I	1
BIOL 302 <sup>**</sup>	Genetics	1
BIOL 300 or 400 level course <sup>2</sup>		1
Elective		1
<b>Term Units</b>		<b>4</b>
Spring		
BIOL 499	Senior Project II	1
BIOL 300 or 400 level course <sup>2</sup>		1
Elective		1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Total Unit: 16.5</b>		

<sup>1</sup> The Junior Seminar can be taken in the spring instead of the fall.

<sup>2</sup> The last two required upper division Biology course must be chosen from BIOL 301, BIOL 314, BIOL 315, BIOL 425, BIOL 401, BIOL 409, BIOL 410, BIOL 415.

<sup>\*</sup> Two core courses are required for the MCB major (Core course options: BIOL 302 Genetics, BIOL 425 Cell Biology, and CHEM 204 Biochemistry I). BIOL 302 can be taken instead of CHEM 204.

<sup>\*\*</sup> Two core courses are required for the MCB major (Core course options: BIOL 302 Genetics, BIOL 425 Cell Biology, and CHEM 204 Biochemistry I). BIOL 425 can be taken instead of BIOL 302.

## Advising Course Plan - Molecular and Cellular Biology Major - Dental School Interest

This plan indicates an effective way to earn a Bachelor of Science degree in Molecular and Cellular Biology (MCB) and to complete the prerequisites for most dental programs (although these can differ depending on the dental school).

First Year		
Fall		Units
BIOL 100	Current Perspectives Biology	0.0
FSEM 100	First Year Seminar	1
BIOL 141P	Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics	1
General Education requirement		1
General Education requirement		1
<b>Term Units</b>		<b>4</b>
Spring		
BIOL 142P	Introductory Biology II: Animal and Plant Physiology	1
General Education requirement		1
General Education requirement		1
General Education requirement		1
<b>Term Units</b>		<b>4</b>
Second Year		
Fall		
BIOL 243Q	Biostatistics	1
CHEM 141P <sup>+</sup>	General Chemistry I	1
MATH 130 <sup>1</sup>	Calculus I with Review Part I	1
General Education requirement		1
<b>Term Units</b>		<b>4</b>
Spring		
BIOL 300 <sup>4</sup>	Molecular Biology and Biotechnology	1
CHEM 142P	General Chemistry II	1
MATH 131Q	Calculus I with Review Part 2	1
Elective		1
<b>Term Units</b>		<b>4</b>
Third Year		
Fall		
BIOL 302 <sup>*</sup>	Genetics	1
CHEM 201	Organic Chemistry I	1
Junior Seminar <sup>3</sup>		1
Elective		1
<b>Term Units</b>		<b>4</b>
Spring		
BIOL 497	Research Proposal	0.5
CHEM 301	Organic Chemistry II	1
CHEM 204 <sup>6</sup>	Biochemistry I	1
Elective		1
Elective		1
<b>Term Units</b>		<b>4.5</b>
Summer		
During the summer between third year and fourth year, or early in fourth year, the DAT needs to be taken.		
<b>Term Units</b>		<b>0</b>
Fourth Year		
Fall		
BIOL 301	Microbiology	1
BIOL 498	Senior Project I	1
Elective		1

Elective		1
	<b>Term Units</b>	<b>4</b>
<b>Spring</b>		
BIOL 499	Senior Project II	1
BIOL 300 or 400 level course <sup>2, 5</sup>		1
Elective		1
Elective		1
	<b>Term Units</b>	<b>4</b>

**Total Unit: 32.5**

<sup>1</sup> The timing of the Math course is not critical; it can be taken at a later time. Some students may place into, and wish to take, MATH 141Q or MATH 151 instead of MATH 130 and MATH 131Q.

<sup>2</sup> BIOL 300- or 400-level course can be taken in any order.

<sup>3</sup> The Junior Seminar can be taken in the spring instead of the fall.

<sup>4</sup> Can be taken in third year.

<sup>5</sup> Other recommended upper division courses include: BIOL 301, BIOL 314, BIOL 315, BIOL 425, BIOL 401, BIOL 409, BIOL 410, BIOL 415.

<sup>6</sup> CHEM 204 can be taken in Fourth Year.

+ Students can concurrently take BIOL 141P with CHEM 141P and/or BIOL 142P with CHEM 142P. However, student must obtain additional academic advising and get permission from their academic advisor before enrolling in both courses.

\* Two core courses are required for the MCB major (Core course options: BIOL 302, BIOL 425, and CHEM 204).

## Advising Course Plan - Molecular and Cellular Biology Major - Medical School Interest

### Plan Option 1

It is our experience that most incoming freshmen are not prepared for more than one lab science course the first semester. This plan was developed with that in mind and indicates an effective way to earn a Bachelor of Science degree in Molecular and Cellular Biology (MCB) and to complete the typical premedical requirements without taking two lab sciences in the First Year.

#### First Year

Fall		Units
BIOL 100	Current Perspectives Biology	0.0
FSEM 100	First Year Seminar	1
BIOL 141P	Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics	1
MATH 130 <sup>1</sup>	Calculus I with Review Part I	1
PSYC 101S <sup>2</sup>	Introduction to Psychology	1
<b>Term Units</b>		<b>4</b>

#### Spring

BIOL 142P	Introductory Biology II: Animal and Plant Physiology	1
MATH 131Q <sup>1</sup>	Calculus I with Review Part 2	1
SOCI 101S <sup>2</sup>	Understanding Society: An Introduction to Sociology	1
General Education requirement		1
<b>Term Units</b>		<b>4</b>

#### Second Year

Fall		Units
BIOL 243Q	Biostatistics	1
CHEM 141P	General Chemistry I	1
PHYS 121P <sup>3</sup>	College Physics I	1
General Education requirement		1
<b>Term Units</b>		<b>4</b>

#### Spring

BIOL 300	Molecular Biology and Biotechnology	1
CHEM 142P	General Chemistry II	1
PHYS 122P	College Physics II	1
General Education requirement		1
<b>Term Units</b>		<b>4</b>

#### Third Year

Fall		Units
BIOL 302 <sup>4</sup>	Genetics	1
Junior Seminar <sup>5</sup>		1
Elective		1
Elective		1
<b>Term Units</b>		<b>4</b>

#### Spring

BIOL 497	Research Proposal	0.5
CHEM 301	Organic Chemistry II	1
CHEM 204 <sup>6</sup>	Biochemistry I	1
Elective		1
Elective		1
<b>Term Units</b>		<b>4.5</b>

#### Summer

If you intend to start MD or DO school the fall after you graduate, during the summer between Third Year and Fourth Year you should take the MCAT (after proper preparation; a prep course is offered on campus) and apply to medical schools (via online services AMCAS and/or AACOMAS).

Term Units		0
<b>Fourth Year</b>		
<b>Fall</b>		
BIOL 498	Senior Project I	1
BIOL 300- or 400-level course <sup>6</sup>		1
Elective		1
Elective		1
Term Units		4
<b>Spring</b>		
BIOL 499	Senior Project II	1
BIOL 300 or 400 level course <sup>6</sup>		1
Elective		1
Elective		1
Term Units		4

**Total Unit: 32.5**

<sup>1</sup> The timing of the Math course is not critical; it can be taken at a later time. Some students may place into, and wish to take, MATH 141Q or MATH 151 instead of MATH 130 and MATH 131Q.

<sup>2</sup> PSYC 101S and SOCI 101S can be taken at any time before the MCAT is taken.

<sup>3</sup> The Physics courses can be taken later.

<sup>4</sup> BIOL 300, BIOL 302, and the other 300- or 400-level course can be taken in any order.

<sup>5</sup> The Junior Seminar can be taken in the spring instead of the fall.

<sup>6</sup> Other recommended upper division courses include: BIOL 301, BIOL 314, BIOL 315, BIOL 401, BIOL 409, BIOL 410, BIOL 415, BIOL 425.

\* Two core courses are required for the MCB major (Core course options: BIOL 302, BIOL 425, and CHEM 204).

## Plan Option 2

This plan indicates an effective way to earn a Bachelor of Science degree in Molecular and Cellular Biology (MCB) and to complete the typical premedical requirements. *This path includes 2 lab sciences the first semester so is only for highly motivated students with strong backgrounds in high school Biology, Chemistry, and Math and/or a Math SAT score # 650.*

First Year		Units
<b>Fall</b>		
BIOL 100	Current Perspectives Biology	0.0
FSEM 100	First Year Seminar	1
BIOL 141P	Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics	1
CHEM 141P*	General Chemistry I	1
MATH 130 <sup>1</sup>	Calculus I with Review Part I	1
Term Units		4
<b>Spring</b>		
BIOL 142P	Introductory Biology II: Animal and Plant Physiology	1
CHEM 142P	General Chemistry II	1
MATH 131Q <sup>1</sup>	Calculus I with Review Part 2	1
General Education requirement		1
Term Units		4
<b>Second Year</b>		
<b>Fall</b>		
BIOL 243Q	Biostatistics	1

PHYS 121P <sup>3</sup>	College Physics I	1
General Education requirement		1
General Education requirement		1

Term Units		4
<b>Spring</b>		
CHEM 301	Organic Chemistry II	1
CHEM 204 <sup>+</sup>	Biochemistry I	1
PHYS 122P <sup>3</sup>	College Physics II	1
Elective		1
Term Units		4

<b>Third Year</b>		
<b>Fall</b>		
Junior Seminar <sup>5</sup>		1
BIOL 302 <sup>3</sup>	Genetics	1
PSYC 101S <sup>2</sup>	Introduction to Psychology	1
Elective		1

Term Units		4
<b>Spring</b>		
BIOL 300	Molecular Biology and Biotechnology	1
BIOL 497	Research Proposal	0.5
CHEM 204	Biochemistry I	1
SOCI 101S <sup>2</sup>	Understanding Society: An Introduction to Sociology	1
Elective		1

**Term Units 4.5**

### Summer

During the summer between Third Year and Fourth Year you should take the MCAT (after proper preparation; a prep course is offered on campus) and apply to medical schools (online service).

Term Units		0
<b>Fourth Year</b>		
<b>Fall</b>		
BIOL 498	Senior Project I	1
BIOL 300- or 400-level course <sup>6</sup>		1
Elective		1
Elective		1
Term Units		4

<b>Spring</b>		
BIOL 499	Senior Project II	1
BIOL 300 or 400 level course <sup>6</sup>		1
Elective		1
Elective		1
Term Units		4

**Total Unit: 32.5**

<sup>1</sup> The timing of the Math course is not critical; it can be taken at a later time. Some students may place into, and wish to take, MATH 141Q or MATH 151 instead of MATH 130 and MATH 131Q.

<sup>2</sup> PSYC 101S and SOCI 101S can be taken at any time before the MCAT is taken.

<sup>3</sup> The Physics courses can be taken later.

<sup>4</sup> BIOL 300, BIOL 302, and the other 300- or 400-level course can be taken in any order.

<sup>5</sup> The Junior Seminar can be taken in the spring instead of the fall.

<sup>6</sup> Other recommended upper division courses include: BIOL 301, BIOL 314, BIOL 315, BIOL 425, BIOL 401, BIOL 409, BIOL 410, BIOL 415, BIOL 422.

+ Students can concurrently take BIOL 141P with CHEM 141P and/ or BIOL 142P with CHEM 142P. However, student must obtain additional academic advising and get permission from their academic advisor before enrolling in both courses.

\* Two core courses are required for the MCB major (Core course options: BIOL 302, BIOL 425, and CHEM 204).

## Advising Course Plan - Molecular and Cellular Biology Major - Veterinary School Interest

This plan indicates an effective way to earn a Bachelor of Science degree in Molecular and Cellular Biology (MCB) and to complete the prerequisites for most veterinary programs (although these can differ depending on the vet school).

<b>First Year</b>		
<b>Fall</b>		
BIOL 100	Current Perspectives Biology	0.0
FSEM 100	First Year Seminar	1
BIOL 141P	Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics	1
General Education requirement		1
General Education requirement		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
BIOL 142P	Introductory Biology II: Animal and Plant Physiology	1
General Education requirement		1
General Education requirement		1
General Education requirement		1
<b>Term Units</b>		<b>4</b>
<b>Second Year</b>		
<b>Fall</b>		
BIOL 243Q	Biostatistics	1
CHEM 141P <sup>+</sup>	General Chemistry I	1
MATH 130 <sup>1</sup>	Calculus I with Review Part I	1
PHYS 121P	College Physics I	1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
BIOL 300 <sup>5</sup>	Molecular Biology and Biotechnology	1
CHEM 142P	General Chemistry II	1
MATH 131Q	Calculus I with Review Part 2	1
PHYS 122P	College Physics II	1
<b>Term Units</b>		<b>4</b>
<b>Third Year</b>		
<b>Fall</b>		
BIOL 302 <sup>2</sup>	Genetics	1
CHEM 201	Organic Chemistry I	1
Junior Seminar <sup>3</sup>		1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
BIOL 497	Research Proposal	0.5
CHEM 301	Organic Chemistry II	1
CHEM 204 <sup>4, *</sup>	Biochemistry I	1
Elective		1
Elective		1
<b>Term Units</b>		<b>4.5</b>
<b>Summer</b>		
During the summer between Third Year and Fourth Year or early in year 4, the GRE needs to be taken.		
<b>Term Units</b>		<b>0</b>
<b>Fourth Year</b>		
<b>Fall</b>		
BIOL 301 <sup>2</sup>	Microbiology	1



BIOL 498	Senior Project I	1
Elective		1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
BIOL 499	Senior Project II	1
BIOL 300 or 400 level course <sup>6</sup>		1
Elective		1
Elective		1
<b>Term Units</b>		<b>4</b>

**Total Unit: 32.5**

<sup>1</sup> The timing of the Math course is not critical; it can be taken at a later time. Some students may place into, and wish to take, MATH 141Q or MATH 151 instead of MATH 130 and MATH 131Q.

<sup>2</sup> BIOL 300- or 400-level course can be taken in any order.

<sup>3</sup> The Junior Seminar can be taken in the spring instead of the fall.

<sup>4</sup> CHEM 204 can be taken in year 4.

<sup>5</sup> BIOL 300 can be taken in year 3.

<sup>6</sup> Other recommended upper division courses include: BIOL 301, BIOL 314, BIOL 315, BIOL 425, BIOL 401, BIOL 409, BIOL 410, BIOL 415.

+ Students can concurrently take BIOL 141P with CHEM 141P and/or BIOL 142P with CHEM 142P. However, student must obtain additional academic advising and get permission from their academic advisor before enrolling in both courses.

\* Two core courses are required for the MCB major (Core course options: BIOL 302, BIOL 425, and CHEM 204).

# Chemistry and Biochemistry

## Chemistry

Chemistry is the study of the atomic and molecular structure of matter and is, therefore, a widely diverse subject with close links to almost all other areas of science and technology. It offers excellent undergraduate preparation for advanced study in areas ranging from the health professions to the physical and biological sciences and from business to law; an undergraduate degree in chemistry also affords direct entrance into government and industrial work. While offering a comprehensive instructional program supported by modern laboratory equipment, the Chemistry Department at Stetson places special emphasis on undergraduate research, small class size, and close attention to the needs and interests of the individual student.

The department offers the ACS-certified B.S. degree in chemistry and in biochemistry, designated a professional degree by the American Chemical Society's (ACS's) Committee on Professional Training and available only from those departments whose programs are approved by the ACS.

All 200-level courses are foundations courses and 300-level courses are in-depth courses, as specified by the ACS. Chemistry majors take two units of general chemistry, five foundations courses, three in-depth courses, and the senior research project in order to fulfill the requirements for the ACS-certified major.

More information can be found at <http://www.stetson.edu/other/academics/programs/chemistry.php>.

## Biochemistry

Biochemistry--the study of the chemical structures and processes of living organisms--is an interdisciplinary field. To provide an extensive preparatory foundation in both biology and chemistry, the undergraduate major culminates in two years of coursework in biochemistry, advanced biology courses covering topics related to biochemistry, and senior research. The ACS-certified degree in biochemistry is ideal preparation for the student interested in pursuing entrance into medical or other health professional schools, as well as graduate or industrial work in biochemistry or molecular biology.

More information can be found online at <http://www.stetson.edu/other/academics/programs/biochemistry.php>.

## Learning Outcomes

Student learning outcomes describe what students know, understand and are able to do as a result of completing a degree program. The learning outcomes for both majors in this program are:

1. Apply chemical principles to solve relevant, real world quantitative and lab based problems
2. Use chemical instrumentation
3. Retrieve and critically evaluate technical information from the scientific literature and global information databases
4. Effectively deliver a scientific oral presentation
5. Effectively communicate their results in writing in a form consistent with the recommendations in the ACS Style Guide

## Majors

### Majors in Chemistry

- Bachelor of Science in Chemistry (p. 75)
- Bachelor of Science in Biochemistry (p. 77)

## Minors

### Minor in Chemistry - 7 or 8 units

Code	Title	Units
<b>Department Requirements</b>		
CHEM 141P & CHEM 142P	General Chemistry I and General Chemistry II	2
CHEM 201 & CHEM 301	Organic Chemistry I and Organic Chemistry II	2
CHEM 204	Biochemistry I	1
At least one additional chemistry unit selected from the following:		1
CHEM 202	Inorganic Chemistry	
CHEM 203	Physical Chemistry	
CHEM 205	Analytical Chemistry	
CHEM 302	Biological Inorganic Chemistry	

CHEM 303	Advanced Physical Chemistry
CHEM 304	Biochemistry II
CHEM 305	Instrumental Analysis: Forensic Chemistry
CHEM 306	Spectra and Structure
CHEM 307	Nucleic Acid Structure, Function, and Metabolism
CHEM 308	Advanced Organic Chemistry

**Collateral Requirements**

Select one unit from the following:

1 to 2

MATH 141Q	Calculus I with Analytic Geometry
MATH 130 & MATH 131Q	Calculus I with Review Part I and Calculus I with Review Part 2

**Total Units****7-8**

## Advising Course Plans

### Advising Course Plans

- Chemistry Major (p. 76)
- Biochemistry Major (p. 78)

## Faculty

Grubbs, W. Tandy

*Professor and Chair of Chemistry, 1995*

B.S., High Point University

Ph.D., Duke University

Indralingam, Ramee

*Professor of Chemistry, 1991*

B.S., University of Colombo, Sri Lanka

Ph.D., University of Florida

Delphine Prevote Pinet

*Assistant Professor of Practice, Chemistry, 2016*

B.S., M.S., Ph.D., University Paul Sabatier, Toulouse, France

Price, Harry L.

*Associate Professor of Chemistry, 2001*

B.S., Ph.D., University of Illinois at Chicago

Shannon, Matthew

*Assistant Professor of Chemistry, 2020*

B.S., University of Pittsburgh

Ph.D., The Ohio State University

Sibbald, Paul A.

*Associate Professor of Chemistry, 2012*

B.S., B.A., Alma College

Ph.D., University of Washington

York, John T.

*Associate Professor of Chemistry, 2007*

B.S., North Carolina State University

B.A., University of Wyoming

Ph.D., University of Minnesota

# Bachelor of Science in Chemistry

Code	Title	Units
<b>General Education Requirements</b>		
The student must complete the General Education Requirements of the College of Arts & Sciences.		9
<b>Major Requirements</b>		
CHEM 141P & CHEM 142P	General Chemistry I and General Chemistry II	2
CHEM 201	Organic Chemistry I	1
CHEM 202	Inorganic Chemistry	1
CHEM 203	Physical Chemistry	1
CHEM 204	Biochemistry I	1
CHEM 205	Analytical Chemistry	1
CHEM 301	Organic Chemistry II	1
CHEM 498 & CHEM 499	Research Proposal and Senior Project	2
Select two units from the following in-depth courses:		2
CHEM 302	Biological Inorganic Chemistry	
CHEM 303	Advanced Physical Chemistry	
CHEM 304	Biochemistry II	
CHEM 305	Instrumental Analysis: Forensic Chemistry	
CHEM 306	Spectra and Structure	
CHEM 307	Nucleic Acid Structure, Function, and Metabolism	
CHEM 308	Advanced Organic Chemistry	
CHEM 309	Advanced Environmental Chemistry	
<b>Collateral Requirements</b>		
MATH 141Q & MATH 142Q	Calculus I with Analytic Geometry and Calculus II with Analytic Geometry	2
Select one of the following sequences:		2
PHYS 121P & PHYS 122P	College Physics I and College Physics II	
PHYS 141P & PHYS 142P	University Physics I and University Physics II	
<b>General Electives</b>		<b>7</b>
<b>Total Units</b>		<b>32</b>

## General Education Requirements

All students in the College of Arts and Sciences must meet General Education requirements in addition to specific requirements within the major area of study.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C.

A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced

course in the Writing requirement. Students should check with their advisor regarding the eligibility of transfer credits to meet General Education requirements after students have enrolled at Stetson. A key component of a liberal education is to learn about the modes of inquiry from a diverse set of disciplines, so no more than 3 courses used to meet General Education requirements may come from a single department and at least 16 of the 32 units required for graduation must come from departments outside the department of the major.

For many majors, certain courses outside the major field of study are required. These courses are called "collateral requirements."

A student majoring in Education may count among the 32 units as many in the major as are required for completion of an approved program for teacher certification by the State of Florida.

Code	Title	Units
<b>Foundations</b> <sup>1</sup>		
Writing Requirement		
FSEM 100	First Year Seminar	1
Quantitative Reasoning (any Q course)		1
Junior Seminar		1
<b>Knowledge of Human Cultures and the Natural World</b>		
Select five of the following: <sup>2</sup>		5
Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses) <sup>3</sup>		
Culture and Belief (any B course)		
Historical Inquiry (any H course)		
Individuals, Societies, and Social Systems (any S course)		
Modern Languages (any L course)		
Physical and Natural World (any P course)		
<b>Personal and Social Responsibility</b>		
Select any 'Stetson Values (V)' course		1
<b>Total Units</b>		<b>9</b>

## Cultural Events/Campus Engagement

In addition to completing 32 course units, students join Stetson's intellectual and creative life outside the classroom by participating in at least 3 approved cultural events for each semester of enrollment at Stetson. These events include lectures by distinguished visitors, musical performances, plays, and art shows.

<sup>1</sup> Foundation courses may not be taken pass/fail.

<sup>2</sup> 1 unit each from 5 out of the 6 areas.

<sup>3</sup> Course(s) must equal 1 unit.

# Advising Course Plan - Chemistry Major

First Year		Units
<b>Fall</b>		
CHEM 141P	General Chemistry I	1
MATH 141Q <sup>1</sup>	Calculus I with Analytic Geometry	1
FSEM 100	First Year Seminar	1
General Education requirement <sup>2</sup>		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
CHEM 142P	General Chemistry II	1
MATH 142Q	Calculus II with Analytic Geometry	1
Writing Enhanced course requirement		1
General Education requirement <sup>2</sup>		1
<b>Term Units</b>		<b>4</b>
<b>Second Year</b>		
<b>Fall</b>		
CHEM 201	Organic Chemistry I	1
PHYS 121P or 141P	College Physics I University Physics I	1
Writing Enhanced course requirement		1
General Education requirement <sup>2</sup>		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
CHEM 301	Organic Chemistry II	1
CHEM 202	Inorganic Chemistry	1
PHYS 122P or 142P	College Physics II University Physics II	1
General Education requirement <sup>2</sup>		1
<b>Term Units</b>		<b>4</b>
<b>Third Year</b>		
<b>Fall</b>		
CHEM 203	Physical Chemistry	1
Elective		1
Junior Seminar		1
General Education requirement <sup>2</sup>		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
CHEM 205	Analytical Chemistry	1
CHEM 498	Research Proposal	1
CHEM 204	Biochemistry I	1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Fourth Year</b>		
<b>Fall</b>		
CHEM 499	Senior Project	1
One 300-level CHEM course		1
Elective		1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
One 300-level CHEM course		1
Elective		1
Elective		1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Total Unit: 32</b>		

<sup>1</sup> MATH 141Q may be satisfied by taking the two-course sequence MATH 130 and MATH 131Q.

<sup>2</sup> Students must select at least one class from five of the six different *Knowledge of Human Cultures and the Natural World* areas; A, B, H, S, L, and P designations

\* Note that most of the required classes are offered only once a year (either fall or spring semester) so they must be taken in sequence.

## Bachelor of Science in Biochemistry

Code	Title	Units
<b>General Education Requirements</b>		
The student must complete the General Education Requirements of the College of Arts & Sciences.		9
<b>Major Requirements</b>		
CHEM 141P & CHEM 142P	General Chemistry I and General Chemistry II	2
CHEM 201	Organic Chemistry I	1
CHEM 202	Inorganic Chemistry	1
CHEM 203	Physical Chemistry	1
CHEM 204	Biochemistry I	1
CHEM 205	Analytical Chemistry	1
CHEM 301 & CHEM 304	Organic Chemistry II and Biochemistry II	2
CHEM 498 & CHEM 499	Research Proposal and Senior Project	2
Select one unit from the following in-depth courses:		1
CHEM 302	Biological Inorganic Chemistry	
CHEM 303	Advanced Physical Chemistry	
CHEM 305	Instrumental Analysis: Forensic Chemistry	
CHEM 306	Spectra and Structure	
CHEM 307	Nucleic Acid Structure, Function, and Metabolism	
CHEM 308	Advanced Organic Chemistry	
CHEM 309	Advanced Environmental Chemistry	
<b>Collateral Requirements</b>		<b>8</b>
MATH 141Q & MATH 142Q	Calculus I with Analytic Geometry and Calculus II with Analytic Geometry	
BIOL 141P & BIOL 142P	Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics and Introductory Biology II: Animal and Plant Physiology	
Select one of the following sequences:		
PHYS 121P & PHYS 122P	College Physics I and College Physics II (Can be used as a Q course)	
or		
PHYS 141P & PHYS 142P	University Physics I and University Physics II	
Select two units from the following:		
BIOL 300	Molecular Biology and Biotechnology	
BIOL 301	Microbiology	
BIOL 302	Genetics	
BIOL 315	Endocrinology	
BIOL 409	Neurobiology	
BIOL 425	Cell Biology	
<b>General Electives</b>		<b>3</b>
<b>Total Units</b>		<b>32</b>

## General Education Requirements

All students in the College of Arts and Sciences must meet General Education requirements in addition to specific requirements within the major area of study.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C.

A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement. Students should check with their advisor regarding the eligibility of transfer credits to meet General Education requirements after students have enrolled at Stetson. A key component of a liberal education is to learn about the modes of inquiry from a diverse set of disciplines, so no more than 3 courses used to meet General Education requirements may come from a single department and at least 16 of the 32 units required for graduation must come from departments outside the department of the major.

For many majors, certain courses outside the major field of study are required. These courses are called "collateral requirements."

A student majoring in Education may count among the 32 units as many in the major as are required for completion of an approved program for teacher certification by the State of Florida.

Code	Title	Units
<b>Foundations<sup>1</sup></b>		
Writing Requirement		
FSEM 100	First Year Seminar	1
Quantitative Reasoning (any Q course)		1
Junior Seminar		1
<b>Knowledge of Human Cultures and the Natural World</b>		
Select five of the following: <sup>2</sup>		5
Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses) <sup>3</sup>		
Culture and Belief (any B course)		
Historical Inquiry (any H course)		
Individuals, Societies, and Social Systems (any S course)		
Modern Languages (any L course)		
Physical and Natural World (any P course)		
<b>Personal and Social Responsibility</b>		
Select any 'Stetson Values (V)' course		1
<b>Total Units</b>		<b>9</b>

## Cultural Events/Campus Engagement

In addition to completing 32 course units, students join Stetson's intellectual and creative life outside the classroom by participating in at least 3 approved cultural events for each semester of enrollment at Stetson. These events include lectures by distinguished visitors, musical performances, plays, and art shows.

<sup>1</sup> Foundation courses may not be taken pass/fail.

<sup>2</sup> 1 unit each from 5 out of the 6 areas.

<sup>3</sup> Course(s) must equal 1 unit.

## Advising Course Plan - Biochemistry Major

### First Year

Fall		Units
CHEM 141P	General Chemistry I	1
MATH 141Q <sup>1</sup>	Calculus I with Analytic Geometry	1
FSEM 100	First Year Seminar	1
General Education requirement <sup>2</sup>		1
<b>Term Units</b>		<b>4</b>

### Spring

CHEM 142P	General Chemistry II	1
MATH 142Q	Calculus II with Analytic Geometry	1
Writing Enhanced course requirement		1
General Education requirement <sup>2</sup>		1
<b>Term Units</b>		<b>4</b>

### Second Year

Fall		Units
CHEM 201	Organic Chemistry I	1
PHYS 121P or 141P	College Physics I University Physics I	1
Writing enhanced course requirement		1
General Education requirement <sup>2</sup>		1
<b>Term Units</b>		<b>4</b>

### Spring

CHEM 301	Organic Chemistry II	1
CHEM 202	Inorganic Chemistry	1
PHYS 142P	University Physics II	1
General Education requirement <sup>2</sup>		1
<b>Term Units</b>		<b>4</b>

### Third Year

Fall		Units
CHEM 203	Physical Chemistry	1
One 300-level CHEM course		1
Junior Seminar <sup>3</sup>		1
BIOL 141P <sup>4</sup>	Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics	1
<b>Term Units</b>		<b>4</b>

### Spring

CHEM 205	Analytical Chemistry	1
CHEM 204	Biochemistry I	1
BIOL 142P <sup>4</sup>	Introductory Biology II: Animal and Plant Physiology	1
CHEM 498	Research Proposal	1
<b>Term Units</b>		<b>4</b>

### Fourth Year

Fall		Units
CHEM 499	Senior Project	1
CHEM 304	Biochemistry II	1
BIOL Elective		1
Elective		1
<b>Term Units</b>		<b>4</b>

### Spring

BIOL Elective		1
General Education Requirement or Elective <sup>2</sup>		1
Elective		1

Elective		1
<b>Term Units</b>		<b>4</b>

**Total Unit: 32**

\* Note that MOST of the required classes are offered ONLY once a year (either Fall or Spring semester) so they must be taken in sequence.

<sup>1</sup> MATH 141Q may be satisfied by taking the two-course sequence MATH 130 and MATH 131Q.

<sup>2</sup> Students must select at least one class from five of the six different *Knowledge of Human Cultures and the Natural World* areas; A, B, H, S, L, and P designations (FIVE classes total); and ONE class from among the following five different *Personal and Social Responsibility* areas; R, E, W, D, J designations).

<sup>3</sup> Students must select ONE *Junior Seminar* from among the following five areas: R, E, W, D, and J.

<sup>4</sup> Students may choose to reverse PHYS/BIOL sequence and take BIOL first.

<sup>5</sup> In-depth CHEM requirement (Choose ONE from CHEM 302, CHEM 303, CHEM 305, CHEM 306, CHEM 307, or CHEM 308).

# Communication and Media Studies

The ability to communicate competently and to understand communicative acts is an asset contributing to success in both the public and private spheres. Human communication, however, is a complex process, and effective communication depends on our understanding of the structures and constraints of the process by which messages are transmitted and understood between senders and receivers.

Courses in Communication and Media Studies at Stetson stress a strong liberal arts foundation in communication theory and practice. By choosing from offerings in areas such as interpersonal and organizational communication or public discourse and mass media, students can tailor a program to fit their interests and needs. In addition to classroom education, students have opportunities for practical experience through internships off-campus and on-campus media. Communication and Media Studies is also the departmental home for the interdisciplinary Journalism minor.

More information can be found online at <http://www.stetson.edu/other/academics/programs/communication-and-media-studies.php>.

## Learning Outcomes

Student learning outcomes describe what students know, understand and are able to do as a result of completing a degree program. The learning outcomes for this program are:

1. Create messages appropriate to the audience, purpose, and context such as the ability to:
  - Locate and use information relevant to the goals, audiences, purposes, and contexts
  - Select creative and appropriate modalities and technologies to accomplish communicative goals
  - Adapt messages to the diverse needs of individuals, groups, and contexts
  - Critically reflect on one's own messages after the communication event
2. Critically analyze messages such as the ability to:
  - Identify meanings embedded in messages
  - Articulate characteristics of mediated and non-mediated messages
3. Demonstrate the ability to accomplish communication goals and practices such as the ability to:
  - Identify contexts, situations, and barriers that impede communication self-efficacy
  - Articulate personal beliefs about abilities to accomplish communication goals
  - Evaluate personal communication strengths and weaknesses
4. Apply ethical communication principles and practices such as the ability to:
  - Identify ethical perspectives
  - Articulate the ethical dimensions of a communication situation
  - Propose solutions for (un)ethical communication
  - Evaluate the ethical elements of a communication situation
5. Engage in public discourse, such as the ability to:
  - Explain the importance of communication in civic life
  - Identify the challenges facing communities and the role of communication resolving those challenges
  - Evaluate local, national, and/or global issues from a communication perspective
  - Utilize communication to respond to issues at the local, national, and/or global level

## Majors

### Major in Communication and Media Studies

- Bachelor of Arts in Communication and Media Studies (p. 81)

## Minors

### Minor in Communication and Media Studies - 5 units

Code	Title	Units
<b>Requirements</b>		
COMM 201	Public Speaking	1
Select one of the following:		
COMM 210V	Communication and Media Ethics	1
COMM 221S	Interpersonal Communication	
COMM 228S	Intercultural Communication (Can be used as a D course)	
COMM 231	Critical Studies of Mass Media	



COMM 241A	Visual Communication	
COMM 290	Special Topics in Communication Studies	
COMM 301 or COMM 302	Qualitative Theory and Methodology Rhetorical Theory and Criticism	1
Select one of the following:		1
COMM 303	Media Theory and Analysis	
COMM 311	Classical Rhetoric	
COMM 314B	Rhetoric, Culture, and Identity	
COMM 321V	Gender in Communication	
COMM 390	Special Topics in Communication Studies	
COMM 411	Philosophy of Communication	
Select one of the following:		1
COMM 316	Argumentation	
COMM 325	Organizational Communication	
COMM 327V	Health Communication	
COMM 328B	Food, Communication and Culture	
COMM 333	Communication and Technology	
COMM 391	Special Topics in Communication Studies (Applied)	
COMM 444	History and Criticism of American Public Address	

**Total Units****5**

## Advising Course Plans

### Advising Course Plans

- Communication and Media Studies Major (p. 82)

## Faculty

Choi, Su Young

*Assistant Professor of Communication and Media Studies, 2017*

B.A., M.A., Seoul National University

Ph.D., University of Massachusetts Amherst

Dehnart, Andy

*Assistant Professor of Practice, Communication and Media Studies and Journalism, 2003*

B.S., Stetson University

M.F.A., Bennington College

Johnson, Erik

*Assistant Professor of Communication and Media Studies, 2020*

B.A., Indiana University - Bloomington

M.A., Ph.D., Northwestern University

McFarland, Michael W.

*Associate Professor of Communication and Media Studies, 1988*

B.A., Simpson College

M.A., Ph.D., Northwestern University

Petrovic, Jelena

*Associate Professor of Communication and Media Studies, 2013*

B.A., M.A., Wichita State University

Ph.D., University of New Mexico

Schuwerk, Tara

*Associate Professor and Chair (2017) of Communication and Media Studies, 2008*

B.A., M.A., University of Central Florida

Ph.D., Arizona State University

# Bachelor of Arts in Communication and Media Studies

Code	Title	Units
<b>General Education Requirements</b>		
The student must complete the General Education Requirements of the College of Arts & Sciences.		9
<b>Major Requirements</b>		
COMM 201	Public Speaking	1
COMM 301	Qualitative Theory and Methodology	1
COMM 302	Rhetorical Theory and Criticism	1
General Communication and Media Studies - select two units from the following:		2
COMM 210V	Communication and Media Ethics	
COMM 221S	Interpersonal Communication	
COMM 228S	Intercultural Communication (Can be used as a V course)	
COMM 231	Critical Studies of Mass Media	
COMM 241A	Visual Communication	
COMM 290	Special Topics in Communication Studies	
Communication Theory - select one unit from the following:		1
COMM 303	Media Theory and Analysis	
COMM 311	Classical Rhetoric	
COMM 314B	Rhetoric, Culture, and Identity	
COMM 321V	Gender in Communication	
COMM 390	Special Topics in Communication Studies	
COMM 411	Philosophy of Communication	
Communication Applied - select one unit from the following:		1
COMM 316	Argumentation	
COMM 325	Organizational Communication	
COMM 327V	Health Communication	
COMM 328B	Food, Communication and Culture	
COMM 333	Communication and Technology	
COMM 337V	Environmental Communication	
COMM 391	Special Topics in Communication Studies (Applied)	
COMM 430B	Media, Nation, and (Im)Migration	
COMM 444	History and Criticism of American Public Address	
One 300- or 400-level unit which must be a non-required COMM course		1
COMM 397	Internship in Communication and Media Studies	1
COMM 498	Senior Seminar	1
COMM 499	Senior Project	1
<b>General Electives</b>		<b>12</b>
<b>Total Units</b>		<b>32</b>

## General Education Requirements

All students in the College of Arts and Sciences must meet General Education requirements in addition to specific requirements within the major area of study.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C.

A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement. Students should check with their advisor regarding the eligibility of transfer credits to meet General Education requirements after students have enrolled at Stetson. A key component of a liberal education is to learn about the modes of inquiry from a diverse set of disciplines, so no more than 3 courses used to meet General Education requirements may come from a single department and at least 16 of the 32 units required for graduation must come from departments outside the department of the major.

For many majors, certain courses outside the major field of study are required. These courses are called "collateral requirements."

A student majoring in Education may count among the 32 units as many in the major as are required for completion of an approved program for teacher certification by the State of Florida.

Code	Title	Units
<b>Foundations</b> <sup>1</sup>		
Writing Requirement		
FSEM 100	First Year Seminar	1
Quantitative Reasoning (any Q course)		1
Junior Seminar		1
<b>Knowledge of Human Cultures and the Natural World</b>		
Select five of the following: <sup>2</sup>		5
Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses) <sup>3</sup>		
Culture and Belief (any B course)		
Historical Inquiry (any H course)		
Individuals, Societies, and Social Systems (any S course)		
Modern Languages (any L course)		
Physical and Natural World (any P course)		
<b>Personal and Social Responsibility</b>		
Select any 'Stetson Values (V)' course		1
<b>Total Units</b>		<b>9</b>

## Cultural Events/Campus Engagement

In addition to completing 32 course units, students join Stetson's intellectual and creative life outside the classroom by participating in at least 3 approved cultural events for each semester of enrollment at Stetson. These events include lectures by distinguished visitors, musical performances, plays, and art shows.

<sup>1</sup> Foundation courses may not be taken pass/fail.

<sup>2</sup> 1 unit each from 5 out of the 6 areas.

<sup>3</sup> Course(s) must equal 1 unit.

# Advising Course Plan - Communication and Media Studies Major

First Year		Units
<b>Fall</b>		
FSEM 100	First Year Seminar	1
COMM 201 <sup>2</sup>	Public Speaking (or other 200 level COMM course)	1
General Education Requirement <sup>1</sup>		1
General Education Requirement <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
Writing Requirement course		1
General Education Requirement <sup>1</sup>		1
COMM 201 <sup>2</sup>	Public Speaking (or other 200 COMM level course)	1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Second Year</b>		
<b>Fall</b>		
COMM 201 <sup>2</sup>	Public Speaking (or other 200 level COMM course)	1
General Education Requirement <sup>1</sup>		1
General Education Requirement <sup>1</sup>		1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
One 300 or 400 level COMM course (theory, applied, or elective) <sup>3</sup>		1
General Education Requirement <sup>1</sup>		1
Writing Requirement course		1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Third Year</b>		
<b>Fall</b>		
COMM 301 or 302 <sup>4</sup>	Qualitative Theory and Methodology Rhetorical Theory and Criticism	1
One 300 or 400 level COMM course (theory, applied, elective, or internship) <sup>3</sup>		1
Junior Seminar		1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
COMM 301 or 302 <sup>4</sup>	Qualitative Theory and Methodology Rhetorical Theory and Criticism	1
One 300 or 400 level COMM course (theory, applied, elective, or internship) <sup>3</sup>		1
Elective		1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Fourth Year</b>		
<b>Fall</b>		
COMM 498 <sup>5</sup>	Senior Seminar	1
One 300 or 400 level COMM course (theory, applied, elective, or internship) <sup>3</sup>		1
General Education Requirement <sup>1</sup>		1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
COMM 499 <sup>6</sup>	Senior Project	1
Elective		1
Elective		1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Total Unit: 32</b>		

- <sup>1</sup> A&S students must take 5 of the 6 Knowledge of Human Cultures courses, one Personal and Social Responsibility course, and one Quantitative Reasoning Course.
- <sup>2</sup> COMM majors must take COMM 201 and their choice of any two other COMM 200-level courses.
- <sup>3</sup> COMM majors must take one COMM 300- or 400-level class in an "applied" area, one in a "theory" area, and one of their choice. COMM majors must also take COMM 397, which is recommended once they have reached junior status.
- <sup>4</sup> COMM majors must take both COMM 301 and COMM 302; the order does not matter. These courses should not be taken during the same semester. Highly recommended in the Junior year.
- <sup>5</sup> Prerequisites: COMM 301, COMM 302, and at least one COMM 200-level course and one other COMM 300- or 400-level course; COMM 498 only offered in the fall.
- <sup>6</sup> Prerequisites: COMM 301, COMM 302, and at least one COMM 200-level course and one other COMM 300- or 400-level course; COMM 499 only offered in the spring.

## Computer Science

Stetson University provides students with a flexible curriculum where they can receive a Bachelor of Science degree in Computer Science or Computer Information Systems. The Computer Science major gives students a broad overview of the field of computer science and prepares them for graduate study in computer science or a career in the industry that emphasizes the student's technical expertise. The Computer Information Systems major is designed for students who are interested in applying today's technologies to the solution of business problems. Students choosing this major are prepared for graduate study in information technology, computer information systems, software engineering, or a career in the industry that emphasizes software application development. By taking courses that emphasize network and Web-based application development that include selected electronic business courses, and by combining this knowledge with a minor in business, students obtain a solid foundation -- not only in computer information systems but also in how the technology is used in a business environment. The department also supports the interdisciplinary Digital Arts/Computer Science major for students interested in the application of computer science to digital media, computer graphics, animation, and computer music. See Digital Arts (p. 93) elsewhere in the *Catalog* for more information.

Regardless of the major, students are prepared to enter a vital and rapidly changing field, either by pursuing graduate study or through leadership in a challenging industry career. The majors incorporate the Object Oriented paradigm, the theoretical aspects of computer science, and the skills of software engineering into a challenging curriculum modeled after the nationally recognized guidelines of the Joint IEEE Computer Society/ACM Task Force on the "Year 2013 Model Curricula for Computing" (CC-2013). The curriculum emphasizes a hands-on learning environment where students study these important concepts as they work on real-world projects. Both the Computer Science and Computer Information Systems degrees require a senior project, a capstone experience appropriate to the selected major.

More information can be found online at <http://www.stetson.edu/other/academics/programs/computer-science.php>.

## Learning Outcomes

Student learning outcomes describe what students know, understand and are able to do as a result of completing a degree program. The learning outcomes for this program are:

### Computer Science

1. Use subject-specific terminology and notation commonly used in the field
2. Demonstrate effective software development analysis, design, implementation or testing skills
3. Individually develop software requiring numerous functions (> 20) or classes (> 10)
4. Develop software programs comprised of multiple components developed by one or more teams of developers
5. Develop and implement appropriate data structures or algorithms for efficient software programs
6. Demonstrate understanding of core theoretical principles of computer science
7. Demonstrate ability to write technical papers on advanced topics
8. Clearly present on computer science topics to peers, faculty, or other audiences

### Computer Information Systems

1. Use subject-specific terminology and notation commonly used in the field
2. Demonstrate effective software development analysis, design, implementation or testing skills
3. Individually develop software requiring numerous functions (> 20) or classes (> 10)
4. Develop software programs comprised of multiple components developed by one or more teams of developers
5. Develop substantial software product requiring one academic year of effort
6. Clearly present on all aspects of substantial software product to peers, faculty, or other audiences

### Cybersecurity

Student learning outcomes describe what students know, understand and are able to do as a result of completing a degree program. The learning outcomes for this program are:

1. Correctly use subject-specific terminology and notation commonly used in the field
2. Demonstrate effective software development analysis, design, implementation and testing skills
3. Critically dissect and evaluate software for vulnerabilities
4. Demonstrate a core understanding of attack vectors that can compromise computers and networks
5. Demonstrate the ability to secure computers and networks
6. Clearly present on all aspects of cyber security to peers, faculty, or other audiences

## Majors

### Majors in Computer Science

- Bachelor of Science in Computer Science (p. 87)
- Bachelor of Science in Computer Information Systems (p. 85)
- Bachelor of Science in Cybersecurity (p. 89)

## Minors

### Minor in Computer Science - 5 Units

Code	Title	Units
<b>Minor Requirements</b>		
CSCI 141	Introduction to Computer Science I	1
CSCI 142	Introduction to Computer Science II	1
One 200-level CSCI unit and two 300- or 400-level CSCI/CINF/CSEC units, or three 300- or 400-level CSCI/CINF/CSEC units		3
<b>Total Units</b>		<b>5</b>

## Advising Course Plans

### Advising Course Plans

- Computer Science Major (p. 88)
- Computer Information Systems Major (p. 86)
- Cybersecurity (p. 90)

## Faculty

Eckroth, Joshua

*Assistant Professor of Computer Science, 2014*

B.A., Humboldt State University

M.S., Ph.D., The Ohio State University

El Aarag, Hala

*Professor of Computer Science, 2002*

B.S., M.S., Alexandria University

Ph.D., University of Central Florida

Koc, Basar

*Assistant Professor of Computer Science, 2014*

B.Eng., Ege University

B.S., State University of New York at Fredonia

M.S., Ph.D., University of Miami

Plante, Daniel

*Professor of Computer Science, 1997*

B.S., Marlboro College

Ph.D., University of Notre Dame

# Bachelor of Science in Computer Information Systems

Code	Title	Units
<b>General Education Requirements</b>		
Students must complete the General Education Requirements of the College of Arts and Sciences.		9
<b>Major Requirements</b>		
CSCI 141	Introduction to Computer Science I	1
CSCI 142	Introduction to Computer Science II	1
CINF 201	Database Systems	1
CSCI 211	Discrete Structures	1
CSCI 221	Software Development I	1
CSCI 321	Software Development II	1
CINF 301	Web Application Development	1
CINF 498	Senior Project I	1
CINF 499	Senior Project II	1
Two 300- or 400- level CSCI, CINF, or CSEC units (excluding CSCI/CINF/CSEC junior seminars)		2
<b>Collateral Requirements</b>		
MATH 125Q	Introduction to Mathematical and Statistical Modeling	1
Select one unit from the following:		1
BSAN 360	Project Management	
BSAN 383	Descriptive Analytics and Visualization	
BSAN 461	Business Process Management	
BSAN 465	Predictive Analytics	
BSAN 481	Social Media Analytics	
BSAN 494	Business Analysis	
<b>General Electives</b>		<b>10</b>
<b>Total Units</b>		<b>32</b>

## General Education Requirements

All students in the College of Arts and Sciences must meet General Education requirements in addition to specific requirements within the major area of study.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C.

A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement. Students should check with their advisor regarding the eligibility of transfer credits to meet General Education requirements after students have enrolled at Stetson. A key component of a liberal education is to learn about the modes of inquiry from a diverse set of disciplines, so no more than 3 courses used to meet General Education requirements may come from a single

department and at least 16 of the 32 units required for graduation must come from departments outside the department of the major.

For many majors, certain courses outside the major field of study are required. These courses are called "collateral requirements."

A student majoring in Education may count among the 32 units as many in the major as are required for completion of an approved program for teacher certification by the State of Florida.

Code	Title	Units
<b>Foundations</b> <sup>1</sup>		
Writing Requirement		
FSEM 100	First Year Seminar	1
Quantitative Reasoning (any Q course)		1
Junior Seminar		1
<b>Knowledge of Human Cultures and the Natural World</b>		
Select five of the following: <sup>2</sup>		5
Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses) <sup>3</sup>		
Culture and Belief (any B course)		
Historical Inquiry (any H course)		
Individuals, Societies, and Social Systems (any S course)		
Modern Languages (any L course)		
Physical and Natural World (any P course)		
<b>Personal and Social Responsibility</b>		
Select any 'Stetson Values (V)' course		1
<b>Total Units</b>		<b>9</b>

## Cultural Events/Campus Engagement

In addition to completing 32 course units, students join Stetson's intellectual and creative life outside the classroom by participating in at least 3 approved cultural events for each semester of enrollment at Stetson. These events include lectures by distinguished visitors, musical performances, plays, and art shows.

<sup>1</sup> Foundation courses may not be taken pass/fail.

<sup>2</sup> 1 unit each from 5 out of the 6 areas.

<sup>3</sup> Course(s) must equal 1 unit.

# Advising Course Plan - Computer Information Systems Major

First Year		
Fall		Units
CSCI 141 <sup>1</sup>	Introduction to Computer Science I	1
MATH 125Q <sup>1</sup>	Introduction to Mathematical and Statistical Modeling	1
FSEM 100	First Year Seminar	1
General Education requirement		1
<b>Term Units</b>		<b>4</b>
Spring		
CSCI 142 <sup>1</sup>	Introduction to Computer Science II	1
General Education requirement		1
General Education requirement		1
Elective		1
<b>Term Units</b>		<b>4</b>
Second Year		
Fall		
CINF 201 <sup>2</sup>	Database Systems	1
CSCI 221 <sup>1</sup>	Software Development I	1
General Education requirement		1
Elective		1
<b>Term Units</b>		<b>4</b>
Spring		
CSCI 211 <sup>3</sup>	Discrete Structures	1
General Education requirement		1
Elective		1
Elective		1
<b>Term Units</b>		<b>4</b>
Third Year		
Fall		
CSCI 321 <sup>4</sup>	Software Development II	1
Major Business Elective course <sup>5</sup>		1
Junior Seminar		1
Elective		1
<b>Term Units</b>		<b>4</b>
Spring		
CINF 301 <sup>3</sup>	Web Application Development	1
Major Elective course <sup>6</sup>		1
General Education requirement		1
General Education requirement		1
<b>Term Units</b>		<b>4</b>
Fourth Year		
Fall		
CINF 498	Senior Project I	1
Major Elective course <sup>5</sup>		1
General Education requirement		1
Elective		1
<b>Term Units</b>		<b>4</b>
Spring		
CINF 499	Senior Project II	1
Elective		1
Elective		1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Total Unit: 32</b>		

<sup>3</sup> Offered every spring semester

<sup>4</sup> Offered every fall semester

<sup>5</sup> Select one of the following courses: BSAN 360, BSAN 383, BSAN 461, BSAN 465, BSAN 481, BSAN 494.

<sup>6</sup> Choose one 300- or 400-level CSCI or CINF courses (excluding junior seminars).

<sup>1</sup> Offered every fall and spring semester

<sup>2</sup> Offered annually, either fall or spring semester

# Bachelor of Science in Computer Science

Code	Title	Units
<b>General Education Requirements</b>		
The student must complete the General Education Requirements of the College of Arts and Sciences.		9
<b>Major Requirements</b>		
CSCI 141	Introduction to Computer Science I	1
CSCI 142	Introduction to Computer Science II	1
CSCI 201	Introduction to Computer Organization	1
CSCI 211	Discrete Structures	1
CSCI 221	Software Development I	1
CSCI 321	Software Development II	1
CSCI 301	Operating Systems	1
CSCI 311	Algorithm Analysis	1
CSCI 498	Senior Research I	1
CSCI 499	Senior Research II	1
Two 300- or 400-level units in CSCI or one in CSCI and one in CINF/CSEC (excluding CSCI/CINF/CSEC junior seminars)		2
<b>Collateral Requirements</b>		
MATH 142Q and any two units in the division of Natural Sciences at the level of 140 or above outside of the Mathematics and Computer Science Department		3
<b>General Electives</b>		<b>8</b>
<b>Total Units</b>		<b>32</b>

## General Education Requirements

All students in the College of Arts and Sciences must meet General Education requirements in addition to specific requirements within the major area of study.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C.

A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement. Students should check with their advisor regarding the eligibility of transfer credits to meet General Education requirements after students have enrolled at Stetson. A key component of a liberal education is to learn about the modes of inquiry from a diverse set of disciplines, so no more than 3 courses used to meet General Education requirements may come from a single department and at least 16 of the 32 units required for graduation must come from departments outside the department of the major.

For many majors, certain courses outside the major field of study are required. These courses are called "collateral requirements."

A student majoring in Education may count among the 32 units as many in the major as are required for completion of an approved program for teacher certification by the State of Florida.

Code	Title	Units
<b>Foundations</b> <sup>1</sup>		
Writing Requirement		
FSEM 100	First Year Seminar	1
Quantitative Reasoning (any Q course)		1
Junior Seminar		1
<b>Knowledge of Human Cultures and the Natural World</b>		
Select five of the following: <sup>2</sup>		5
Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses) <sup>3</sup>		
Culture and Belief (any B course)		
Historical Inquiry (any H course)		
Individuals, Societies, and Social Systems (any S course)		
Modern Languages (any L course)		
Physical and Natural World (any P course)		
<b>Personal and Social Responsibility</b>		
Select any 'Stetson Values (V)' course		1
<b>Total Units</b>		<b>9</b>

## Cultural Events/Campus Engagement

In addition to completing 32 course units, students join Stetson's intellectual and creative life outside the classroom by participating in at least 3 approved cultural events for each semester of enrollment at Stetson. These events include lectures by distinguished visitors, musical performances, plays, and art shows.

<sup>1</sup> Foundation courses may not be taken pass/fail.

<sup>2</sup> 1 unit each from 5 out of the 6 areas.

<sup>3</sup> Course(s) must equal 1 unit.



# Advising Course Plan - Computer Science Major

<sup>4</sup> Course offered annually, either fall or spring semester

First Year		
Fall		Units
MATH 141Q <sup>1</sup>	Calculus I with Analytic Geometry	1
CSCI 141 <sup>1</sup>	Introduction to Computer Science I	1
FSEM 100	First Year Seminar	1
General Education requirement		1
<b>Term Units</b>		<b>4</b>
Spring		
MATH 142Q <sup>1</sup>	Calculus II with Analytic Geometry	1
CSCI 142 <sup>1</sup>	Introduction to Computer Science II	1
General Education Requirement		1
Elective		1
<b>Term Units</b>		<b>4</b>
Second Year		
Fall		
CSCI 201 <sup>2</sup>	Introduction to Computer Organization	1
CSCI 221 <sup>1</sup>	Software Development I	1
Natural Science Elective		1
Elective		1
<b>Term Units</b>		<b>4</b>
Spring		
CSCI 211 <sup>3</sup>	Discrete Structures	1
Natural Science Elective		1
General Education Requirement (any V course)		1
Elective		1
<b>Term Units</b>		<b>4</b>
Third Year		
Fall		
CSCI 321 <sup>2</sup>	Software Development II	1
CSCI 311 <sup>2</sup>	Algorithm Analysis	1
Junior Seminar		1
Elective		1
<b>Term Units</b>		<b>4</b>
Spring		
CSCI 301 <sup>3</sup>	Operating Systems	1
Major Elective		1
General Education Requirement		1
Elective		1
<b>Term Units</b>		<b>4</b>
Fourth Year		
Fall		
CSCI 498	Senior Research I	1
Major Elective		1
General Education Requirement		1
General Education Requirement		1
<b>Term Units</b>		<b>4</b>
Spring		
CSCI 499	Senior Research II	1
Elective		1
Elective		1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Total Unit: 32</b>		

<sup>1</sup> Course offered every fall and spring semester

<sup>2</sup> Course offered every fall semester

<sup>3</sup> Course offered every spring semester

# Bachelor of Science in Cybersecurity

## Major in Cybersecurity

Code	Title	Units
<b>General Education Requirements</b>		
The student must complete the General Education Requirements in the College of Arts & Sciences		9
<b>Major Requirements</b>		
CSCI 141	Introduction to Computer Science I	1
CSCI 142	Introduction to Computer Science II	1
CSCI 221	Software Development I	1
CSCI 301	Operating Systems	1
CSCI 304	Computer Networks	1
CINF 201	Database Systems	1
CINF 301	Web Application Development	1
CSEC 141	Introduction to Cybersecurity	1
CSEC 302	Secure Coding	1
CSEC 331	Computer and Network Security	1
CSEC 498	Senior Proposal	1
CSEC 499	Senior Project	1
Two 300- or 400-level CSCI, CINF, CSEC units (excluding CSCI/CINF/CSEC Junior Seminars)		2
<b>Collateral Requirements</b>		
MATH 125Q	Introduction to Mathematical and Statistical Modeling	1
<b>General Electives</b>		<b>8</b>
<b>Total Units</b>		<b>32</b>

## General Education Requirements

All students in the College of Arts and Sciences must meet General Education requirements in addition to specific requirements within the major area of study.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C.

A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement. Students should check with their advisor regarding the eligibility of transfer credits to meet General Education requirements after students have enrolled at Stetson. A key component of a liberal education is to learn about the modes of inquiry from a diverse set of disciplines, so no more than 3 courses used to meet General Education requirements may come from a single department and at least 16 of the 32 units required for graduation must come from departments outside the department of the major.

For many majors, certain courses outside the major field of study are required. These courses are called "collateral requirements."

A student majoring in Education may count among the 32 units as many in the major as are required for completion of an approved program for teacher certification by the State of Florida.

Code	Title	Units
<b>Foundations</b> <sup>1</sup>		
Writing Requirement		
FSEM 100	First Year Seminar	1
Quantitative Reasoning (any Q course)		1
Junior Seminar		1
<b>Knowledge of Human Cultures and the Natural World</b>		
Select five of the following: <sup>2</sup>		5
Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses) <sup>3</sup>		
Culture and Belief (any B course)		
Historical Inquiry (any H course)		
Individuals, Societies, and Social Systems (any S course)		
Modern Languages (any L course)		
Physical and Natural World (any P course)		
<b>Personal and Social Responsibility</b>		
Select any 'Stetson Values (V)' course		1
<b>Total Units</b>		<b>9</b>

## Cultural Events/Campus Engagement

In addition to completing 32 course units, students join Stetson's intellectual and creative life outside the classroom by participating in at least 3 approved cultural events for each semester of enrollment at Stetson. These events include lectures by distinguished visitors, musical performances, plays, and art shows.

<sup>1</sup> Foundation courses may not be taken pass/fail.

<sup>2</sup> 1 unit each from 5 out of the 6 areas.

<sup>3</sup> Course(s) must equal 1 unit.

# Advising Course Plan - Cybersecurity Major

<sup>1</sup> 300- or 400-level courses in CSCI, CINF, or CSEC excluding junior seminars.

First Year		Units
<b>Fall</b>		
FSEM 100	First Year Seminar	1
CSCI 141	Introduction to Computer Science I	1
MATH 125Q	Introduction to Mathematical and Statistical Modeling	1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
CSCI 142	Introduction to Computer Science II	1
CSEC 141	Introduction to Cybersecurity	1
Elective		1
General Education requirement		1
<b>Term Units</b>		<b>4</b>
<b>Second Year</b>		
<b>Fall</b>		
CSCI 221	Software Development I	1
CINF 201	Database Systems	1
General Education requirement		1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
CSCI 304	Computer Networks	1
CSEC 302	Secure Coding	1
General Education requirement		1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Third Year</b>		
<b>Fall</b>		
CINF 301	Web Application Development	1
CSCI 301	Operating Systems	1
Junior Seminar		1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
CSEC 331	Computer and Network Security	1
Upper Level Elective in CSEC, CSCI, or CINF <sup>1</sup>		1
General Education requirement		1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Fourth Year</b>		
<b>Fall</b>		
CSEC 498	Senior Proposal	1
Upper Level Elective in CSEC, CSCI, or CINF <sup>1</sup>		1
General Education requirement		1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
CSEC 499	Senior Project	1
General Education requirement		1
General Education requirement		1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Total Unit: 32</b>		

## Creative Arts

The Department of Creative Arts cultivates creativity within a liberal arts environment. We place emphasis on developing professional skills in the areas of visual, sonic, and performing arts while also fostering skills in the areas of creative thinking, communication, and adaptability. Our mission is to prepare students to be engaged citizens with a profound understanding of the creative process and an appreciation for the impact the creative arts has on cultures.

The Department of Creative Arts is a hub for faculty and students engaged in the study, practice, and teaching of creative pursuits within the College of Arts and Sciences. The department serves as the administrative home for academic programs in Studio Art, Art History, Digital Arts, and Theatre Arts, and it fosters collaboration among those programs on curriculum offerings and event programming. See the *Catalog* entries listed alphabetically elsewhere for requirements specific to these individual majors and minors: Studio Art (p. 43), Art History (p. 43), Digital Arts (p. 93), and Theatre Arts (p. 230).

Although there is no academic major or minor named Creative Arts, the department does offer a limited number of courses under the CREA course prefix. These courses fall under one of the following broad descriptions:

- Courses blending perspectives of multiple creative disciplines that therefore do not adequately fit into a single academic program.
- Courses serving interests common to all creative disciplines.
- Courses focusing on creative disciplines that we do not currently offer as a program of study.

More information can be found online at <http://www2.stetson.edu/creative-arts/>.

## Learning Outcomes

Student learning outcomes describe what students know, understand and are able to do as a result of completing a degree program. The learning outcomes for all majors in the Department of Creative Arts are:

1. Demonstrate the ability to critically analyze their own work and communicate that analysis effectively
2. Cultivate a broad understanding of creative work generated in different artistic disciplines or commercial applications
3. Develop a professional style portfolio showcasing their creative or academic scholarship

## Faculty

Chen, Dengke

*Associate Professor of Digital Arts, 2015*

B.A., China Central Academy of Fine Arts

M.F.A., The Pennsylvania State University

Franco, Krista Marie

*Associate Professor and Program Coordinator of Theatre Arts, 2013*

B.A., Clemson University

M.F.A., Florida State University

Kudryavtseva, Ekaterina

*Associate Professor of Art History, 2011*

B.A., Russian State University for the Humanities, Moscow, Russia

M.A., University of Oklahoma

Ph.D., University of Southern California

McCoy, Kenneth W.

*Professor of Theatre Arts, 1994*

B.A., University of Alabama at Birmingham

M.F.A., Southern Illinois University at Carbondale

Ph.D., Bowling Green State University

Molnar, Luca

*Assistant Professor of Art, 2019*

B.A., Dartmouth College

M.F.A., New York University

Roberts, Matthew

*Professor of Digital Arts, 2001*

B.F.A., University of Florida

M.F.A., University of Illinois

Schmitt, Julia

*Professor of Theatre Arts, 2004*

*Chair of Creative Arts Department, 2019*

B.A., Stetson University

M.A., Ph.D., Bowling Green State University

Underriner, Chaz

*Assistant Professor of Digital Arts, 2017*

B.A., University of North Texas

M.F.A., California Institute of the Arts

Ph.D., University of North Texas

Witek, Joseph P.

*Professor of Creative Arts, 1989*

B.A., Franklin and Marshall College

M.A., Ph.D., Vanderbilt University

Wolek, Nathan E.

*Professor of Digital Arts, 2005*

B.M., Stetson University

Ph.D., Northwestern University

## Digital Arts

Digital Arts investigates the use of digital technology as a means of creative expression. The major prepares students for multi-disciplinary collaboration and large-scale project management, skills which are essential for both graduate studies and careers in new media, music technology, digital video, 3D animation, graphic design, game design, and audio production.

The curriculum brings together faculty with specializations in visual art and audio/music technology to provide students with an environment where they can explore the inter-relationships among various media, stretch the boundaries of creative practice, and develop a strong conceptual framework.

Courses within the program emphasize the completion of original creative projects, thereby allowing students to develop hands-on experience with a variety of hardware and software tools. The curriculum culminates in a capstone experience, the senior thesis exhibition, in which digital art and studio arts majors work together to present a group exhibit showcasing each participant's work.

This program is an integral part of the Department of Creative Arts (<http://www2.stetson.edu/creative-arts/>), which brings together faculty and students engaged in the study and practice of creative pursuits. See relevant sections elsewhere in the *Catalog* to learn more about the department's other programs in Studio Art (p. 43), Art History (p. 43), and Theatre Arts (p. 230).

More information can be found online at <http://www.stetson.edu/academics/programs/digital-arts.php>.

## Majors

### Majors in Digital Arts

- Bachelor of Arts in Digital Arts (p. 95)
- Bachelor of Science in Digital Arts (p. 96)

## Minors

### Minor in Digital Arts - 5 units

Code	Title	Units
<b>Minor Requirements</b>		
DIGA 101A	Digital Art Fundamentals	1
DIGA 161A	Digital Audio Fundamentals	1
One DIGA Elective		1
Select one two-unit sequence from the following:		2
DIGA 225 & DIGA 325	Digital Photography and Advanced Digital Photography	
DIGA 231 & DIGA 331	Interactivity and Art and Advanced Interactivity and Art	
DIGA 251 & DIGA 351	Digital Video Fundamentals and Advanced Digital Video	
DIGA 301 & DIGA 302	3D Modeling and Animation and Advanced 3D Modeling and Animation	
DIGA 361 & DIGA 362	Audio Recording and Production I and Audio Recording and Production II	
DIGA 365 & DIGA 366	Electronic Music and Sound Design I and Electronic Music and Sound Design II	
<b>Total Units</b>		<b>5</b>

## Advising Course Plans

### Advising Course Plans

- Digital Arts Major (p. 97)
- Digital Arts Major (p. 98) - Plan for Transfer Students

## Faculty

Schmitt, Julia  
Professor of Theatre Arts, 2004  
Chair of Creative Arts Department, 2019

B.A., Stetson University  
M.A., Ph.D., Bowling Green State University

Chen, Dengke  
Associate Professor of Digital Arts, 2015  
B.A., China Central Academy of Fine Arts  
M.F.A., The Pennsylvania State University

Roberts, Matthew  
Professor of Digital Arts, 2001  
B.F.A., University of Florida  
M.F.A., University of Illinois

Underriner, Chaz  
Assistant Professor of Digital Arts, 2017  
B.A., University of North Texas  
M.F.A., California Institute of the Arts  
Ph.D., University of North Texas

Wolek, Nathan E.  
Professor of Digital Arts, 2005  
B.M., Stetson University  
Ph.D., Northwestern University

# Bachelor of Arts in Digital Arts

Code	Title	Units
<b>General Education Requirements</b>		
The student must complete the General Education Requirements of the College of Arts and Sciences		9
<b>Major Requirements</b>		
DIGA 101A	Digital Art Fundamentals	1
DIGA 161A	Digital Audio Fundamentals	1
Two DIGA Electives		2
Select two of the following sequences		4
DIGA 225 & DIGA 325	Digital Photography and Advanced Digital Photography	
DIGA 231 & DIGA 331	Interactivity and Art and Advanced Interactivity and Art	
DIGA 251 & DIGA 351	Digital Video Fundamentals and Advanced Digital Video	
DIGA 301 & DIGA 302	3D Modeling and Animation and Advanced 3D Modeling and Animation	
DIGA 361 & DIGA 362	Audio Recording and Production I and Audio Recording and Production II	
DIGA 365 & DIGA 366	Electronic Music and Sound Design I and Electronic Music and Sound Design II	
DIGA 465 & DIGA 466	Scoring for Multimedia and Advanced Scoring for the Media	
DIGA 398	Advanced Digital Arts Studio	1
DIGA 498	Senior Project I	1
DIGA 499	Senior Project II	1
<b>Collateral Requirements</b>		
Three units total from any of the following prefixes: ARTS, ARTH, CREA, MUSC, PHYS, ENCW or THEA		3
<b>General Electives</b>		<b>9</b>
<b>Total Units</b>		<b>32</b>

## General Education Requirements

All students in the College of Arts and Sciences must meet General Education requirements in addition to specific requirements within the major area of study.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C.

A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement. Students should check with their advisor regarding the eligibility of transfer credits to meet General Education requirements after students have enrolled at Stetson. A key component of a liberal education is to learn about the modes of inquiry from a diverse set of disciplines, so no more than 3 courses used to meet General Education requirements may come from a single

department and at least 16 of the 32 units required for graduation must come from departments outside the department of the major.

For many majors, certain courses outside the major field of study are required. These courses are called "collateral requirements."

A student majoring in Education may count among the 32 units as many in the major as are required for completion of an approved program for teacher certification by the State of Florida.

Code	Title	Units
<b>Foundations <sup>1</sup></b>		
Writing Requirement		
FSEM 100	First Year Seminar	1
Quantitative Reasoning (any Q course)		1
Junior Seminar		1
<b>Knowledge of Human Cultures and the Natural World</b>		
Select five of the following: <sup>2</sup>		5
Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses) <sup>3</sup>		
Culture and Belief (any B course)		
Historical Inquiry (any H course)		
Individuals, Societies, and Social Systems (any S course)		
Modern Languages (any L course)		
Physical and Natural World (any P course)		
<b>Personal and Social Responsibility</b>		
Select any 'Stetson Values (V)' course		1
<b>Total Units</b>		<b>9</b>

## Cultural Events/Campus Engagement

In addition to completing 32 course units, students join Stetson's intellectual and creative life outside the classroom by participating in at least 3 approved cultural events for each semester of enrollment at Stetson. These events include lectures by distinguished visitors, musical performances, plays, and art shows.

<sup>1</sup> Foundation courses may not be taken pass/fail.

<sup>2</sup> 1 unit each from 5 out of the 6 areas.

<sup>3</sup> Course(s) must equal 1 unit.



# Bachelor of Science in Digital Arts

## Overview

Code	Title	Units
<b>General Education Requirements</b>		
The student must complete the General Education Requirements of the College of Arts and Sciences		9
<b>Major Requirements</b>		
DIGA 101A	Digital Art Fundamentals	1
DIGA 161A	Digital Audio Fundamentals	1
CSCI 141	Introduction to Computer Science I	1
CSCI 142	Introduction to Computer Science II	1
Two DIGA Electives		2
Select one of the following sequences:		2
DIGA 231 & DIGA 331	Interactivity and Art and Advanced Interactivity and Art	
DIGA 301 & DIGA 302	3D Modeling and Animation and Advanced 3D Modeling and Animation	
DIGA 365 & DIGA 366	Electronic Music and Sound Design I and Electronic Music and Sound Design II	
DIGA 398	Advanced Digital Arts Studio	1
DIGA 498	Senior Project I	1
DIGA 499	Senior Project II	1
<b>Collateral Requirements</b>		
Three units total from any of the following prefixes: ARTS, ARTH, CREA, MUSC, PHYS, ENCW, or THEA		3
<b>General Electives</b>		<b>9</b>
<b>Total Units</b>		<b>32</b>

## General Education Requirements

All students in the College of Arts and Sciences must meet General Education requirements in addition to specific requirements within the major area of study.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C.

A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement. Students should check with their advisor regarding the eligibility of transfer credits to meet General Education requirements after students have enrolled at Stetson. A key component of a liberal education is to learn about the modes of inquiry from a diverse set of disciplines, so no more than 3 courses used to meet General Education requirements may come from a single department and at least 16 of the 32 units required for graduation must come from departments outside the department of the major.

For many majors, certain courses outside the major field of study are required. These courses are called "collateral requirements."

A student majoring in Education may count among the 32 units as many in the major as are required for completion of an approved program for teacher certification by the State of Florida.

Code	Title	Units
<b>Foundations</b> <sup>1</sup>		
Writing Requirement		
FSEM 100	First Year Seminar	1
Quantitative Reasoning (any Q course)		1
Junior Seminar		1
<b>Knowledge of Human Cultures and the Natural World</b>		
Select five of the following: <sup>2</sup>		5
Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses) <sup>3</sup>		
Culture and Belief (any B course)		
Historical Inquiry (any H course)		
Individuals, Societies, and Social Systems (any S course)		
Modern Languages (any L course)		
Physical and Natural World (any P course)		
<b>Personal and Social Responsibility</b>		
Select any 'Stetson Values (V)' course		1
<b>Total Units</b>		<b>9</b>

## Cultural Events/Campus Engagement

In addition to completing 32 course units, students join Stetson's intellectual and creative life outside the classroom by participating in at least 3 approved cultural events for each semester of enrollment at Stetson. These events include lectures by distinguished visitors, musical performances, plays, and art shows.

<sup>1</sup> Foundation courses may not be taken pass/fail.

<sup>2</sup> 1 unit each from 5 out of the 6 areas.

<sup>3</sup> Course(s) must equal 1 unit.

# Advising Course Plan - Digital Arts Major

## Plan for B.A. or B.S.

First Year		
Fall		Units
DIGA 101A or 161A	Digital Art Fundamentals Digital Audio Fundamentals	1
FSEM 100	First Year Seminar	1
General Education Requirement <sup>1</sup>		1
General Education Requirement <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>
Spring		
DIGA 161A or 101A	Digital Audio Fundamentals Digital Art Fundamentals	1
One course in ARTS, ARTH, CREA, ENCW, MUSC, PHYS, or THEA		1
General Education Requirement <sup>1</sup>		1
General Education Requirement <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>
Second Year		
Fall		
Digital Arts Sequence #1 <sup>2</sup>		1
One course in ARTS, ARTH, CREA, ENCW, MUSC, PHYS, or THEA		1
General Education Requirement or DIGA elective <sup>4</sup>		1
General Education Requirement		1
<b>Term Units</b>		<b>4</b>
Spring		
Digital Arts Sequence #1 <sup>3</sup>		1
One course in ARTS, ARTH, CREA, ENCW, MUSC, PHYS, or THEA		1
General Education Requirement or DIGA elective <sup>4</sup>		1
General Education Requirement		1
<b>Term Units</b>		<b>4</b>
Third Year		
Fall		
Digital Arts Sequence #2 <sup>2</sup>		1
Junior Seminar or One course in ARTH, CREA, DIGA, ENCW, MUSC, PHYS, or THEA		1
General Education Requirement or DIGA Elective <sup>4</sup>		1
General Education Requirement		1
<b>Term Units</b>		<b>4</b>
Spring		
Digital Arts Sequence #2 <sup>3</sup>		1
DIGA 398	Advanced Digital Arts Studio	1
Junior Seminar or One course in ARTH, CREA, DIGA, ENCW, MUSC, PHYS, or THEA		1
General Education Requirement		1
<b>Term Units</b>		<b>4</b>
Fourth Year		
Fall		
DIGA 498	Senior Project I	1
Elective		1
Elective		1
Elective		1
<b>Term Units</b>		<b>4</b>
Spring		
DIGA 499	Senior Project II	1
Elective		1
Elective		1

Elective	1
<b>Term Units</b>	<b>4</b>

**Total Unit: 32**

<sup>1</sup> General Education recommendation: Writing Enhanced (WE) course or B, P, Q, S, V, or L course.

<sup>2</sup> Choose one of the following: DIGA 225, DIGA 231, DIGA 251, DIGA 301, DIGA 361, DIGA 365, DIGA 465, or CSCI 141.

<sup>3</sup> Choose one of the following, to correspond with course selected in fall: DIGA 325, DIGA 331, DIGA 351, DIGA 302, DIGA 362, DIGA 366, DIGA 466, or CSCI 142

<sup>4</sup> A total of 2 DIGA elective courses are required.

# Advising Course Plan - Digital Arts Major - Plan for Transfer Students

To successfully complete the Digital Arts major in only two years, the student must have earned credits for:

1. sufficient general education requirements met (not including the Junior Seminar) so that their remaining requirements can be met with only four classes.
2. an equivalent course for either DIGA 101A or DIGA 161A
3. at least two additional DIGA courses.

## Third Year

Fall		Units
DIGA 101A	Digital Art Fundamentals	1
or 161A	Digital Audio Fundamentals	
Digital Arts Sequence #1 - first choice/first class <sup>2</sup>		1
Course with one of the following prefixes: ARTH, CREA, DIGA, ENCW, MUSC, PHYS or THEA		1
General Education requirement as needed <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>

## Spring

Digital Arts Sequence #1 - first choice/second class <sup>3</sup>		1
Junior Seminar		1
One course with one of the following prefixes: ARTS, ARTH, CREA, ENCW, MUSC, PHYS or THEA		1
General Education requirement as needed <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>

## Fourth Year

Fall		Units
DIGA 498	Senior Project I	1
Digital Arts Sequence #2 - second choice/second class <sup>2</sup>		1
One course with one of the following prefixes: ARTS, ARTH, CREA, ENCW, MUSC, PHYS or THEA		1
General Education requirement as needed <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>

## Spring

DIGA 499	Senior Project II	1
DIGA 398	Advanced Digital Arts Studio	1
Digital Arts Sequence #2 - second choice/second class <sup>3</sup>		1
General Education requirement as needed <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>

**Total Unit: 16**

<sup>1</sup> General Education recommendation: Writing Enhanced (WE) course or B, P, Q, S, V, or L course.

<sup>2</sup> Choose from one of the following: DIGA 225, DIGA 231, DIGA 251, DIGA 301, DIGA 361, DIGA 365, DIGA 465 or CSCI 141.

<sup>3</sup> Choose from one of the following, to correspond with course selected in fall: DIGA 325, DIGA 331, DIGA 351, DIGA 302, DIGA 362, DIGA 366, DIGA 466, or CSCI 142.

## Economics

The study of economics provides a strong foundation for careers in business, government, law, teaching, and research and for graduate studies. Working closely with faculty in small classes, economics students explore the timely issues of today's global economy. Core courses build a strong foundation in both economic theory and analytical skills. Elective courses in areas such as international trade, environmental economics, and development economics offer additional insights into cross-cutting issues, such as global warming, the opportunities and risks of globalization, and the developing economies of the future.

The department also maintains a unique focus on social justice, poverty and inequality, and cross-cultural examination of social systems, which allows us to make policy recommendations to help people locally, regionally, nationally, and internationally. Faculty expertise has led to the creation of significant service-learning and social-justice programs, such as the Center for Holistic Microcredit that empowers soon-to-be-released ex-offenders by providing them with business planning and development. Economics offers many tools that can be applied locally, regionally, and globally to the challenges of the modern world.

We address a variety of questions in our courses: Is microcredit an effective tool to reduce poverty in the world? Does the Earned Income Tax Credit redistribute wealth and enhance economic growth? What types of political regimes best promote economic development? Are resource-rich developing countries cursed? Do poor economic communities have strong social and economic networks? Are drug cartels economically sound? Why do people procrastinate? Why are there so few African-American servers at restaurants? Is Sub-Saharan Africa composed of economic basket cases? Can China become the next superpower? Does religion shape economics or vice versa? Is there really a trade-off between the environment and economic growth? Can humans work towards a better economic basis for prosperity of self and others? What does it mean to think like an economist?

Students interested in studying social justice issues, economic development, poverty and inequality, international trade, and business and economic cycles from a rigorous methodological approach will find economics to be a stimulating and dynamic discipline. We locate our work in real communities locally and internationally, and students are an integral component of this work. The faculty are especially passionate about forming close alliances with students in studying economics in praxis.

The Economics Department participates in several other programs:

- Africana Studies
- International Studies
- First-Year Seminars
- Gender Studies
- Global Development
- Environmental Science and Studies
- Service-Learning and Community Engagement

Consult the course index for descriptions of these programs.

More information can be found online at <http://www.stetson.edu/other/academics/programs/economics-cas.php>

## Learning Outcomes

Student learning outcomes describe what students know, understand, and are able to do as a result of completing a degree program. The learning outcomes for this program are:

1. Demonstrate economic reasoning and discover appropriate, relevant, and interesting questions/problems for economic analysis
2. Employ economic theory to investigate these questions/problems, formulate clear hypotheses, and predict outcomes
3. Gather, organize, and analyze useful data to apply economic theories to specific hypotheses
4. Conceive, design, and execute original research and present it orally and in writing in a professional manner
5. Critically evaluate key arguments in professional, public, and advocacy literature and settings

## Majors

### Major in Economics

- Bachelor of Science in Economics (p. 101)

## Minors

### Minor in Economics - 4 units

Code	Title	Units
<b>Requirements</b>		
ECON 103S or ECON 104S	Essentials of Economics I Foundations of Economics I	1
ECON 204S	Foundations of Economics II	1
ECON 300	Intermediate Microeconomics	1
ECON 301	Intermediate Macroeconomics	1
<b>Total Units</b>		<b>4</b>

## Advising Course Plans

### Advising Course Plans

- Economics Major (p. 102)
- Economics Major - Three Year Plan (p. 103)
- Economics Major - Plan for Transfer Students (p. 103)

## Faculty

de Bodisco, Christopher N.

*Assistant Professor of Economics, 2015*

B.A., New College of the University of South Florida

Ph.D., Vanderbilt University

Green, Alan

*Assistant Professor and Chair of Economics, 2013*

B.A., Furman University

M.A., University of Chicago

Ph.D., Cornell University

Thaver, Ranjini L.

*Professor of Economics, 1992*

B.A., University of Durban-Westville, South Africa

B.A., University of Cape Town, South Africa

M.A., Ph.D., University of Notre Dame

# Bachelor of Science in Economics

Code	Title	Units
<b>General Education Requirements</b>		
The student must complete the General Education Requirements of the College of Arts & Sciences.		9
<b>Major Requirements</b>		
ECON 104S	Foundations of Economics I	1
ECON 204S	Foundations of Economics II	1
ECON 300	Intermediate Microeconomics	1
ECON 301	Intermediate Macroeconomics	1
ECON 374Q	Econometrics I	1
ECON 380	Department Colloquium	0.0
ECON 475	Econometrics II	1
ECON 480	Department Colloquium (taken twice)	.5
ECON 498	Senior Project Proposal	.5
ECON 499	Senior Project	1
Three units in ECON. Two units must be 300-level or higher. ECON 395 may be taken up to two times towards this requirement. ECON 397 must be taken for a letter grade to count towards this requirement.		3
<b>Collateral Requirements</b>		
One introductory statistics unit chosen from the following:		1
MATH 125Q	Introduction to Mathematical and Statistical Modeling	
STAT 301Q	Business Statistics	
BIOL 243Q	Biostatistics	
PSYC 306Q	Behavioral Statistics	
POLI 325	Political Analysis	
One Mathematics unit from the following:		1
		to
		2
MATH 141Q	Calculus I with Analytic Geometry	
MATH 130	Calculus I with Review Part I & MATH 131Q and Calculus I with Review Part 2	
<b>General Electives</b>		<b>10</b>
<b>Total Units</b>		<b>32-33</b>

## General Education Requirements

All students in the College of Arts and Sciences must meet General Education requirements in addition to specific requirements within the major area of study.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C.

A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement. Students should check with their

advisor regarding the eligibility of transfer credits to meet General Education requirements after students have enrolled at Stetson. A key component of a liberal education is to learn about the modes of inquiry from a diverse set of disciplines, so no more than 3 courses used to meet General Education requirements may come from a single department and at least 16 of the 32 units required for graduation must come from departments outside the department of the major.

For many majors, certain courses outside the major field of study are required. These courses are called "collateral requirements."

A student majoring in Education may count among the 32 units as many in the major as are required for completion of an approved program for teacher certification by the State of Florida.

Code	Title	Units
<b>Foundations <sup>1</sup></b>		
Writing Requirement		
FSEM 100	First Year Seminar	1
Quantitative Reasoning (any Q course)		1
Junior Seminar		1
<b>Knowledge of Human Cultures and the Natural World</b>		
Select five of the following: <sup>2</sup>		5
Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses) <sup>3</sup>		
Culture and Belief (any B course)		
Historical Inquiry (any H course)		
Individuals, Societies, and Social Systems (any S course)		
Modern Languages (any L course)		
Physical and Natural World (any P course)		
<b>Personal and Social Responsibility</b>		
Select any 'Stetson Values (V)' course		1
<b>Total Units</b>		<b>9</b>

## Cultural Events/Campus Engagement

In addition to completing 32 course units, students join Stetson's intellectual and creative life outside the classroom by participating in at least 3 approved cultural events for each semester of enrollment at Stetson. These events include lectures by distinguished visitors, musical performances, plays, and art shows.

<sup>1</sup> Foundation courses may not be taken pass/fail.

<sup>2</sup> 1 unit each from 5 out of the 6 areas.

<sup>3</sup> Course(s) must equal 1 unit.

# Advising Course Plan - Economics Major

General Education requirement or Elective	1
<b>Term Units</b>	<b>4.25</b>
<hr/>	
<b>Total Unit: 32</b>	

## First Year

Fall		Units
ECON 104S	Foundations of Economics I	1
MATH 130 or 141Q	Calculus I with Review Part I Calculus I with Analytic Geometry	1
	General Education requirement or Elective	1
	General Education requirement or Elective	1
<b>Term Units</b>		<b>4</b>

## Spring

ECON 204S	Foundations of Economics II	1
MATH 131Q	Calculus I with Review Part 2 (or Elective)	1
	General Education requirement or Elective	1
	General Education requirement or Elective	1
<b>Term Units</b>		<b>4</b>

## Second Year

Fall		Units
ECON 300	Intermediate Microeconomics	1
ECON 380	Department Colloquium	0.0
	Statistics course	1
	General Education requirement or Elective	1
	General Education requirement or Elective	1
<b>Term Units</b>		<b>4</b>

## Spring

ECON 301	Intermediate Macroeconomics	1
ECON 380	Department Colloquium	0.0
	ECON Elective	1
	General Education requirement or Elective	1
	General Education requirement or Elective	1
<b>Term Units</b>		<b>4</b>

## Third Year

Fall		Units
	ECON Elective	1
ECON 380	Department Colloquium	0.0
	General Education requirement or Elective	1
	General Education requirement or Elective	1
	General Education requirement or Elective	1
<b>Term Units</b>		<b>4</b>

## Spring

ECON 374Q	Econometrics I	1
ECON 380	Department Colloquium	0.0
	ECON Elective	1
	General Education requirement or Elective	1
	General Education requirement or Elective	1
<b>Term Units</b>		<b>4</b>

## Fourth Year

Fall		Units
ECON 475	Econometrics II	1
ECON 480	Department Colloquium	0.25
ECON 498	Senior Project Proposal	0.5
	General Education requirement or Elective	1
	General Education requirement or Elective	1
<b>Term Units</b>		<b>3.75</b>

## Spring

ECON 480	Department Colloquium	0.25
ECON 499	Senior Project	1
	General Education requirement or Elective	1
	General Education requirement or Elective	1

## Advising Course Plan - Economics Major - Plan for Transfer Students

### Plan for Transfer Students

The following two year plan assumes the student brings in transfer credit for ECON 104S and ECON 204S.

First Year			
Fall			Units
ECON 300	Intermediate Microeconomics		1
ECON 380	Department Colloquium		0.0
	Statistics course		1
	ECON elective		1
MATH 130 or 141Q	Calculus I with Review Part I Calculus I with Analytic Geometry		1
<b>Term Units</b>			<b>4</b>
Spring			
ECON 301	Intermediate Macroeconomics		1
ECON 380	Department Colloquium		0.0
ECON 374Q	Econometrics I		1
	ECON Elective		1
MATH 131Q	Calculus I with Review Part 2 (or Elective)		1
<b>Term Units</b>			<b>4</b>
Second Year			
Fall			
ECON 475	Econometrics II		1
ECON 480	Department Colloquium		0.25
ECON 498	Senior Project Proposal		0.5
	ECON Elective		1
	General Education requirement or Elective		1
<b>Term Units</b>			<b>3.75</b>
Spring			
ECON 480	Department Colloquium		0.25
ECON 499	Senior Project		1
	General Education requirement or Elective		1
	General Education requirement or Elective		1
	General Education requirement or Elective		1
<b>Term Units</b>			<b>4.25</b>
<b>Total Unit: 16</b>			

## Advising Course Plan - Economics Major - Three Year Plan

First Year			
Fall			Units
ECON 104S	Foundations of Economics I		1
MATH 130 or 141Q	Calculus I with Review Part I Calculus I with Analytic Geometry		1
	Statistics course		1
	General Education requirement or elective		1
<b>Term Units</b>			<b>4</b>
Spring			
ECON 204S	Foundations of Economics II		1
MATH 131Q	Calculus I with Review Part 2 (or Elective)		1
	General Education requirement or Elective		1
	General Education requirement or Elective		1
<b>Term Units</b>			<b>4</b>
Second Year			
Fall			
ECON 300	Intermediate Microeconomics		1
ECON 380	Department Colloquium		0.0
	Statistics course		1
	ECON Elective		1
	General Education requirement or Elective		1
<b>Term Units</b>			<b>4</b>
Spring			
ECON 301	Intermediate Macroeconomics		1
ECON 380	Department Colloquium		0.0
ECON 374Q	Econometrics I		1
	ECON Elective		1
	General Education requirement or Elective		1
<b>Term Units</b>			<b>4</b>
Third Year			
Fall			
ECON 475	Econometrics II		1
ECON 480	Department Colloquium		0.25
ECON 498	Senior Project Proposal		0.5
	ECON Elective		1
	General Education requirement or Elective		1
<b>Term Units</b>			<b>3.75</b>
Spring			
ECON 480	Department Colloquium		0.25
ECON 499	Senior Project		1
	General Education requirement or Elective		1
	General Education requirement or Elective		1
	General Education requirement or Elective		1
<b>Term Units</b>			<b>4.25</b>
<b>Total Unit: 24</b>			



## Education

The mission of the Department of Education is to educate teachers and administrators to act as competent, effective, and knowledgeable facilitators of learning disposed to using technology and research practices to enhance K-12 education; to create a community of learners responsive to the developmental and social needs of diverse learners; to respond to those needs; and to advocate for change from the local to the global levels. The Department of Education resides within the Division of Education. The programs offered by the unit meet University requirements for graduation, as well as the certification requirements of the Florida Department of Education.

The Department of Education at Stetson University is accredited by:

Council for the Accreditation of Educator Preparation (CAEP)  
1140 19th Street NW, Suite 400  
Washington, DC 20036  
202-223-0077

This accreditation covers undergraduate preparation programs in elementary education/ESOL K-6, K-12 programs in music, and graduate preparation programs in educational leadership. See Music section for Music Education (p. 333) guidelines. See Graduate Education in the Department of Education (p. 446) for detailed information on graduate programs.

Responsibility for education programs rests with the Chair of the Department of Education. The Undergraduate and Graduate Councils review program requirements, recommend policy and procedures, monitor student progress, and serve as a board of appeal for students seeking exceptions to established policy.

The Undergraduate Council uses numerous factors to determine admittance to undergraduate programs. Admission may be contingent upon the program's availability of space. All students should begin the admission application process through the Undergraduate Education Office during the first semester of their tenure at Stetson.

**Admittance to graduate programs of study is determined by the Graduate Admissions Council. A description of graduate programs appears in the graduate section of this *Catalog*.**

More information can be found online at <http://www.stetson.edu/academics/programs/education.php>.

## The Nina B. Hollis Institute for Educational Reform

The Nina B. Hollis Institute for Educational Reform at Stetson University resides within the Department of Education. The Institute, established in 2000, is a comprehensive learning community. In collaboration with local community leaders, district personnel, educational agencies, and Stetson University faculty, the Institute has created a model for reform that supports education. Through research and pedagogical assistance, the Institute provides assistance in developing research-based best practice in-service workshops and events to educators, families, businesses, universities, and policymakers for the advancement of teaching and learning.

## Undergraduate Degrees and State Certifications

The Department of Education offers state-approved programs in elementary education/ESOL K-6 and K-12 programs in music. See Music section for Music Education (p. 333) guidelines. The Elementary Education/ESOL K-6 program provides ESOL endorsement, as mandated by the State of Florida. The stand-alone endorsement for Reading can be awarded with successful completion of EDUC 428.

In addition to its approved certification programs, the Department offers certain courses accepted by the Florida Department of Education for Florida certification. For specific courses, consult with the Office of Undergraduate Education.

Note: Program requirements are subject to change based on Florida Department of Education mandates.

## Admission Requirements

To be considered for admission to the Education program, a student must:

1. Complete an application for admission to a program of study leading to certification;
2. complete a Candidate Acknowledgment of Professional Dispositions Form (found on Canvas) in EDUC 265;
3. demonstrate professional dispositions (Developing level (2) or higher on each section of the Professional Dispositions) in all coursework and field experiences as outlined by the program;
4. present a minimum 2.5 grade point average for all college work taken at Stetson;
5. earn a grade of C or higher in at least one Writing Enhanced Course;
6. earn a grade of C or higher in all courses with the EDUC prefix;
7. present a minimum 2.5 grade point average in major content area;

8. complete a successful interview with members of the Undergraduate Council, if a review of performance in foundation courses suggests weaknesses;
9. join the Florida Future Educators Association (FFEA);
10. follow the degree audit planner. ALL students MUST meet with their education advisor every semester;
11. review the Undergraduate Student Handbook; and
12. purchase a subscription to VIA (department student management and assessment system).

Note: At any checkpoint within the student's program, if there is a concern about the student's appropriate progress, the student may be required to meet with an education faculty committee before continuing in the program. Background checks are required prior to any field placement.

## Admission Review by the Undergraduate Council

After considering all of these requirements, the Undergraduate Council will determine whether an individual student will be admitted. The Council may choose not to admit a student based on an interview, even though other requirements have been satisfied. Admission also may be contingent upon the program's availability of space.

Students should begin the admission application process through the Undergraduate Education Office during the first semester of their first year. Transfer students should begin the admission application process during the first semester of their residence.

## Admission to Student Teaching

Eligibility requirements for student teaching include the following:

1. Be admitted into the Approved Education Program;
2. demonstrate professional dispositions (Developing level (2) or higher on each section of the Professional Dispositions) in all coursework and field experiences as outlined by the program;
3. complete the Stetson Student Teaching application;
4. complete the County Student Teaching application;
5. provide evidence of passing scores on **all** of the Florida Teacher Certification Examinations (FTCE): General Knowledge (GK), Professional Educators (PE), and Subject Area Exam (SAE) by December 1 for Spring admission and May 1 for Fall admission;
6. earn a grade of C or higher in all credit-bearing EDUC and MUED courses;
7. earn a grade point average of 2.5 or higher in major content area and overall;
8. demonstrate satisfactory progress in each of the following: Danielson Domains, Reading Competencies, and ESOL Domains;
9. receive a satisfactory behavior recommendation from Stetson's Office of Community Standards; and
10. complete fingerprinting clearance as required by county school boards.

## Exit Requirements

In order to graduate from the University with a degree in elementary education, a student must satisfactorily complete the following requirements:

1. Cumulative grade point average of 2.5 or better;
2. grade of C or better in professional education courses;
3. grade point average of 2.5 or better in major content teaching area;
4. demonstrated Satisfactory performance in each of the following: Danielson Domains, Reading Competencies, ESOL Domains;
5. demonstrate professional dispositions (Developing level (2) or higher on each section of the Professional Dispositions) in all coursework and field experiences as outlined by the program.

For information on graduate degrees in Education, see the Graduate Programs/Arts and Sciences (p. 439).

## Learning Outcomes

Student learning outcomes describe what students know, understand and are able to do as a result of completing a degree program. The learning outcomes for this program are:

### The Educator Accomplished Practices

Each effective educator applies the foundational principles through six Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

### Quality of Instruction

1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:
  - Aligns instruction with state-adopted standards at the appropriate level of rigor
  - Sequences lessons and concepts to ensure coherence and required prior knowledge

- Designs instruction for students to achieve mastery
  - Selects appropriate formative assessments to monitor learning
  - Uses diagnostic student data to plan lessons
  - Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies
2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:
- Organizes, allocates, and manages the resources of time, space, and attention
  - Manages individual and class behaviors through a well-planned management system
  - Conveys high expectations to all students
  - Respects students' cultural linguistic and family background
  - Models clear, acceptable oral and written communication skills
  - Maintains a climate of openness, inquiry, fairness and support
  - Integrates current information and communication technologies
  - Adapts the learning environment to accommodate the differing needs and diversity of students
  - Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals
3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:
- Deliver engaging and challenging lessons
  - Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter
  - Identify gaps in students' subject matter knowledge
  - Modify instruction to respond to preconceptions or misconceptions
  - Relate and integrate the subject matter with other disciplines and life experiences
  - Employ higher-order questioning techniques
  - Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding
  - Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students
  - Support, encourage, and provide immediate and specific feedback to students to promote student achievement
  - Utilize student feedback to monitor instructional needs and to adjust instruction
4. Assessment. The effective educator consistently:
- Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process
  - Designs and aligns formative and summative assessments that match learning objectives and lead to mastery
  - Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
  - Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge
  - Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s)
  - Applies technology to organize and integrate assessment information

### **Continuous Improvement, Responsibility, and Ethics**

1. Continuous Professional Improvement. The effective educator consistently:
- Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs
  - Examines and uses data-informed research to improve instruction and student achievement
  - Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons
  - Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement
  - Engages in targeted professional growth opportunities and reflective practices
  - Implements knowledge and skills learned in professional development in the teaching and learning process
2. Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession.

## Majors

### Majors in Education

- Bachelor of Arts in Education: Elementary Education (Grades K-6) with ESOL Endorsement (p. 109)
- Bachelor of Arts in Education: General Studies in Education (p. 112)

## Minors

### Minor in Education - 5 units

The Minor in Education prepares students to better understand the roots of educational issues, such as the purposes of education, the motivational atmosphere in which learning takes place, and areas of difficulty often encountered by students in schools today. This minor is not designed to satisfy the requirements for teacher certification in Florida.

To declare this minor, the student must have an advisor in the Department of Education, in addition to his/her major advisor.

Code	Title	Units
<b>Requirements</b>		
EDUC 245H	Social Foundations of Education	1
EDUC 255S	Educational Psychology	1
EDUC 265	Principles and Methods of Instruction for Diverse Learners <sup>1, 2</sup>	1
EDUC 302	Improving Reading and Writing Skills in the Middle/Secondary School	1
EDUC 305V	Cultural Diversity Education	1
<b>Total Units</b>		<b>5</b>

<sup>1</sup> Lab fee required for FTCE exam.

<sup>2</sup> Student fee for Education name badge.

## Advising Course Plans

### Advising Course Plans

- Elementary Education Major - Cohort A (p. 110)
- Elementary Education Major - Cohort B (p. 111)

## Faculty

Ankeny, Raisa

*Assistant Professor of Education, 2020*

B.A., M.A., University of Central Florida

Ph.D., New Mexico State University

Coggins, Patrick C.

*Professor of Education, 1991*

B.S., Springfield College

M.S., Southern Connecticut State University

Ph.D., University of Connecticut

Colwell, Christopher

*Associate Professor and Chair of Education, 2011*

B.A., M.Ed., Stetson University

Ed.D., University of Central Florida

Duvall, Frances

*Visiting Assistant Professor of Education, 2014*

A.A., Virginia Intermont College

B.S., Florida Southern College

M.Ed., Rollins College

Ed.D., University of Central Florida

Epley, B. Glen

*Professor of Education, 2007*

B.S., M.Ed., University of Tennessee at Chattanooga  
Ph.D., Duke University

Gruber, D. Elise,  
*Visiting Assistant Professor of Education, 2018*  
B.A., M.A., University of Central Florida  
M.A., University of Wales, St. David's College  
Ed.S., Stetson University  
Ed.D., University of Florida

Heins, Elizabeth D.  
*Professor of Education, 1981*  
*Nina B. Hollis Chair of Educational Reform, 2000*  
B.A., Florida Technological University  
M.Ed., Ph.D., University of Virginia

Oslick, Mary Ellen  
*Associate Professor of Education, 2014*  
B.A., M.A.T., Trinity University  
Ph.D., University of Florida

Parks, Melissa  
*Associate Professor of Education, 2016*  
B.S., Westfield State College  
M.Ed., University of Central Florida  
Ph.D., Florida Atlantic University

Piechura-Couture, Kathy Jo  
*Professor of Education, 1993*  
B.S., Eastern Michigan University  
M.A., Ph.D., University of South Florida

Sabina, L. Lou  
*Assistant Professor of Education, 2019*  
B.S., M.S., Robert Morris University  
M.Ed., Edinboro University of Pennsylvania  
M.B.A., Oklahoma State University  
Ph.D., University of Pittsburgh

Shankar-Brown, Rajni  
*Professor of Education, 2013*  
B.A., George Mason University  
M.A., Ph.D., University of North Carolina at Charlotte

Smith, Amy  
*Assistant Professor of Education, 2021*  
B.A., University of Northern Colorado  
M.A., Ph.D., University of Colorado Denver

Tichenor, Mercedes  
*Professor of Education, 1996*  
B.A., Baylor University  
M.S., The Florida State University  
Ed.D., Peabody College of Vanderbilt University

Touchton, Debra  
*Professor of Education, 2000*  
B.A., M.A., Ph.D., University of South Florida

# Bachelor of Arts in Education

## Elementary Education (Grades K-6) with ESOL Endorsement

Code	Title	Units
<b>General Education Requirements</b>		
The student must complete the General Education Requirements of the College of Arts & Sciences.		9
<b>Major Requirements</b>		
EDUC 245H	Social Foundations of Education	1
EDUC 255S	Educational Psychology	1
EDUC 265	Principles and Methods of Instruction for Diverse Learners <sup>1, 2</sup>	1
EDUC 275V	Human Exceptionalities	1
EDUC 300	Language and Culture of Bilingual Learners	1
EDUC 301	Reading in the Primary Grades	1
EDUC 313	Curriculum and Assessment of Bilingual Children in US Schools	1
EDUC 314	Reading in the Intermediate Grades	1
EDUC 315	Language Arts and Literature for Children	1
EDUC 316	Assessment and Evaluation of Learning	1
EDUC 321	Mathematics in the Elementary School	1
EDUC 322	Natural and Social Sciences in the Elementary School	1
EDUC 393	Professional Educator I <sup>1</sup>	.5
EDUC 394	Professional Educator II <sup>1</sup>	.5
EDUC 424	Assessment and Differentiation of Reading Instruction	1
EDUC 428	Reading Practicum	1
EDUC 429	Senior Intern Seminar	1
EDUC 430	Student Teaching	2
EDUC 474	Educational Management of Exceptional Students	1
EDUC 499	Senior Project	1
<b>General Electives</b>		<b>3</b>
<b>Total Units</b>		<b>32</b>

<sup>1</sup> Lab fee required.

<sup>2</sup> Student Fee for Education name badge.

### General Education Requirements

All students in the College of Arts and Sciences must meet General Education requirements in addition to specific requirements within the major area of study.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C.

A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major

or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement. Students should check with their advisor regarding the eligibility of transfer credits to meet General Education requirements after students have enrolled at Stetson. A key component of a liberal education is to learn about the modes of inquiry from a diverse set of disciplines, so no more than 3 courses used to meet General Education requirements may come from a single department and at least 16 of the 32 units required for graduation must come from departments outside the department of the major.

For many majors, certain courses outside the major field of study are required. These courses are called "collateral requirements."

A student majoring in Education may count among the 32 units as many in the major as are required for completion of an approved program for teacher certification by the State of Florida.

Code	Title	Units
<b>Foundations <sup>1</sup></b>		
Writing Requirement		
FSEM 100	First Year Seminar	1
Quantitative Reasoning (any Q course)		1
Junior Seminar		1
<b>Knowledge of Human Cultures and the Natural World</b>		
Select five of the following: <sup>2</sup>		5
Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses) <sup>3</sup>		
Culture and Belief (any B course)		
Historical Inquiry (any H course)		
Individuals, Societies, and Social Systems (any S course)		
Modern Languages (any L course)		
Physical and Natural World (any P course)		
<b>Personal and Social Responsibility</b>		
Select any 'Stetson Values (V)' course		1
<b>Total Units</b>		<b>9</b>

### Cultural Events/Campus Engagement

In addition to completing 32 course units, students join Stetson's intellectual and creative life outside the classroom by participating in at least 3 approved cultural events for each semester of enrollment at Stetson. These events include lectures by distinguished visitors, musical performances, plays, and art shows.

<sup>1</sup> Foundation courses may not be taken pass/fail.

<sup>2</sup> 1 unit each from 5 out of the 6 areas.

<sup>3</sup> Course(s) must equal 1 unit.

# Advising Course Plan - Elementary Education Major - Cohort A

First Year		Units
<b>Fall</b>		
FSEM 100	First Year Seminar (Writing Enhanced)	1
EDUC 255S	Educational Psychology	1
General Education from Knowledge of Human Culture & Natural World <sup>1</sup>		1
General Education Q course		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
EDUC 265 <sup>1, 2</sup>	Principles and Methods of Instruction for Diverse Learners	1
General Education course from Knowledge of Human Culture & Natural World <sup>3</sup>		1
Elective		1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Second Year</b>		
<b>Fall</b>		
EDUC 245H	Social Foundations of Education	1
EDUC 275V	Human Exceptionalities	1
General Education course from Knowledge of Human Culture & Natural World <sup>2</sup>		1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
EDUC 300	Language and Culture of Bilingual Learners	1
EDUC 301	Reading in the Primary Grades	1
Junior Seminar		1
Elective (optional)		
<b>Term Units</b>		<b>3</b>
<b>Third Year</b>		
<b>Fall</b>		
Literacy Block		
EDUC 314	Reading in the Intermediate Grades	1
EDUC 315	Language Arts and Literature for Children	1
EDUC 316	Assessment and Evaluation of Learning	1
EDUC 321	Mathematics in the Elementary School	1
EDUC 393 <sup>1</sup>	Professional Educator I	0.5
<b>Term Units</b>		<b>4.5</b>
<b>Spring</b>		
Integrated Block		
EDUC 313	Curriculum and Assessment of Bilingual Children in US Schools	1
EDUC 322	Natural and Social Sciences in the Elementary School	1
EDUC 394 <sup>1</sup>	Professional Educator II	0.5
EDUC 424	Assessment and Differentiation of Reading Instruction	1
EDUC 499	Senior Project	1
<b>Term Units</b>		<b>4.5</b>
<b>Fourth Year</b>		
<b>Fall</b>		
Student Teaching Block		
EDUC 428	Reading Practicum	1
EDUC 429	Senior Intern Seminar	1
EDUC 430	Student Teaching	2
EDUC 474	Educational Management of Exceptional Students	1
<b>Term Units</b>		<b>5</b>
<b>Spring</b>		
Elective		1
Elective		1

Elective	1
<b>Term Units</b>	<b>3</b>
<b>Total Unit: 32</b>	

<sup>1</sup> Lab fee required for FTCE Exam.

<sup>2</sup> Student fee for Education name badge.

<sup>3</sup> A&S students must take 5 of the 6 Knowledge of Human Cultures courses and 2 Personal and Social Responsibility courses, to include Junior Seminar. Elementary Education students will satisfy the second Personal and Social Responsibility course requirement through completion of EDUC 275V.

Elementary Education and Music Education Majors will be charged a fee for a mandatory VIA by Watermark Membership.

Elementary Education Majors will also be charged a fee for mandatory membership in Florida Future Educators of America (FFEA).

Four Writing Enhanced Courses are required for Graduation. Two of these will be satisfied by the curriculum indicated above (First Year Seminar, Junior Seminar.) While EDUC 499 Senior Project is a Writing Enhanced course, advisor approval is required. If EDUC 499 is not used, the third and fourth Writing Enhanced courses should be selected as a General Education or Elective course.

# Advising Course Plan - Elementary Education Major - Cohort B

First Year		Units
<b>Fall</b>		
FSEM 100	First Year Seminar (Writing Enhanced)	1
EDUC 245H	Social Foundations of Education	1
General Education Q course		1
General Education course from Knowledge of Human Culture & Natural World <sup>3</sup>		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
EDUC 255S	Educational Psychology	1
General Education from Knowledge of Human Culture & Natural World <sup>3</sup>		1
Elective		1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Second Year</b>		
<b>Fall</b>		
EDUC 265 <sup>1, 2</sup>	Principles and Methods of Instruction for Diverse Learners	1
Elective		1
Elective		1
General Education course from Knowledge of Human Culture & Natural World <sup>3</sup>		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
EDUC 275V	Human Exceptionalities	1
Junior Seminar		1
Elective		1
Elective (optional)		
<b>Term Units</b>		<b>3</b>
<b>Third Year</b>		
<b>Fall</b>		
EDUC 300	Language and Culture of Bilingual Learners	1
EDUC 301	Reading in the Primary Grades	1
Elective		1
<b>Term Units</b>		<b>3</b>
<b>Spring</b>		
Literacy Block		
EDUC 314	Reading in the Intermediate Grades	1
EDUC 315	Language Arts and Literature for Children	1
EDUC 316	Assessment and Evaluation of Learning	1
EDUC 321	Mathematics in the Elementary School	1
EDUC 393 <sup>1</sup>	Professional Educator I	0.5
<b>Term Units</b>		<b>4.5</b>
<b>Fourth Year</b>		
<b>Fall</b>		
Integrated Block		
EDUC 313	Curriculum and Assessment of Bilingual Children in US Schools	1
EDUC 322	Natural and Social Sciences in the Elementary School	1
EDUC 394 <sup>1</sup>	Professional Educator II	0.5
EDUC 424	Assessment and Differentiation of Reading Instruction	1
EDUC 499	Senior Project	1
<b>Term Units</b>		<b>4.5</b>
<b>Spring</b>		
Student Teaching Block		
EDUC 428	Reading Practicum	1
EDUC 429	Senior Intern Seminar	1
EDUC 430	Student Teaching	2

EDUC 474	Educational Management of Exceptional Students	1
<b>Term Units</b>		<b>5</b>

Total Unit: 32

<sup>1</sup> Lab fee required for FTCE Exam.

<sup>2</sup> Student fee for Education name badge.

<sup>3</sup> A&S students must take 5 of the 6 Knowledge of Human Cultures courses and 2 Personal and Social Responsibility courses, to include Junior Seminar. Education students will satisfy the second Personal and Social Responsibility course requirement through completion of EDUC 275V.

Elementary Education and Music Education Majors will be charged a fee for a mandatory VIA by Watermark Membership.

Elementary Education Majors will also be charged a fee for mandatory membership in Florida Future Educators of America (FFEA).

Four Writing Enhanced Courses are required for Graduation. Two of these will be satisfied by the curriculum indicated above (First Year Seminar, Junior Seminar). While EDUC 499 Senior Project is a Writing Enhanced course, advisor approval is required. If EDUC 499 is not used, the third and fourth Writing Enhanced courses should be selected as a General Education or Elective course.



## General Studies in Education

This is a non-certification program. Students must apply for this major and receive the approval of the Undergraduate Council.

There are only two approval pathways for the General Studies in Education Major:

1. Apply for and obtain an FTCE Extension
  - a. through meeting all requirements for admission to Student Teaching except passage of the Subject Area FTCE or General Knowledge FTCE
2. Failure to meet either of the following with no other viable path toward graduation
  - a. the requirements for admission to Student Teaching after having completed Tier II course requirements, or
  - b. the requirements for a successful exit from Student Teaching

General Studies in Education is NOT a state approved program. Students who graduate with the General Studies in Education major, per the Florida Department of Education, must complete the following steps before obtaining the Florida Teaching Certificate (Subject to change based on Florida Department of Education requirements):

- Obtain employment in a Florida school
- Apply for a Temporary Teaching Certificate
- Demonstrate mastery of General Knowledge, Professional Education and Subject Area Knowledge through passage of all required FTCE tests within three years.

Graduating from a program that is not state approved may complicate the process to obtain an ESOL and Reading Endorsement; taking additional courses or additional FTCE tests to earn both an ESOL and Reading Endorsement may be necessary.

Graduating from a program that is not state approved may complicate the reciprocity process if a student chooses to pursue a teaching position outside of the state of Florida.

Many graduate programs in Education require a teaching certificate and obtaining the teaching certificate will require completion of the steps laid out above.

Code	Title	Units
<b>General Education Requirements</b>		
The student must complete the General Education Requirements of the College of Arts and Sciences.		9
<b>Major Requirements</b>		
EDUC 245H	Social Foundations of Education	1
EDUC 255S	Educational Psychology	1
EDUC 265	Principles and Methods of Instruction for Diverse Learners <sup>1, 2</sup>	1
EDUC 275V	Human Exceptionalities	1
EDUC 300	Language and Culture of Bilingual Learners	1
EDUC 301	Reading in the Primary Grades	1
EDUC 313	Curriculum and Assessment of Bilingual Children in US Schools	1
EDUC 314	Reading in the Intermediate Grades	1
EDUC 315	Language Arts and Literature for Children	1
EDUC 316	Assessment and Evaluation of Learning	1

EDUC 321	Mathematics in the Elementary School	1
EDUC 322	Natural and Social Sciences in the Elementary School	1
EDUC 393	Professional Educator I <sup>1</sup>	.5
EDUC 394	Professional Educator II <sup>1</sup>	.5
EDUC 424	Assessment and Differentiation of Reading Instruction	1
EDUC 499	Senior Project	1

Units outside the Department of Education as appropriate for the student's planned program of study, to be chosen in consultation with an Education advisor.

<b>Electives</b>		<b>8</b>
<b>Total Units</b>		<b>32</b>

<sup>1</sup> Lab fee required.

<sup>2</sup> Student fee for Education name badge.

## General Education Requirements

All students in the College of Arts and Sciences must meet General Education requirements in addition to specific requirements within the major area of study.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C.

A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement. Students should check with their advisor regarding the eligibility of transfer credits to meet General Education requirements after students have enrolled at Stetson. A key component of a liberal education is to learn about the modes of inquiry from a diverse set of disciplines, so no more than 3 courses used to meet General Education requirements may come from a single department and at least 16 of the 32 units required for graduation must come from departments outside the department of the major.

For many majors, certain courses outside the major field of study are required. These courses are called "collateral requirements."

A student majoring in Education may count among the 32 units as many in the major as are required for completion of an approved program for teacher certification by the State of Florida.

Code	Title	Units
<b>Foundations <sup>1</sup></b>		
Writing Requirement		
FSEM 100	First Year Seminar	1
Quantitative Reasoning (any Q course)		1
Junior Seminar		1
<b>Knowledge of Human Cultures and the Natural World</b>		
Select five of the following: <sup>2</sup>		5
Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses) <sup>3</sup>		

Culture and Belief (any B course)	
Historical Inquiry (any H course)	
Individuals, Societies, and Social Systems (any S course)	
Modern Languages (any L course)	
Physical and Natural World (any P course)	
<b>Personal and Social Responsibility</b>	
Select any 'Stetson Values (V)' course	1
<b>Total Units</b>	<b>9</b>

## Cultural Events/Campus Engagement

In addition to completing 32 course units, students join Stetson's intellectual and creative life outside the classroom by participating in at least 3 approved cultural events for each semester of enrollment at Stetson. These events include lectures by distinguished visitors, musical performances, plays, and art shows.

<sup>1</sup> Foundation courses may not be taken pass/fail.

<sup>2</sup> 1 unit each from 5 out of the 6 areas.

<sup>3</sup> Course(s) must equal 1 unit.

## English

Each Stetson English major grows as a reader, writer, thinker, and communicator. Our core curriculum requires you to read in different literary genres and historical periods and to develop your aesthetic appreciation of literature and language. You also will explore how and why we do literary criticism and theory, and rhetorical theory and practice. In our upper-division classes you will go deeper into literary and writing studies, but you also may choose to write creatively, study the construction of texts in three-dimensional and digital space, develop your understanding of pedagogy and language, or investigate the intersections of ideas, texts, and worlds. Your independent senior project, which you will propose, research, write, and present, is your focus on what you find most challenging and appealing in English studies.

Stetson English majors have followed a variety of career paths: in no particular order, consider law, higher education, writing, teaching, public relations, marketing, business, journalism, editing, social media account management, and more. The English major pairs well with complementary minors, whether that's one with business, nonprofit, or governmental applicability like marketing or environmental studies, or one with congruent intellectual concerns like history, philosophy, or political science. You also may focus more on writing, creatively or professionally, for your minor.

More information can be found online at <http://www.stetson.edu/academics/programs/english.php>.

### Sullivan Creative Writing Program

The Sullivan Creative Writing Program (<http://www.stetson.edu/academics/programs/creative-writing.php>) supports the minor in Creative Writing. As a creative writing minor with a major in English, you can simply add additional credit hours from a variety of 100-400 level creative writing workshops. If you are majoring in other programs, you may also earn a creative writing minor by choosing credit hours from a menu of creative writing workshops and English courses. Students who have chosen to major in natural science, philosophy, physics, theatre arts, art, computer science and digital arts have all become wonderful creative writing minors.

### Learning Outcomes

Student learning outcomes describe what students know, understand and are able to do as a result of completing a degree program.

The learning outcomes for completion of the English major are:

1. Students will be introduced to a range of texts that reflect the diversity of artists, critics, and other writers working within Anglophone cultures.
2. Students will be able to situate their own arguments and productions in a larger critical conversation, which requires that they identify relevant secondary sources, interpret those sources convincingly, incorporate those sources into their own arguments, and cite them appropriately.
3. In their analysis of texts, students will demonstrate awareness of current theoretical concepts and the ideological interactions and tensions among those concepts.
4. Students will be able to compose thoughtful, original interpretations and arguments about literature, film, and other cultural productions.

## Majors

### Major in English

- Bachelor of Art in English (p. 118)

## Minors

### Minor in English - 5 units

Code	Title	Units
<b>Requirements</b>		
Select two units from the following:		2
ENGL 220	Understanding Composition and Rhetoric	
ENGL 240A	Reading Non-Fiction	
ENGL 241A	Reading Narrative	
ENGL 242A	Reading Lyric	
ENGL 243A	Understanding Drama	
One unit from ENGL numbered 425 or above		1
One unit from ENGL or ENCW numbered 200 or above		1
One unit from ENGL numbered 200 and above		1
<b>Total Units</b>		<b>5</b>

## Minor in Creative Writing for English Majors - 5 units

Code	Title	Units
<b>Requirements</b>		
One unit from the 100-, 200-, or 300-level <sup>1</sup>		1
ENCW 111A	Intro Writing Literary Nonfict	
ENCW 112A	Introduction to Writing Fiction	
ENCW 113A	Introduction to Writing Poetry	
ENCW 114A	Introduction to Dramatic Writing	
ENCW 120A	Writers Write	
ENCW 215A	Multi-Genre Creative Writing	
ENCW 311A	Non-Fiction Workshop	
ENCW 312A	Fiction Workshop	
ENCW 313A	Poetry Workshop	
ENCW 314A	Dramatic Writing	
ENCW 318	Major Project Workshop I <sup>1</sup>	
ENCW 319A	Major Project Workshop II <sup>1</sup>	
ENCW 320A	Writers Read	
ENCW 321A	Workshop in Literary Citizenship and Publishing	
Select two units at the 300-level from the following: <sup>2</sup>		2
ENCW 311A	Non-Fiction Workshop	
ENCW 312A	Fiction Workshop	
ENCW 313A	Poetry Workshop	
ENCW 314A	Dramatic Writing	
ENCW 318	Major Project Workshop I	
ENCW 319A	Major Project Workshop II	
ENCW 320A	Writers Read	
ENCW 321A	Workshop in Literary Citizenship and Publishing	
Select two units at the 400-level from the following:		2
ENCW 411	Advanced Non-Fiction Workshop *	
ENCW 412	Advanced Fiction Workshop *	
ENCW 413	Advanced Poetry Workshop *	
ENCW 414	Advanced Drama Workshop *	
ENCW 415	Advanced Open-Studio Workshop *	
ENCW 418	Major Project Workshop I *	
ENCW 419	Major Project Workshop II *	
CREA 400	Advanced Interdisciplinary Studio	
<b>At least four units of the minor must be in ENCW</b>		
<b>Total Units</b>		<b>5</b>

<sup>1</sup> May substitute with 1 unit at the 100-, 200-, or 300-level in ARTS, DIGA, THEA, or JOUR.

<sup>2</sup> If the first unit is in ENCW, may substitute one 300-level course in ARTS, DIGA, THEA, or JOUR.

\* May be repeated.

## Minor in Creative Writing for Non-English Majors - 5 units

Code	Title	Units
<b>Requirements</b>		
One unit in ENGL numbered 300 or above		1
One unit in ENGL, ARTS, DIGA, THEA, or JOUR		1
Three units in ENCW from the following:		3
ENCW 111A	Intro Writing Literary Nonfict	
ENCW 112A	Introduction to Writing Fiction	

ENCW 113A	Introduction to Writing Poetry
ENCW 114A	Introduction to Dramatic Writing
ENCW 120A	Writers Write
ENCW 215A	Multi-Genre Creative Writing
ENCW 311A	Non-Fiction Workshop
ENCW 312A	Fiction Workshop
ENCW 313A	Poetry Workshop
ENCW 314A	Dramatic Writing
ENCW 318	Major Project Workshop I
ENCW 319A	Major Project Workshop II
ENCW 320A	Writers Read
ENCW 321A	Workshop in Literary Citizenship and Publishing
ENCW 411	Advanced Non-Fiction Workshop *
ENCW 412	Advanced Fiction Workshop *
ENCW 413	Advanced Poetry Workshop *
ENCW 414	Advanced Drama Workshop *
ENCW 415	Advanced Open-Studio Workshop *
ENCW 418	Major Project Workshop I *
ENCW 419	Major Project Workshop II *

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**Total Units**
**5**

\* May be repeated.

## Advising Course Plans

### Advising Course Plans

- English Major (p. 119)

## Faculty

Barber, Nancy

*Sullivan Visiting Lecturer in English, 1998*

A.B., Davidson College

M.A., Stetson University

M.F.A., University of Florida

Barnes, Michael C.

*Associate Professor of English, 2001*

B.A., M.A., Clemson University

Ph.D., University of South Carolina

Burke, Chesya

*Assistant Professor of English, 2020*

Ph.D., University of Florida

M.A., Georgia State University

B.A., Agnes Scott College

Carmody, Teresa

*Assistant Professor and Director of the MFA of the Americas, 2017*

B.A., The Evergreen State College

M.F.A., Antioch University

Ph.D., University of Denver

Davis, Joel

*Professor of English, 2002*

*Nell Carlton Chair of English, 2015*

B.A., University of Puget Sound

M.A., University of Wyoming

Ph.D., University of Oregon

Denner, Nicole

*Visiting Assistant Professor of English, 2011*

B.A., M.A., Indiana University

Ph.D., Northwestern University

Farrell, Thomas J.

*Professor of English, 1984*

*J. Ollie Edmunds Chair of English, 2014*

*Interim Dean of the College of Arts and Sciences, 2018*

B.A., M.A., Ph.D., University of Michigan

Jimenez, Chris D.

*Assistant Professor, 2017*

B.A., University of Washington

M.A., Ph.D., University of Pennsylvania

O'Neill, Megan

*Associate Professor of English, 1999*

*Director of the University Writing Program*

B.A., M.A., Eastern Washington University

Ph.D., University of New Mexico

Randall, Michele

*Sullivan Visiting Lecturer in English*

M.F.A., New England College

B.A., M.A., University of Central Florida

Snook, Lori

*Associate Professor of English and Chair, 1992*

B.A., M.A., University of Oklahoma

Ph.D., University of Arizona

Witek, Therese D.

*Professor of English, 1989*

*Art and Melissa Sullivan Chair in Creative Writing, 2005*

B.S., M.A., Ph.D., Vanderbilt University

## Bachelor of Arts in English

Code	Title	Units
<b>General Education Requirements</b>		
The student must complete the General Education Requirements of the College of Arts & Sciences.		9
<b>Major Requirements</b>		
Generic and Historical Breadth -- a total of three units from the following:		3
One unit from the following courses focusing on kinds (genres) of writing:		
An ENGL course numbered 220 or 240-245		
One unit in ENGL from historical surveys of literature, courses numbered 250-259		
One unit from either of the above lists		
ENGL 300	Text-Criticism-Theory	1
Two units in ENGL at the 300-level, other than ENGL 300 and Junior Seminar		2
Select two units from ENGL courses numbered 420-497		2
Or select one unit from the above and one unit from ENCW courses numbered 411-419		
ENGL 499	Senior Project	1
Two units in ENGL or ENCW (may include only one 100-level. May include Junior Seminar.)		2
<b>Collateral Requirements</b>		
Language proficiency at the 102 level or above.		1
<b>General Electives</b>		<b>11</b>
<b>Total Units</b>		<b>32</b>

### General Education Requirements

All students in the College of Arts and Sciences must meet General Education requirements in addition to specific requirements within the major area of study.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C.

A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement. Students should check with their advisor regarding the eligibility of transfer credits to meet General Education requirements after students have enrolled at Stetson. A key component of a liberal education is to learn about the modes of inquiry from a diverse set of disciplines, so no more than 3 courses used to meet General Education requirements may come from a single department and at least 16 of the 32 units required for graduation must come from departments outside the department of the major.

For many majors, certain courses outside the major field of study are required. These courses are called "collateral requirements."

A student majoring in Education may count among the 32 units as many in the major as are required for completion of an approved program for teacher certification by the State of Florida.

Code	Title	Units
<b>Foundations</b> <sup>1</sup>		
Writing Requirement		
FSEM 100	First Year Seminar	1
Quantitative Reasoning (any Q course)		1
Junior Seminar		1
<b>Knowledge of Human Cultures and the Natural World</b>		
Select five of the following: <sup>2</sup>		5
Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses) <sup>3</sup>		
Culture and Belief (any B course)		
Historical Inquiry (any H course)		
Individuals, Societies, and Social Systems (any S course)		
Modern Languages (any L course)		
Physical and Natural World (any P course)		
<b>Personal and Social Responsibility</b>		
Select any 'Stetson Values (V)' course		1
<b>Total Units</b>		<b>9</b>

### Cultural Events/Campus Engagement

In addition to completing 32 course units, students join Stetson's intellectual and creative life outside the classroom by participating in at least 3 approved cultural events for each semester of enrollment at Stetson. These events include lectures by distinguished visitors, musical performances, plays, and art shows.

<sup>1</sup> Foundation courses may not be taken pass/fail.

<sup>2</sup> 1 unit each from 5 out of the 6 areas.

<sup>3</sup> Course(s) must equal 1 unit.

# Advising Course Plan - English Major

## First Year

<b>Fall</b>		<b>Units</b>
FSEM 100	First Year Seminar	1
General Education Requirement (Language 101-level recommended)		1
General Education Requirement		1
ENGL 200-level course		1
<b>Term Units</b>		<b>4</b>

## Spring

General Education Requirement (102L-level course recommended)		1
ENGL 200-level course		1
General Education Requirement (B-Culture & Belief or P-Physical & Natural World course recommended)		1
Elective		1
<b>Term Units</b>		<b>4</b>

## Second Year

<b>Fall</b>		
Elective		1
ENGL 200-level course		1
ENGL 200- or 300-level course		1
General Education Requirement (Q-Quantitative Reasoning or H-Historical Inquiry course recommended)		1
<b>Term Units</b>		<b>4</b>

## Spring

Elective		1
General Education Requirement (Q-Quantitative Reasoning or H-Historical Inquiry course recommended)		1
General Education Requirement (V-Values course recommended)		1
ENGL 300	Text-Criticism-Theory	1
<b>Term Units</b>		<b>4</b>

## Third Year

<b>Fall</b>		
Elective		1
ENGL Elective		1
ENGL 300-level course		1
Junior Seminar		1
<b>Term Units</b>		<b>4</b>

## Spring

Elective		1
Elective		1
ENGL 400-level course		1
ENGL 300-level course		1
<b>Term Units</b>		<b>4</b>

## Fourth Year

<b>Fall</b>		
Elective		1
Elective		1
ENGL 499	Senior Project	1
ENGL 400-level course		1
<b>Term Units</b>		<b>4</b>

## Spring

Elective		1
Elective		1
Elective		1
ENGL Elective		1
<b>Term Units</b>		<b>4</b>

**Total Unit: 32**



## Environmental Science and Studies

Environmental scholars and geographers seek a holistic understanding of the Earth that links natural processes with human activities. How do we shape the Earth, and how does the Earth shape us? Unique tools of the trade include Geographic Information Systems (GIS) and Global Positioning Systems (GPS) to visualize human and natural phenomena. We emphasize applied learning at all levels (field studies, study abroad, internships, and service-learning projects) with an interdisciplinary curriculum spanning the College of Arts and Sciences and with links to the School of Business and the College of Law. Career opportunities for graduates are as diverse as the planet itself. Examples include public and private sector employment, urban planning, international development, wildlife conservation, geospatial analysis, environmental policy, environmental education, and resource management, among others. Students may not pursue the B.A. and B.S. degrees simultaneously.

More information can be found online at <http://www.stetson.edu/artsci/environmental-science-and-studies/>

### Learning Outcomes

Student learning outcomes describe what students know, understand and are able to do as a result of completing a degree program. The learning outcomes for these programs are:

#### Environmental Science

1. Understand the basics of ethical models and employ them in evaluating contemporary environmental problems
2. Apply evidence-based, natural science principles to environmental decision-making
3. Evaluate environmental issues within the context of relevant environmental policies
4. Use appropriate quantitative and spatial tool kits to analyze environmental data
5. Communicate about environmental issues with clear and technically correct language in appropriate styles and formats for their audience
6. Integrate perspectives from two or more disciplines to explore complex environmental problems and solutions
7. Apply appropriate scientific and policy solutions to solve complex problems about species and habitat conservation
8. Apply appropriate physical science and policy principles to analyze environmental issues
9. Apply appropriate geospatial tools to analyze environmental data

#### Environmental Studies

1. Understand the basics of ethical models and employ them in evaluating contemporary environmental problems
2. Apply evidence-based, natural science principles to environmental decision-making
3. Evaluate environmental issues within the context of relevant environmental policies
4. Use appropriate quantitative and spatial tool kits to analyze environmental data
5. Communicate about environmental issues with clear and technically correct language in appropriate styles and formats for their audience
6. Integrate perspectives from two or more disciplines to explore complex environmental problems and solutions
7. Critique, apply or develop relevant policies and economic principles related to the environment
8. Use a creative medium to communicate scientifically accurate, environmental messages
9. Analyze the interactions between humans and their environment

### Majors

#### Majors in Environmental Science and Studies

- Bachelor of Arts in Environmental Studies (p. 125)
- Bachelor of Science in Environmental Science (p. 122)

### Minors

#### Minor in Environmental Studies - 5 Units

Code	Title	Units
ENSS 140P	Introduction to Environmental Science and Studies	1
Select one of the following:		1
ENSS 218	Environmental Law & Policy	
ENSS 319	Water Policy	
Select one of the following:		1
PHIL 317V	Environmental Ethics	
ENSS 219	Ethics for Environmental Professionals	

ENSS 201	Introduction to Maps and Geographic Information Systems	1
One approved elective from any ENSS courses		1
<b>Total Units</b>		<b>5</b>

## Advising Course Plans

### Advising Course Plans

- Environmental Science Major (p. 124)
- Environmental Studies Major (p. 127)

## Faculty

### Core Faculty:

Abbott, J. Anthony

*Professor of Environmental Science and Studies, 2005*

B.S., M.A., University of Georgia

Ph.D., University of Minnesota - Twin Cities

Anderson, Wendy B.

*Professor of Environmental Science and Studies, 2014*

B.S., M.S., Baylor University

Ph.D., Vanderbilt University

Cramer, Sarah E.

*Assistant Professor of Sustainable Food Systems, 2018*

B.A., Truman State University

M.P.H., University of Missouri

Evans, Jason M.

*Executive Director of the Institute for Water and Environmental Resilience*

*Associate Professor of Environmental Science and Studies, 2014*

B.A., New College of Florida

M.S., Ph.D., University of Florida

Johnson, Asal

*Associate Professor of Public Health and of Environmental Science and Studies, 2014*

B.S., Azad University

M.A., University of Tehran

M.P.H., Georgia Southern University

Ph.D., Florida State University

Tanner, Benjamin

*Associate Professor and Chair of Environmental Science and Studies, 2016*

B.A., Florida State University

M.S., University of Maine

Ph.D., University of Tennessee

Contributing Faculty: C. Bennington (Biology); S. Choi (Communication and Media Studies); P. Croce (History); C. de Bodisco (Economics); T. Farrell (Biology); M. Gibbs (Biology); T. Grubbs (Chemistry); M. Hall (Philosophy); R. Indralingam (Chemistry); J. Jett (Biology); P. May (Biology); H. Price (Chemistry); K. Reiter (History); K. Riggs (Physics); D. Sutherland (Religious Studies); K. Work (Biology); J. York (Chemistry).

## Faculty

### Professor

Wendy Anderson

Professor and Chair, Environmental Science and Studies

J. Anthony Abbott

Professor of Environmental Science and Studies

# Bachelor of Science in Environmental Science

Code	Title	Units
<b>General Education Requirements</b>		
The student must complete the General Education Requirements of the College of Arts and Sciences for the Bachelor of Science degree.		9
<b>Major Requirements</b>		
ENSS 140P	Introduction to Environmental Science and Studies	1
ENSS 141P	Environmental Science: Methods and Practice	1
Choose one of the following:		1
ENSS 218	Environmental Law & Policy	
ENSS 319	Water Policy	
Choose one of the following:		1
PHIL 317V	Environmental Ethics	
ENSS 219	Ethics for Environmental Professionals	
ENSS 201	Introduction to Maps and Geographic Information Systems	1
ENSS 301	Geographic Information Systems and Science	1
ENSS 345Q	Statistics for Environmental Professionals	1
	or BIOL 243Q Biostatistics	
<b>Natural Science</b>		
Three additional science courses from a list of BIOL, ENSS, CHEM, PHYS - at least one of which must be from ENSS, and at least one must be outside ENSS, at least one must be 300- or 400-level		3
BIOL 244	Introductory Biology III: Ecology and Evolution	
BIOL 305	Flora of Florida	
BIOL 306	Invertebrate Zoology	
BIOL 310	Ornithology	
BIOL 312	Marine Vertebrate Biology	
BIOL 313	Oceanography	
BIOL 333	Limnology	
BIOL 405	Ecology	
BIOL 444V	Conservation Biology	
BIOL 450	Plant Ecology	
CHEM 141P	General Chemistry I	
CHEM 142P	General Chemistry II	
ENSS 211V	Weather and Climate	
ENSS 230	Introduction to Geology	
ENSS 302	Field Methods	
ENSS 312	Biogeography	
ENSS 330	Wetlands Systems	
ENSS 331	Envir Geology Appalachian Mtns	
ENSS 335	Geomorphology	
ENSS 402	Landscape Ecology	
PHYS 121P	College Physics I	
PUBH 301	Foundations of Environmental Health Science	
<b>Social Science, Policy, or Planning</b>		
One ENSS social science, policy, or planning course		1
ENSS 204S	Environmental Geography of Latin America	

ENSS 310V	Cultural and Political Ecology	
ENSS 313	The World's Population	
ENSS 314	Modern Urban America	
ENSS 315V	Sustainability Studies	
ENSS 316V	Leadership for a Sustainable Future	
ENSS 317V	Global Perspectives of Food Production	
ENSS 318V	Seeds of Equity	
ENSS 319	Water Policy	
ENSS 320	Environmental Planning	
ENSS 325	Climate Adaptation and Planning	
ENSS 355	Environmental Activism	
ENSS 410	Global Change	
ENSS 418	Energy Management and Policy	

## Senior Research Sequence

ENSS 497	Research Proposal	0.5
ENSS 498	Senior Research Project	1
ENSS 499	Senior Seminar	0.5

## General Electives

<b>Total Units</b>	<b>32</b>
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## General Education Requirements

All students in the College of Arts and Sciences must meet General Education requirements in addition to specific requirements within the major area of study.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C.

A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement. Students should check with their advisor regarding the eligibility of transfer credits to meet General Education requirements after students have enrolled at Stetson. A key component of a liberal education is to learn about the modes of inquiry from a diverse set of disciplines, so no more than 3 courses used to meet General Education requirements may come from a single department and at least 16 of the 32 units required for graduation must come from departments outside the department of the major.

For many majors, certain courses outside the major field of study are required. These courses are called "collateral requirements."

A student majoring in Education may count among the 32 units as many in the major as are required for completion of an approved program for teacher certification by the State of Florida.

Code	Title	Units
<b>Foundations<sup>1</sup></b>		
Writing Requirement		
FSEM 100	First Year Seminar	1
Quantitative Reasoning (any Q course)		1
Junior Seminar		1

**Knowledge of Human Cultures and the Natural World**Select five of the following:<sup>2</sup> 5Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses)<sup>3</sup>

Culture and Belief (any B course)

Historical Inquiry (any H course)

Individuals, Societies, and Social Systems (any S course)

Modern Languages (any L course)

Physical and Natural World (any P course)

**Personal and Social Responsibility**

Select any 'Stetson Values (V)' course 1

**Total Units 9****Cultural Events/Campus Engagement**

In addition to completing 32 course units, students join Stetson's intellectual and creative life outside the classroom by participating in at least 3 approved cultural events for each semester of enrollment at Stetson. These events include lectures by distinguished visitors, musical performances, plays, and art shows.

<sup>1</sup> Foundation courses may not be taken pass/fail.<sup>2</sup> 1 unit each from 5 out of the 6 areas.<sup>3</sup> Course(s) must equal 1 unit.

# Advising Course Plan - Environmental Science Major

## First Year

Fall		Units
ENSS 140P	Introduction to Environmental Science and Studies (Intro. to Environmental Studies and Science)	1
FSEM 100	First Year Seminar	1
General Education Requirements or Electives (2)		2
<b>Term Units</b>		<b>4</b>

## Spring

ENSS 141P	Environmental Science: Methods and Practice	1
ENSS 218 or 319	Environmental Law Policy Water Policy	1
General Education Requirements or Electives (2)		2
<b>Term Units</b>		<b>4</b>

## Second Year

Fall		
BIOL 243Q or ENSS 345Q	Biostatistics Statistics for Environmental Professionals	1
ENSS 201	Introduction to Maps and Geographic Information Systems	1
General Education Requirements or Electives (2)		2
<b>Term Units</b>		<b>4</b>

## Spring

ENSS 301	Geographic Information Systems and Science	1
PHIL 317V	Environmental Ethics	1
General Education Requirements or Electives (2)		2
<b>Term Units</b>		<b>4</b>

## Third Year

Fall		
Social Science, Policy, or Planning Elective		1
Junior Seminar		1
General Education Requirements or Electives (2)		2
<b>Term Units</b>		<b>4</b>

## Spring

ENSS 497	Research Proposal	0.5
Natural Science Elective		1
General Education Requirements or Electives (3)		3
<b>Term Units</b>		<b>4.5</b>

## Fourth Year

Fall		
ENSS 498	Senior Research Project	1
Natural Science Elective		1
General Education Requirements or Electives (2)		2
<b>Term Units</b>		<b>4</b>

## Spring

ENSS 499	Senior Seminar	0.5
Natural Science Elective		1
General Education Requirements or Electives (2)		2
<b>Term Units</b>		<b>3.5</b>

**Total Unit: 32**

# Bachelor of Arts in Environmental Studies

Code	Title	Credits
<b>General Education Requirements</b>		
The student must complete the General Education Requirements of the College of Arts and Sciences for the Bachelor of Arts degree.		9
ENSS 140P	Introduction to Environmental Science and Studies	1
ENSS 141P	Environmental Science: Methods and Practice	1
ENSS 201	Introduction to Maps and Geographic Information Systems	1
Select one of the following:		1
ENSS 218	Environmental Law & Policy	
ENSS 319	Water Policy	
Select one of the following:		1
PHIL 317V	Environmental Ethics	
ENSS 219	Ethics for Environmental Professionals	
Select one of the following:		1
ENSS 345Q	Statistics for Environmental Professionals	
BIOL 243Q	Biostatistics	
MATH 125Q	Introduction to Mathematical and Statistical Modeling	
<b>Natural Science Electives</b>		
Two additional science courses from a list of BIOL, ENSS, CHEM, PHYS - at least one of which must be from ENSS		2
BIOL 112P	Environmental Biology	
CHEM 111P	Beyond Fossil Fuels: Alternative Energy Choices	
PHYS 113P	Energy for a Sustainable Future	
CHEM 141P	General Chemistry I	
BIOL 142P	Introductory Biology II: Animal and Plant Physiology	
PHYS 121P	College Physics I	
BIOL 244	Introductory Biology III: Ecology and Evolution	
ENSS 230	Introduction to Geology	
ENSS 302	Field Methods	
ENSS 312	Biogeography	
ENSS 330	Wetlands Systems	
ENSS 331	Envir Geology Appalachian Mtns	
ENSS 335	Geomorphology	
ENSS 402	Landscape Ecology	
<b>Social Science and Policy</b>		
Three additional courses - at least one of which must be from ENSS, and at least one must be outside ENSS		3
ENSS 204S	Environmental Geography of Latin America	
ENSS 310V	Cultural and Political Ecology	
ENSS 313	The World's Population	
ENSS 314	Modern Urban America	
ENSS 315V	Sustainability Studies	
ENSS 316V	Leadership for a Sustainable Future	
ENSS 317V	Global Perspectives of Food Production	
ENSS 318V	Seeds of Equity	

ENSS 319	Water Policy	
ENSS 320	Environmental Planning	
ENSS 325	Climate Adaptation and Planning	
ENSS 355	Environmental Activism	
ENSS 410	Global Change	
ENSS 418	Energy Management and Policy	
HIST 300V	Environmental and Social Collapse	
HIST 312V	Stonehenge	
HIST 357V	American Environmental History: Nature and the American Marketplace	
PUBH 486	Planning for Healthy Cities	
SOCI 215V	Population, Society, and Environment	
BIOL 374V	Water Wars	
COMM 337V	Environmental Communication	
ENGL 207	Nature Writing	
ENGL 340V1	Art and Animals	
MKTG 307	Marketing Management	

## Senior Research Sequence

ENSS 497	Research Proposal	0.5
ENSS 498	Senior Research Project	1
ENSS 499	Senior Seminar	0.5

**General Electives** **10**

**Total Units** **32**

## General Education Requirements

All students in the College of Arts and Sciences must meet General Education requirements in addition to specific requirements within the major area of study.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C.

A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement. Students should check with their advisor regarding the eligibility of transfer credits to meet General Education requirements after students have enrolled at Stetson. A key component of a liberal education is to learn about the modes of inquiry from a diverse set of disciplines, so no more than 3 courses used to meet General Education requirements may come from a single department and at least 16 of the 32 units required for graduation must come from departments outside the department of the major.

For many majors, certain courses outside the major field of study are required. These courses are called "collateral requirements."

A student majoring in Education may count among the 32 units as many in the major as are required for completion of an approved program for teacher certification by the State of Florida.

Code	Title	Units
<b>Foundations</b> <sup>1</sup>		
Writing Requirement		
FSEM 100	First Year Seminar	1
Quantitative Reasoning (any Q course)		1
Junior Seminar		1
<b>Knowledge of Human Cultures and the Natural World</b>		
Select five of the following: <sup>2</sup>		5
Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses) <sup>3</sup>		
Culture and Belief (any B course)		
Historical Inquiry (any H course)		
Individuals, Societies, and Social Systems (any S course)		
Modern Languages (any L course)		
Physical and Natural World (any P course)		
<b>Personal and Social Responsibility</b>		
Select any 'Stetson Values (V)' course		1
<b>Total Units</b>		<b>9</b>

## Cultural Events/Campus Engagement

In addition to completing 32 course units, students join Stetson's intellectual and creative life outside the classroom by participating in at least 3 approved cultural events for each semester of enrollment at Stetson. These events include lectures by distinguished visitors, musical performances, plays, and art shows.

<sup>1</sup> Foundation courses may not be taken pass/fail.

<sup>2</sup> 1 unit each from 5 out of the 6 areas.

<sup>3</sup> Course(s) must equal 1 unit.

# Advising Course Plan - Environmental Studies Major

<b>First Year</b>		
<b>Fall</b>		<b>Units</b>
ENSS 140P	Introduction to Environmental Science and Studies (Intro. to Environmental Studies and Science)	1
FSEM 100	First Year Seminar	1
General Education Requirements or Electives (2)		2
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
ENSS 141P	Environmental Science: Methods and Practice	1
ENSS 218 or 319	Environmental Law Policy Water Policy	1
General Education Requirements or Electives (2)		2
<b>Term Units</b>		<b>4</b>
<b>Second Year</b>		
<b>Fall</b>		
MATH 125Q, ENSS 345Q, or BIOL 243Q	Introduction to Mathematical and Statistical Modeling Statistics for Environmental Professionals Biostatistics	1
ENSS 201	Introduction to Maps and Geographic Information Systems	1
General Education Requirements or Electives (2)		2
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
PHIL 317V	Environmental Ethics	1
Natural Science Elective		1
General Education Requirements or Electives (2)		2
<b>Term Units</b>		<b>4</b>
<b>Third Year</b>		
<b>Fall</b>		
Natural Science Elective		1
Junior Seminar		1
General Education Requirements or Electives (2)		2
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
ENSS 497	Research Proposal	0.5
Social Science, Policy, or Planning Elective		1
General Education Requirements or Electives (3)		3
<b>Term Units</b>		<b>4.5</b>
<b>Fourth Year</b>		
<b>Fall</b>		
ENSS 498	Senior Research Project	1
Social Science, Policy, or Planning Elective		1
General Education Requirements or Electives (2)		2
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
ENSS 499	Senior Seminar	0.5
Social Science, Policy, or Planning Elective		1
General Education Requirements or Electives (2)		2
<b>Term Units</b>		<b>3.5</b>
<b>Total Unit: 32</b>		



## Global Development

Global Development is an interdisciplinary major program that investigates the causes, consequences, and the possible solutions to underdevelopment and poverty that is evident in the developing countries of the world. It employs an integrated set of theoretical perspectives from Economics, Political Science, Sociology and Anthropology, and other disciplines to study the underpinnings of global development and sustainability. A major in Global Development prepares impassioned and innovative students to transcend national boundaries in tackling the complex issues of a globalizing economy and thereby become game-changers in global development. They consider a variety of local perspectives to understand development within socio-economic and political contexts, and wrestle with questions on how to make development work. Their aim is to create the opportunity for future generations to increase their well-being without harm to others and the planet. These resolute students typically work in the context of the developing world, either on-site or through their analytical lenses.

More information can be found online at <http://www.stetson.edu/other/academics/programs/global-development.php>.

### Learning Outcomes

Student learning outcomes describe what students know, understand and are able to do as a result of completing a degree program. The learning outcomes for this program are:

1. Demonstrate broad knowledge from an interdisciplinary perspective of the level of development throughout the world today and historically
2. Explain the key theoretical and empirical approaches to development and underdevelopment
3. Synthesize appropriate data from multiple sources to explain the barriers to, and the successes of, development in particular countries and regions
4. Conceive, design and execute original research and present it orally and in writing in a professional manner
5. Critically evaluate key arguments in professional, public, and advocacy literature and setting

### Majors

#### Major in Global Development

- Bachelor of Arts in Global Development (p. 129)

### Minors

#### Minor in Global Development - 5 Units

Code	Title	Units
<b>Requirements</b>		
ECON 201H or INSU 201H	Foundations of Globalization	1
POLI 145S	Politics of the Developing World	1
ECON 104S	Foundations of Economics I	1
ECON 204S	Foundations of Economics II	1
ECON 346	Development Economics	1
ECON 380	Department Colloquium	0.0
<b>Total Units</b>		<b>5</b>

### Advising Course Plans

#### Advising Course Plans - Global Development

- Global Development Major (p. 131)
- Global Development Major (p. 132) - Three Year Plan

### Faculty

The program's interdisciplinary nature draws on faculty from across the university. The program director is:

Green, Alan

*Assistant Professor of Economics, 2013*

B.A., Furman University

M.A., University of Chicago

Ph.D., Cornell University

# Bachelor of Arts in Global Development

Code	Title	Units
<b>General Education Requirements</b>		
The student must complete the General Education Requirements for the College of Arts & Sciences.		9
<b>Major Requirements</b>		
ECON 104S	Foundations of Economics I	1
ECON 204S	Foundations of Economics II	1
POLI 145S	Politics of the Developing World	1
ECON 201H	Foundations of Globalization <sup>1</sup>	1
	or INSU 201H Foundations of Globalization	
ECON 300	Intermediate Microeconomics	1
ECON 346	Development Economics	1
ECON 374Q	Econometrics I	1
ECON 380	Department Colloquium	0.0
ECON 480	Department Colloquium (taken twice)	.5
ECON 498	Senior Project Proposal	0.5
ECON 499	Senior Project	1
Select three units from one of the following concentrations:		3
Global Trade and Entrepreneurship		
ECON 141V	Poverty and Microcredit	
ECON 301	Intermediate Macroeconomics	
ECON 324	International Economics	
ENTP 353V	Social Entrepreneurship	
INTL 444	International Trade Administration	
INTL 450	International Entrepreneurship	
POLI 451	Politics of International Trade and Finance	
Global Health		
PUBH 140V	Introduction to Public Health	
PUBH 301	Foundations of Environmental Health Science	
PUBH 303	Global Health	
PUBH 308Q	Health and Medical Statistics	
SOCI 375	Medicine and Health in Society	
Environmental Sustainability		
SOCI 215V	Population, Society, and Environment	
ECON 325V	Environmental and Resource Economics	
ENSS 310V	Cultural and Political Ecology	
ENSS 315V	Sustainability Studies	
ENSS 317V	Global Perspectives of Food Production	
HIST 300V	Environmental and Social Collapse	
PHIL 317V	Environmental Ethics	
History, Society, and Culture		
WLGC 301B	Approaches to World Cultural Studies	
GEND 200V	Global Perspectives on Women and Gender	
SOCI 337V	Sociology of Developing Societies	
HIST 375S	Empire, Nation, and Identity	
HIST 376S	Global Migration and Diasporas	

POLI 330V	Ethnicity and Politics
ENGL 247A	Global Literature
ENGL 373	Studies in Global Literature
PHIL 307V	Social and Political Philosophy
POLI 353V	International Law
POLI 201S	Comparative Politics

## Collateral Requirements

Introductory Statistics from one of the following: MATH 125Q, STAT 301Q, BIOL 243Q, PSYC 306Q, POLI 325	1
Foreign Language proficiency at the 202L level	1

## General Electives

<b>Total Units</b>	<b>32</b>
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<sup>1</sup> Students must pass this course with a minimum of a C to continue with the major.

## General Education Requirements

All students in the College of Arts and Sciences must meet General Education requirements in addition to specific requirements within the major area of study.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C.

A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement. Students should check with their advisor regarding the eligibility of transfer credits to meet General Education requirements after students have enrolled at Stetson. A key component of a liberal education is to learn about the modes of inquiry from a diverse set of disciplines, so no more than 3 courses used to meet General Education requirements may come from a single department and at least 16 of the 32 units required for graduation must come from departments outside the department of the major.

For many majors, certain courses outside the major field of study are required. These courses are called "collateral requirements."

A student majoring in Education may count among the 32 units as many in the major as are required for completion of an approved program for teacher certification by the State of Florida.

Code	Title	Units
<b>Foundations <sup>1</sup></b>		
Writing Requirement		
FSEM 100	First Year Seminar	1
Quantitative Reasoning (any Q course)		1
Junior Seminar		1
<b>Knowledge of Human Cultures and the Natural World</b>		

Select five of the following: <sup>2</sup>	5
Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses) <sup>3</sup>	
Culture and Belief (any B course)	
Historical Inquiry (any H course)	
Individuals, Societies, and Social Systems (any S course)	
Modern Languages (any L course)	
Physical and Natural World (any P course)	
<b>Personal and Social Responsibility</b>	
Select any 'Stetson Values (V)' course	1
<b>Total Units</b>	<b>9</b>

## Cultural Events/Campus Engagement

In addition to completing 32 course units, students join Stetson's intellectual and creative life outside the classroom by participating in at least 3 approved cultural events for each semester of enrollment at Stetson. These events include lectures by distinguished visitors, musical performances, plays, and art shows.

<sup>1</sup> Foundation courses may not be taken pass/fail.

<sup>2</sup> 1 unit each from 5 out of the 6 areas.

<sup>3</sup> Course(s) must equal 1 unit.

# Advising Course Plan - Global Development Major

General Education requirement or Elective	1
<b>Term Units</b>	<b>4.25</b>

**Total Unit: 32**

## First Year

<b>Fall</b>		<b>Units</b>
ECON 104S	Foundations of Economics I	1
	Language course 101-level or Elective	1
POLI 145S	Politics of the Developing World	1
	General Education requirement or Elective	1
<b>Term Units</b>		<b>4</b>

## Spring

ECON 204S	Foundations of Economics II	1
ECON 201H or INSU 201H	Foundations of Globalization Foundations of Globalization	1
	General Education Language course 102L-level or Elective	1
	General Education requirement or Elective	1
<b>Term Units</b>		<b>4</b>

## Second Year

<b>Fall</b>		
ECON 300	Intermediate Microeconomics	1
ECON 380	Department Colloquium	0.0
POLI 145S	Politics of the Developing World (or General Education requirement or Elective)	1
	Language course 201L-level or higher	1
	General Education requirement or Elective	1
<b>Term Units</b>		<b>4</b>

## Spring

ECON 380	Department Colloquium	0.0
ECON 346	Development Economics	1
	Language course 202L-level or higher	1
	General Education requirement or Elective	1
	General Education requirement or Elective	1
<b>Term Units</b>		<b>4</b>

## Third Year

<b>Fall</b>		
	Concentration course 1	1
ECON 380	Department Colloquium	0.0
	Statistics course	1
	General Education requirement or Elective	1
	General Education requirement or Elective	1
<b>Term Units</b>		<b>4</b>

## Spring

ECON 374Q	Econometrics I	1
ECON 380	Department Colloquium	0.0
	Concentration course 2	1
	General Education requirement or Elective	1
	General Education requirement or Elective	1
<b>Term Units</b>		<b>4</b>

## Fourth Year

<b>Fall</b>		
	Concentration course 3	1
ECON 480	Department Colloquium	0.25
ECON 498	Senior Project Proposal	0.5
	General Education requirement or Elective	1
	General Education requirement or Elective	1
<b>Term Units</b>		<b>3.75</b>

## Spring

ECON 480	Department Colloquium	0.25
ECON 499	Senior Project	1
	General Education requirement or Elective	1
	General Education requirement or Elective	1

# Advising Course Plan - Global Development Major - Three Year Plan

## Three Year Plan

### First Year

Fall		Units
ECON 104S	Foundations of Economics I	1
	Language 101-level course or Elective	1
	Statistics course	1
POLI 145S	Politics of the Developing World	1
<b>Term Units</b>		<b>4</b>

### Spring

ECON 204S	Foundations of Economics II	1
ECON 201H	Foundations of Globalization	1
or INSU 201H	Foundations of Globalization	
	General Education Language course 102L-level or higher or Elective	1
	General Education requirement or Elective	1
<b>Term Units</b>		<b>4</b>

### Second Year

Fall		Units
ECON 300	Intermediate Microeconomics	1
ECON 380	Department Colloquium	0.0
POLI 145S	Politics of the Developing World (or General Education requirement or Elective)	1
	Language course 201L-level or higher	1
	Concentration course 1	1
<b>Term Units</b>		<b>4</b>

### Spring

ECON 374Q	Econometrics I	1
ECON 380	Department Colloquium	0.0
ECON 346	Development Economics	1
	Language course 202L-level or higher	1
	Concentration course 2	1
<b>Term Units</b>		<b>4</b>

### Third Year

Fall		Units
	Concentration course 3	1
ECON 480	Department Colloquium	0.25
ECON 498	Senior Project Proposal	0.5
	General Education requirement or Elective	1
	General Education requirement or Elective	1
<b>Term Units</b>		<b>3.75</b>

### Spring

ECON 480	Department Colloquium	0.25
ECON 499	Senior Project	1
	General Education requirement or Elective	1
	General Education requirement or Elective	1
	General Education requirement or Elective	1
<b>Term Units</b>		<b>4.25</b>

**Total Unit: 24**

# Health Sciences

## Overview

A major in Health Science prepares students for careers and graduate studies in the health sciences, including: medicine, allied health, rehabilitative science, and health promotion/preventive medicine. The Department offers a bachelor of science degree in Health Science. The curriculum integrates the sciences of biology, chemistry, physiology, social behavior, nutrition, and physics and applies them to the study of individual health. Courses combine traditional classroom lecture with experiential learning and the practical application of concepts through a variety of laboratory, clinical, and field experiences. The Department provides students a fully equipped, modern learning environment. Students complete senior research projects that are often presented at the annual spring Stetson Showcase and/or at professional regional and national conferences. Graduates pursue graduate and professional studies, as well as employment and research opportunities in the health sciences, including: medicine, physician assistant programs, physical therapy, occupational therapy, nursing, exercise physiology, chiropractic medicine, nutrition, cardiac rehabilitation, and other related fields. Graduates also work in corporate and hospital-affiliated wellness centers.

More information can be found online at <http://www.stetson.edu/other/academics/programs/health-sciences.php>.

## Learning Outcomes

Student learning outcomes describe what students know, understand and are able to do as a result of completing a degree program. The learning outcomes for this program are:

1. Explain ways in which psychological, social, environmental, spiritual and physical factors influence and impact health
2. Demonstrate the ability to integrate concepts of anatomy and physiology to explain the unity of form and function in the human body and to be able to apply this knowledge to disease prevention in humans
3. Be able to explain macronutrients and metabolic processes used by the human body for energy production
4. Apply the scientific method to a research question and design and execute an appropriate scientific research study
5. Demonstrate the ability to write an effective scientific research paper including compiling and integrating relevant literature, collection and analysis of data, and interpretation of the data
6. Effectively present an oral scientific research study

## Majors

### Major in Health Sciences

- Bachelor of Science in Health Sciences (p. 135)

## Minors

### Minor in Health Sciences - 5 Units

Code	Title	Units
<b>Requirements</b>		
HLSC 201	Anatomy & Physiology I	1
HLSC 202	Anatomy and Physiology II	1
HLSC 119V	Health and Wellness	1
Select two units from the following:		2
HLSC 200V	Introduction to Nutrition Science	
PUBH 140V	Introduction to Public Health	
PUBH 303	Global Health	
PUBH 308Q	Health and Medical Statistics	
HLSC 313	Biomechanics	
HLSC 330	Aging of Physiological Systems	
HLSC 342V	Ethical Issues in Health Care	
HLSC 370	Seminar in Integrative Medicine	
HLSC 390	Special Topics in Health Science	
HLSC 397	Internship in Health Sciences	
HLSC 401	Advanced Human Anatomy	
HLSC 441	Medical Terminology and Pathology	
COMM 327V	Health Communication	

COMM 336V	Food and Nutrition in the Media
COMM 420	Health Communication Campaigns
PUBH 284	Foundations of Epidemiology

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**Total Units**
**5**

## Advising Course Plans

## Advising Course Plans

The following advising course plans are available for Health Sciences majors who wish to pursue graduate and professional studies:

- Chiropractic Medicine (p. 137)
- Dental Medicine (p. 138)
- Dietitian (p. 139)
- Kinesiology-Exercise Science (p. 140)
- Medicine (MD/DO) (p. 141)
- Nursing (p. 143)
- Occupational Therapy (p. 144)
- Optometry (p. 145)
- Pharmacy (p. 146)
- Physician Assistant (p. 149)
- Physical Therapy (p. 147)
- Veterinary Medicine (p. 150)

## Faculty

Schrager, Matthew

*Associate Professor and Chair of Health Sciences, 2009*

B.A., Grinnell College

M.S., Indiana University

Ph.D., University of Maryland

Dye, Kristine

*Assistant Professor of Health Sciences and Biology, 2021*

B.S., Brigham Young University

Ph.D., University of Washington

Evans Anderson, Heather

*Assistant Professor of Health Science, 2017*

B.S., Vanderbilt University

Ph.D., Vanderbilt University

Goldstein, Erica

*Assistant Professor of Health Sciences, 2022*

B.A., Elon University

B.S., University of North Florida

M.S., Florida Atlantic University

Ph.D., University of Central Florida

Lategan-Potgieter, Ronette

*Assistant Professor of Practice of Health Science, 2017*

B.Sc., M.Sc., Ph.D., University of the Free State, South Africa

Powers, Scott

*Distinguished Scholar in Health Sciences, 2021*

B.S, Carson Newman University

M.Ed., University of Georgia

Ed.D., University of Tennessee

Ph.D., Louisiana State University

Skelton, Michele S.

*Associate Professor of Health Sciences, 1993*

B.S., Stetson University  
 M.S., University of Tennessee  
 Ph.D., Auburn University

## Bachelor of Science in Health Sciences

Code	Title	Units
<b>General Education Requirements</b>		
The student must complete the General Education Requirements of the College of Arts and Sciences.		9
<b>Major Requirements</b>		
HLSC 201	Anatomy & Physiology I	1
HLSC 202	Anatomy and Physiology II	1
HLSC 119V	Health and Wellness	1
Choose one from the following:		1
CHEM 141P	General Chemistry I	
PHYS 121P	College Physics I	
PHYS 141P	University Physics I	
Select one Statistics unit:		1
BIOL 243Q	Biostatistics	
PSYC 306Q	Behavioral Statistics	
MATH 125Q	Introduction to Mathematical and Statistical Modeling	
STAT 301Q	Business Statistics	
ENSS 345Q	Statistics for Environmental Professionals	
HLSC 200V	Introduction to Nutrition Science	1
HLSC 411	Exercise Physiology	1
HLSC 498	Senior Research Proposal	1
HLSC 499	Senior Research Project	1
<b>Major Electives (three units, at least two of which must be HLSC)</b>		<b>3</b>
BIOL 301	Microbiology	
BIOL 302	Genetics	
BIOL 315	Endocrinology	
BIOL 409	Neurobiology	
BIOL 415	Cancer Biology	
CHEM 204	Biochemistry I	
HIST 356V	History of American Health Care	
HLSC 209V	Cross-Cultural Aspects of Health Behavior	
HLSC 301	Theories and Methods of Health Behavior Change	
HLSC 313	Biomechanics	
HLSC 330	Aging of Physiological Systems	
HLSC 341	Advanced Topics in Nutrition Science	
HLSC 342V	Ethical Issues in Health Care	
HLSC 343	Spillover - Transmission of Viruses from Animals to Humans	
HLSC 370	Seminar in Integrative Medicine	
HLSC 401	Advanced Human Anatomy	
HLSC 441	Medical Terminology and Pathology	

HLSC 421	Immunology and Vaccinology (Immunology and Vaccinology)	
PSYC 211	Biological Psychology	
PSYC 231	Developmental Psychology	
PSYC 251V	Psychopathology	
PSYC 313V	Drugs, Mind and Behavior	
PSYC 352V	Health Psychology	
PUBH 376	Health Coach Practicum I	
& PUBH 377	and Health Coach Practicum II	
& PUBH 378	and Health Coach Practicum III	
PUBH 303	Global Health	
SOCI 375	Medicine and Health in Society	
<b>Collateral Requirements</b>		
BIOL 141P	Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics	1
BIOL 142P	Introductory Biology II: Animal and Plant Physiology	1
PSYC 101S	Introduction to Psychology	1
<b>General Electives</b>		<b>8</b>
<b>Total Units</b>		<b>32</b>

### General Education Requirements

All students in the College of Arts and Sciences must meet General Education requirements in addition to specific requirements within the major area of study.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C.

A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement. Students should check with their advisor regarding the eligibility of transfer credits to meet General Education requirements after students have enrolled at Stetson. A key component of a liberal education is to learn about the modes of inquiry from a diverse set of disciplines, so no more than 3 courses used to meet General Education requirements may come from a single department and at least 16 of the 32 units required for graduation must come from departments outside the department of the major.

For many majors, certain courses outside the major field of study are required. These courses are called "collateral requirements."

A student majoring in Education may count among the 32 units as many in the major as are required for completion of an approved program for teacher certification by the State of Florida.



Code	Title	Units
<b>Foundations</b> <sup>1</sup>		
Writing Requirement		
FSEM 100	First Year Seminar	1
Quantitative Reasoning (any Q course)		1
Junior Seminar		1
<b>Knowledge of Human Cultures and the Natural World</b>		
Select five of the following: <sup>2</sup>		5
Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses) <sup>3</sup>		
Culture and Belief (any B course)		
Historical Inquiry (any H course)		
Individuals, Societies, and Social Systems (any S course)		
Modern Languages (any L course)		
Physical and Natural World (any P course)		
<b>Personal and Social Responsibility</b>		
Select any 'Stetson Values (V)' course		1
<b>Total Units</b>		<b>9</b>

## Cultural Events/Campus Engagement

In addition to completing 32 course units, students join Stetson's intellectual and creative life outside the classroom by participating in at least 3 approved cultural events for each semester of enrollment at Stetson. These events include lectures by distinguished visitors, musical performances, plays, and art shows.

<sup>1</sup> Foundation courses may not be taken pass/fail.

<sup>2</sup> 1 unit each from 5 out of the 6 areas.

<sup>3</sup> Course(s) must equal 1 unit.

# Advising Course Plan - Health Sciences Major - Chiropractic Medicine Interest

Those interested in pursuing a career in Chiropractic Medicine should follow the curriculum plan listed below, including a common core of prerequisite course work (\*). Some requirements may differ from the ones below, depending on the graduate program in which you may be interested. Please make sure to look at various graduate program requirements for different universities (early on – in your 1st year) in which you may be interested, so that you can modify your course plan according to requirements needed for graduate programs to which you might apply. Speak to your advisor if you have a particular area of interest in mind. Of course, make sure you satisfy all the Health Sciences (HLSC) major requirements, which can be found in the course catalog online (the plan below should allow you to do this).

Chiropractic programs generally require about a 3.0 GPA.

## First Year

Fall		Units
BIOL 141P <sup>1,*</sup>	Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics	1
HLSC 119V	Health and Wellness	1
FSEM 100 <sup>1</sup>	First Year Seminar	1
Writing or General Education requirement (A, B, H, L course) <sup>1,*</sup>		1
<b>Term Units</b>		<b>4</b>

## Spring

BIOL 142P <sup>1,*</sup>	Introductory Biology II: Animal and Plant Physiology	1
PSYC 101S <sup>1,*</sup>	Introduction to Psychology	1
MATH 141Q <sup>†</sup>	Calculus I with Analytic Geometry	1
General Education requirement (A, B, H, L course) <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>

## Second Year

### Fall

MATH 141Q should be taken at some point during this year if it was not taken in First Year.

HLSC 201 <sup>1,*</sup>	Anatomy Physiology I	1
CHEM 141P <sup>†</sup>	General Chemistry I	1
SOCI 101S	Understanding Society: An Introduction to Sociology	1
General Education requirement (A, B, H, L course) <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>

### Spring

HLSC 202 <sup>1</sup>	Anatomy and Physiology II	1
CHEM 142P <sup>†</sup>	General Chemistry II	1
HLSC elective (e.g., Nutrition, Developmental Psychology, Health Psychology, etc.) <sup>1</sup>		1
General Education requirement (A, B, H, L course) <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>

### Summer

Take GRE exam in preparation for chiropractic school applications - by the end of summer before Fourth Year.

**Term Units** 0

## Third Year

### Fall

Junior Seminar must be taken during this year.

Junior Seminar		1
HLSC 411 <sup>1,*</sup>	Exercise Physiology	1
PHYS 121P or 141P <sup>†</sup>	College Physics I University Physics I	1
COMM 201 <sup>†</sup>	Public Speaking (or Junior Seminar)	1
<b>Term Units</b>		<b>4</b>

## Spring

HLSC 498 <sup>1</sup>	Senior Research Proposal	1
PUBH 308Q	Health and Medical Statistics	1
CHEM 142P or PHYS 142P <sup>†</sup>	General Chemistry II University Physics II	1
COMM 201 <sup>1</sup>	Public Speaking (or Junior Seminar)	1
<b>Term Units</b>		<b>4</b>

## Fourth Year

### Fall

Suggested electives include Biomechanics, Organic Chemistry, Genetics, Molecular Biology, other Psychology courses, etc.

HLSC 499 <sup>1</sup>	Senior Research Project	1
PHIL 316V	Bio-Medical Ethics	1
HLSC elective <sup>1</sup>		1
HLSC elective <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>

### Spring

Elective		1
Elective		1
Elective		1
Elective		1
<b>Term Units</b>		<b>4</b>

**Total Unit: 32**

<sup>1</sup> Required for HLSC major.

\* Common core of prerequisite course work.

# Advising Course Plan - Health Sciences Major - Dental School Interest

## Dental School Interest (DMD) – with Chemistry minor

Those interested in pursuing a career as a Dentist (thus earning a Doctor of Medicine in Dentistry, DMD) should plan on completing a common core of prerequisite course work (\*), obtaining patient contact hours or experience in dentistry, and taking the DAT standardized exam (some schools have minimum score requirements, for example a 15 in each section). Some requirements may differ from the ones listed below depending on the DMD program in which you may be interested, so please make sure to look at various graduate program requirements for different universities. You will want to begin looking at universities' requirements during your 1st year as an undergraduate to better prepare you for graduate programs. Of course, you will need to make sure you satisfy all the Health Sciences (HLSC) major requirements listed in the course catalog (the plan below should allow you to do this).

There is a centralized application process through the American Dental Education Association called the Associated American Dental Schools Application Service (ADEA AADSAS):

[http://www.adea.org/dental\\_education\\_pathways/aadsas/Applicants/Pages/default.aspx](http://www.adea.org/dental_education_pathways/aadsas/Applicants/Pages/default.aspx)

Generally, at least a 3.0 GPA is commonly expected among dental programs.

First Year		Units
<b>Fall</b>		
BIOL 141P <sup>1,*</sup>	Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics	1
HLSC 119V	Health and Wellness	1
FSEM 100 <sup>1</sup>	First Year Seminar	1
Writing or General Education requirement (A, B, H, L course) <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
BIOL 142P <sup>1,*</sup>	Introductory Biology II: Animal and Plant Physiology	1
PSYC 101S <sup>1,*</sup>	Introduction to Psychology	1
MATH 141Q <sup>1,*</sup>	Calculus I with Analytic Geometry	1
General Education requirement (A, B, H, L course) <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>
<b>Summer</b>		
Plan on setting up opportunities for patient contact hours.		
<b>Term Units</b>		<b>0</b>
<b>Second Year</b>		
<b>Fall</b>		
HLSC 201 <sup>1,*</sup>	Anatomy Physiology I	1
CHEM 141P <sup>*</sup>	General Chemistry I	1
BIOL 301 <sup>1,*</sup>	Microbiology	1
General Education requirement (A, B, H, L course)		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
HLSC 202 <sup>1</sup>	Anatomy and Physiology II	1
CHEM 142P <sup>*</sup>	General Chemistry II	1
BIOL 302 or 300 <sup>1</sup>	Genetics Molecular Biology and Biotechnology	1
General Education requirement (A, B, H, L course) <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>

**Summer**

Take the DAT in preparation for DMD program applications - by the end of summer before Fourth Year.

Third Year		Term Units
<b>Fall</b>		
CHEM 201 <sup>*</sup>	Organic Chemistry I	1
PHYS 121P or 141P <sup>*</sup>	College Physics I University Physics I	1
Junior Seminar		1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
HLSC 498 <sup>1</sup>	Senior Research Proposal	1
PUBH 308Q	Health and Medical Statistics	1
PHYS 122P or 142P <sup>*</sup>	College Physics II University Physics II	1
CHEM 301 <sup>*</sup>	Organic Chemistry II	1
<b>Term Units</b>		<b>4</b>
<b>Fourth Year</b>		
<b>Fall</b>		
HLSC 499 <sup>1</sup>	Senior Research Project	1
HLSC 411 <sup>1</sup>	Exercise Physiology	1
CHEM 204 <sup>*</sup>	Biochemistry I	1
PHIL 316V	Bio-Medical Ethics	1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
HLSC elective (HLSC 200W recommended) <sup>1</sup>		1
Additional 200+ level CHEM course to satisfy Chemistry minor requirement		1
General Education requirement (A, B, H, L course) or Elective		1
General Education requirement (A, B, H, L course) or Elective		1
<b>Term Units</b>		<b>4</b>

**Total Unit: 32**

<sup>1</sup> Required for HLSC major.

\* Common core of prerequisite course work.

## Advising Course Plan - Health Sciences Major - Dietitian Interest

There is a standardized exam to become a Registered Dietician (RD). Only those with Master's degree will be able to take the RD registration exam after 2024, but the Master's can be in any related program, not just Dietetics/Nutrition. Because of this new Master's requirement, there is a rapidly increasing number of Master's of Nutrition programs around the country; there are only six programs across the country at this time.

Requirements for Becoming a Registered Dietitian (RD)/Registered Dietitian Nutritionist (RDN) (NOTE: These are equivalent titles): The requirements to become a Registered Dietitian/Registered Dietitian Nutritionist include successful completion of a Didactic Program (DPD) in Nutrition and Dietetics, an undergraduate or graduate degree program, and an accredited dietetic internship program, and passing the registration exam to become a Registered Dietitian/Registered Dietitian Nutritionist. Upon successfully completing either the undergraduate or graduate degree program in Nutritional Science and the DPD, students will receive a verification of completion statement, which will allow the students to be eligible to apply for an accredited dietetic internship program. The accredited dietetic internship program composed of a minimum of 1,200 hours of supervised practice provides students with practical, direct training in several facets of dietetic practice.

After students have successfully completed the course work in a Didactic Program in Dietetics (DPD) and the accredited supervised practice program (dietetic internship program), they are eligible to take the registration exam to become a Registered Dietitian/Registered Dietitian Nutritionist. Upon passing this registration exam, the students will earn their Registered Dietitian (RD) or Registered Dietitian Nutritionist (RDN) credential.

As noted previously, there are currently only 6 programs that offer the Master's degree along with the coursework to be eligible for the Dietetic Internship and Exam. The Internship can be part of the program or separate. At present gaining acceptance into these Internships has proven difficult – only approximately 55% of all RD-eligible applicants are accepted. However, the Academy of Nutrition and Dietetics is working to increase the availability of internships to address this problem. Projections state that by the time current undergraduates are finished with their Master's program there will be many more openings.

Below are the six aforementioned programs that now offer Master's degrees and on a separate document are the entry requirements for each. Course requirements vary slightly between programs, so see the websites for more detailed information; however, most will require General Chemistry, Organic Chemistry, Biochemistry, Anatomy & Physiology, Microbiology, Introductory Nutrition, Introductory Psychology, Introductory Sociology, and (less consistently) Medical Terminology and Statistics.

Students interested in applying for nutrition programs may consider a minor in Chemistry as they will have to take 5 chemistry courses anyway. Therefore, they may benefit from taking one more 200 level CHEM course (and Calculus) and minoring in Chemistry. **Requirements may differ from the ones below;**

depending on the nutrition program(s) in which you may be interested, so please make sure to look at various program requirements for different universities. We highly recommend you begin looking at universities' requirements during your 1st year as an undergraduate to better prepare you for nutrition programs.

First Year		Units
<b>Fall</b>		
BIOL 141P <sup>1,*</sup>	Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics	1
PSYC 101S <sup>1</sup>	Introduction to Psychology	1
FSEM 100 <sup>1</sup>	First Year Seminar (unless transfer student)	1
HLSC 119V	Health and Wellness	1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
BIOL 142P <sup>1,*</sup>	Introductory Biology II: Animal and Plant Physiology	1
HLSC 200V <sup>1,*</sup>	Introduction to Nutrition Science	1
General Education requirement <sup>1</sup>		1
MATH 141Q <sup>2</sup>	Calculus I with Analytic Geometry (required for Chemistry minor)	1
<b>Term Units</b>		<b>4</b>
<b>Second Year</b>		
<b>Fall</b>		
MATH 141Q should be taken during the fall if it has not yet been taken in First Year.		
HLSC 201 <sup>1</sup>	Anatomy Physiology I	1
CHEM 141P <sup>*</sup>	General Chemistry I	1
BIOL 301 <sup>*</sup>	Microbiology (recommended)	1
General Education requirement (A, B, H, L course) <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
HLSC 202 <sup>1</sup>	Anatomy and Physiology II	1
CHEM 142P <sup>*</sup>	General Chemistry II	1
SOCI 101S <sup>*</sup>	Understanding Society: An Introduction to Sociology (recommended; or General Education requirement (A, B, H, L course))	1
General Education requirement (A, B, H, L course) <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>
<b>Third Year</b>		
<b>Fall</b>		
Junior seminar must be taken during this year.		
HLSC 411 <sup>1</sup>	Exercise Physiology	1
Junior Seminar <sup>1</sup>		1
CHEM 201 <sup>1,*</sup>	Organic Chemistry I (counts as 1 of 4 HLSC electives)	1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
HLSC 498 <sup>1</sup>	Senior Research Proposal	1
PUBH 140V	Introduction to Public Health	1
PUBH 308Q	Health and Medical Statistics	1
CHEM 301	Organic Chemistry II (counts as 1 of 4 HLSC electives)	1
<b>Term Units</b>		<b>4</b>
<b>Fourth Year</b>		
<b>Fall</b>		
HLSC 499 <sup>1</sup>	Senior Research Project	1
PHIL 316V	Bio-Medical Ethics	1
CHEM 204 <sup>1,*</sup>	Biochemistry I	1
Elective <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
Elective <sup>1</sup>		1
Elective (HLSC 325 recommended) <sup>1</sup>		1
Elective (HLSC 303 recommended) <sup>1</sup>		1

Optional for Chemistry minor requirement: CHEM 200+ level course <sup>3</sup>	1
<b>Term Units</b>	<b>4</b>

Total Unit: 32

<sup>1</sup> Required for HLSC major.

<sup>2</sup> MATH 130 and MATH 131Q may be taken in place of MATH 141Q.

<sup>3</sup> Excluding CHEM 285, CHEM 385, CHEM 485, CHEM 498, CHEM 499.

\* Common core of prerequisite course work.

## Advising Course Plan - Health Science Major - Kinesiology/Exercise Science Interest

Kinesiology/Exercise Science is a rapidly expanding field with strong career prospects (e.g. health department settings, federal agencies, prevention research centers, physiological/medical research centers, academic settings, health coach/personal training, and professional, commercial, and nonprofit organizations). Those interested in pursuing a career in Kinesiology/Exercise Science will apply directly to their program(s) of choice. Requirements and prerequisites will differ somewhat between programs, but required courses generally include introductory biology, anatomy & physiology, general chemistry, and preferred courses include biomechanics, exercise physiology, and therapeutic exercise. A background in biochemistry is also beneficial for most Masters programs; therefore, a year of organic chemistry prior to this is helpful, though again not required. Additionally, more Kinesiology programs use calculus-based information, especially in biomechanics-focused graduate programs, so calculus may be advisable to take as well.

Furthermore, it is important to verify that the research focus of the program(s) you are applying to match with your own. In some cases, a faculty sponsorship at the university is required (e.g. at the University of Maryland (<https://sph.umd.edu/department/knes/graduate-student-application-information> (<https://sph.umd.edu/department/knes/graduate-student-application-information/>)). Please be sure to look at an early stage at various graduate program requirements for different universities and areas. Your required and elective courses as an HLSC major will prepare you well for graduate work in this growing, evolving field, which has as its main focus prevention and treatment of chronic disease using a multi-pronged approach. Related to this approach, many Masters and Ph.D. programs in Kinesiology (e.g. at the University of South Carolina <http://www.sph.sc.edu/exsc/grad.htm>) are now focusing on epidemiology and public health in this approach to combatting chronic disease, so related courses in Public Health Studies – perhaps even as a minor - will benefit you as well as an applicant to such programs.

**Sample Schedule** (Note: This sample schedule is more rigorous than required (e.g. it includes a chemistry minor which is beneficial though more than is required by most graduate programs in Kinesiology), but it would make an applicant attractive to top graduate programs).

<b>First Year</b>		
<b>Fall</b>		<b>Units</b>
BIOL 141P <sup>1,*</sup>	Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics	1
HLSC 119V	Health and Wellness	1
FSEM 100 <sup>1</sup>	First Year Seminar (unless transfer student)	1
General Education requirement <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
BIOL 142P <sup>1,*</sup>	Introductory Biology II: Animal and Plant Physiology	1
PSYC 101S <sup>1</sup>	Introduction to Psychology	1
MATH 141Q	Calculus I with Analytic Geometry (or General Education requirement (A, B, H, L course))	1
General Education requirement (A, B, H, L course)		1
<b>Term Units</b>		<b>4</b>
<b>Second Year</b>		
<b>Fall</b>		

MATH 141Q should be taken at some point during this year if it was not taken in First Year.

HLSC 201 <sup>1</sup>	Anatomy Physiology I	1
CHEM 141P <sup>*</sup>	General Chemistry I	1
BIOL 301 <sup>1</sup>	Microbiology	1
PUBH 284	Foundations of Epidemiology	1
<b>Term Units</b>		<b>4</b>

**Spring**

HLSC 202 <sup>1</sup>	Anatomy and Physiology II	1
CHEM 142P <sup>*</sup>	General Chemistry II	1
PUBH 308Q	Health and Medical Statistics	1
PUBH 140V	Introduction to Public Health	1
<b>Term Units</b>		<b>4</b>

**Summer**

Take GRE exam in preparation for graduate school applications - by the end of summer before Fourth Year.

<b>Term Units</b>		<b>0</b>
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**Third Year****Fall**

Junior Seminar must be taken during this year.

Junior Seminar		1
CHEM 201 <sup>*</sup>	Organic Chemistry I (HLSC elective)	1
PHYS 121P or 141P <sup>*</sup>	College Physics I University Physics I	1
COMM 201 <sup>1</sup>	Public Speaking (or Junior Seminar)	1
<b>Term Units</b>		<b>4</b>

**Spring**

HLSC 498 <sup>1</sup>	Senior Research Proposal	1
CHEM 301 <sup>*</sup>	Organic Chemistry II (HLSC elective)	1
PHYS 122P or 142P <sup>*</sup>	College Physics II University Physics II	1
COMM 201 <sup>1</sup>	Public Speaking (or Junior Seminar)	1
<b>Term Units</b>		<b>4</b>

**Fourth Year****Fall**

HLSC 499 <sup>1</sup>	Senior Research Project	1
CHEM 204 <sup>*</sup>	Biochemistry I	1
HLSC 411 <sup>1</sup>	Exercise Physiology	1
General Education requirement (A, B, H, L course) <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>

**Spring**

CHEM 200+ level course that meets Chemistry requirement		1
HLSC 313 <sup>2</sup>	Biomechanics (HLSC elective)	1
General Education requirement (A, B, H, L course) or elective <sup>1</sup>		1
General Education requirement (A, B, H, L course) or elective <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>

**Total Unit: 32**

<sup>1</sup> Required for HLSC major.

<sup>2</sup> PUBH 284 counts as an HLSC elective.

<sup>3</sup> PUBH 140V counts as an HLSC elective.

\* Common core of prerequisite course work.

## Advising Course Plan - Health Sciences Major - Medical School Interest

### Medical School Interest (MD & DO)

As minimal preparation for medical school, you should complete the following: Biology I & II (BIOL 141P & BIOL 142P); General Chemistry I & II (CHEM 141P & CHEM 142P); Organic Chemistry I & II (CHEM 201 & CHEM 301); Biochemistry I (CHEM 204); College Physics I & II (PHYS 121P & PHYS 122P) or University Physics I & II (PHYS 141P & PHYS 142P - which are calculus-based); a Statistics course; Psychology (PSYC 101S); Sociology (SOC 101S); FSEM 100; and another writing course (generally, another English course). In addition, make sure you satisfy all the Health Sciences (HLSC) major requirements listed in the course catalog (the plan below should allow you to do this, and it includes the courses listed above).

If your course scheduling/planning permits and you have another area of interest, you may wish to pursue a related minor, such as Chemistry, Public Health, or Psychology, for example.

Students will apply to medical programs using the American Medical College Application Service (AMCAS):

<https://www.aamc.org/students/applying/amcas/>

or the American Association of Colleges of Osteopathic Medicine (AACOM):

<http://www.aacom.org/become-a-doctor> (<http://www.aacom.org/become-a-doctor/>)

Most MD programs expect at least a 3.5 GPA, with many targeting a 3.7 in order to be a competitive applicant.

Most DO programs expect at least a 3.3 GPA, with some accepting students with GPAs closer to 3.1.

The key is to begin working on maintaining a strong GPA from the beginning. It becomes more and more challenging to bring up lower GPAs as time progresses in your undergraduate career.

*Requirements may differ from the ones below; depending on the medical program(s) in which you may be interested, so please make sure to look at various program requirements for different universities. We highly recommend you begin looking at universities' requirements during your 1st year as an undergraduate to better prepare you for medical programs.*

### Option 1 (Premed with Minor in Chemistry):

This track is ideal if you are planning to take the MCAT during the summer following Third Year and is recommended for academically strong students.

If you believe taking both BIOL and CHEM in Year 1 is too challenging, then consider option 2.

Students interested in applying for medical school may consider a minor in Chemistry as they will have to take 5 chemistry courses. Therefore, they may benefit from taking one more 200-level CHEM course and minoring in Chemistry, in addition to a common core of prerequisite coursework (\*).

First Year		
Fall		Units
BIOL 141P <sup>1,*</sup>	Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics	1
CHEM 141P <sup>*</sup>	General Chemistry I	1
FSEM 100 <sup>1</sup>	First Year Seminar (unless transfer student)	1
HLSC 119V	Health and Wellness	1
<b>Term Units</b>		<b>4</b>
Spring		
BIOL 142P <sup>1,*</sup>	Introductory Biology II: Animal and Plant Physiology	1
CHEM 142P <sup>*</sup>	General Chemistry II	1
MATH 141Q <sup>2,*</sup>	Calculus I with Analytic Geometry (required for Chemistry minor)	1
General Education requirement <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>
Second Year		
Fall		
MATH 141Q should be taken during the fall if it has not been taken in First Year.		
HLSC 201 <sup>1</sup>	Anatomy Physiology I	1
CHEM 201 <sup>1,*</sup>	Organic Chemistry I	1
BIOL 301 or 302 <sup>3,1</sup>	Microbiology Genetics	1
SOCI 101S <sup>*</sup>	Understanding Society: An Introduction to Sociology (or General Education requirement (A, B, H, L course))	1
<b>Term Units</b>		<b>4</b>
Spring		
HLSC 202 <sup>1</sup>	Anatomy and Physiology II	1
CHEM 301 <sup>1,*</sup>	Organic Chemistry II (counts as HLSC elective)	1
General Education requirement (A, B, H, L course) <sup>1</sup>		1
PSYC 101S <sup>1</sup>	Introduction to Psychology	1
<b>Term Units</b>		<b>4</b>
Summer		
Take the MCAT exam in preparation for medical school applications - by the end of summer before Fourth Year. *Recommendation: Study for MCAT during Third Year and take it no later than July 31st. Also aim to have completed your medical school applications during the summer before Fourth Year.		
<b>Term Units</b>		<b>0</b>
Third Year		
Fall		
Junior Seminar must be taken during this year.		
PHYS 121P or 141P <sup>*</sup>	College Physics I University Physics I	1
Elective		1
Junior Seminar <sup>1</sup>		1
CHEM 204 <sup>*</sup>	Biochemistry I	1
<b>Term Units</b>		<b>4</b>
Spring		
HLSC 498 <sup>1</sup>	Senior Research Proposal	1
PHYS 122P or 142P <sup>*</sup>	College Physics II University Physics II	1
BIOL 243Q	Biostatistics	1
HLSC 375 <sup>1,*</sup>	Community Health Care Seminar (HLSC elective; recommended)	0.5
General Education requirement (A, B, H, L course) <sup>1</sup>		1
<b>Term Units</b>		<b>4.5</b>
Fourth Year		
Fall		
HLSC 499 <sup>1</sup>	Senior Research Project	1
HLSC 411 or PHIL 316V <sup>1,5</sup>	Exercise Physiology (HLSC elective; or other Personal & Social Responsibility course (R, E, W, D, J course)) Bio-Medical Ethics	1
Chemistry minor requirement: CHEM 200+ level course <sup>4,*</sup>		1
PUBH 140V	Introduction to Public Health	1

PUBH 376	Health Coach Practicum I	0.5
<b>Term Units</b>		<b>4.5</b>
Spring		
HLSC 411 or PHIL 316V <sup>1,5</sup>	Exercise Physiology (HLSC elective; or other Personal & Social Responsibility course (R, E, W, D, J course)) Bio-Medical Ethics	1
General Education requirement (A, B, H, L course) <sup>1</sup>		1
PUBH 377	Health Coach Practicum II	0.5
Elective		.5
<b>Term Units</b>		<b>3</b>

**Total Unit: 32**<sup>1</sup> Required for HLSC major.<sup>2</sup> MATH 130 and MATH 131Q may be taken in place of MATH 141Q.<sup>3</sup> Excludes CHEM 285, CHEM 385, CHEM 485, CHEM 498, CHEM 499.<sup>4</sup> PHIL 316V or equivalent counts as an HLSC elective; or may take another Personal & Social Responsibility course (R,E,W,D,J course).

\* Common core of prerequisite course work.

**Useful resources for Biochemistry when preparing for the MCAT, if you take Option 2 with Biochemistry after the MCAT exam:**<http://biochemweb.net/>[http://www.wikipremed.com/resource\\_links.php](http://www.wikipremed.com/resource_links.php)<http://www.stetson.edu/artsci/pre-health/medicine.php>**An important note regarding Biochemistry content of the new MCAT:**

- Biomolecules have unique properties that determine how they contribute to the structure and function of cells, and how they participate in the processes necessary to maintain life.
- Highly-organized assemblies of molecules, cells, and organs interact to carry out the functions of living organisms.
- Complex systems of tissues and organs sense the internal and external environments of multicellular organisms, and through integrated functioning, maintain a stable internal environment within an ever-changing external environment.
- Complex living organisms transport materials, sense their environment, process signals, and respond to changes using processes that can be understood in terms of physical principles.
- The principles that govern chemical interactions and reactions form the basis for a broader understanding of the molecular dynamics of living systems.

These concepts are addressed in the Intro BIOL and CHEM courses, as well as Organic Chem. In addition, some upper-level BIOL courses cover some of these concepts. Examples of such courses include General Physiology, Molecular Biology, Cancer Biology, and (less so) Developmental Biology. We recommend you take at least one of these courses as an elective.

# Advising Course Plan - Health Sciences Major - Nursing Interest

Those interested in pursuing a career in Nursing should plan on completing a common core of prerequisite coursework (\*), as well as taking the TEAS standardized exam. Some requirements may differ from the ones below, depending on the Nursing program in which you may be interested, so please make sure to look at various graduate program requirements for different universities. Therefore, you will want to begin looking at universities' requirements during your 1st year as an undergraduate to better prepare you for graduate programs. Of course, make sure you satisfy all the Health Sciences (HLSC) major requirements listed in the course catalog (the plan below should allow you to do this).

Most students who have been interested in Nursing have gone on to complete an accelerated (usually 1-2 years) second bachelor's degree, the Bachelor of Science in Nursing (BSN).

Most nursing programs require at least a 2.8 GPA.

## First Year

Fall		Units
BIOL 141P <sup>1,*</sup>	Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics	1
HLSC 119V	Health and Wellness	1
FSEM 100 <sup>1</sup>	First Year Seminar (unless transfer student)	1
General Education requirement <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>

## Spring

BIOL 142P <sup>1,*</sup>	Introductory Biology II: Animal and Plant Physiology	1
PSYC 101S <sup>1,*</sup>	Introduction to Psychology	1
SOCI 101S <sup>1,*</sup>	Understanding Society: An Introduction to Sociology	1
HLSC 200V <sup>1,*</sup>	Introduction to Nutrition Science	1
<b>Term Units</b>		<b>4</b>

## Second Year

### Fall

SOCI 101S is recommended to be taken at some point during this year if it was not taken in First Year

HLSC 201 <sup>1,*</sup>	Anatomy Physiology I	1
CHEM 141P <sup>*</sup>	General Chemistry I	1
BIOL 301 <sup>1,*</sup>	Microbiology	1
General Education requirement (A, B, H, L course) <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>

### Spring

HLSC 202 <sup>1,*</sup>	Anatomy and Physiology II	1
CHEM 142P <sup>*</sup>	General Chemistry II	1
PSYC 231	Developmental Psychology	1
General Education requirement (A, B, H, L course) <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>

## Third Year

### Fall

Junior Seminar must be taken during this year

HLSC 411 <sup>1</sup>	Exercise Physiology	1
General Education requirement (A, B, H, L course) <sup>2</sup>		1
COMM 201 <sup>1</sup>	Public Speaking (or Junior Seminar)	1
HLSC 375 <sup>1,*</sup>	Community Health Care Seminar (recommended)	0.5
<b>Term Units</b>		<b>3.5</b>

### Spring

HLSC 498 <sup>1</sup>	Senior Research Proposal	1
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PUBH 308Q <sup>1,*</sup>	Health and Medical Statistics	1
COMM 201	Public Speaking (or Junior Seminar)	1
PUBH 376 <sup>1,*</sup>	Health Coach Practicum I	0.5
<b>Term Units</b>		<b>3.5</b>

## Summer

Take the TEAS standardized exam in preparation for Nursing school applications - by the end of summer before Fourth Year

<b>Term Units</b>		<b>0</b>
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## Fourth Year

### Fall

HLSC 499 <sup>1</sup>	Senior Research Project	1
PHIL 316V <sup>1</sup>	Bio-Medical Ethics (or equivalent (counts as an HLSC elective), or other Personal & Social Responsibility course (R, E, W, D, J course))	1
PUBH 377 <sup>1,*</sup>	Health Coach Practicum II	0.5
Elective		1
Elective		.5
<b>Term Units</b>		<b>4</b>

### Spring

General Education requirement (A, B, H, L course) or elective		1
General Education requirement (A, B, H, L course) or elective		1
General Education requirement (A, B, H, L course) or elective		1
General Education requirement (A, B, H, L course) or elective		1
<b>Term Units</b>		<b>4</b>

**Total Unit: 31**

<sup>1</sup> Required for HLSC major.

\* Common core of prerequisite course work.



# Advising Course Plan - Health Sciences Major - Occupational Therapy Interest

Students pursuing a career in Occupational Therapy (OT) will apply primarily through a centralized service: The Occupational Therapist Centralized Application Service (OTCAS). OTCAS allows applicants to use a single application and one set of materials to apply to the majority of OT programs. A smaller number of programs do not accept applications through OTCAS and have their own application process. For the programs you are interested in applying to, please check (early! – e.g., in your 1st or 2nd year) the specific course prerequisite requirements and application steps, which vary from program to program.

As noted on the OTCAS website (<https://portal.otcas.org/> (<https://portal.otcas.org/>)), there are several requirements that are common across most OT programs. Most programs require the GRE.

First, in terms of course requirements, many OT programs using OTCAS require Anatomy & Physiology from “a biology, neuroscience, anatomy, or integrated physiology department.” Health Sciences (HLSC) at Stetson fits under the category of “integrated physiology department,” but if you are taking your Anatomy & Physiology courses at another institution, you will need to verify that these transfer courses are from a department that meets one of the above descriptions.

Second, the vast majority of OT programs require one or more course in Biology, Chemistry, and Physics, and may require one or more courses in Math.

Third, again the vast majority of programs require Social and Behavioral Science courses and a Statistics course. For the Social and Behavioral Science requirement, many of our students will take one or more courses in Psychology (e.g., Abnormal Psychology) and one in Sociology.

You will, of course, also need to consider and meet all the HLSC major requirements shown on Degree Audit and in the Course Catalog (NOTE: The sample plan shown below allows you to meet HLSC major requirements). One HLSC elective course that some OT programs (e.g. University of Florida) require is Medical Terminology, which is generally offered online through the HLSC department during the summer. Again, check the individual programs you are interested in for their specific required prerequisite courses.

Finally, in addition to a common core of prerequisite coursework (\*), many OT programs either require or strongly recommend shadowing/ internship hours. Please discuss the opportunities available with your advisor.

First Year		
Fall		Units
BIOL 141P <sup>1,*</sup>	Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics	1
HLSC 119V	Health and Wellness	1
FSEM 100 <sup>1</sup>	First Year Seminar (unless transfer student)	1
General Education requirement <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>
Spring		
BIOL 142P <sup>1,*</sup>	Introductory Biology II: Animal and Plant Physiology	1
PSYC 101S <sup>1,*</sup>	Introduction to Psychology	1

MATH 141Q <sup>†</sup>	Calculus I with Analytic Geometry	1
General Education requirement (A, B, H, L course) <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>
Second Year		
Fall		
MATH 141Q should be taken at some point during this year if it was not taken in First Year.		
HLSC 201 <sup>1,*</sup>	Anatomy Physiology I	1
CHEM 141P <sup>*</sup>	General Chemistry I	1
SOCI 101S <sup>*</sup>	Understanding Society: An Introduction to Sociology	1
General Education requirement (A, B, H, L course) <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>
Spring		
HLSC 202 <sup>1,*</sup>	Anatomy and Physiology II	1
CHEM 142P <sup>*</sup>	General Chemistry II	1
PSYC 231	Developmental Psychology	1
General Education requirement (A, B, H, L course) <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>
Summer		
Take the GRE exam in preparation for OT school applications - by the end of summer before Fourth Year.		
<b>Term Units</b>		<b>0</b>
Third Year		
Fall		
Junior Seminar must be taken during this year.		
Junior Seminar		1
HLSC 411 <sup>1,*</sup>	Exercise Physiology	1
PHYS 121P or 141P <sup>*</sup>	College Physics I University Physics I	1
COMM 201	Public Speaking (or Junior Seminar)	1
HLSC 375 <sup>1,*</sup>	Community Health Care Seminar (HLSC elective; recommended)	0.5
<b>Term Units</b>		<b>4.5</b>
Spring		
HLSC 498 <sup>1</sup>	Senior Research Proposal	1
PUBH 308Q	Health and Medical Statistics	1
PHYS 122P or 142P <sup>*</sup>	College Physics II University Physics II	1
COMM 201	Public Speaking (or Junior Seminar)	1
PUBH 376	Health Coach Practicum I	0.5
<b>Term Units</b>		<b>4.5</b>
Fourth Year		
Fall		
HLSC 499 <sup>1</sup>	Senior Research Project	1
PHIL 316V	Bio-Medical Ethics (or equivalent; IHSC elective; or other Personal & Social Responsibility course (R, E, W, D, J course))	1
PUBH 377	Health Coach Practicum II	0.5
HLSC elective <sup>1</sup>		1
<b>Term Units</b>		<b>3.5</b>
Spring		
Elective		1
Elective		1
Elective		1
Elective		.5
<b>Term Units</b>		<b>3.5</b>
<b>Total Unit: 32</b>		

<sup>1</sup> Required for HLSC major.

\* Common core of prerequisite course work.

# Advising Course Plan - Health Sciences Major - Optometry Interest

## Optometry Interest with Chemistry minor

Those interested in pursuing a career in Optometry should plan on also pursuing a minor in Chemistry and completing a common core of prerequisite coursework (\*). Some requirements may differ from the ones below, depending on the Optometry program in which you may be interested, so please make sure to look at various graduate program requirements for different universities. Therefore, you will want to begin looking at universities' requirements during your 1st year as an undergraduate to better prepare you for graduate programs. Of course, make sure you satisfy all the Health Sciences (HLSC) major requirements listed in the course catalog (the plan below should allow you to do this).

Students will need to take the standardized OAT exam for admission to Optometry programs. More information on optometry programs, requirements, etc. can be found at:

<https://optometriceducation.org/students-future-students/resources/>

The average GPA of admitted students is 3.4 and the average OAT score is 325.

### First Year

Fall		Units
BIOL 141P <sup>1,*</sup>	Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics	1
HLSC 119V	Health and Wellness	1
FSEM 100 <sup>1</sup>	First Year Seminar (unless transfer student)	1
General Education requirement <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>

Spring		
BIOL 142P <sup>1,*</sup>	Introductory Biology II: Animal and Plant Physiology	1
PSYC 101S <sup>1,*</sup>	Introduction to Psychology	1
MATH 141Q <sup>1,*</sup>	Calculus I with Analytic Geometry	1
General Education requirement (A, B, H, L course) <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>

### Second Year

Fall		
HLSC 201 <sup>1,*</sup>	Anatomy Physiology I	1
CHEM 141P <sup>*</sup>	General Chemistry I	1
BIOL 301 <sup>1,*</sup>	Microbiology	1
General Education requirement (A, B, H, L course) <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>

Spring		
HLSC 202 <sup>1,*</sup>	Anatomy and Physiology II	1
CHEM 142P <sup>*</sup>	General Chemistry II	1
SOCI 101S <sup>*</sup>	Understanding Society: An Introduction to Sociology	1
General Education requirement (A, B, H, L course) <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>

### Summer

Take the OAT exam in preparation for Optometry program applications - by the end of summer before Fourth Year.

**Term Units** 0

### Third Year

Fall		
Junior Seminar must be taken during this year.		
CHEM 201 <sup>*</sup>	Organic Chemistry I	1

PHYS 121P or 141P <sup>*</sup>	College Physics I University Physics I	1
Junior Seminar		1
Elective		1
<b>Term Units</b>		<b>4</b>

Spring		
HLSC 498 <sup>1</sup>	Senior Research Proposal	1
PUBH 308Q	Health and Medical Statistics	1
PHYS 122P or 142P <sup>*</sup>	College Physics II University Physics II	1
CHEM 301 <sup>*</sup>	Organic Chemistry II	1
<b>Term Units</b>		<b>4</b>

### Fourth Year

Fall		
HLSC 499 <sup>1</sup>	Senior Research Project	1
HLSC 411 <sup>1</sup>	Exercise Physiology	1
CHEM 204 <sup>*</sup>	Biochemistry I	1
PHIL 316V	Bio-Medical Ethics (or equivalent; IHSC elective; or other Personal & Social Responsibility course (R, E, W, D, J course))	1
<b>Term Units</b>		<b>4</b>

Spring		
HLSC elective <sup>1</sup>		1
Additional 200+ level Chemistry class to satisfy Chemistry minor		1
COMM 201 <sup>*</sup>	Public Speaking	1
Elective		1
<b>Term Units</b>		<b>4</b>

**Total Unit: 32**

<sup>1</sup> Required for HLSC major.

\* Common core of prerequisite course work.

# Advising Course Plan - Health Sciences Major - Pharmacy Interest

## Pharmacy Interest with Chemistry minor

Those interested in pursuing a career in Pharmacy (e.g., a Doctor of Pharmacy, PharmD) should plan on also pursuing a Chemistry minor, in addition to a common core of prerequisite course work (\*). Some requirements may differ from the ones below, depending on the Pharmacy program in which you may be interested, so please make sure to look at various graduate program requirements for different universities. You may also be required to have a foreign language, depending on the Pharmacy graduate program. Therefore, you will want to begin looking at universities' requirements during your 1st year as an undergraduate to better prepare you for graduate programs. There are two possible paths: the second one involves both Biology and Chemistry in the first year, which may better prepare you, though it may also be more challenging. Of course, make sure you satisfy all the Health Sciences (HLSC) major requirements listed in the course catalog (the plan below should allow you to do this).

Students will apply to pharmacy programs using the Pharmacy College Application Service (PharmCAS):

<http://www.pharmcas.org/>

Before applying, students will need to take the PCAT standardized exam:

[http://www.pearsonassessments.com/postsecondaryeducation/graduate\\_admissions/pcat.html](http://www.pearsonassessments.com/postsecondaryeducation/graduate_admissions/pcat.html)

### Option 1

First Year		Units
<b>Fall</b>		
BIOL 141P <sup>1,*</sup>	Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics	1
CHEM 141P <sup>*</sup>	General Chemistry I	1
FSEM 100 <sup>1</sup>	First Year Seminar (unless transfer student)	1
HLSC 119V	Health and Wellness	1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
BIOL 142P <sup>1,*</sup>	Introductory Biology II: Animal and Plant Physiology	1
CHEM 142P <sup>*</sup>	General Chemistry II	1
General Education requirement <sup>1</sup>		1
MATH 141Q <sup>*</sup>	Calculus I with Analytic Geometry	1
<b>Term Units</b>		<b>4</b>
<b>Second Year</b>		
<b>Fall</b>		
MATH 141Q should be taken during the fall if it has not yet been taken in First Year		
HLSC 201 <sup>1</sup>	Anatomy Physiology I	1
CHEM 201 <sup>1,*</sup>	Organic Chemistry I (IHSC elective)	1
BIOL 301 <sup>*</sup>	Microbiology (IHSC elective)	1
COMM 201 <sup>*</sup>	Public Speaking	1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
HLSC 202 <sup>1</sup>	Anatomy and Physiology II	1
CHEM 301 <sup>1,*</sup>	Organic Chemistry II (IHSC elective)	1
General Education Requirement (A, B, H, L, S course) <sup>1</sup>		1

PSYC 101S <sup>1,*</sup>	Introduction to Psychology	1
<b>Term Units</b>		<b>4</b>
<b>Summer</b>		
Take the PCAT exam in preparation for Pharmacy school applications - by the end of summer before Fourth Year.		
<b>Term Units</b>		<b>0</b>
<b>Third Year</b>		
<b>Fall</b>		
Junior Seminar must be taken during this year.		
PHYS 121P or 141P <sup>*</sup>	College Physics I University Physics I	1
CHEM 204 <sup>*</sup>	Biochemistry I	1
Junior Seminar <sup>1,*</sup>		1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
HLSC 498 <sup>1</sup>	Senior Research Proposal	1
PHYS 122P or 142P <sup>*</sup>	College Physics II University Physics II	1
PUBH 308Q	Health and Medical Statistics	1
HLSC 200V <sup>1</sup>	Introduction to Nutrition Science	1
<b>Term Units</b>		<b>4</b>
<b>Fourth Year</b>		
<b>Fall</b>		
HLSC 499 <sup>1</sup>	Senior Research Project	1
PHIL 316V	Bio-Medical Ethics (or equivalent; IHSC elective; or other Personal & Social Responsibility course (R, E, W, D, J course))	1
Chemistry minor requirement: CHEM 200+ level course <sup>2</sup>		1
PUBH 140V	Introduction to Public Health	1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
HLSC 411 <sup>1</sup>	Exercise Physiology	1
General Education Requirement (A, B, H, L, S course) <sup>1</sup>		1
General Education Requirement (A, B, H, L, S course) <sup>1</sup>		1
SOCI 101S	Understanding Society: An Introduction to Sociology (recommended; or Elective)	1
<b>Term Units</b>		<b>4</b>

**Total Unit: 32**

<sup>1</sup> Required for HLSC major.

<sup>2</sup> Excluding CHEM 285, CHEM 385, CHEM 485, CHEM 498, CHEM 499.

\* Common core of prerequisite course work.

### Option 2

First Year		Units
<b>Fall</b>		
BIOL 141P <sup>1,*</sup>	Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics	1
PSYC 101S <sup>1,*</sup>	Introduction to Psychology	1
FSEM 100 <sup>1</sup>	First Year Seminar (unless transfer student)	1
HLSC 119V	Health and Wellness	1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
BIOL 142P <sup>1,*</sup>	Introductory Biology II: Animal and Plant Physiology	1
COMM 201 <sup>*</sup>	Public Speaking	1
General Education Requirement		1
MATH 141Q <sup>*</sup>	Calculus I with Analytic Geometry	1
<b>Term Units</b>		<b>4</b>

## Advising Course Plan - Health Sciences Major - Physical Therapy Interest

Students pursuing a career in Physical Therapy (PT) will apply primarily through a centralized service: The Physical Therapy Centralized Application Service (PTCAS). PTCAS allows applicants to use a single application and one set of materials to apply to the majority of PT programs. A smaller number of programs do not accept applications through PTCAS and have their own application process (e.g., University of Saint Augustine).

The application process typically opens July 1 (for admission a year later for the following fall), and application deadlines vary by school. The earliest application deadlines are October 1 (again, for admission the following fall). A complete list of PTCAS deadlines is found here:

<http://www.ptcas.org/ptcas/public/deadlines.aspx?listorder=date&navID=10737426786> (<http://www.ptcas.org/ptcas/public/deadlines.aspx?listorder=date&navID=10737426786>)

There is also an early decision option through PTCAS:

<https://portal.ptcas.org/ptcasHelpPages/frequently-asked-questions/early-decision/index.html> (<https://portal.ptcas.org/ptcasHelpPages/frequently-asked-questions/early-decision/>)

As noted on the PTCAS website (<http://www.ptcas.org/Home.aspx>), there are several requirements that are common across most PT programs. Most programs require the GRE.

First, in terms of course requirements, 98% of PT programs using PTCAS require Anatomy & Physiology from “a biology, neuroscience, anatomy, or integrated physiology department.” Health Sciences (HLSC) at Stetson fits under the category of “integrated physiology department,” but if you are taking your Anatomy & Physiology courses at another institution, you will need to verify that these transfer courses are from a department that meets one of the above descriptions.

Second, the vast majority of PT programs using PTCAS require one or more course(s) in Biology, Chemistry and Physics. Specifically, 86% require one or more courses in Biology, 98% require one or more courses in Chemistry, and 100% require one or more courses in Physics. Only 24% require one or more courses in Math.

Third, again the vast majority (96%) of programs using PTCAS require Social and Behavioral Science courses and a Statistics course. For the Social and Behavioral Science requirement, many of our students will take one or more courses in Psychology and one in Sociology.

You will, of course, also need to consider and meet all the HLSC major requirements shown on Degree Audit and in the Course Catalog (NOTE: The sample plan shown below allows you to meet HLSC major requirements).

In addition to a common core of prerequisite coursework (\*), many PT programs either require or strongly recommend shadowing/internship hours. Please discuss the opportunities available with your advisor.

**Some graduate degree programs may require slightly different prerequisite coursework, so it is your responsibility to look (early! – for example, at the start of your sophomore year) at various universities in which you may be considering in order to**

<b>Second Year</b>		
<b>Fall</b>		
MATH 141Q should be taken during the fall if it has not yet been taken in First Year.		
HLSC 201 <sup>1</sup>	Anatomy Physiology I	1
CHEM 141P <sup>*</sup>	General Chemistry I	1
BIOL 301 <sup>*</sup>	Microbiology (IHSC elective)	1
General Education Requirement (A, B, H, L course) <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
HLSC 202 <sup>1</sup>	Anatomy and Physiology II	1
CHEM 142P <sup>*</sup>	General Chemistry II	1
General Education Requirement (A, B, H, L course) <sup>1</sup>		1
General Education Requirement (A, B, H, L course) <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>
<b>Summer</b>		
Take the PCAT exam in preparation for Pharmacy school applications - by the end of summer before Fourth Year.		
<b>Term Units</b>		<b>0</b>
<b>Third Year</b>		
<b>Fall</b>		
Junior Seminar must be taken during this year.		
PHYS 121P or 141P <sup>*</sup>	College Physics I University Physics I	1
Junior Seminar <sup>1,*</sup>		1
CHEM 201 <sup>1,*</sup>	Organic Chemistry I (IHSC elective)	1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
HLSC 498 <sup>1</sup>	Senior Research Proposal	1
PHYS 122P or 142P <sup>*</sup>	College Physics II University Physics II	1
PUBH 308Q	Health and Medical Statistics	1
CHEM 301 <sup>1,*</sup>	Organic Chemistry II (IHSC elective)	1
<b>Term Units</b>		<b>4</b>
<b>Fourth Year</b>		
<b>Fall</b>		
HLSC 499 <sup>1</sup>	Senior Research Project	1
PHIL 316V	Bio-Medical Ethics (or equivalent; IHSC elective; or other Personal & Social Responsibility course (R, E, W, D, J course))	1
CHEM 204 <sup>*</sup>	Biochemistry I	1
HLSC 200V <sup>1</sup>	Introduction to Nutrition Science	1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
HLSC 411 <sup>1</sup>	Exercise Physiology	1
Chemistry minor requirement: CHEM 200+ level <sup>2</sup>		1
PUBH 140V	Introduction to Public Health	1
SOCI 101S	Understanding Society: An Introduction to Sociology (recommended; or General Education Requirement (A, B, H, L course))	1
<b>Term Units</b>		<b>4</b>
<b>Total Unit: 32</b>		

<sup>1</sup> Required for HLSC major.

<sup>2</sup> Excluding CHEM 285, CHEM 385, CHEM 485, CHEM 498, CHEM 499.

\* Common core of prerequisite course work.

**know if you will need to take additional/different courses as an undergraduate.**

Finally, PTCAS also provides a useful checklist to assist you in making sure your applications are complete prior to submission:

<http://www.ptcas.org/Checklist/>

**First Year**

<b>Fall</b>		<b>Units</b>
BIOL 141P <sup>1,*</sup>	Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics	1
HLSC 119V	Health and Wellness	1
FSEM 100 <sup>1</sup>	First Year Seminar (unless transfer student)	1
General Education requirement <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>

**Spring**

BIOL 142P <sup>1,*</sup>	Introductory Biology II: Animal and Plant Physiology	1
PSYC 101S <sup>1,*</sup>	Introduction to Psychology	1
MATH 141Q <sup>*</sup>	Calculus I with Analytic Geometry	1
General Education Requirement (A, B, H, L course) <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>

**Second Year****Fall**

MATH 141Q should be taken at some point during this year, if it was not taken in First Year.

HLSC 201 <sup>1,*</sup>	Anatomy Physiology I	1
CHEM 141P <sup>*</sup>	General Chemistry I	1
SOCI 101S <sup>*</sup>	Understanding Society: An Introduction to Sociology	1
General Education Requirement (A, B, H, L course) <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>

**Spring**

HLSC 202 <sup>1,*</sup>	Anatomy and Physiology II	1
CHEM 142P <sup>*</sup>	General Chemistry II	1
PSYC 231	Developmental Psychology	1
General Education Requirement (A, B, H, L course) <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>

**Summer**

Take the GRE exam in preparation for PT school applications - by the end of summer before Fourth Year.

**Term Units** **0**

**Third Year****Fall**

Junior Seminar must be taken during this year.

PHYS 121P or 141P <sup>*</sup>	College Physics I University Physics I	1
COMM 201	Public Speaking (or Junior Seminar)	1
HLSC 375 <sup>1,*</sup>	Community Health Care Seminar	0.5
Elective		1
<b>Term Units</b>		<b>3.5</b>

**Spring**

HLSC 498 <sup>1</sup>	Senior Research Proposal	1
PUBH 308Q	Health and Medical Statistics	1
PHYS 122P or 142P <sup>*</sup>	College Physics II University Physics II	1
COMM 201	Public Speaking (or Junior Seminar)	1
PUBH 376	Health Coach Practicum I	0.5
<b>Term Units</b>		<b>4.5</b>

**Fourth Year****Fall**

HLSC 499 <sup>1</sup>	Senior Research Project	1
PHIL 316V	Bio-Medical Ethics	1

PUBH 377	Health Coach Practicum II	0.5
IHSC Elective <sup>1</sup>		1
Elective		1
<b>Term Units</b>		<b>4.5</b>
<b>Spring</b>		
Elective		1
Elective		1
Elective		1
Elective		.5
<b>Term Units</b>		<b>3.5</b>

**Total Unit: 32**

<sup>1</sup> Required for IHSC major.

\* Common core of prerequisite course work.

## Advising Course Plan - Health Sciences Major - Physician Assistant Interest

Those interested in pursuing a career as a Physician Assistant (PA) should plan on completing a common core of prerequisite course work (\*), obtaining patient contact hours (some of these hours under the direct supervision of a PA who will, subsequently, be willing to write you a letter of recommendation), and taking the GRE. Some requirements may differ from the ones listed below depending on the PA program in which you may be interested, so please make sure to look at various graduate program requirements for different universities. You will want to begin looking at universities' requirements during your 1st year as an undergraduate to better prepare you for graduate programs. Of course, you will need to make sure you satisfy all the Health Science (HLSC) major requirements listed in the course catalog (the plan below should allow you to do this).

Most PA programs require at least a 3.0 GPA, with exceptional programs expecting at least a 3.3. Many programs will use the Centralized Application Service for PAs (CASPA) for application submissions:

<https://caspa.liasoncas.com/applicant-ux/#/login>

First Year		Units
<b>Fall</b>		
BIOL 141P <sup>1,*</sup>	Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics	1
HLSC 119V	Health and Wellness	1
FSEM 100 <sup>1</sup>	First Year Seminar (unless transfer student)	1
General Education requirement <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
BIOL 142P <sup>1,*</sup>	Introductory Biology II: Animal and Plant Physiology	1
PSYC 101S <sup>1,*</sup>	Introduction to Psychology	1
General Education Requirement (A, B, H, L course) or elective or recommended course <sup>1,2</sup>		1
General Education Requirement (A, B, H, L course) <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>
<b>Summer</b>		
Plan on setting up opportunities for patient contact hours.		
<b>Term Units</b>		<b>0</b>
<b>Second Year</b>		
<b>Fall</b>		
HLSC 201 <sup>1</sup>	Anatomy Physiology I	1
CHEM 141P <sup>*</sup>	General Chemistry I	1
BIOL 301 <sup>1,*</sup>	Microbiology (HLSC elective)	1
General Education Requirement (A, B, H, L course)		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
HLSC 202 <sup>1</sup>	Anatomy and Physiology II	1
CHEM 142P <sup>*</sup>	General Chemistry II	1
General Education Requirement (A, B, H, L course) or elective or recommended course <sup>1,3</sup>		1
General Education Requirement (A, B, H, L course) or elective		1
<b>Term Units</b>		<b>4</b>
<b>Summer</b>		
Plan on setting up opportunities for patient contact hours.		
Take the GRE in preparation for PA school applications - by the end of summer before Fourth Year.		

NOTE: If you take HLSC 375, HLSC 376, and HLSC 377 and you've been taking 16 credits per semester up to this point, then you will need to make up 1.5 units (i.e., 6 credits) at some point across your junior & senior years in order to complete the required 128 credits to graduate.

Third Year		Term Units	0
<b>Fall</b>			
Junior Seminar must be taken during this year.			
CHEM 201 <sup>1,*</sup>	Organic Chemistry I (HLSC elective)		1
HLSC 375 <sup>1,*</sup>	Community Health Care Seminar (HLSC elective; recommended)		0.5
Junior Seminar or General Education Requirement (A, B, H, L course) or elective or recommended course <sup>1,4</sup>			1
Elective			1
<b>Term Units</b>			<b>3.5</b>
<b>Spring</b>			
HLSC 498 <sup>1</sup>	Senior Research Proposal		1
PUBH 308Q	Health and Medical Statistics		1
General Education Requirement (A, B, H, L course) or elective or recommended course <sup>5</sup>			1
PUBH 376	Health Coach Practicum I		0.5
Elective			.5
<b>Term Units</b>			<b>4</b>
<b>Fourth Year</b>			
<b>Fall</b>			
HLSC 499 <sup>1</sup>	Senior Research Project		1
General Education Requirement (A, B, H, L course) or elective or recommended course <sup>1,6</sup>			1
HLSC 411 <sup>1</sup>	Exercise Physiology		1
PUBH 377	Health Coach Practicum II (HLSC elective; recommended)		0.5
Elective			1
<b>Term Units</b>			<b>4.5</b>
<b>Spring</b>			
PHIL 316V	Bio-Medical Ethics (or equivalent; HLSC elective; or other Personal & Social Responsibility course (R, E, W, D, J course))		1
General Education Requirement (A, B, H, L course) or elective			1
General Education Requirement (A, B, H, L course) or elective			1
General Education Requirement (A, B, H, L course) or elective			1
<b>Term Units</b>			<b>4</b>
<b>Total Unit: 32</b>			

<sup>1</sup> Required for HLSC major.

<sup>2</sup> Other recommended course: PUBH 140V or HLSC 200V or SOCI 101S.

<sup>3</sup> Other recommended course: BIOL 302.

<sup>4</sup> Other recommended course: PUBH 284.

<sup>5</sup> Other recommended course: CHEM 301.

<sup>6</sup> Other recommended course: PSYC 231.

\* Common core of prerequisite course work.

# Advising Course Plan - Health Sciences Major - Veterinary Medicine Interest

## Veterinary Medicine Interest *with Chemistry minor*

Those interested in pursuing a career in Veterinary Medicine (e.g., Doctorate of Veterinary Medicine (DVM)) should follow the curriculum plan listed below, including a common core of prerequisite course work (\*). Some requirements may differ from the ones below, depending on the graduate program in which you may be interested. Please make sure to look at various graduate program requirements for different universities (early on – in your 1st year) and areas of Veterinary Medicine in which you may be interested so that you can modify your course plan according to requirements needed for graduate programs to which you might apply. Speak to your advisor if you have a particular area of interest in mind. Of course, make sure you satisfy all the Health Sciences (HLSC) major requirements, which can be found in the course catalog online (the plan below should allow you to do this).

Most veterinary schools require at least a 3.0 GPA. Some programs will require minimum standardized test scores on the GRE, as well. Required undergraduate coursework is incorporated in the plan below (again, some programs may differ and require extra prerequisite classes).

There is a general application process for many veterinary schools, called the Veterinary Medical College Application Service (VMCAS):

<http://aavmc.org/Students-Applicants-and-Advisors/Veterinary-Medical-College-Application-Service.aspx>

You will need to apply by approximately October 1st in the year preceding your anticipated fall start date. In preparation for your application, you will need to take either the GRE or MCAT (depending on the program to which you are applying; most accept the GRE).

\*Most veterinary medicine programs require a course in Animal Nutrition, which is not available at Stetson University. It is recommended that you take this class elsewhere (e.g., there is an online course at Oklahoma State University). In addition, many programs also require some experience in the field. Discuss with your advisor ways that you might be able to gain this experience.

### First Year

Fall		Units
BIOL 141P <sup>1,*</sup>	Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics	1
HLSC 119V	Health and Wellness	1
FSEM 100 <sup>1</sup>	First Year Seminar (unless transfer student)	1
General Education requirement <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
BIOL 142P <sup>1,*</sup>	Introductory Biology II: Animal and Plant Physiology	1
PSYC 101S <sup>1,*</sup>	Introduction to Psychology	1
MATH 141Q <sup>2</sup>	Calculus I with Analytic Geometry	1
General Education Requirement (A, B, H, L course) <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>

### Second Year

Fall		Units
HLSC 201 <sup>1,*</sup>	Anatomy Physiology I	1

CHEM 141P <sup>2</sup>	General Chemistry I	1
BIOL 301 <sup>2</sup>	Microbiology	1
General Education Requirement (A, B, H, L course) <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
HLSC 202 <sup>1,*</sup>	Anatomy and Physiology II	1
CHEM 142P <sup>2</sup>	General Chemistry II	1
BIOL 302 <sup>2</sup>	Genetics	1
General Education Requirement (A, B, H, L course) <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>
<b>Third Year</b>		
<b>Fall</b>		
Junior Seminar must be taken during this year.		
PHYS 121P <sup>2</sup>	College Physics I	1
CHEM 201 <sup>1,*</sup>	Organic Chemistry I (IHSC elective)	1
Junior Seminar <sup>1</sup>		1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
HLSC 498 <sup>1</sup>	Senior Research Proposal	1
PHYS 122P <sup>2</sup>	College Physics II	1
PUBH 308Q <sup>1,*</sup>	Health and Medical Statistics	1
CHEM 301 <sup>1,*</sup>	Organic Chemistry II (IHSC elective)	1
<b>Term Units</b>		<b>4</b>
<b>Fourth Year</b>		
<b>Fall</b>		
HLSC 499 <sup>1</sup>	Senior Research Project	1
CHEM 204 <sup>2</sup>	Biochemistry I	1
PHIL 316V	Bio-Medical Ethics (or equivalent HLSC elective; or other Personal & Social Responsibility course (V course))	1
HLSC 411 <sup>1</sup>	Exercise Physiology	1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
HLSC elective or other elective <sup>1</sup>		1
HLSC elective or other elective <sup>1</sup>		1
Additional CHEM class 200+ level to complete Chemistry minor		1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Total Unit: 32</b>		

<sup>1</sup> Required for HLSC major.

\* Common core of prerequisite course work.

# History

History lies at the heart of the liberal arts education. By combining the methods of the social sciences with those of the humanities, our major seeks to reconstruct the past in order to better understand the present. Courses study diverse peoples and societies from global and interdisciplinary perspectives, visiting times and places both distant and familiar. Accompany Mohammed on his journey from Mecca to Medina. Follow Harriet Jacobs as she escapes from slavery. Read the German Kaiser's letters to his cousin, the Russian Czar. Why did Rome fall? Why did World War II begin in Asia with the Japanese invasion of China? Did King Arthur really exist? Who planned the Holocaust? Why are there so many violent drug cartels in Mexico?

History students attempt to answer these questions by analyzing a diverse array of primary and secondary sources drawn from politics, economics, and sociology; art, literature, and film; religion, philosophy, and psychology; and the natural sciences and environmental studies. Indeed, our students apply an interdisciplinary lens to develop a breadth of understanding regarding world cultures, societies, and peoples; produce in-depth research projects; and enhance their communication and critical thinking skills through writing and discussion-intensive classes. Given this rigorous, interdisciplinary preparation, it is hardly surprising that many American presidents, Supreme Court justices, business leaders, educators, and journalists have been majors in History. Students who major in History continue to perform near the top of all majors nationally on admissions exams to law and business schools.

One of the History Department's strengths lies in the interdisciplinary nature of its curriculum and courses. The Department offers a History Major, through which students graduate with a B.A. in History or a B.A. in History with a Public History Concentration, and a History Minor. The Public History Concentration is particularly useful for students who want to work in government, museums, libraries, archives, documentary films, or consulting. Furthermore, both the History Major and History Minor fit well with many other majors and minors at Stetson. For example, numerous History Department courses support interdisciplinary programs such as: Africana Studies, American Studies, Asian Studies, Gender Studies, International Studies, Jewish Studies, Latin American and Latino Studies, Pre-Law, Social Science, and Stetson's Program in Russian, East European and Eurasian Studies (SPREES). In fact, students may even double major in History and another subject, the most popular including English, Political Science, International Studies, American Studies, and SPREES. It may also be possible to triple major in History and two other subjects.

More information can be found online at <http://www.stetson.edu/artsci/history/index.php> (<http://www.stetson.edu/artsci/history/>).

## Learning Outcomes

Student learning outcomes describe what students know, understand and are able to do as a result of completing a degree program. The learning outcomes for History are:

1. Historical Analysis: Analyze critically, interpret, and explain past societies, cultures, individuals, and events in terms of historical change over time (Evidence: Senior Research).
2. Historiography: Analyze critically and explain the methodology of historical inquiry, including different interpretations of a particular historical problem or event (Evidence: Senior Research).
3. Awareness of Diversity: Analyze and interpret the histories of pre-modern, diverse, and non-western cultures and societies (Evidence: Non-Western/Diversity).
4. Use of Sources: Demonstrate competence in accessing and appropriately citing a diverse array of primary and secondary sources (Evidence: Senior Research).
5. Argumentation: Make a clear and persuasive argument, which is accessible to an audience of laypersons and peers (Evidence: Senior Research).
6. Research: Propose, produce, and defend an independently researched paper that demonstrates an original interpretation of an historical problem through the use of primary sources (Evidence: Senior Research).

## Majors

### Major in History

- Bachelor of Arts in History (p. 154)

## Minors

### Minor in History - 4 Units

Code	Title	Units
<b>Lower-Division Minor Requirements</b>		
Select one unit from the following:		
HIST 101H	Western Civilization to 1000 CE	1
HIST 102H	Western Civilization from the Medieval World to the Age of Exploration	
HIST 103H	Modern Western Civilization	
HIST 104H	Early World Civilizations	
HIST 105H	Modern World Civilizations	



**Other**

Three elective history units, one of which may be taken at the 100- or 200-level	3
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**Total Units**

4

**Advising Course Plans****Advising Course Plans**

- History Major (p. 157)
- History Major (p. 158) - 3 Year Plan
- History Major - Public History Concentration (p. 158)
- History Major - Public History Concentration (p. 159) - 3 Year Plan

**Honors****History Honors Track**

To obtain Latin Honors (Cum, Magna, or Summa) in History, the student must have at least 3.5 Grade Point Average in the major and no lower than a 3.3 GPA overall by the end of the junior year (with a minimum of four classes in the major taken at Stetson, of which at least two must be at the 300-level). The Department reserves the right not to consider for Honors any major whose GPA drops below either threshold over the course of their final two semesters. A record of academic integrity must also be maintained over all four years, to be determined in conversation with Department faculty based on our knowledge of the student's record.

**Honors Proposal**

Students will submit a 1-2 page Honors in the Major proposal by the start of the junior year; this proposal will include a general topic area for their senior thesis along with a statement identifying two courses in an outside field (see below) and explaining how those courses will help shape the student's project. Explaining how previous coursework, future coursework, and additional co-curricular experiences (e.g., study abroad, foreign language study) will factor into their research project is strongly encouraged. The Department reserves the right to reject applications from students who meet the minimum GPA requirements but do not articulate a compelling proposal for Honors in the Major.

**Outside Field Courses**

Qualifying students will designate two additional courses in a single outside discipline, an interdisciplinary program, or the University Honors Program (e.g., two self-fashioned tutorials) whose theory and methodology the student will employ in conceiving, researching, and writing the year-long Honors Thesis. Both courses must be completed by the end of the fall semester of the student's senior year. While two courses in an existing minor or double major may be designated, the student must explain their specific relevance to the project in their proposal. For example, a student double majoring in History and Political Science, writing on burial traditions in medieval France, cannot simply designate two unrelated Political Science courses as their outside field but must explain how the two outside courses (e.g., French or Anthropology) inform the research methodology.

**The Extended Senior Project**

Majors seeking Honors will complete and present a 30-35 page version of their project during the fall semester, as part of the regular Fall Senior Research Seminar, to be graded as a regular senior research project. Students seeking Honors must simultaneously submit a brief (3-5 page) statement explaining how they will expand upon this first draft during the spring semester. During that semester, they will work with a faculty advisor, normally a full-time tenure-track member of the History Department, in an independent study (1 unit) to expand the thesis (to 50-75 pages). The Honors Thesis will be due by April 15. Two Department faculty members (normally the Senior Research instructor and the designated faculty advisor), as well as one faculty member in the outside discipline (see above), will serve as the student's Honors Committee and will read the thesis and participate in the Honors Defense. Following the Honors Defense, the student's Honors Committee will determine whether the student should receive Honors and, if so, what level of distinction, based on a combination of GPA within and outside the major, the quality of the year-long Honors Thesis, and the quality of the Honors Defense. Shortly thereafter the student will be informed whether the Department has recommended graduation with Honors (Cum Laude), High Honors (Magna Cum Laude) or Highest Honors (Summa Cum Laude) in the Major.

**Faculty**

Blackwell, Martin

*Visiting Professor of History, 2019*

B.A., Kenyon College

Ph.D., Indiana University

Croce, Paul

*Professor of History and American Studies, 1989*

B.A., Georgetown University

M.A., Ph.D., Brown University

Fowler, Mayhill

*Associate Professor of History, 2013*

B.A., Yale University

M.F.A., National Theater Conservatory

M.A., Ph.D., Princeton University

Kurlander, Eric

*William R. Kenan Jr. Professor of History, 2001*

B.A., Bowdoin College

M.A., Ph.D., Harvard University

Mieras, Emily

*Associate Professor of History and American Studies, 1998*

A.B., Harvard College

M.A., Ph.D., College of William and Mary

Mottier, Nicole

*Associate Professor of History, 2013*

B.A., University of Illinois, Urbana-Champaign

M.Phil., University of Oxford

Ph.D., The University of Chicago

Reiter, Kimberly

*Associate Professor of History, 1990*

B.A., Muskingum College

M.A., Kent State University

Ph.D., University of Virginia

Seah, Leander

*Associate Professor of History and Chair, 2011*

B.A., M.A., National University of Singapore

Ph.D., University of Pennsylvania

Venzke, Margaret

*Associate Professor of History, 1992*

B.A., University of Wisconsin-Western Maryland College

M.A., M.Phil., Ph.D., Columbia University

# Bachelor of Arts in History

Code	Title	Units
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## General Education Requirements

The student must complete the General Education Requirements for the College of Arts and Sciences for the Bachelor of Arts degree.	9
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## Lower-Division Major Requirements

Select one unit from the following:	1
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HIST 101H	Western Civilization to 1000 CE
HIST 102H	Western Civilization from the Medieval World to the Age of Exploration
HIST 104H	Early World Civilizations
HIST 151H	American History I

Select one unit from the following:	1
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HIST 103H	Modern Western Civilization
HIST 105H	Modern World Civilizations
HIST 152H	American History II

## Upper-Division Major Requirements

HIST 499	Senior Project <sup>1</sup>	1
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Select one unit in pre-modern history from the following:	1
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HIST 207H	Latin American History: Ancient and Colonial Empires
HIST 210H	The Ancient Near East
HIST 211H	History of Ancient Greece
HIST 212H	History of Ancient Rome
HIST 216H	Pirates and Piracy
HIST 220H	Early English History
HIST 303H	Islamic Civilization to the Crusades
HIST 304H	The Ottomans: From Marsh Warriors to Empire
HIST 305H	Comparative Study of Islamic Empires: The Ottoman Empire, Safavid of Iran, and the Mughal of India
HIST 313	The Fall of the Roman Empire
HIST 314H	The Middle Ages
HIST 315H	Celtic Civilization
HIST 317B	Crusades: Faith and Politics in the Middle East

## Methodology Requirements

HIST 200	Approaches to History	1
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Select two research-intensive units, both of which must be finished before taking HIST 499:	2
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HIST 312V	Stonehenge
HIST 313	The Fall of the Roman Empire
HIST 315H	Celtic Civilization
HIST 317B	Crusades: Faith and Politics in the Middle East
HIST 320	King Arthur
HIST 323S	The French Revolution, 1770-1815: The Enlightenment, Terror, and Napoleon
HIST 326H	Germany in War and Revolution: From the Second Empire to the Third Reich
HIST 331S	The Holocaust
HIST 341B	Money and the Muse in Russia: Methodologies of Cultural History
HIST 342S	Stalinism

HIST 345	Gender, War, and Violence in 20th Century Eastern Europe
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HIST 347H	World War II in Asia: The Second Sino-Japanese War
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HIST 349H	War and Diplomacy in Modern East Asia
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HIST 359H	The Birth of Modern America, 1890-1940
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HIST 365H	The American Revolution
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HIST 375S	Empire, Nation, and Identity
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HIST 376S	Global Migration and Diasporas
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HIST 382H	Scandals and Sleaze: Histories of Crime in Latin America
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## Regional Distribution

At least one HIST unit in four of six regions of the world: <sup>2, 3</sup>	4
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### 1. Africa and the Middle East

HIST 205H	Africa in the Age of Imperialism
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HIST 210H	The Ancient Near East
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HIST 251H	African American History
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HIST 303H	Islamic Civilization to the Crusades
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HIST 304H	The Ottomans: From Marsh Warriors to Empire
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HIST 305H	Comparative Study of Islamic Empires: The Ottoman Empire, Safavid of Iran, and the Mughal of India
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HIST 306	The Modern Middle East
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HIST 307B	Contemporary Islamic Civilization
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HIST 317B	Crusades: Faith and Politics in the Middle East
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### 2. East, Southeast, and South Asia

HIST 270H	The History of Modern China
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HIST 271H	The History of Modern Japan
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HIST 305H	Comparative Study of Islamic Empires: The Ottoman Empire, Safavid of Iran, and the Mughal of India
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HIST 330H	World War II: A Global History
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HIST 347H	World War II in Asia: The Second Sino-Japanese War
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HIST 348V	Maritime China and Chinese Migration
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HIST 349H	War and Diplomacy in Modern East Asia
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HIST 350H	China and America: From the Opium Wars to General Tso's Chicken
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HIST 376S	Global Migration and Diasporas
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### 3. Eastern Europe, Russia, and Eurasia

HIST 211H	History of Ancient Greece
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HIST 240H	The Russian Empire
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HIST 241H	The Soviet Century
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HIST 243H	Eastern Europe, 1700s-2000s
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HIST 331S	The Holocaust
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HIST 340V	Crossroads of Empire
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HIST 341B	Money and the Muse in Russia: Methodologies of Cultural History
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HIST 342S	Stalinism
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HIST 345	Gender, War, and Violence in 20th Century Eastern Europe
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HIST 372V	Arts and Revolution: Theater
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### 4. Latin America and the Caribbean

HIST 207H	Latin American History: Ancient and Colonial Empires
HIST 208H	Latin American History: The Challenges of Modern Nationhood
HIST 248H	U.S.-Latin American Relations
HIST 254H	Baseball: A Social and Cultural History
HIST 379V	Spicing up the Past and Cooking up Arguments: Food History in the Americas, 1200s-Present (Junior Seminar)
HIST 380V	The Mexican and Cuban Revolutions (Junior Seminar)
HIST 382H	Scandals and Sleaze: Histories of Crime in Latin America

#### 5. North America

HIST 250V	Immigration, Race and Ethnicity in American History: 1600 to Present
HIST 251H	African American History
HIST 252H	Gender in American History, 1800 to Present
HIST 253H	Native Americans and the Frontier
HIST 254H	Baseball: A Social and Cultural History
HIST 255H	American Consumer Culture
HIST 256B	The 1950's and 1960's
HIST 260H	United States Since World War II
HIST 353H	The American Civil War
HIST 354B	Southern History and Culture in the United States, 1800-Present
HIST 355V	History of American Science and Religion: Darwinism and the Divine in American Culture
HIST 356V	History of American Health Care
HIST 357V	American Environmental History: Nature and the American Marketplace
HIST 359H	The Birth of Modern America, 1890-1940
HIST 360V	War and Peace in American History
HIST 362H	American Women's History
HIST 363V	Political Campaigns and Cultural Ideologies in Recent U.S. History, 1960-Present
HIST 366B	American Cultural Traditions (Can be used as an H course)

#### 6. Western and Central Europe

HIST 212H	History of Ancient Rome
HIST 220H	Early English History
HIST 222H	Modern Britain
HIST 227H	Modern France
HIST 230H	The History of Modern Germany, 1770-Present
HIST 301V	The Age of Extremes: Class, Politics, and Ideology, 1914-1989
HIST 313	The Fall of the Roman Empire
HIST 314H	The Middle Ages
HIST 315H	Celtic Civilization
HIST 318H	The Reformation
HIST 322H	English Historical Landscape
HIST 323S	The French Revolution, 1770-1815: The Enlightenment, Terror, and Napoleon

HIST 326H	Germany in War and Revolution: From the Second Empire to the Third Reich
HIST 328H	World War I
HIST 329H	Nazi Germany: History, Politics, and Culture
HIST 331S	The Holocaust
HIST 332H	Europe Since 1945

#### Total units in the Major is 11

<b>General Electives</b>	<b>12</b>
<b>Total Units</b>	<b>32</b>

- <sup>1</sup> Students who wish to satisfy HIST 499 through another department's 499 course must: 1) seek prior approval from the History Department; and 2) still complete a total of 11 units within the History major by taking an additional HIST 300-level course, to be pre-approved by the History Department, as a general elective.
- <sup>2</sup> The two Research-Intensives and Pre-Modern Course may also count toward Regional Distribution requirements.
- <sup>3</sup> Four of the student's courses in the major must be taken at the 300-level or above.

## General Education Requirements

All students in the College of Arts and Sciences must meet General Education requirements in addition to specific requirements within the major area of study.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C.

A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement. Students should check with their advisor regarding the eligibility of transfer credits to meet General Education requirements after students have enrolled at Stetson. A key component of a liberal education is to learn about the modes of inquiry from a diverse set of disciplines, so no more than 3 courses used to meet General Education requirements may come from a single department and at least 16 of the 32 units required for graduation must come from departments outside the department of the major.

For many majors, certain courses outside the major field of study are required. These courses are called "collateral requirements."

A student majoring in Education may count among the 32 units as many in the major as are required for completion of an approved program for teacher certification by the State of Florida.

Code	Title	Units
<b>Foundations <sup>1</sup></b>		
Writing Requirement		
FSEM 100	First Year Seminar	1
Quantitative Reasoning (any Q course)		1
Junior Seminar		1
<b>Knowledge of Human Cultures and the Natural World</b>		

Select five of the following: <sup>2</sup>	5
Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses) <sup>3</sup>	
Culture and Belief (any B course)	
Historical Inquiry (any H course)	
Individuals, Societies, and Social Systems (any S course)	
Modern Languages (any L course)	
Physical and Natural World (any P course)	
<b>Personal and Social Responsibility</b>	
Select any 'Stetson Values (V)' course	1
<b>Total Units</b>	<b>9</b>

## Cultural Events/Campus Engagement

In addition to completing 32 course units, students join Stetson's intellectual and creative life outside the classroom by participating in at least 3 approved cultural events for each semester of enrollment at Stetson. These events include lectures by distinguished visitors, musical performances, plays, and art shows.

<sup>1</sup> Foundation courses may not be taken pass/fail.  
<sup>2</sup> 1 unit each from 5 out of the 6 areas.  
<sup>3</sup> Course(s) must equal 1 unit.

## Concentration

### Public History Concentration

This concentration will help students interested in pursuing public history careers to enter graduate school or the market with some training in the field. Public historians are in many ways a community's connection to history. Those trained in public history become museum and historical agency/society professionals, historical interpreters, cultural resource managers, private consultants in planning, community projects and conservation, restoration experts, historical archaeologists, and archivists.

Code	Title	Units
<b>Public History Courses</b>		
HIST 292S	Introduction to Public History	1
ARTH 365	Collection Management	1
Select one additional course from the following:		1
AMST 151A	American Popular Culture	
AMST 210H	American Art	
AMST 255H	American Consumer Culture	
AMST 301B	American Cultural Traditions (Can be used as an H course)	
AMST 354B	Southern History and Culture in the United States, 1800-Present	
ARTH 241A	Art History Survey I: From Prehistory to 14th Century (Can be used as an H course)	
ARTH 242A	Art History Survey II: From Renaissance to Contemporary (Can be used as an H course)	
ARTH 325S	Art Market and Institutions	
ENSS 112P	Environmental Science and Society	
ENSS 314	Modern Urban America	
HIST 322H	English Historical Landscape	

HIST 331S	The Holocaust	
HIST 340V	Crossroads of Empire (Junior Seminar)	
HIST 294B	The Art of Public Explanation	
HIST 354B	Southern History and Culture in the United States, 1800-Present	
HIST 357V	American Environmental History: Nature and the American Marketplace (Junior Seminar)	
HIST 256B	The 1950's and 1960's (Can be used as an H course)	
HIST 376S	Global Migration and Diasporas	
HIST 380V	The Mexican and Cuban Revolutions (Junior Seminar)	

### Collateral Courses (Credits do not count towards Major)

HIST 397	Internship in History	0.5
		or
		1

Select two courses in Media and Communication or Management and Entrepreneurship 2

Media and Communication:

COMM 241A	Visual Communication	
DIGA 101A	Digital Art Fundamentals	
DIGA 225	Digital Photography	
DIGA 161A	Digital Audio Fundamentals	
DIGA 222	Web Design <sup>1</sup>	

Management and Entrepreneurship:

BSAN 250	Management Information Systems	
BSAN 360	Project Management	
ENTP 399	Prince Entrepreneurship Studies Seminar	
ENTP 451	Entrepreneurial Management	
ENTP 452	Venture Capital and High Growth Entrepreneurship <sup>1</sup>	
ENTP 353V	Social Entrepreneurship	
MGMT 305	Principles of Management	
MGMT 306	Organizational Behavior	
MKTG 315	The Marketplace and Consumers	
MKTG 316	Consumer Dynamics	

**Total Units** **5.5-6**

# Advising Course Plan - History Major

Four year pathway. This is only one suggested path through the major, which allows flexibility for many requirements. See Catalog Overview.

First Year		Units
<b>Fall</b>		
FSEM 100	First Year Seminar	1
Early or Late History 100-level course, or Pre-Modern or Regional History 200-level course		1
General Education Requirement		1
General Education Requirement		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
Early or Late History 100-level course, or Pre-Modern or Regional History 200-level course (whichever not taken in fall)		1
Pre-Modern or Regional History 200-level course (whichever not taken in fall)		1
General Education Requirement		1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Second Year</b>		
<b>Fall</b>		
HIST 200	Approaches to History	1
Regional History or Elective 200-level or above course		1
General Education Requirement		1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
HIST Elective 200-level or above course		1
Regional History or Elective 200-level or above course		1
General Education Requirement		1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Third Year</b>		
<b>Fall</b>		
Research-Intensive course <sup>1</sup>		1
Regional History 300-level course		1
Junior Seminar		1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
Research-Intensive course <sup>1</sup>		1
Regional History 300-level course		1
General Education Requirement		1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Fourth Year</b>		
<b>Fall</b>		
HIST 499 <sup>2</sup>	Senior Project	1
Elective		1
Elective		1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
HIST Elective 200-level or above course		1
Elective		1
Elective		1

Elective	1
<b>Term Units</b>	<b>4</b>

**Total Unit: 32**

<sup>1</sup> Research Intensive courses may also count toward the regional requirement.

<sup>2</sup> Two Research-Intensive courses should be completed prior to enrolling in HIST 499.

## Advising Course Plan - History Major - Three Year Plan

### Three Year Plan

First Year		Units
<b>Fall</b>		
Early or Late History 100-level course, or Pre-Modern or Regional History 200-level course		1
HIST 200	Approaches to History	1
<b>Term Units</b>		<b>2</b>
<b>Spring</b>		
Early or Late History 100-level course, or Pre-Modern or Regional History 200-level course (whichever not taken in fall)		1
Pre-Modern or Regional History 200-level course (whichever not taken in fall)		1
<b>Term Units</b>		<b>2</b>
<b>Second Year</b>		
<b>Fall</b>		
Research-Intensive course		1
Regional History 200-level or above course		1
<b>Term Units</b>		<b>2</b>
<b>Spring</b>		
Research-Intensive course		1
HIST Elective 200-level or above course		1
<b>Term Units</b>		<b>2</b>
<b>Third Year</b>		
<b>Fall</b>		
HIST 499	Senior Project	1
HIST Elective		1
<b>Term Units</b>		<b>2</b>
<b>Spring</b>		
HIST Elective 200-level or above course		1
<b>Term Units</b>		<b>1</b>
<b>Total Unit: 11</b>		

## Advising Course Plan - History Major - Public History Concentration

Four Year Pathway. This is only one suggested pathway; options and the total number of courses vary depending on student's choice of Public History electives.

First Year		Units
<b>Fall</b>		
FSEM 100	First Year Seminar	1
Early or Late History 100-level course, or Pre-Modern or Regional History 200-level course		1
General Education Requirement		1
General Education Requirement		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
Early or Late History 100-level course, or Pre-Modern or Regional History 200-level course (whichever not taken in fall)		1
Pre-Modern or Regional History 200-level course (whichever not taken in fall)		1
General Education Requirement		1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Second Year</b>		
<b>Fall</b>		
HIST 200	Approaches to History	1
Regional History or Elective 200-level or above course		1
General Education Requirement		1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
HIST 292S	Introduction to Public History	1
Regional History or HIST Elective 200-level or above course		1
General Education Requirement		1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Third Year</b>		
<b>Fall</b>		
Research-Intensive course <sup>1</sup>		1
ARTH 365	Collection Management	1
Junior Seminar		1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
Research-Intensive course <sup>1</sup>		1
Collections Management (if not taken in fall)		1
Media or Management collateral course		1
General Education Requirement		1
<b>Term Units</b>		<b>4</b>
<b>Fourth Year</b>		
<b>Fall</b>		
HIST 499 <sup>2</sup>	Senior Project	1
HIST 397	Internship in History	0.5 or 1
Elective		1
Elective		1
Elective (if HIST 397 taken at .5 unit)		0.5 or 1
<b>Term Units</b>		<b>4 to 5</b>
<b>Spring</b>		
Media or Management collateral course		1
Elective		1

Elective	1
Elective	1
<b>Term Units</b>	<b>4</b>

Total Unit: 32 to 33

<sup>1</sup> Research Intensive courses may also count toward the regional requirement.

<sup>2</sup> Two Research-Intensive courses should be completed prior to enrolling in HIST 499.

## Advising Course Plan - History Major - Public History Concentration

Three Year Pathway. This is one possible three-year pathway; options and the total number of courses vary depending on student's choice of Public History electives.

### First Year

Fall	Units
Early or Late History 100-level course, or Pre-Modern or Regional History 200-level course	1
HIST 200 Approaches to History	1
<b>Term Units</b>	<b>2</b>

### Spring

Early or Late History 100-level course, or Pre-Modern or Regional History 200-level course (whichever not taken in fall)	1
HIST 292S Introduction to Public History	1
<b>Term Units</b>	<b>2</b>

### Second Year

Fall	Units
Research-Intensive course	1
Pre-Modern or Regional History 200-level or higher course	1
Media and/or Management collateral course	1
<b>Term Units</b>	<b>3</b>

### Spring

Research-Intensive course	1
Collection Management	1
HIST 397 Internship in History	0.5 to 1
<b>Term Units</b>	<b>2.5 to 3</b>

### Third Year

Fall	Units
HIST 499 Senior Project	1
Media and/or Management collateral course	1
<b>Term Units</b>	<b>2</b>

### Spring

HIST Elective or Regional History 200-level or higher course	1
Public History elective (if necessary)	1
<b>Term Units</b>	<b>2</b>

Total Unit: 13.5 to 14



## International Studies

The International Studies program trains students to analyze and interpret the politics, history, language, economic, and cultural practices from a global perspective. The major is configured to allow students to develop individual competencies in particular areas, often leading to double-majors in allied disciplines like Political Science, History, Economics, and Environmental-Science.

More information can be found online at <http://www.stetson.edu/academics/programs/international-studies.php>.

### Learning Outcomes

Student learning outcomes describe what students know, understand and are able to do as a result of completing a degree program. The learning outcomes for this program are:

**A facility with LANGUAGE:** Majors in International Studies can understand basic conversational language, carry on uncomplicated conversations, read uncomplicated texts, and communicate practically in writing.

**An appreciation of cultural DIVERSITY:** Majors in International Studies can describe and give examples of the diverse practices that distinguish world cultures. (Comprehension level/Evidence—test question or short essay)

**An ability to explain HISTORICAL context:** Majors in International Studies can describe and analyze major events and trends in Western and non-Western regions, with in-depth study of at least two distinct cultures. (Comprehension level/Evidence: test question or short essay)

**REGIME ANALYSIS:** Analyze and appraise political regimes using structural, institutional, historical, cultural and/or ethical theoretical frameworks found in the literature.

**An application and appraisal of INTERDISCIPLINARY SOCIAL SCIENCE methodology:** Majors in international studies can use statistical tools, models or theories to analyze and interpret information from any number of social science fields, including history, political science, economics, and geography, and draw conclusions from that information. They can apply and appraise multiple models, theories or methodologies that have been brought to bear on a problem germane to international issues. They can explain and criticize the methodologies they use. (Evaluation level/Evidence—long analytical paper or SR/SR presentation)

## Majors

### Major in International Studies

- Bachelor of Arts in International Studies (p. 162)

## Minors

### Minor in International Studies - 5 units

The minor in International Studies provides an international dimension to almost any discipline of study, including major programs in the social sciences, modern languages and literature, and education. Students in the School of Business Administration who desire a foundation for international business will find the minor an ideal complement to a major in general business, finance, management, or marketing. International business majors will benefit from the minor's added focus on international perspectives from the humanities and social sciences. A minor in International Studies can also strengthen preparation for admission to graduate programs or professional schools of law or medicine.

Code	Title	Units
<b>Requirements</b>		
POLI 203S	International Relations	1
INSU 201H	Foundations of Globalization	1
One unit in modern language 200-, 300-, or 400-level		1
Select one unit from the following:		1
ECON 324	International Economics	
ENSS 310V	Cultural and Political Ecology	
POLI 353V	International Law	
POLI 451	Politics of International Trade and Finance	
Select one unit from the following:		1
ECON 307H	Sub-Saharan African Economic History of Colonialism and its Aftermath	
HIST 208H	Latin American History: The Challenges of Modern Nationhood	
HIST 222H	Modern Britain	
HIST 270H	The History of Modern China	

HIST 306	The Modern Middle East
HIST 307B	Contemporary Islamic Civilization
POLI 145S	Politics of the Developing World
POLI 201S	Comparative Politics
POLI 304	Russian Foreign Policy
POLI 340	Russian Politics
POLI 346	Latin American Politics
POLI 348	Politics in Africa
Or an approved 300- or 400-level Study Abroad unit	

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**Total Units**

**5**

## Advising Course Plans

### Advising Course Plans

- International Studies Major (p. 163)

## Faculty

Nylen, William R.

*Professor of Political Science, 1992*

B.A., University of California at Berkeley

M.A., Johns Hopkins School of Advanced International Studies

M.A., M.Phil., Ph.D., Columbia University

Since International Studies is an interdisciplinary program, faculty who participate in the program are 'housed' in several academic departments across the campus: Economics, History, Political Science, Modern Languages, Sociology, Environmental Science & Geography, and more.

# Bachelor of Arts in International Studies

Code	Title	Units
<b>General Education Requirements</b>		
The student must complete the General Education Requirements of the College of Arts & Sciences. Many of these requirements may be met with courses that focus on international themes		9
<b>Major Requirements</b>		
ECON 104S	Foundations of Economics I	1
INSU 201H	Foundations of Globalization	1
ENSS 310V	Cultural and Political Ecology	1
POLI 203S	International Relations	1
ECON 324	International Economics	1
One history unit at the 200-level or above on the modern history of Europe, Russia, Latin America, Africa, Asia or the Middle East		1
Modern language study: Four units at the 200/300/400 level		4
Select one approved methods unit:		1
POLI 325	Political Analysis	
ECON 374Q	Econometrics I	
SOCI 498Q	Tools for Quantitative Analysis	
A concentration of two units approved by the Program Director that come from departments of the Social Sciences Division having an emphasis on a geographical region or culture.		2
Senior Project (directed by chosen faculty member)		1
<b>General Electives</b>		<b>9</b>
<b>Total Units</b>		<b>32</b>

## General Education Requirements

All students in the College of Arts and Sciences must meet General Education requirements in addition to specific requirements within the major area of study.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C.

A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement. Students should check with their advisor regarding the eligibility of transfer credits to meet General Education requirements after students have enrolled at Stetson. A key component of a liberal education is to learn about the modes of inquiry from a diverse set of disciplines, so no more than 3 courses used to meet General Education requirements may come from a single department and at least 16 of the 32 units required for graduation must come from departments outside the department of the major.

For many majors, certain courses outside the major field of study are required. These courses are called "collateral requirements."

A student majoring in Education may count among the 32 units as many in the major as are required for completion of an approved program for teacher certification by the State of Florida.

Code	Title	Units
<b>Foundations</b> <sup>1</sup>		
Writing Requirement		
FSEM 100	First Year Seminar	1
Quantitative Reasoning (any Q course)		1
Junior Seminar		1
<b>Knowledge of Human Cultures and the Natural World</b>		
Select five of the following: <sup>2</sup>		5
Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses) <sup>3</sup>		
Culture and Belief (any B course)		
Historical Inquiry (any H course)		
Individuals, Societies, and Social Systems (any S course)		
Modern Languages (any L course)		
Physical and Natural World (any P course)		
<b>Personal and Social Responsibility</b>		
Select any 'Stetson Values (V)' course		1
<b>Total Units</b>		<b>9</b>

## Cultural Events/Campus Engagement

In addition to completing 32 course units, students join Stetson's intellectual and creative life outside the classroom by participating in at least 3 approved cultural events for each semester of enrollment at Stetson. These events include lectures by distinguished visitors, musical performances, plays, and art shows.

<sup>1</sup> Foundation courses may not be taken pass/fail.

<sup>2</sup> 1 unit each from 5 out of the 6 areas.

<sup>3</sup> Course(s) must equal 1 unit.

# Advising Course Plan - International Studies Major

Note that if studying abroad, students may take courses in language and regional affairs that satisfy language or regional affairs course requirements, so most students will have more flexibility in their schedules than indicated here.

First Year		Units
<b>Fall</b>		
ECON 104S	Foundations of Economics I	1
World Language course <sup>1</sup>		1
FSEM 100	First Year Seminar	1
INSU 201H	Foundations of Globalization	1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
ECON 104S	Foundations of Economics I (If not taken in first-year fall semester)	1
World Language course <sup>1</sup>		1
General Education Requirement		1
General Education Requirement or Elective		1
<b>Term Units</b>		<b>4</b>
<b>Second Year</b>		
<b>Fall</b>		
POLI 203S	International Relations	1
World Language course <sup>1</sup>		1
General Education Requirement		1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
HIST 100-level or higher course with International Focus		1
World Language course <sup>1</sup>		1
Methods course		1
General Education Requirement		1
<b>Term Units</b>		<b>4</b>
<b>Third Year</b>		
<b>Fall</b>		
World Language course <sup>1</sup>		1
Junior Seminar		1
Study Abroad strongly recommended, or Specialized course in region or culture of interest		1
General Education Requirement		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
ENSS 310V	Cultural and Political Ecology	1
World Language course <sup>1</sup>		1
Junior Seminar (if not taken in fall) or Elective		1
Study Abroad strongly recommended, or Specialized course in region or culture of interest		1
<b>Term Units</b>		<b>4</b>
<b>Fourth Year</b>		
<b>Fall</b>		
Senior Project		1
ECON 324	International Economics	1
General Education Requirement		1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
Senior Project (if not taken in fall)		1
Specialized course in region or culture of interest		1
Elective		1

Elective	1
<b>Term Units</b>	<b>4</b>

Total Unit: 32

<sup>1</sup> Students are required to have a total of four units of World Language study at the 200/300/400 level.

## Mathematics

Mathematics is an intellectually vital and beautiful field of study, one which has a history of four millennia, but in which new discoveries are made regularly. A bachelor's degree in mathematics, combined with a broad-based education, will offer a valuable edge: the ability to think clearly, to solve problems, to make decisions, and to communicate effectively. Students who major in Mathematics can, in coordination with their advisers, choose a course of study that leads to career and graduate school opportunities in pure mathematics or applied mathematics. A major in Mathematics, combined with teacher certification, will allow students to enter the teaching occupation at the secondary level. Candidates with these qualifications are in high demand throughout the country. With guidance from faculty advisers, students can also pursue other interdisciplinary studies, combining mathematics with biology, economics, physics, and other fields. Students may choose to concentrate their mathematical studies in a particular area as an applied interest. Formal concentrations are offered in Actuarial and Financial Mathematics, Mathematical Physics, and Statistics. These concentrations join critical courses from pure and applied mathematics with foundational mathematics courses to provide a powerful basis for further study or careers in these fields. Small classes and extensive computer use provides students with hands-on experience.

More information can be found online at <http://www.stetson.edu/other/academics/programs/mathematics.php>.

### Learning Outcomes

Student learning outcomes describe what students know, understand and are able to do as a result of completing a degree program. The learning outcomes for all majors in this program are:

#### Mathematics

1. Correctly use subject-specific terminology and notation commonly used in the field
2. Select appropriate analytical techniques and apply them to solve problems
3. Demonstrate effective use of technology in solving problems
4. Explain and develop proofs for given problems
5. Apply a variety of mathematical skills and techniques to solve complex problems
6. Demonstrate ability to write technical papers on advanced topics with clear statements of purpose, methods, results, and conclusions, including references from related works
7. Give effective oral presentations to communicate mathematical ideas to peers, faculty, or other audiences

#### Applied Mathematics

In addition to outcomes above for Mathematics, Applied Mathematics majors should be able to:

1. Give effective oral presentations to communicate ideas in applied mathematics to peers, faculty, or other audiences
2. Use appropriate techniques to solve advanced problems in an applied area of mathematics (physics, statistics, or financial mathematics)

## Majors

### Major in Mathematics

- Bachelor of Science in Mathematics (p. 166)
- Bachelor of Science in Applied Mathematics - Actuarial and Financial Mathematics Concentration (p. 168)
- Bachelor of Science in Applied Mathematics - Application to Physics Concentration (p. 170)
- Bachelor of Science in Applied Mathematics - Application to Statistics Concentration (p. 172)

## Minors

### Minor in Mathematics - 5 Units

Code	Title	Units
<b>Requirements</b>		
MATH 142Q	Calculus II with Analytic Geometry	1
MATH 211Q	Linear Algebra	1
MATH 221Q or MATH 243Q	Introduction to Logic and Proof Calculus III with Analytic Geometry	1
Two units of MATH electives numbered 300 or higher		2
<b>Total Units</b>		<b>5</b>

## Advising Course Plans

## Advising Course Plans

- Mathematics Major (p. 167)
- Applied Mathematics Major - Actuarial and Financial Mathematics Concentration (p. 169)
- Applied Mathematics Major - Application to Physics Concentration (p. 171)

## Faculty

Abbas, Fazal

*Assistant Professor of Mathematics, 2018*

M.S., Quaid-i-Azam University

M.Phil., COMSATS Institute of Information Technology

M.B.A., Wilfrid Laurier University

Ph.D., University of Guelph

Coulter, Lisa

*Associate Professor of Mathematics, 1990*

B.S., Yale University

M.S., Ph.D., New York University

Goshaw, Martha

*Assistant Visiting Professor of Mathematics, 2018*

B.S., Wesleyan College

M.S., WV University

Ed. S., A.B.D., University of Virginia

Miles, William W.

*Associate Professor of Mathematics, 2003*

B.S., Presbyterian College

M.S., Virginia Commonwealth University

Ph.D., Clemson University

Pulapaka, Hari

*Associate Professor of Mathematics, 2000*

B.S., University of Bombay (Saint Xavier's College)

M.S., George Mason University

Ph.D., University of Florida

Vogel, Thomas

*Associate Professor of Mathematics and Chair, 2008*

B.S., M.S., Ph.D., University of Central Florida

## Bachelor of Science in Mathematics

Code	Title	Units
<b>General Education Requirements</b>		
The student must complete the General Education Requirements of the College of Arts and Sciences.		9
<b>Major Requirements</b>		
MATH 142Q	Calculus II with Analytic Geometry	1
MATH 243Q	Calculus III with Analytic Geometry	1
MATH 211Q	Linear Algebra	1
MATH 221Q	Introduction to Logic and Proof	1
Select one unit from the following proof-oriented courses:		1
MATH 312	Advanced Linear Algebra	
MATH 401	Real Analysis I	
MATH 431	Topology	
MATH 441	Abstract Algebra I	
Select one unit from the following applications-oriented courses:		1
MATH 321	Ordinary Differential Equations	
MATH 341	Mathematical Modeling and Computer Simulation	
MATH 351	Operations Research	
MATH 361	Numerical Analysis	
MATH 498	Senior Project I	1
MATH 499	Senior Project II	1
Four units in MATH, numbered 300 or higher		4
<b>Collateral Requirements</b>		
CSCI 141	Introduction to Computer Science I	1
or CSCI 261	Introduction to Scientific Computing	
<b>General Electives</b>		<b>10</b>
<b>Total Units</b>		<b>32</b>

### General Education Requirements

All students in the College of Arts and Sciences must meet General Education requirements in addition to specific requirements within the major area of study.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C.

A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement. Students should check with their advisor regarding the eligibility of transfer credits to meet General Education requirements after students have enrolled at Stetson. A key component of a liberal education is to learn about the modes of inquiry from a diverse set of disciplines, so no more than 3 courses used to meet General Education requirements may come from a single

department and at least 16 of the 32 units required for graduation must come from departments outside the department of the major.

For many majors, certain courses outside the major field of study are required. These courses are called "collateral requirements."

A student majoring in Education may count among the 32 units as many in the major as are required for completion of an approved program for teacher certification by the State of Florida.

Code	Title	Units
<b>Foundations</b> <sup>1</sup>		
Writing Requirement		
FSEM 100	First Year Seminar	1
Quantitative Reasoning (any Q course)		1
Junior Seminar		1
<b>Knowledge of Human Cultures and the Natural World</b>		
Select five of the following: <sup>2</sup>		5
Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses) <sup>3</sup>		
Culture and Belief (any B course)		
Historical Inquiry (any H course)		
Individuals, Societies, and Social Systems (any S course)		
Modern Languages (any L course)		
Physical and Natural World (any P course)		
<b>Personal and Social Responsibility</b>		
Select any 'Stetson Values (V)' course		1
<b>Total Units</b>		<b>9</b>

### Cultural Events/Campus Engagement

In addition to completing 32 course units, students join Stetson's intellectual and creative life outside the classroom by participating in at least 3 approved cultural events for each semester of enrollment at Stetson. These events include lectures by distinguished visitors, musical performances, plays, and art shows.

<sup>1</sup> Foundation courses may not be taken pass/fail.

<sup>2</sup> 1 unit each from 5 out of the 6 areas.

<sup>3</sup> Course(s) must equal 1 unit.

## Advising Course Plan - Mathematics Major

<b>First Year</b>		
<b>Fall</b>		
MATH 142Q <sup>1</sup>	Calculus II with Analytic Geometry	1
FSEM 100	First Year Seminar	1
	General Education requirement	1
	Elective	1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
MATH 211Q <sup>1</sup>	Linear Algebra	1
CSCI 141 or 261 <sup>1 2</sup>	Introduction to Computer Science I Introduction to Scientific Computing	1
	General Education requirement	1
	Elective	1
<b>Term Units</b>		<b>4</b>
<b>Second Year</b>		
<b>Fall</b>		
MATH 243Q <sup>1</sup>	Calculus III with Analytic Geometry	1
MATH 221Q <sup>3</sup>	Introduction to Logic and Proof	1
	General Education requirement	1
	Elective	1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
MATH Elective <sup>4</sup>		1
	General Education requirement	1
	Elective	1
	Elective	1
<b>Term Units</b>		<b>4</b>
<b>Third Year</b>		
<b>Fall</b>		
MATH Elective - Applied <sup>5</sup>		1
MATH Elective		1
Junior Seminar		1
	General Education requirement	1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
MATH Elective - Pure <sup>6</sup>		1
MATH Elective		1
	General Education requirement	1
	Elective	1
<b>Term Units</b>		<b>4</b>
<b>Fourth Year</b>		
<b>Fall</b>		
MATH Elective		1
MATH 498	Senior Project I	1
	General Education requirement	1
	General Education requirement	1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
MATH 499	Senior Project II	1
Elective		1
Elective		1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Total Unit: 32</b>		

<sup>3</sup> MATH 221Q is offered every fall semester

<sup>4</sup> Math electives are offered every two years. Please check with the Mathematics Department for details on course sequencing.

<sup>5</sup> Select one of the following Applications-oriented courses: MATH 321, MATH 341, MATH 351, MATH 361.

<sup>6</sup> Select one of the following proof-oriented courses: MATH 312, MATH 401, MATH 431, MATH 441.

<sup>1</sup> Course is offered every fall and spring semester

<sup>2</sup> CSCI 261 offered annually, either fall or spring semester



# Bachelor of Science in Applied Mathematics - Actuarial and Financial Mathematics Concentration

Code	Title	Units
<b>General Education Requirements</b>		
The student must complete the General Education Requirements of the College of Arts and Sciences.		9
<b>Major Requirements</b>		
MATH 142Q	Calculus II with Analytic Geometry	1
MATH 211Q	Linear Algebra	1
MATH 221Q	Introduction to Logic and Proof	1
MATH 243Q	Calculus III with Analytic Geometry	1
MATH 321	Ordinary Differential Equations	1
MATH 371	Probability: An Introduction to the Study of Randomness	1
MATH 372	Mathematical Statistics	1
FINA 311	Financial Management	1
FINA 320	Investments	1
FINA 415	Financial Risk Management	1
MATH 498	Senior Project I	1
MATH 499	Senior Project II	1
<b>Collateral Requirements</b>		
ACCT 211	Introduction to Financial Accounting	1
ECON 103S	Essentials of Economics I	1
CSCI 141	Introduction to Computer Science I	1
or CSCI 261	Introduction to Scientific Computing	1
<b>General Electives</b>		<b>8</b>
<b>Total Units</b>		<b>32</b>

## General Education Requirements

All students in the College of Arts and Sciences must meet General Education requirements in addition to specific requirements within the major area of study.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C.

A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement. Students should check with their advisor regarding the eligibility of transfer credits to meet General Education requirements after students have enrolled at Stetson. A key component of a liberal education is to learn about the modes of inquiry from a diverse set of disciplines, so no more than 3 courses used to meet General Education requirements may come from a single

department and at least 16 of the 32 units required for graduation must come from departments outside the department of the major.

For many majors, certain courses outside the major field of study are required. These courses are called "collateral requirements."

A student majoring in Education may count among the 32 units as many in the major as are required for completion of an approved program for teacher certification by the State of Florida.

Code	Title	Units
<b>Foundations <sup>1</sup></b>		
Writing Requirement		
FSEM 100	First Year Seminar	1
Quantitative Reasoning (any Q course)		1
Junior Seminar		1
<b>Knowledge of Human Cultures and the Natural World</b>		
Select five of the following: <sup>2</sup>		5
Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses) <sup>3</sup>		
Culture and Belief (any B course)		
Historical Inquiry (any H course)		
Individuals, Societies, and Social Systems (any S course)		
Modern Languages (any L course)		
Physical and Natural World (any P course)		
<b>Personal and Social Responsibility</b>		
Select any 'Stetson Values (V)' course		1
<b>Total Units</b>		<b>9</b>

## Cultural Events/Campus Engagement

In addition to completing 32 course units, students join Stetson's intellectual and creative life outside the classroom by participating in at least 3 approved cultural events for each semester of enrollment at Stetson. These events include lectures by distinguished visitors, musical performances, plays, and art shows.

<sup>1</sup> Foundation courses may not be taken pass/fail.

<sup>2</sup> 1 unit each from 5 out of the 6 areas.

<sup>3</sup> Course(s) must equal 1 unit.

# Advising Course Plan - Applied Mathematics Major - Actuarial and Financial Mathematics Concentration

The following assumes that the student arrives having taken AP Calculus AB.

MATH 371 and MATH 372 are recommended in the junior year. These can be taken in the senior year; if so, two electives will be moved from the senior year to the junior year.

## First Year

Fall		Units
MATH 142Q <sup>1</sup>	Calculus II with Analytic Geometry	1
FSEM 100	First Year Seminar	1
	General Education requirement	1
	Elective	1
<b>Term Units</b>		<b>4</b>

## Spring

MATH 211Q <sup>1</sup>	Linear Algebra	1
CSCI 141	Introduction to Computer Science I	1
or 261 <sup>1 2</sup>	Introduction to Scientific Computing	
	General Education requirement	1
	Elective	1
<b>Term Units</b>		<b>4</b>

## Second Year

Fall		Units
MATH 243Q <sup>1</sup>	Calculus III with Analytic Geometry	1
MATH 221Q <sup>3</sup>	Introduction to Logic and Proof	1
	General Education requirement	1
ECON 103S	Essentials of Economics I	1
<b>Term Units</b>		<b>4</b>

## Spring

MATH 321 <sup>4</sup>	Ordinary Differential Equations	1
ACCT 211	Introduction to Financial Accounting	1
	General Education requirement	1
	Elective	1
<b>Term Units</b>		<b>4</b>

## Third Year

Fall		Units
MATH 371 <sup>5</sup>	Probability: An Introduction to the Study of Randomness	1
	General Education requirement	1
	Junior Seminar	1
FINA 311	Financial Management	1
<b>Term Units</b>		<b>4</b>

## Spring

MATH 372 <sup>5</sup>	Mathematical Statistics	1
	General Education Writing Requirement	1
	General Education requirement	1
FINA 320	Investments	1
<b>Term Units</b>		<b>4</b>

## Fourth Year

Fall		Units
FINA 415	Financial Risk Management	1
MATH 498	Senior Project I	1
	Elective	1
	Elective	1
<b>Term Units</b>		<b>4</b>

## Spring

MATH 499	Senior Project II	1
	Elective	1
	Elective	1
	Elective	1
<b>Term Units</b>		<b>4</b>

**Total Unit: 32**

<sup>1</sup> Course is offered every fall and spring semester

<sup>2</sup> CSCI 261 is offered annually, either fall or spring semester

<sup>3</sup> MATH 221Q is offered every fall semester

<sup>4</sup> MATH 321 is offered annually, either fall or spring semester

<sup>5</sup> MATH 371 and MATH 372 are electives offered every two years.

Please check with the Mathematics Department for details on course sequencing.

# Bachelor of Science in Applied Mathematics - Application to Physics Concentration

Code	Title	Units
<b>General Education Requirements</b>		
The student must complete the General Education Requirements of the College of Arts and Sciences.		9
<b>Major Requirements</b>		
MATH 321	Ordinary Differential Equations	1
MATH 142Q	Calculus II with Analytic Geometry	1
MATH 211Q	Linear Algebra	1
MATH 221Q	Introduction to Logic and Proof	1
MATH 243Q	Calculus III with Analytic Geometry	1
PHYS 141P	University Physics I	1
PHYS 142P	University Physics II	1
PHYS 304	Mathematical Methods in Physics	1
Select two units from the following:		2
MATH 312	Advanced Linear Algebra	
MATH 361	Numerical Analysis	
MATH 371	Probability: An Introduction to the Study of Randomness	
MATH 372	Mathematical Statistics	
MATH 411	Complex Analysis	
MATH 422	Partial Differential Equations	
Select two units from the following:		2
PHYS 322	Mechanics I	
PHYS 332	Electricity and Magnetism	
PHYS 343	Quantum Mechanics I	
MATH 498	Senior Project I	1
MATH 499	Senior Project II	1
<b>Collateral Requirements</b>		
CSCI 141	Introduction to Computer Science I	1
or CSCI 261	Introduction to Scientific Computing	
<b>General Electives</b>		<b>8</b>
<b>Total Units</b>		<b>32</b>

## General Education Requirements

All students in the College of Arts and Sciences must meet General Education requirements in addition to specific requirements within the major area of study.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C.

A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement. Students should check with their

advisor regarding the eligibility of transfer credits to meet General Education requirements after students have enrolled at Stetson. A key component of a liberal education is to learn about the modes of inquiry from a diverse set of disciplines, so no more than 3 courses used to meet General Education requirements may come from a single department and at least 16 of the 32 units required for graduation must come from departments outside the department of the major.

For many majors, certain courses outside the major field of study are required. These courses are called "collateral requirements."

A student majoring in Education may count among the 32 units as many in the major as are required for completion of an approved program for teacher certification by the State of Florida.

Code	Title	Units
<b>Foundations</b> <sup>1</sup>		
Writing Requirement		
FSEM 100	First Year Seminar	1
Quantitative Reasoning (any Q course)		1
Junior Seminar		1
<b>Knowledge of Human Cultures and the Natural World</b>		
Select five of the following: <sup>2</sup>		5
Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses) <sup>3</sup>		
Culture and Belief (any B course)		
Historical Inquiry (any H course)		
Individuals, Societies, and Social Systems (any S course)		
Modern Languages (any L course)		
Physical and Natural World (any P course)		
<b>Personal and Social Responsibility</b>		
Select any 'Stetson Values (V)' course		1
<b>Total Units</b>		<b>9</b>

## Cultural Events/Campus Engagement

In addition to completing 32 course units, students join Stetson's intellectual and creative life outside the classroom by participating in at least 3 approved cultural events for each semester of enrollment at Stetson. These events include lectures by distinguished visitors, musical performances, plays, and art shows.

<sup>1</sup> Foundation courses may not be taken pass/fail.

<sup>2</sup> 1 unit each from 5 out of the 6 areas.

<sup>3</sup> Course(s) must equal 1 unit.

## Advising Course Plan - Applied Mathematics Major - Application to Physics Concentration

First Year		
Fall		Units
MATH 142Q <sup>1</sup>	Calculus II with Analytic Geometry	1
FSEM 100	First Year Seminar	1
PHYS 141P	University Physics I	1
Elective		1
<b>Term Units</b>		<b>4</b>
Spring		Units
MATH 211Q <sup>1</sup>	Linear Algebra	1
CSCI 141 or 261 <sup>1 2</sup>	Introduction to Computer Science I Introduction to Scientific Computing	1
PHYS 142P	University Physics II	1
Elective		1
<b>Term Units</b>		<b>4</b>
Second Year		
Fall		Units
MATH 243Q <sup>1</sup>	Calculus III with Analytic Geometry	1
MATH 221Q <sup>3</sup>	Introduction to Logic and Proof	1
General Education requirement		1
Elective		1
<b>Term Units</b>		<b>4</b>
Spring		Units
MATH Elective <sup>4</sup>		1
PHYS 304	Mathematical Methods in Physics	1
General Education requirement		1
Elective		1
<b>Term Units</b>		<b>4</b>
Third Year		
Fall		Units
MATH 321 <sup>5</sup>	Ordinary Differential Equations	1
PHYS Elective <sup>6</sup>		1
Junior Seminar		1
General Education requirement		1
<b>Term Units</b>		<b>4</b>
Spring		Units
MATH Elective <sup>4</sup>		1
General Education requirement		1
Elective		1
Elective		1
<b>Term Units</b>		<b>4</b>
Fourth Year		
Fall		Units
PHYS Elective <sup>6</sup>		1
MATH 498	Senior Project I	1
General Education requirement		1
Elective		1
<b>Term Units</b>		<b>4</b>
Spring		Units
MATH 499	Senior Project II	1
General Education requirement		1
Elective		1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Total Unit: 32</b>		

<sup>2</sup> CSCI 261 is offered annually, either fall or spring semester

<sup>3</sup> MATH 221Q is offered every fall semester

<sup>4</sup> Select one of the following courses: MATH 312, MATH 361, MATH 371, MATH 372, MATH 411, or MATH 422. Math electives are offered every two years. Please check with the Mathematics Department for details on course sequencing.

<sup>5</sup> MATH 321 is offered annually, either fall or spring semester

<sup>6</sup> Select one of the following courses: PHYS 322, PHYS 332, or PHYS 343.

<sup>1</sup> Course is offered every fall and spring semester

## Bachelor of Science in Applied Mathematics - Application to Statistics Concentration

Code	Title	Units
<b>General Education Requirements</b>		
The student must complete the General Education Requirements of the College of Arts and Sciences.		9
<b>Major Requirements</b>		
MATH 371	Probability: An Introduction to the Study of Randomness	1
MATH 372	Mathematical Statistics	1
STAT 440Q	Forecasting	1
STAT 460Q	Experimental Design and Advanced Data Analysis	1
MATH 142Q	Calculus II with Analytic Geometry	1
MATH 211Q	Linear Algebra	1
MATH 221Q	Introduction to Logic and Proof	1
MATH 243Q	Calculus III with Analytic Geometry	1
Two units in MATH numbered 300 or higher		2
MATH 498	Senior Project I	1
MATH 499	Senior Project II	1
<b>Collateral Requirements</b>		
CSCI 141 or CSCI 261	Introduction to Computer Science I Introduction to Scientific Computing	1
<b>General Electives</b>		<b>10</b>
<b>Total Units</b>		<b>32</b>

### General Education Requirements

All students in the College of Arts and Sciences must meet General Education requirements in addition to specific requirements within the major area of study.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C.

A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement. Students should check with their advisor regarding the eligibility of transfer credits to meet General Education requirements after students have enrolled at Stetson. A key component of a liberal education is to learn about the modes of inquiry from a diverse set of disciplines, so no more than 3 courses used to meet General Education requirements may come from a single department and at least 16 of the 32 units required for graduation must come from departments outside the department of the major.

For many majors, certain courses outside the major field of study are required. These courses are called "collateral requirements."

A student majoring in Education may count among the 32 units as many in the major as are required for completion of an approved program for teacher certification by the State of Florida.

Code	Title	Units
<b>Foundations</b> <sup>1</sup>		
Writing Requirement		
FSEM 100	First Year Seminar	1
Quantitative Reasoning (any Q course)		1
Junior Seminar		1
<b>Knowledge of Human Cultures and the Natural World</b>		
Select five of the following: <sup>2</sup>		5
Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses) <sup>3</sup>		
Culture and Belief (any B course)		
Historical Inquiry (any H course)		
Individuals, Societies, and Social Systems (any S course)		
Modern Languages (any L course)		
Physical and Natural World (any P course)		
<b>Personal and Social Responsibility</b>		
Select any 'Stetson Values (V)' course		1
<b>Total Units</b>		<b>9</b>

### Cultural Events/Campus Engagement

In addition to completing 32 course units, students join Stetson's intellectual and creative life outside the classroom by participating in at least 3 approved cultural events for each semester of enrollment at Stetson. These events include lectures by distinguished visitors, musical performances, plays, and art shows.

<sup>1</sup> Foundation courses may not be taken pass/fail.

<sup>2</sup> 1 unit each from 5 out of the 6 areas.

<sup>3</sup> Course(s) must equal 1 unit.

## Military Science

The Army Reserve Officer's Training Corps, or ROTC, is a program in which both female and male students from first year through senior year may participate. The program may lead to a commission as a Second Lieutenant in the U.S. Army, U.S. Army Reserves, or the National Guard, though taking Military Science classes does not incur any military obligation unless the student receives an ROTC scholarship. We recommend these classes for anyone who would like to expand his or her leadership ability or knowledge of the military. ROTC enhances a student's education by providing unique leadership and management training opportunities, along with practical experiences. The curriculum is designed to be exciting, educational, and flexible enough to meet scholastic and personal goals. Classes and training include map reading, land navigation, rappelling, rifle marksmanship, patrolling, tactics, drill and ceremony, military history, ethics, and military law. All uniforms, military textbooks, and equipment are issued to cadets at no charge.

### Army Reserve Officer's Training

The Army Reserve Officer's Training Corps (ROTC) program provides an opportunity to acquire skills and knowledge necessary for commissioning as a Second Lieutenant in the U.S. Army, U.S. Army Reserves, or the National Guard. The program offers both a four-year and two-year option. The two-year option allows students with at least two academic years remaining in college to meet all requirements for commissioning. The ROTC courses may be applied toward open elective requirements in degree programs.

### Basic Military Science

The Basic Military Science courses are offered during the first and second years. These courses address military organization, equipment, weapons, map reading, land navigation, rank structure, threat, communications, leadership, and physical training. The courses consist of both classroom instruction and a mandatory lab and physical training.

### Advanced Military Science

The Advanced Military Science courses are normally taken during the junior and senior years. These courses specialize in small unit tactics, preparation and conduct of military training, the military justice system, staff procedures, decision making and leadership, managerial concepts, problem analysis, military writing, professional ethics, and physical training. The courses consist of both classroom instruction and a mandatory lab and physical training. This phase requires attendance at the one-month long Leadership Development Assessment Course (LDAC) conducted at Fort Lewis, Washington, during the summer after the junior year.

### Alternate Entry Program

For students who are about to begin their junior year and have had no prior ROTC courses, the Alternate Entry Program provides an opportunity to complete the last two years of ROTC and to be commissioned upon graduation. However, the criteria and requisites are stringent. The Professor of Military Science (PMS) is the approving authority, and the cadet must be contacted prior to enrollment.

### Leader's Training Course (LTC)

The Leader's Training Course (LTC) is a summer training program that is offered to students who are enrolled in the Alternate Entry Course. This month-long course at Fort Knox, Kentucky, qualifies a student for entry into the Advanced Military Science Course, thus allowing completion of all requirements for commissioning within two years. Students attending this camp will receive about \$800 pay.

## Benefits

Two-, three-, and four-year scholarships are available to those who qualify. Academic excellence is essential to any future career, especially in today's highly technical Army. Minimum requirements are:

1. Hold U.S. Citizenship
2. Be under 30 years of age the year of college graduation (waivers are possible)
3. Meet required physical standards by passing the Army Physical Fitness Test
4. Have a cumulative academic GPA of 2.5
5. Have an SAT score of 920 or ACT score of 19
6. Pass DOD Medical Evaluation Review Board physical

Scholarship benefits include up to:

- Full tuition paid for each school year
- Room and board paid at the discretion of the University\*
- Subsistence allowance paid at the rate of \$300 per month for first-year students, \$350 per month for sophomores, \$450 per month for juniors, and \$500 per month for seniors, up to ten months each school year

- Books paid at the rate of \$1,200 per year
- Uniforms and other items of military equipment issued at no expense to the cadet

\*In addition to the scholarship money provided by the U.S. Army, Stetson University typically provides free room and board for scholarship students, but does so at the University's discretion.

## Admission to the Basic Military Science Course

The admission requirements are as follows:

1. Enrollment in a baccalaureate program
2. At least 17 years of age at time of entry, but not more than 30 years of age at time of graduation
3. U.S. Citizen or naturalized citizen

## Admission to the Advanced Military Science (MS) Course

All Advanced Military Science courses are taught at Embry-Riddle Aeronautical University (ERAU) in Daytona Beach, FL

The admission requirements are as follows:

1. Successful completion of the Basic Military Science Course or equivalent
2. Successful completion of Army Physical Fitness Test
3. Approval by the Professor of Military Science
4. Agreement to complete the Advanced MS Course requirements and to serve on active duty or with the Army Reserve or National Guard as a Second Lieutenant
5. Maintenance of a 2.0 overall academic GPA and a 2.5 GPA in ROTC courses

Students electing to enroll in ROTC and pursue a commission in the U.S. Army must take the schedule of courses listed in each of the disciplines shown below:

Code	Title	Units
<b>Written Communication Skills</b>		
Select one unit from the following:		1
ENGL 206	Technical Writing	
ENGL 209	Write for Your Life	
FSEM 100	First Year Seminar	
<b>Military History</b>		
Select one unit from the following:		1
HIST 230H	The History of Modern Germany, 1770-Present	
HIST 317B	Crusades: Faith and Politics in the Middle East	
HIST 326H	Germany in War and Revolution: From the Second Empire to the Third Reich	
HIST 330H	World War II: A Global History	
HIST 347H	World War II in Asia: The Second Sino-Japanese War	
HIST 349H	War and Diplomacy in Modern East Asia	
HIST 353H	The American Civil War	
HIST 360V	War and Peace in American History (Junior Seminar)	
<b>Computer Literacy</b>		
Any computer oriented course will satisfy the requirement		1
<b>Speech or Oral Communication</b>		
COMM 201 or COMM 221S	Public Speaking Interpersonal Communication	1

All of the above are administered under the rules and regulations of the Department of the Army and are subject to periodic change.

## Faculty

Delvalle, Ruben  
*Military Science Instructor, 2014*

McCulloch, Oakland

*ROTC Program Director, 2011*

Reyes, Kenneth

*Military Science Instructor, 2014*

White, Garry

*Military Science Instructor, 2014*



# Philosophy

Philosophy wonders about the world--whether there is one and what sort of place it is--and about persons--what sort of creatures we are, how we relate to each other, and how we ought to live our lives. Philosophical wonder, however, does not simply think about these important matters; it thinks through disciplined and logical standards for clear and critical thought. In this process of critical wonder, we gain self-knowledge, knowledge of others, and, most profoundly, the courage to think for ourselves and to be who we are. The study of philosophy--and the love of wisdom it engenders--is thus an excellent foundation for further study and for careers in many fields, especially in higher education, law, religion, and business. More importantly, the study of philosophy helps us to develop what Socrates called "the examined life," which for him is the only life worth living.

More information can be found online at <http://www.stetson.edu/academics/programs/philosophy.php>.

## Learning Outcomes

Student learning outcomes describe what students know, understand and are able to do as a result of completing a degree program. The learning outcomes for this program are:

1. Credibly interpret philosophical texts and discourse
2. Identify and evaluate argument structures effectively
3. Critique, not merely credibly interpret, a philosophical text
4. Identify and critically evaluate major traditions, figures, concepts, and philosophical methods
5. Develop, express, and discuss philosophical ideas clearly and effectively in writing and conversation

## Majors

### Major in Philosophy

- Bachelor of Arts in Philosophy (p. 177)

## Minors

### Minor in Philosophy - 5 units

Code	Title	Units
<b>Requirements</b>		
PHIL 101B or PHIL 104Q	Introduction to Philosophy Introduction to Logic	1
PHIL 250H or PHIL 260H	History of Ancient Philosophy History of Modern Philosophy	1
PHIL Electives (two must be at 300 or 400 level)		3
<b>Total Units</b>		<b>5</b>

## Advising Course Plans

### Advising Course Plans

- Philosophy Major (p. 178)

## Faculty

Hall, Melinda

*Associate Professor of Philosophy and Chair*

B.A., American University

M.A., Ph.D., Vanderbilt University

Peppers-Bates, Susan M.

*Associate Professor of Philosophy*

B.A., Davidson College

M.A., Ph.D., University of Pennsylvania

Rust, Joshua

*Professor of Philosophy*

B.A., University of California - Berkeley

M.Sc., London School of Economics

M.A., Ph.D., University of California - Riverside

## Bachelor of Arts in Philosophy

Code	Title	Units
<b>General Education Requirements</b>		
The student must complete the General Education Requirements of the College of Arts and Sciences.		9
<b>Major Requirements</b>		
PHIL 101B	Introduction to Philosophy	1
PHIL 104Q	Introduction to Logic	1
PHIL 250H	History of Ancient Philosophy	1
or PHIL 260H	History of Modern Philosophy	
PHIL 350V	Ethics	1
or PHIL 316V	Bio-Medical Ethics	
PHIL 351	Epistemology	1
or PHIL 352	Metaphysics	
PHIL 399	Research in Philosophy	1
PHIL 400	Department Seminar	1
PHIL 499	Senior Project	1
PHIL Electives (all must be at 300 or 400 level)		2
<b>General Electives</b>		<b>13</b>
<b>Total Units</b>		<b>32</b>

### General Education Requirements

All students in the College of Arts and Sciences must meet General Education requirements in addition to specific requirements within the major area of study.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C.

A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement. Students should check with their advisor regarding the eligibility of transfer credits to meet General Education requirements after students have enrolled at Stetson. A key component of a liberal education is to learn about the modes of inquiry from a diverse set of disciplines, so no more than 3 courses used to meet General Education requirements may come from a single department and at least 16 of the 32 units required for graduation must come from departments outside the department of the major.

For many majors, certain courses outside the major field of study are required. These courses are called "collateral requirements."

A student majoring in Education may count among the 32 units as many in the major as are required for completion of an approved program for teacher certification by the State of Florida.

Code	Title	Units
<b>Foundations</b> <sup>1</sup>		
Writing Requirement		
FSEM 100	First Year Seminar	1
Quantitative Reasoning (any Q course)		1
Junior Seminar		1
<b>Knowledge of Human Cultures and the Natural World</b>		
Select five of the following: <sup>2</sup>		5
Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses) <sup>3</sup>		
Culture and Belief (any B course)		
Historical Inquiry (any H course)		
Individuals, Societies, and Social Systems (any S course)		
Modern Languages (any L course)		
Physical and Natural World (any P course)		
<b>Personal and Social Responsibility</b>		
Select any 'Stetson Values (V)' course		1
<b>Total Units</b>		<b>9</b>

### Cultural Events/Campus Engagement

In addition to completing 32 course units, students join Stetson's intellectual and creative life outside the classroom by participating in at least 3 approved cultural events for each semester of enrollment at Stetson. These events include lectures by distinguished visitors, musical performances, plays, and art shows.

<sup>1</sup> Foundation courses may not be taken pass/fail.

<sup>2</sup> 1 unit each from 5 out of the 6 areas.

<sup>3</sup> Course(s) must equal 1 unit.

# Advising Course Plan - Philosophy Major

A major in philosophy is designed to be maximally flexible. The major has few prerequisites. Students can take most courses anytime they are taught, although we strongly recommend that students take PHIL 101B before taking a 300- or 400-level class. The only courses students are required to take in a certain order are PHIL 399 and PHIL 499. Students should take PHIL 399 during the *spring* semester of their junior year and PHIL 499 the *fall* semester of their senior year. Students have also taken PHIL 399 and PHIL 499 simultaneously. Exceptions apply, as when the student is studying abroad.

Because of the major's flexibility and because the major only requires 10 units, a significant number of our students opt to pursue a second major. Students pursuing a law degree have found this option particularly attractive. With careful planning, it is possible to receive a degree in philosophy while only taking one philosophy course most semesters. However, students interested in pursuing a graduate degree in philosophy *should* acquire more than 10 units within philosophy.

The following courses are offered every semester:

- PHIL 101B Introduction to Philosophy
- PHIL 104Q Introduction to Logic

The following courses are offered every year:

- PHIL 250H History of Ancient Philosophy OR PHIL 260H History of Modern Philosophy
- PHIL 315V Contemporary Moral Dilemmas
- PHIL 317V Environmental Ethics
- PHIL 350V Ethics OR PHIL 316V Bio-Medical Ethics
- PHIL 351 Epistemology OR PHIL 352 Metaphysics
- PHIL 399 Research in Philosophy
- PHIL 400 Department Seminar
- PHIL 499 Senior Project

Additionally, the following courses are regularly offered:

- PHIL 300 Philosophy of Law
- PHIL 311V Philosophy of Race
- PHIL 315V Philosophy of Religion
- PHIL 309V Feminist Philosophy

The following is a merely *recommended* four-year plan. Note that only PHIL 399 (Third Year, Spring Semester) and PHIL 499 (Fourth Year, Fall Semester) need to be taken at a specified time and in a specified order.

First Year		Units
<b>Fall</b>		
FSEM 100	First Year Seminar	1
	General Education Requirement	1
	General Education Requirement	1
PHIL 101B	Introduction to Philosophy	1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
PHIL 104Q	Introduction to Logic	1

	General Education Requirement	1
	General Education Requirement	1
	Elective or second major course	1
<b>Term Units</b>		<b>4</b>
<b>Second Year</b>		
<b>Fall</b>		
PHIL 250H or 260H	History of Ancient Philosophy History of Modern Philosophy	1
	General Education Requirement	1
	Elective or second major course	1
	Elective or second major course	1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
	PHIL Elective	1
PHIL 350V or 316V	Ethics Bio-Medical Ethics	1
	General Education Requirement (if needed)	1
	Elective or second major course	1
<b>Term Units</b>		<b>4</b>
<b>Third Year</b>		
<b>Fall</b>		
PHIL 351 or 352	Epistemology Metaphysics	1
	PHIL Elective	1
	Junior Seminar (PHIL 315V counts as a JSEM but may be offered in the spring)	1
	Elective or second major course	1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
PHIL 399 <sup>1</sup>	Research in Philosophy	1
	Elective or second major course	1
	Elective or second major course	1
	Elective or second major course	1
<b>Term Units</b>		<b>4</b>
<b>Fourth Year</b>		
<b>Fall</b>		
PHIL 499 <sup>2</sup>	Senior Project	1
	Elective or second major course	1
	Elective or second major course	1
	Elective or second major course	1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
PHIL 400 <sup>3</sup>	Department Seminar	1
	Elective or second major course	1
	Elective or second major course	1
	Elective or second major course	1
<b>Term Units</b>		<b>4</b>
<b>Total Unit: 32</b>		

<sup>1</sup> All philosophy majors should take this class during the spring of their junior year.  
<sup>2</sup> All philosophy majors should take this class during the fall of their senior year.  
<sup>3</sup> Students often take PHIL 400 during their senior year.

## Physics

Physics is the study of the fundamental laws governing the natural world. It is used to explain phenomena that range from the tiny, such as the arrangement of electrons within an atom, to the huge, such as the collection of galaxies into clusters and super-clusters; from the gentle, such as the radiation pressure exerted by sunlight striking a satellite's solar panels, to the fierce, such as the crushing force of gravity at the surface of a neutron star. Those laws form a framework upon which all the other natural sciences are built. The need to express those natural laws in mathematical language has been the driving force behind many advances in mathematics, and physics lies at the core of applied science and engineering.

The Physics Department offers a Bachelor of Science degree with a choice of concentrations in either Physics, Applied Physics, or Biophysics, as well as several pre-engineering options. (See the pre-engineering options later in this section.) While the department tailors the course of study to students' individual needs and goals, all students majoring in physics obtain a strong foundation focusing on critical thinking, problem solving, and research. The faculty maintain open office hours, and facilities are open extended hours for majors. Research is actively encouraged, and many opportunities exist: students can work with a faculty mentor on campus during the summer or participate in one of many off-campus opportunities in both academia and industry. Students regularly present their work at professional meetings and publish papers in national journals.

The Physics concentration is excellent preparation for graduate school in physics, engineering, and closely related scientific fields. The Physics concentration is also designed to support the various options of the pre-engineering program. The Applied Physics concentration is designed to prepare students for employment immediately upon graduation in industrial research and development laboratories, technical consulting firms, and technically-oriented government agencies. The Applied Physics concentration is not recommended for those intending to pursue graduate degrees in either physics or engineering, but it is a good choice for students interested in patent law. The Biophysics concentration is excellent preparation for medical school and other health-oriented professional schools. The Physics major (the Physics concentration, Applied Physics concentration, or Biophysics concentration) is an outstanding liberal arts degree that develops critical thinking skills that are in high demand by employers in the private and public sectors. Graduates of the Physics Department work in a wide variety of careers, including faculty in universities, medical schools, and high schools; they are employed by companies such as IBM and Northrop-Grumman and by government agencies such as the Department of Energy and NASA.

More information can be found online at <http://www.stetson.edu/academics/programs/physics.php>.

## Pre-Engineering and the Dual Degree Program

All accredited engineering schools require their first- and second-year students to take a relatively standardized set of mathematics and physics courses that are commonly referred to as pre-engineering courses. Students who perform well in these courses are accepted into the engineering program of their choice, and they complete the specialized courses associated with that program during their third and fourth years. Stetson does not offer an engineering degree, but it does offer the standard pre-engineering courses, and students interested in engineering have the three options listed below available to them. Students who choose to attend Stetson while preparing for a career in engineering benefit from the fostering atmosphere of small class sizes and close interaction with faculty, in addition to developing the communication and critical thinking skills that are the hallmarks of a liberal arts education.

### Pre-Engineering Option One

Students choosing this option complete their first two years on the Physics track at Stetson and then transfer to an engineering school, where they complete their undergraduate work and earn a Bachelor of Science in engineering. While at Stetson, the students take essentially the same pre-engineering courses that their counterparts at the engineering school take, laying a solid foundation in mathematics and physics, plus the General Education courses that are required by the engineering school.

### Pre-Engineering Option Two (The Dual Degree Program)

Students choosing this option earn Bachelor of Science degrees from both Stetson and an engineering school. Students spend three years at Stetson completing the requirements for a physics major (Physics Track only), and then they transfer to an accredited engineering school, where they are usually able to complete the engineering degree in two years. Upon receiving the engineering degree, they are also awarded the B.S. degree in Physics from Stetson. Students are free to complete the dual degree program at **any accredited engineering school**.

### Pre-Engineering Option Three

Many of our pre-engineering students like what they find at Stetson so much that they choose to complete their Bachelor of Science degree in Physics at Stetson (Physics Track only), and then they pursue specialized training in engineering at the graduate level. Students choosing this option are able to take many more electives in physics and develop a much deeper understanding of the science that underlies the field of engineering in which they are interested. They also benefit from having their written and oral communication skills more finely honed. This option proves to be an excellent foundation for graduate studies in engineering, and students are able to make the transition with little or no difficulty.

## Learning Outcomes

Student learning outcomes describe what students know, understand and are able to do as a result of completing a degree program. The learning outcomes for this program are:

1. Write a journal style article or formal lab report
2. Compile a thorough, well-organized laboratory notebook and apply standard laboratory techniques to collect and analyze data
3. Deliver an effective technical conference-style oral presentation
4. Use standard computer software and programming techniques for data collection and analysis, problem solving, and presentations
5. Demonstrate quantitative problem solving skills in the theory-oriented required courses in any of the three concentrations (physics, applied physics or biophysics)

## Majors

### Majors in Physics

- Bachelor of Science in Physics - Applied Physics Concentration (p. 183)
- Bachelor of Science in Physics - Physics Concentration (p. 181)
- Bachelor of Science in Physics - Biophysics Concentration (p. 185)

## Minors

### Minor in Physics - 7 units

Code	Title	Units
<b>Department Requirements</b>		
PHYS 141P	University Physics I	1
PHYS 142P	University Physics II	1
PHYS 243	Modern Physics	1
PHYS 380	Physics Colloquium	0
Two units in PHYS numbered 300 or higher		2
<b>Collateral Requirements</b>		
MATH 141Q	Calculus I with Analytic Geometry <sup>1</sup>	1
MATH 142Q	Calculus II with Analytic Geometry	1
<b>Total Units</b>		<b>7</b>

<sup>1</sup> Students not prepared to take MATH 141Q will be allowed to substitute MATH 130/MATH 131Q

## Advising Course Plans

### Advising Course Plans

- Physics Major (p. 182)
- Physics Major - Applied Physics Concentration (p. 184)
- Physics Major - Biophysics Concentration (p. 186)

## Faculty

Glander, George S.

*Professor of Physics, 1996*

*Associate Dean of the College of Arts and Sciences, 2010*

B.A., Carleton College

Ph.D., University of Wisconsin - Madison

Lynch, Holley E.

*Assistant Professor of Physics, 2016*

B.A., Earlham College

M.S., Ph.D., Vanderbilt University

Riggs, Kevin T.

*Professor and Chair of Physics, 1987*

B.S., University of Wisconsin - River Falls

M.S., Case Western Reserve University

Ph.D., University of Minnesota

## Bachelor of Science in Physics - Physics Concentration

Code	Title	Units
<b>General Education Requirements</b>		
The student must complete the General Education Requirements for the College of Arts & Sciences.		9
<b>Major Requirements</b>		
PHYS 141P	University Physics I	1
PHYS 142P	University Physics II	1
PHYS 243	Modern Physics	1
PHYS 304	Mathematical Methods in Physics	1
PHYS 312	Laboratory Techniques	1
PHYS 322	Mechanics I	1
PHYS 332	Electricity and Magnetism	1
PHYS 343	Quantum Mechanics I	1
PHYS 380	Physics Colloquium	0
PHYS 497	Senior Project Proposal	.5
PHYS 498	Senior Project	1
PHYS 499	Senior Seminar	.5
Select one unit from the following:		1
PHYS 352	Optics	
PHYS 356	Electronics	
PHYS 412	Advanced Laboratory Techniques	
Select one unit from the following in Computer Science:		1
CSCI 261	Introduction to Scientific Computing (Recommended)	
CSCI 141	Introduction to Computer Science I	
<b>Collateral Requirements</b>		
MATH 141Q	Calculus I with Analytic Geometry <sup>1</sup>	1
MATH 142Q	Calculus II with Analytic Geometry	1
MATH 243Q	Calculus III with Analytic Geometry	1
<b>General Electives</b>		<b>8</b>
<b>Total Units</b>		<b>32</b>

<sup>1</sup> Students not prepared to take MATH 141Q will be allowed to substitute MATH 130 and MATH 131Q

### General Education Requirements

All students in the College of Arts and Sciences must meet General Education requirements in addition to specific requirements within the major area of study.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C.

A single course may not be used to meet more than one of the General Education requirements, but a single course may count

toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement. Students should check with their advisor regarding the eligibility of transfer credits to meet General Education requirements after students have enrolled at Stetson. A key component of a liberal education is to learn about the modes of inquiry from a diverse set of disciplines, so no more than 3 courses used to meet General Education requirements may come from a single department and at least 16 of the 32 units required for graduation must come from departments outside the department of the major.

For many majors, certain courses outside the major field of study are required. These courses are called "collateral requirements."

A student majoring in Education may count among the 32 units as many in the major as are required for completion of an approved program for teacher certification by the State of Florida.

Code	Title	Units
<b>Foundations <sup>1</sup></b>		
Writing Requirement		
FSEM 100	First Year Seminar	1
Quantitative Reasoning (any Q course)		1
Junior Seminar		1
<b>Knowledge of Human Cultures and the Natural World</b>		
Select five of the following: <sup>2</sup>		5
Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses) <sup>3</sup>		
Culture and Belief (any B course)		
Historical Inquiry (any H course)		
Individuals, Societies, and Social Systems (any S course)		
Modern Languages (any L course)		
Physical and Natural World (any P course)		
<b>Personal and Social Responsibility</b>		
Select any 'Stetson Values (V)' course		1
<b>Total Units</b>		<b>9</b>

### Cultural Events/Campus Engagement

In addition to completing 32 course units, students join Stetson's intellectual and creative life outside the classroom by participating in at least 3 approved cultural events for each semester of enrollment at Stetson. These events include lectures by distinguished visitors, musical performances, plays, and art shows.

<sup>1</sup> Foundation courses may not be taken pass/fail.

<sup>2</sup> 1 unit each from 5 out of the 6 areas.

<sup>3</sup> Course(s) must equal 1 unit.

# Advising Course Plan - Physics Major

## First Year

		Units
<b>Fall</b>		
PHYS 141P	University Physics I	1
MATH 130 or 141Q	Calculus I with Review Part I Calculus I with Analytic Geometry	1
FSEM 100	First Year Seminar	1
General Education requirement		1
<b>Term Units</b>		<b>4</b>

<b>Spring</b>		
PHYS 142P	University Physics II	1
MATH 131Q or 142Q	Calculus I with Review Part 2 Calculus II with Analytic Geometry	1
Writing Enhanced course		1
General Education requirement		1
<b>Term Units</b>		<b>4</b>

## Summer

If not previously completed, MATH 142Q should be taken in the summer term

<b>Term Units</b>	<b>0</b>
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## Second Year

		Units
<b>Fall</b>		
PHYS 243	Modern Physics	1
PHYS 380	Physics Colloquium	0.0
MATH 243Q	Calculus III with Analytic Geometry	1
General Education requirement		1
General Education requirement		1
<b>Term Units</b>		<b>4</b>

<b>Spring</b>		
PHYS 304	Mathematical Methods in Physics	1
PHYS 312	Laboratory Techniques	1
PHYS 380	Physics Colloquium	0.0
General Education requirement or Elective		1
General Education requirement or Elective		1
<b>Term Units</b>		<b>4</b>

## Third Year

		Units
<b>Fall</b>		
Take one of the following each semester:		
PHYS 322, 332, or 343	Mechanics I Electricity and Magnetism Quantum Mechanics I	1
PHYS 352 or 356 <sup>1</sup>	Optics Electronics	1
PHYS 380	Physics Colloquium	0.0
Junior Seminar		1
General Education requirement or Elective		1
<b>Term Units</b>		<b>4</b>

<b>Spring</b>		
Take one of the following each semester:		
PHYS 322, 332, or 343	Mechanics I Electricity and Magnetism Quantum Mechanics I	1
PHYS 412 <sup>1</sup>	Advanced Laboratory Techniques	1
PHYS 380	Physics Colloquium	0.0
PHYS 497	Senior Project Proposal	0.5
General Education requirement or Elective		1
<b>Term Units</b>		<b>3.5</b>

## Fourth Year

		Units
<b>Fall</b>		
Take one of the following each semester:		

PHYS 322, 332, or 343	Mechanics I Electricity and Magnetism Quantum Mechanics I	1
PHYS 352 or 356 <sup>1</sup>	Optics Electronics	1
PHYS 380	Physics Colloquium	0.0
PHYS 498	Senior Project	1
General Education requirement or Elective		1

<b>Term Units</b>	<b>4</b>
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<b>Spring</b>		
PHYS 380	Physics Colloquium	0.0
PHYS 412 <sup>1</sup>	Advanced Laboratory Techniques	1
PHYS 499	Senior Seminar	0.5

Select one of the following:

CSCI 261 or 141	Introduction to Scientific Computing Introduction to Computer Science I	1
General Education requirement or Elective		1
General Education requirement or Elective		1

<b>Term Units</b>	<b>4.5</b>
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**Total Unit: 32**

<sup>1</sup> If selected for major requirement, or General Education requirement, or Elective.

## Bachelor of Science in Physics - Applied Physics Concentration

Code	Title	Units
<b>General Education Requirements</b>		
The student must complete the General Education Requirements for the College of Arts & Sciences.		9
<b>Major Requirements</b>		
PHYS 141P	University Physics I	1
PHYS 142P	University Physics II	1
PHYS 243	Modern Physics	1
PHYS 312	Laboratory Techniques	1
PHYS 380	Physics Colloquium	0
PHYS 497	Senior Project Proposal	.5
PHYS 498	Senior Project	1
PHYS 499	Senior Seminar	.5
Select one unit from the following in Computer Science:		1
CSCI 261	Introduction to Scientific Computing (Recommended)	
CSCI 141	Introduction to Computer Science I	
Select three units from the following:		3
PHYS 352	Optics	
PHYS 356	Electronics	
PHYS 397	Internship in Physics	
PHYS 412	Advanced Laboratory Techniques	
Select one unit from the following:		1
PHYS 251	Biophysics	
PHYS 362	Thermophysics	
<b>Collateral Requirements</b>		
MATH 141Q	Calculus I with Analytic Geometry <sup>1</sup>	1
MATH 142Q	Calculus II with Analytic Geometry	1
MATH 211Q	Linear Algebra	1
<b>Recommended Courses</b>		
The following courses are strongly recommended for the Applied Physics track:		
CHEM 141P	General Chemistry I	1
CHEM 142P	General Chemistry II	1
<b>General Electives</b>		<b>7</b>
<b>Total Units</b>		<b>32</b>

<sup>1</sup> Students not prepared to take MATH 141Q will be allowed to substitute MATH 130/MATH 131Q

### General Education Requirements

All students in the College of Arts and Sciences must meet General Education requirements in addition to specific requirements within the major area of study.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed

in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C.

A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement. Students should check with their advisor regarding the eligibility of transfer credits to meet General Education requirements after students have enrolled at Stetson. A key component of a liberal education is to learn about the modes of inquiry from a diverse set of disciplines, so no more than 3 courses used to meet General Education requirements may come from a single department and at least 16 of the 32 units required for graduation must come from departments outside the department of the major.

For many majors, certain courses outside the major field of study are required. These courses are called "collateral requirements."

A student majoring in Education may count among the 32 units as many in the major as are required for completion of an approved program for teacher certification by the State of Florida.

Code	Title	Units
<b>Foundations <sup>1</sup></b>		
Writing Requirement		
FSEM 100	First Year Seminar	1
Quantitative Reasoning (any Q course)		1
Junior Seminar		1
<b>Knowledge of Human Cultures and the Natural World</b>		
Select five of the following: <sup>2</sup>		5
Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses) <sup>3</sup>		
Culture and Belief (any B course)		
Historical Inquiry (any H course)		
Individuals, Societies, and Social Systems (any S course)		
Modern Languages (any L course)		
Physical and Natural World (any P course)		
<b>Personal and Social Responsibility</b>		
Select any 'Stetson Values (V)' course		1
<b>Total Units</b>		<b>9</b>

### Cultural Events/Campus Engagement

In addition to completing 32 course units, students join Stetson's intellectual and creative life outside the classroom by participating in at least 3 approved cultural events for each semester of enrollment at Stetson. These events include lectures by distinguished visitors, musical performances, plays, and art shows.

<sup>1</sup> Foundation courses may not be taken pass/fail.

<sup>2</sup> 1 unit each from 5 out of the 6 areas.

<sup>3</sup> Course(s) must equal 1 unit.



# Advising Course Plan - Physics Major - Applied Physics Concentration

## First Year

Fall		Units
PHYS 141P	University Physics I	1
MATH 130 or 141Q	Calculus I with Review Part I Calculus I with Analytic Geometry	1
FSEM 100	First Year Seminar	1
General Education requirement		1
<b>Term Units</b>		<b>4</b>

## Spring

PHYS 142P	University Physics II	1
MATH 131Q or 142Q	Calculus I with Review Part 2 Calculus II with Analytic Geometry	1
Writing Enhanced course requirement		1
General Education requirement		1
<b>Term Units</b>		<b>4</b>

## Summer

If not previously completed, MATH 142Q should be taken in the summer term

**Term Units** 0

## Second Year

### Fall

PHYS 243	Modern Physics	1
PHYS 380	Physics Colloquium	0.0
General Education requirement		1
General Education requirement		1
General Education requirement		1
<b>Term Units</b>		<b>4</b>

### Spring

PHYS 312	Laboratory Techniques	1
PHYS 380	Physics Colloquium	0.0
MATH 211Q	Linear Algebra	1
BIOL 141P	Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics (as prerequisite for PHYS 252; or General Education requirement)	1
General Education requirement		1
<b>Term Units</b>		<b>4</b>

## Third Year

### Fall

PHYS 352 or 356 <sup>1</sup>	Optics Electronics	1
PHYS 380	Physics Colloquium	0.0
CSCI 141	Introduction to Computer Science I (or General Education requirement or Elective)	1
Junior Seminar		1
General Education requirement or Elective		1
<b>Term Units</b>		<b>4</b>

### Spring

PHYS 251 or 362 <sup>1</sup>	Biophysics Thermophysics	1
PHYS 380	Physics Colloquium	0.0
PHYS 412 <sup>1</sup>	Advanced Laboratory Techniques	1
PHYS 497	Senior Project Proposal	0.5
CSCI 261 <sup>1</sup>	Introduction to Scientific Computing	1
<b>Term Units</b>		<b>3.5</b>

## Fourth Year

### Fall

PHYS 352 or 356 <sup>1</sup>	Optics Electronics	1
PHYS 380	Physics Colloquium	0.0
PHYS 498	Senior Project	1
General Education requirement or Elective		1
General Education requirement or Elective		1

**Term Units** 4

### Spring

PHYS 251 or 362 <sup>1</sup>	Biophysics Thermophysics	1
PHYS 380	Physics Colloquium	0.0
PHYS 412 <sup>1</sup>	Advanced Laboratory Techniques	1
PHYS 499	Senior Seminar	0.5
General Education requirement or Elective		1
General Education requirement or Elective		1

**Term Units** 4.5

**Total Unit: 32**

<sup>1</sup> If selected for major requirement, or General Education requirement, or Elective.

## Bachelor of Science in Physics - Biophysics Concentration

Code	Title	Units
<b>General Education Requirements</b>		
The student must complete the General Education Requirements for the College of Arts & Sciences.		9
<b>Major Requirements</b>		
PHYS 141P	University Physics I	1
PHYS 142P	University Physics II	1
PHYS 243	Modern Physics	1
PHYS 251	Biophysics	1
PHYS 312	Laboratory Techniques	1
PHYS 380	Physics Colloquium	0.0
PHYS 497	Senior Project Proposal	0.5
PHYS 498	Senior Project	1
PHYS 499	Senior Seminar	0.5
CHEM 201	Organic Chemistry I	1
CSCI 261	Introduction to Scientific Computing	1
Select one unit from the following:		1
PHYS 352	Optics	
PHYS 356	Electronics	
PHYS 362	Thermophysics	
HLSC 313	Biomechanics	
<b>Collateral Requirements</b>		
MATH 141Q	Calculus I with Analytic Geometry <sup>1</sup>	1
MATH 142Q	Calculus II with Analytic Geometry	1
BIOL 141P	Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics	1
CHEM 141P	General Chemistry I	1
CHEM 142P	General Chemistry II	1
<b>General Electives</b>		<b>8</b>
<b>Total Units</b>		<b>32</b>

<sup>1</sup> Students not prepared to take MATH 141Q will be allowed to substitute MATH 130/MATH 131Q.

### General Education Requirements

All students in the College of Arts and Sciences must meet General Education requirements in addition to specific requirements within the major area of study.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C.

A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement. Students should check with their advisor regarding the eligibility of transfer credits to meet General

Education requirements after students have enrolled at Stetson. A key component of a liberal education is to learn about the modes of inquiry from a diverse set of disciplines, so no more than 3 courses used to meet General Education requirements may come from a single department and at least 16 of the 32 units required for graduation must come from departments outside the department of the major.

For many majors, certain courses outside the major field of study are required. These courses are called "collateral requirements."

A student majoring in Education may count among the 32 units as many in the major as are required for completion of an approved program for teacher certification by the State of Florida.

Code	Title	Units
<b>Foundations <sup>1</sup></b>		
Writing Requirement		
FSEM 100	First Year Seminar	1
Quantitative Reasoning (any Q course)		1
Junior Seminar		1
<b>Knowledge of Human Cultures and the Natural World</b>		
Select five of the following: <sup>2</sup>		5
Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses) <sup>3</sup>		
Culture and Belief (any B course)		
Historical Inquiry (any H course)		
Individuals, Societies, and Social Systems (any S course)		
Modern Languages (any L course)		
Physical and Natural World (any P course)		
<b>Personal and Social Responsibility</b>		
Select any 'Stetson Values (V)' course		1
<b>Total Units</b>		<b>9</b>

### Cultural Events/Campus Engagement

In addition to completing 32 course units, students join Stetson's intellectual and creative life outside the classroom by participating in at least 3 approved cultural events for each semester of enrollment at Stetson. These events include lectures by distinguished visitors, musical performances, plays, and art shows.

<sup>1</sup> Foundation courses may not be taken pass/fail.

<sup>2</sup> 1 unit each from 5 out of the 6 areas.

<sup>3</sup> Course(s) must equal 1 unit.

# Advising Course Plan - Physics Major - Biophysics Concentration

## First Year

Fall		Units
PHYS 141P	University Physics I	1
MATH 130 or 141Q	Calculus I with Review Part I Calculus I with Analytic Geometry	1
CHEM 141P	General Chemistry I	1
FSEM 100	First Year Seminar	1
<b>Term Units</b>		<b>4</b>

## Spring

PHYS 142P	University Physics II	1
MATH 131Q or 142Q	Calculus I with Review Part 2 Calculus II with Analytic Geometry	1
CHEM 142P	General Chemistry II	1
Writing Enhanced course requirement		1
<b>Term Units</b>		<b>4</b>

## Summer

If not previously completed, MATH 142Q should be taken in the summer term

**Term Units** 0

## Second Year

Fall		Units
PHYS 243	Modern Physics	1
PHYS 380	Physics Colloquium	0.0
CHEM 201	Organic Chemistry I	1
General Education requirement		1
General Education requirement		1
<b>Term Units</b>		<b>4</b>

## Spring

PHYS 312	Laboratory Techniques	1
PHYS 380	Physics Colloquium	0.0
CHEM 301	Organic Chemistry II	1
General Education requirement		1
General Education requirement		1
<b>Term Units</b>		<b>4</b>

## Third Year

Fall		Units
PHYS 352 or 356 <sup>1</sup>	Optics Electronics	1
PHYS 380	Physics Colloquium	0.0
BIOL 141P	Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics	1
CHEM 204	Biochemistry I (for Pre-Health Program)	1
Junior Seminar		1
<b>Term Units</b>		<b>4</b>

## Spring

PHYS 251 or 362 <sup>1</sup>	Biophysics (if available (offered alternate years)) Thermophysics	1
PHYS 380	Physics Colloquium	0.0
PHYS 497	Senior Project Proposal	0.5
BIOL 142P	Introductory Biology II: Animal and Plant Physiology (for Pre-Health Program)	1
CHEM 304	Biochemistry II (for Pre-Health Program)	1
<b>Term Units</b>		<b>3.5</b>

## Fourth Year

Fall		Units
PHYS 352 or 356 <sup>1</sup>	Optics Electronics	1

PHYS 380	Physics Colloquium	0.0
PHYS 498	Senior Project	1
General Education requirement or Elective		1
General Education requirement or Elective		1
<b>Term Units</b>		<b>4</b>

## Spring

PHYS 251 or 362 <sup>1</sup>	Biophysics (if available (offered alternate years)) Thermophysics	1
PHYS 380	Physics Colloquium	0.0
PHYS 499	Senior Seminar	0.5
CSCI 261	Introduction to Scientific Computing	1
General Education requirement or Elective		1
General Education requirement or Elective		1
<b>Term Units</b>		<b>4.5</b>

**Total Unit: 32**

<sup>1</sup> If selected for major requirement, or General Education requirement, or Elective

## Political Science

For generations, an education in political science at Stetson has prepared graduates for distinguished careers in law and public service and in fields as diverse as journalism and business. A distinctive feature of Stetson's program is its emphasis on opportunities for learning beyond the classroom--through study abroad, internships, participation in the Washington Semester and the Model Senate, and small-group conversations with visiting lecturers. Divided into four subdisciplines--American government, comparative politics, international relations, and political theory and methodology--political science examines the institutions, social structures, and ideas that shape local communities, state and national governments, and the international order. A major or minor in political science gives students a broad education in public affairs and social science methodology while encouraging critical thinking and a mastery of oral and written expression.

More information can be found online at <http://www.stetson.edu/academics/programs/political-science.php>.

### Learning Outcomes

Student learning outcomes describe what students know, understand and are able to do as a result of completing a degree program. The learning outcomes for this program are:

1. Apply social science methodological tools to explain political processes and outcomes and/or to critique existing explanations
2. Analyze and appraise political regimes using structural, institutional, historical, cultural and/or ethical theoretical frameworks found in the literature.
3. Propose, produce, and defend an independently researched paper that demonstrates an original interpretation of a political problem through the use of primary and secondary sources
4. Construct and defend valid and dispassionate arguments and relate them to long-standing and contemporary debates and controversies in the field of political science

### Majors

#### Major in Political Science

- Bachelor of Arts in Political Science (p. 189)

### Minors

#### Minor in Political Science - 5 units

Code	Title	Units
<b>Requirements</b>		
POLI 100	Introduction to Political Science	1
Two of the following three courses:		2
POLI 200	American Politics	
POLI 201S	Comparative Politics	
POLI 203S	International Relations	
Two additional POLI units		2
<b>Total Units</b>		<b>5</b>

### Advising Course Plans

#### Advising Course Plans

- Political Science Major (p. 190)

### Faculty

Hill, David

*Professor and Chair of Political Science, 2007*

B.A., Stetson University

M.A., Ph.D., University of Florida

Huskey, Eugene E. Jr.

*Professor of Political Science, 1989*

*William R. Kenan, Jr. Chair, 1999*

B.A., Vanderbilt University

M.A., Essex University

Ph.D., London School of Economics

Nylen, William R.

*Professor of Political Science, 1992*

B.A., University of California at Berkeley

M.A., Johns Hopkins School of Advanced International Studies

M.A., M.Phil., Ph.D., Columbia University

Smallpage, Steven

*Assistant Professor of Political Science, 2016*

B.A., American University, Washington DC

M.A., University of Toronto

Ph.D., Michigan State University

Smith, Kelly B.

*Assistant Professor of Political Science, 2018*

B.A., Providence College

M.A., Ph.D., Brown University

# Bachelor of Arts in Political Science

Code	Title	Units
<b>General Education Requirements</b>		
The student must complete the General Education Requirements of the College of Arts & Sciences		9
<b>Major Requirements</b>		
POLI 100	Introduction to Political Science	1
POLI 200	American Politics	1
POLI 201S	Comparative Politics	1
POLI 203S	International Relations	1
POLI 325	Political Analysis	1
POLI 499	Senior Project	1
Five additional POLI units (four of which must be at the 300- and 400-level)		5
<b>General Electives</b>		<b>12</b>
<b>Total Units</b>		<b>32</b>

## General Education Requirements

All students in the College of Arts and Sciences must meet General Education requirements in addition to specific requirements within the major area of study.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C.

A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement. Students should check with their advisor regarding the eligibility of transfer credits to meet General Education requirements after students have enrolled at Stetson. A key component of a liberal education is to learn about the modes of inquiry from a diverse set of disciplines, so no more than 3 courses used to meet General Education requirements may come from a single department and at least 16 of the 32 units required for graduation must come from departments outside the department of the major.

For many majors, certain courses outside the major field of study are required. These courses are called "collateral requirements."

A student majoring in Education may count among the 32 units as many in the major as are required for completion of an approved program for teacher certification by the State of Florida.

Code	Title	Units
<b>Foundations</b> <sup>1</sup>		
Writing Requirement		
FSEM 100	First Year Seminar	1
Quantitative Reasoning (any Q course)		1
Junior Seminar		1
<b>Knowledge of Human Cultures and the Natural World</b>		

Select five of the following: <sup>2</sup>	5
Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses) <sup>3</sup>	
Culture and Belief (any B course)	
Historical Inquiry (any H course)	
Individuals, Societies, and Social Systems (any S course)	
Modern Languages (any L course)	
Physical and Natural World (any P course)	
<b>Personal and Social Responsibility</b>	
Select any 'Stetson Values (V)' course	1
<b>Total Units</b>	<b>9</b>

## Cultural Events/Campus Engagement

In addition to completing 32 course units, students join Stetson's intellectual and creative life outside the classroom by participating in at least 3 approved cultural events for each semester of enrollment at Stetson. These events include lectures by distinguished visitors, musical performances, plays, and art shows.

<sup>1</sup> Foundation courses may not be taken pass/fail.

<sup>2</sup> 1 unit each from 5 out of the 6 areas.

<sup>3</sup> Course(s) must equal 1 unit.

# Advising Course Plan - Political Science Major

- <sup>2</sup> Or any 200+ level course in the field of American politics (or Comparative politics, if POLI 201S taken in the first year).
- <sup>3</sup> Includes POLI 397.
- <sup>4</sup> Two-thirds of Political Science majors should take POLI 499 in fall of the fourth year.

<b>First Year</b>		
<b>Fall</b>		<b>Units</b>
POLI 100	Introduction to Political Science	1
FSEM 100	First Year Seminar	1
	General Education Requirement	1
	General Education Requirement	1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
	One required 200-level POLI course (POLI 200, POLI 201S, or POLI 203)	1
	General Education Requirement	1
	General Education Requirement	1
	Elective	1
<b>Term Units</b>		<b>4</b>
<b>Second Year</b>		
<b>Fall</b>		
	One required 200-level POLI course (POLI 200, POLI 201S, or POLI 203)	1
	One 100 or 200 level POLI elective course in American Politics, Comparative Politics, or International Relations	1
	General Education Requirement	1
	Elective	1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
	One required 200-level POLI course (POLI 200, POLI 201S, or POLI 203)	1
	Any 200- or 300-level course in the fields of American or Comparative Politics	1
	General Education Requirement	1
	Elective	1
<b>Term Units</b>		<b>4</b>
<b>Third Year</b>		
<b>Fall</b>		
POLI 325	Political Analysis	1
	Junior Seminar or any 300-level POLI course <sup>3</sup>	1
	General Education Requirement	1
	Elective	1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
	Junior Seminar (if not taken in fall) or Elective	1
	Any 300- or 400-level POLI course <sup>3</sup>	1
	General Education Requirement	1
	Elective	1
<b>Term Units</b>		<b>4</b>
<b>Fourth Year</b>		
<b>Fall</b>		
POLI 499 <sup>4</sup>	Senior Project	1
	Any 300- or 400-level POLI course <sup>3</sup>	1
	Elective	1
	Elective	1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
POLI 499 <sup>4</sup>	Senior Project (if not taken in Fall)	1
	Any 300- or 400-level POLI course <sup>3</sup>	1
	Elective	1
	Elective	1
<b>Term Units</b>		<b>4</b>
<b>Total Unit: 32</b>		

<sup>1</sup> May take POLI 201S in spring of the first year if earned a final grade of B+ or higher in POLI 101S in the fall of the first year.

# Psychology

Psychology is the scientific study of behavior and mental processes. Because psychology is a very broad discipline, it includes many different specialty areas. Most psychologists are clinical and counseling psychologists, who diagnose and treat emotional and behavioral disorders. Other psychologists apply the principles of psychology to solve practical problems in education, law, medicine, business, and government. Research psychologists teach and carry out scientific studies on a remarkably diverse array of topics.

Many careers in psychology today require a masters or doctoral degree, so we have designed our program to provide students with a strong foundation for graduate study. Nonetheless, many of our students go directly into the job market well-prepared with the skills and knowledge afforded them via their experiences with us. Psychology majors are encouraged to take courses that expose them to the core or "pillar" areas in psychology as well as those whose emphasis is on understanding the science of psychology. Our majors learn research techniques: how to clarify concepts, locate and evaluate information, design experiments, do statistical analyses of data, and prepare written reports. In addition, they have the opportunity to develop skills in communication and interpersonal relations, to complete a supervised internship, gaining hands-on experience in the practice of psychology, and to work one-on-one with professors on psychological research. Stetson's Psychology Department has an excellent record of placing students in graduate programs and has also prepared graduates to pursue fulfilling careers in a variety of professions.

Qualified graduates of the Psychology Department may be accepted directly into either of Stetson University's two masters programs offered by the Department of Counselor Education - Clinical Mental Health Counseling (<http://www.stetson.edu/other/academics/programs/clinical-mental-health-counseling.php>) or Marriage, Couple and Family Counseling (<http://www.stetson.edu/other/academics/programs/marriage-couple-family-counseling.php>) - without submitting scores for the Graduate Record Examination (GRE) or Miller Analogies Test (MAT). To qualify, a student must major in Psychology at Stetson, have at least a 2.8 GPA for all work at Stetson, successfully complete a group interview, and have satisfactory letters of recommendation. Students who do not meet these criteria may apply using the general Stetson University application process.

More information can be found online at <http://www.stetson.edu/academics/programs/psychology.php>.

## Learning Outcomes

Student learning outcomes describe what students know, understand and are able to do as a result of completing a degree program. The learning outcomes for this program are:

1. Describe major concepts, principles, and findings from psychology's content domains and apply them to explain behavior
2. Speak and write clearly and concisely in a manner consistent with current disciplinary standards
3. Critically evaluate sources of psychological information and integrate evidence from multiple sources to draw conclusions
4. Design an empirical research study, analyze data, and draw evidence-based conclusions
5. Identify potential ethical problems and apply ethical standards to the conduct of psychological research and practice

## Majors

### Major in Psychology

- Bachelor of Science in Psychology (p. 193)

## Minors

### Minor in Psychology - 5 Units

Code	Title	Units
<b>Minor Requirements</b>		
PSYC 101S	Introduction to Psychology	1
One unit in statistics from the following: <sup>1</sup>		1
PSYC 306Q	Behavioral Statistics	
BIOL 243Q	Biostatistics	
MATH 125Q	Introduction to Mathematical and Statistical Modeling	
POLI 325	Political Analysis	
PUBH 308Q	Health and Medical Statistics	
SOCI 498Q	Tools for Quantitative Analysis	
STAT 301Q	Business Statistics	

Three units in PSYC

3



Must select three additional PSYC units, excluding JSEMs, PSYC courses offered pass/fail only, or PSYC 180. No two of these PSYC units can be from the same pillar.

**Total Units****5**

<sup>1</sup> Minors must select one unit from any courses listed.

**Advising Course Plans****Advising Course Plans**

- Psychology Major - Example Plan for First-Time Enrolled in College Student (p. 195)
- Psychology Major - Example Plan for Student Bringing in AP/IB/AICE or Transfer Credit for PSYC 101S (p. 196)
- Psychology Major - Example Plan for Student Bringing in Transfer Credit for PSYC 101S, one PSYC Elective, and MATH 125Q (p. 197)

**Faculty**

Askew, Robert

*Associate Professor of Psychology, 2015*

B.A., Southwestern University

M.P.H., University of Texas School of Public Health

M.S., Ph.D., University of Washington

Camden, Michele

*Visiting Assistant Professor of Psychology, 2015*

B.A., M.A., University of Central Florida

Dickey, Kyle

*Visiting Assistant Professor of Psychology, 2020*

B.A., Miami University

Ph.D., Texas A&M University

Eskenazi, Michael

*Associate Professor of Psychology, 2016*

B.A., Quinnipiac University

M.A., Towson University

Ph.D., Kent State University

Ferguson, Christopher

*Professor of Psychology, 2013*

B.A., Stetson University

M.S., Florida International University

Ph.D., University of Central Florida

Garcia-Beaumier, Sarah

*Assistant Professor of Psychology, 2017*

B.A., The College of Wooster

M.A., Ph.D., Kent State University

King, Camille Tessitore

*Chair & Professor of Psychology, 1999*

B.A., M.A., Ph.D., University of Virginia

Lindner, Danielle

*Associate Professor of Psychology, 2014*

B.A., Nazareth College

M.S., Ph.D., University of Central Florida

Medlin, Richard G.

*Professor of Psychology, 1981*

B.A., Stetson University

M.A., Ph.D., University of North Carolina at Chapel Hill

Semenyna, Scott

*Assistant Professor of Psychology, 2022*

B.A., MacEwan University  
M.Sc., Ph.D., University of Lethbridge

# Bachelor of Science in Psychology

## Overview

Code	Title	Units
<b>General Education Requirements</b>		
The student must complete the General Education Requirements for the College of Arts and Sciences.		9
<b>Major Requirements</b>		
PSYC 101S	Introduction to Psychology	1
PSYC 203	Great Experiments in Psychology	1
PSYC 306Q	Behavioral Statistics <sup>2</sup>	1
PSYC 498	Research Methods and Proposal <sup>2</sup>	1
PSYC 499	Senior Project <sup>2</sup>	1
Select four units from at least three of the following five Pillars:		4
Pillar 1- Biological		
PSYC 211	Biological Psychology	
PSYC 313V	Drugs, Mind and Behavior	
PSYC 414	Neuropsychology	
Pillar 2- Cognitive		
PSYC 221	Cognitive Psychology	
PSYC 322	Memory in Everyday Life	
Pillar 3- Developmental		
PSYC 231	Developmental Psychology	
PSYC 332	Adolescence and Emerging Adulthood	
PSYC 334	Adult Development and Aging	
PSYC 435	Childhood Behavior Disorders	
Pillar 4- Social & Personality		
PSYC 242	Theories and Research in Personality	
PSYC 241	Social Psychology	
PSYC 343	Industrial and Organizational Psychology	
PSYC 444	Psychometrics	
PSYC 445	Psychology of Women	
Pillar 5- Physical & Mental Health		
PSYC 251V	Psychopathology	
PSYC 352V	Health Psychology	
PSYC 353	Forensic Psychology	
PSYC 451	Clinical and Counseling Psychology	
PSYC 452V	Human Sexuality	
Select one additional PSYC unit		1
Any PSYC courses, excluding JSEMs, PSYC courses offered Pass-Fail Only, or PSYC 180.		
<b>Collateral Requirements</b>		
BIOL 121P	The Biological Basis of Behavior <sup>1</sup>	1
MATH 125Q	Introduction to Mathematical and Statistical Modeling	1

<b>General Electives</b>	<b>11</b>
<b>Total Units</b>	<b>32</b>

<sup>1</sup> Students may substitute for BIOL 121P (<http://catalog.stetson.edu/search/?P=BIOL%20121P>) this sequence: BIOL 141P (<http://catalog.stetson.edu/search/?P=BIOL%20141P>) and BIOL 142P (<http://catalog.stetson.edu/search/?P=BIOL%20142P>).

<sup>2</sup> All Psychology majors, including double-majors, must take PSYC 306Q, PSYC 498, and PSYC 499.

## General Education Requirements

All students in the College of Arts and Sciences must meet General Education requirements in addition to specific requirements within the major area of study.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C.

A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement. Students should check with their advisor regarding the eligibility of transfer credits to meet General Education requirements after students have enrolled at Stetson. A key component of a liberal education is to learn about the modes of inquiry from a diverse set of disciplines, so no more than 3 courses used to meet General Education requirements may come from a single department and at least 16 of the 32 units required for graduation must come from departments outside the department of the major.

For many majors, certain courses outside the major field of study are required. These courses are called "collateral requirements."

A student majoring in Education may count among the 32 units as many in the major as are required for completion of an approved program for teacher certification by the State of Florida.

Code	Title	Units
<b>Foundations <sup>1</sup></b>		
Writing Requirement		
FSEM 100	First Year Seminar	1
Quantitative Reasoning (any Q course)		1
Junior Seminar		1
<b>Knowledge of Human Cultures and the Natural World</b>		
Select five of the following: <sup>2</sup>		5
Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses) <sup>3</sup>		
Culture and Belief (any B course)		
Historical Inquiry (any H course)		

Individuals, Societies, and Social Systems (any S course)

Modern Languages (any L course)

Physical and Natural World (any P course)

**Personal and Social Responsibility**

Select any 'Stetson Values (V)' course 1

**Total Units 9**

## Cultural Events/Campus Engagement

In addition to completing 32 course units, students join Stetson's intellectual and creative life outside the classroom by participating in at least 3 approved cultural events for each semester of enrollment at Stetson. These events include lectures by distinguished visitors, musical performances, plays, and art shows.

<sup>1</sup> Foundation courses may not be taken pass/fail.

<sup>2</sup> 1 unit each from 5 out of the 6 areas.

<sup>3</sup> Course(s) must equal 1 unit.

# Advising Course Plan - Psychology Major - Option 1

What follows is *an example* four-year plan for a first-time-in-college student. Other plans will work, too. It is critical, however, that by the end of the second year, you have successfully completed PSYC 101S, MATH 125Q, PSYC 203, *at least* one PSYC Elective, and preferably BIOL 121P. It is also critical that you start the research sequence of courses (PSYC 306Q, PSYC 498, and PSYC 499) sometime during the junior year. These courses must be taken sequentially.

General Elective	1
General Elective	1
General Elective	1
<hr/>	
<b>Term Units</b>	<b>4</b>

**Total Unit: 32**

## First Year

Fall	Units
PSYC 101S            Introduction to Psychology	1
FSEM 100            First Year Seminar	1
General Education Requirement (Writing, or A, B, H, L, V course)	1
General Elective	1
<hr/>	
<b>Term Units</b>	<b>4</b>

## Spring

MATH 125Q            Introduction to Mathematical and Statistical Modeling or BIOL 121P            The Biological Basis of Behavior	1
PSYC Elective (200-level)	1
General Education Requirement (Writing, or A, B, H, L, V course)	1
General Elective	1
<hr/>	
<b>Term Units</b>	<b>4</b>

## Second Year

Fall	Units
PSYC 203            Great Experiments in Psychology	1
PSYC Elective	1
General Education Requirement (A, B, H, L, V course)	1
Elective	1
<hr/>	
<b>Term Units</b>	<b>4</b>

## Spring

BIOL 121P            The Biological Basis of Behavior or MATH 125Q            Introduction to Mathematical and Statistical Modeling	1
PSYC Elective	1
General Education Requirement (A, B, H, L, V course)	1
General Elective	1
<hr/>	
<b>Term Units</b>	<b>4</b>

## Third Year

Fall	Units
PSYC 306Q            Behavioral Statistics	1
PSYC Elective	1
Junior Seminar	1
General Elective	1
<hr/>	
<b>Term Units</b>	<b>4</b>

## Spring

PSYC 498            Research Methods and Proposal	1
PSYC Elective	1
General Elective	1
General Elective	1
<hr/>	
<b>Term Units</b>	<b>4</b>

## Fourth Year

Fall	Units
PSYC 499            Senior Project	1
PSYC Elective	1
General Elective	1
General Elective	1
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<b>Term Units</b>	<b>4</b>

## Spring

General Elective	1
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# Advising Course Plan - Psychology Major - Option 2

What follows is *an example* four-year plan for a student bringing in AP/IB/AICE or transfer credit for PSYC 101S. Other plans will work, too. It is critical, however, that by the end of the second year, you have successfully completed PSYC 101S, MATH 125Q, PSYC 203, *at least* one PSYC elective, and preferably BIOL 121P. It is also critical that you start the research sequence of courses (PSYC 306Q, PSYC 498, and PSYC 499) sometime during the junior year. These courses must be taken sequentially.

Transfer unit applied to Psychology major: PSYC 101S

**First Year**

Fall	Units
PSYC Elective (200 level, with some exceptions)	1
FSEM 100                      First Year Seminar	1
General Education Requirement (Writing or A, B, H, L, V course)	1
General Elective	1
<b>Term Units</b>	<b>4</b>

Spring		
MATH 125Q                      Introduction to Mathematical and Statistical Modeling		1
or BIOL 121P                      The Biological Basis of Behavior		
General Education Requirement (Writing or A, B, H, L, V course)		1
General Elective		1
General Elective		1
<b>Term Units</b>		<b>4</b>

**Second Year**

Fall		
PSYC 203                      Great Experiments in Psychology		1
General Education Requirement (Writing or A, B, H, L, V course)		1
General Education Requirement (Writing or A, B, H, L, V course)		1
General Elective		1
<b>Term Units</b>		<b>4</b>

Spring		
BIOL 121P                      The Biological Basis of Behavior		1
or MATH 125Q                      Introduction to Mathematical and Statistical Modeling		
PSYC Elective		1
General Education Requirement (Writing or A, B, H, L, V course)		1
General Elective		1
<b>Term Units</b>		<b>4</b>

**Third Year**

Fall		
PSYC 306Q                      Behavioral Statistics		1
PSYC Elective		1
Junior Seminar		1
General Elective		1
<b>Term Units</b>		<b>4</b>

Spring		
PSYC 498                      Research Methods and Proposal		1
PSYC Elective		1
General Elective		1
General Elective		1
<b>Term Units</b>		<b>4</b>

**Fourth Year**

Fall		
PSYC 499                      Senior Project		1
PSYC Elective		1
General Elective		1

General Elective	1
<b>Term Units</b>	<b>4</b>
<b>Spring</b>	
General Elective	1
General Elective	1
General Elective	1
A fourth unit is not required (due to PSYC 101S transfer)	
<b>Term Units</b>	<b>3</b>
<b>Total Unit: 31</b>	

## Advising Course Plan - Psychology Major - Option 3

What follows is an example two-year plan for a 3rd-year transfer student bringing in transfer credit for PSYC 101S, one PSYC Elective, and MATH 125Q. One other PSYC Elective could also be allowed (a maximum of three courses with the PSYC prefix may be transferred into the major). The plan below includes only 1 transferred PSYC Elective. Other plans will work, too. It is critical, however, to have completed both MATH 125Q and PSYC 203 by the end of the first semester you are enrolled at Stetson and that you start the research sequence of courses (PSYC 306Q, PSYC 498, and PSYC 499) no later than the second semester of your junior year. These courses must be taken sequentially.

Transfer units applied toward the major (3 units): PSYC 101S, MATH 125Q, and 1 PSYC Elective

<b>Third Year</b>		
<b>Fall</b>		<b>Units</b>
PSYC 203	Great Experiments in Psychology	1
PSYC Elective		1
Junior Seminar		1
General Elective or General Education Requirement (as needed)		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
PSYC 306Q	Behavioral Statistics	1
BIOL 121P	The Biological Basis of Behavior	1
PSYC Elective		1
General Elective or General Education Requirement (as needed)		1
<b>Term Units</b>		<b>4</b>
<b>Fourth Year</b>		
<b>Fall</b>		
PSYC 498	Research Methods and Proposal	1
PSYC Elective		1
General Elective or General Education Requirement (as needed)		1
General Elective or General Education Requirement (as needed)		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
PSYC 499	Senior Project	1
PSYC Elective		1
General Elective		1
General Elective		1
<b>Term Units</b>		<b>4</b>
<b>Total Unit: 16</b>		

# Public Health

*Healthy people make a healthy world.*

Because of the complex interactions among biological, behavioral, social, environmental, economic and policy-related determinants of health and well-being, solutions to public health problems often require an interdisciplinary approach. As a student in Stetson's public health program, you will learn concepts, theories and skills drawn from diverse academic disciplines and learn how to apply them to pressing public health problems.

## Program Overview

- Bachelor of Science
- Major, minor

All students in the Public Health Program complete a series of core courses that provide broad foundational training in the fundamental competencies of Public Health. A major in public health culminates in an independent senior project designed and executed by the students in collaboration with faculty from their selected concentration.

Learn more about Public Health:

- What is Public Health? (<https://www.apha.org/what-is-public-health/>)
- American Public Health Association (APHA) (<http://www.apha.org/>)
- Discover Public Health (<http://www.aspph.org/discover/>)
- Association of Schools & Programs of Public Health (<http://www.aspph.org/>)

## Learning Outcomes

Student learning outcomes describe what students know, understand, and are able to do as a result of completing a degree program. The program's learning outcomes are for students to be able to do the following:

1. Articulate core public health concepts, responsibilities, and challenges
2. Articulate how public health systems promote health through various (e.g., community, regulatory, and governmental) actions at the local, national, and global levels
3. Identify multiple (e.g., biological, psychological, social, and economic) determinants of health

## Majors

### Major in Public Health

- Bachelor of Science in Public Health (p. 201)

## Minors

### Minor in Public Health Studies - 6 Units

Code	Title	Credits
<b>Required Courses</b>		
PUBH 140V	Introduction to Public Health	1
PUBH 303	Global Health	1
PUBH 308Q	Health and Medical Statistics	1
or PSYC 306Q	Behavioral Statistics	
or BIOL 243Q	Biostatistics	
or ENSS 345Q	Statistics for Environmental Professionals	
PUBH 284	Foundations of Epidemiology	1
<b>Electives</b>		
Select 2 units from two different areas among the following:		2
<b>Biomedical Sciences</b>		
BIOL 141P	Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics	
BIOL 301	Microbiology	
BIOL 302	Genetics	
BIOL 373V	A Bionic Human? The Future of Human Health and Wellness (Junior Seminar)	

CHEM 204	Biochemistry I
HLSC 200V	Introduction to Nutrition Science
HLSC 201	Anatomy & Physiology I
HLSC 202	Anatomy and Physiology II
HLSC 330	Aging of Physiological Systems
HLSC 370	Seminar in Integrative Medicine
HLSC 375	Community Health Care Seminar
PUBH 376	Health Coach Practicum I
HLSC 411	Exercise Physiology
PHYS 312	Laboratory Techniques
Environmental Health	
BIOL 374V	Water Wars (Junior Seminar)
ECON 325V	Environmental and Resource Economics
ECON 301	Intermediate Macroeconomics
SOCI 215V	Population, Society, and Environment
Data Analytics and Other Quantitative Methods	
BSAN 465	Predictive Analytics
CINF 401	Big Data Mining and Analytics
CSCI 431	Artificial Intelligence
ENSS 301	Geographic Information Systems and Science
MATH 341	Mathematical Modeling and Computer Simulation
Health and Healthcare Policy, Administration, Ethics, and Economics	
ECON 204S	Foundations of Economics II
ECON 141V	Poverty and Microcredit
ECON 325V	Environmental and Resource Economics
HIST 356V	History of American Health Care (Can be used as an H course)
PHIL 316V	Bio-Medical Ethics
POLI 314	Public Administration
POLI 328V	Civic Engagement (Junior Seminar)
Social, Behavioral, Educational, and Cultural Aspects of Public Health	
AMST 325V	Beauty and Body in American Culture
ANTH 301	Qualitative Research Methods
COMM 228S	Intercultural Communication (Can be used as a D course)
COMM 327V	Health Communication
COMM 328B	Food, Communication and Culture
COMM 336V	Food and Nutrition in the Media (Junior Seminar)
COMM 420	Health Communication Campaigns
EDUC 255S	Educational Psychology
EDUC 265	Principles and Methods of Instruction for Diverse Learners
EDUC 275V	Human Exceptionalities
EDUC 305V	Cultural Diversity Education
ENGL 343V1	Soul Food Across the Color Lines (Junior Seminar)
HIST 250V	Immigration, Race and Ethnicity in American History: 1600 to Present
HIST 252H	Gender in American History, 1800 to Present
HIST 331S	The Holocaust
HIST 356V	History of American Health Care (Can be used as an H course)
HIST 376S	Global Migration and Diasporas
HLSC 119V	Health and Wellness
PHIL 315V	Contemporary Moral Dilemmas (Junior Seminar)
POLI 328V	Civic Engagement (Junior Seminar)
PSYC 101S	Introduction to Psychology
PSYC 251V	Psychopathology



PSYC 452V	Human Sexuality
PSYC 241	Social Psychology
PSYC 352V	Health Psychology
PSYC 313V	Drugs, Mind and Behavior
SOCI 215V	Population, Society, and Environment
SOCI 304S	Social Inequality
SOCI 363V	Community-Based Research (Junior Seminar)
SOCI 375	Medicine and Health in Society

**Total Units****6**

In alignment with other programs within the college, students will be allowed to overlap two courses between the Public Health Studies minor and other majors and minors across the college.

Note that some courses listed above are cross-categorized, due to the nature of the course content.

## Advising Course Plans

- Public Health Major (p. 202) - Plan for students interested in MPH or other graduate programs
- Public Health Major (p. 203) - Plan for students on a Premed track

## Faculty

Askew, Robert

*Assistant Professor of Psychology*

B.A., Southwestern University

M.P.H., University of Texas

Ph.D., University of Washington

Core, Rachel

*Assistant Professor of Sociology*

B.A., Carleton College

M.Sc., University of London

Ph.D., The Johns Hopkins University

Garcia, Sarah

*Assistant Professor of Psychology*

B.A., College of Wooster

M.A., Ph.D., Kent State University

Hall, Melinda

*Assistant Professor of Philosophy*

B.A., American University

M.A., Ph.D., Vanderbilt University

Johnson, Asal M.

*Assistant Professor of Public Health*

B.S., Azad University

M.A., University of Tehran

M.P.H., Georgia Southern University

Ph.D., Florida State University

Mishra, Khushbu

*Assistant Professor of Economics*

B.A., Mount Holyoke College

Ph.D., Ohio State University

Smith, Kelly B.

*Assistant Professor of Political Science*

B.A., Providence College

M.A., Ph.D., Brown University

York, John T.

*Associate Professor of Chemistry and Biochemistry*

Director, Public Health Program

B.S., North Carolina State University

B.A., University of Wyoming

Ph.D., University of Minnesota

## Bachelor of Science in Public Health

*Note for students who are double-majoring:* The maximum number of units (courses) that can be counted towards a major in PUBH and fulfilling another major is 3 units.

Code	Title	Units
<b>General Education Requirements</b>		
The student must complete the General Education Requirements of the College of Arts & Sciences.		9
<b>Major Requirements</b>		
<b>Scientific Foundation</b>		
BIOL 141P	Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics	1
BIOL 142P	Introductory Biology II: Animal and Plant Physiology	1
<b>Public Health Core</b>		
PUBH 140V	Introduction to Public Health	1
PUBH 284	Foundations of Epidemiology	1
PUBH 301	Foundations of Environmental Health Science	1
PUBH 303	Global Health	1
PHIL 316V	Bio-Medical Ethics	1
PUBH 308Q	Health and Medical Statistics	1
	or ENSS 345Q Statistics for Environmental Professionals	
	or PSYC 306Q Behavioral Statistics	
	or BIOL 243Q Biostatistics	
PUBH 498	Senior Research Proposal	1
PUBH 499	Senior Project	1
<b>Language Requirement</b>		
Proficiency in a foreign language at or above 202L		1
<b>Natural Science Elective</b>		
Choose one unit from the following list:		1
BIOL 301	Microbiology *	
BIOL 302	Genetics *	
BIOL 425	Cell Biology *	
CHEM 201	Organic Chemistry I *	
CHEM 204	Biochemistry I *	
CHEM 301	Organic Chemistry II *	
CHEM 307	Nucleic Acid Structure, Function, and Metabolism	
ENSS 201	Introduction to Maps and Geographic Information Systems *	
FOOD 230P	Growing Food in Cities	
HLSC 201	Anatomy & Physiology I *	
HLSC 202	Anatomy and Physiology II *	
HLSC 200V	Introduction to Nutrition Science	

HLSC 343	Spillover - Transmission of Viruses from Animals to Humans	
<b>Social Science Elective</b>		
Choose two units from the following list:		2
COMM 327V	Health Communication	
ECON 366V	Health Economics (Junior Seminar)	
POLI 315	American Health Care Policy	
POLI 326V	Politics, Policy, and Public Health (Junior Seminar)	
PSYC 313V	Drugs, Mind and Behavior	
PSYC 352V	Health Psychology	
PSYC 444	Psychometrics	
PUBH 486	Planning for Healthy Cities	
SOCI 375	Medicine and Health in Society	
SOCI 338V	Examining a Pandemic: An Interdisciplinary Approach to Tuberculosis	
<b>General Electives</b>		9
<b>Total Units</b>		<b>32</b>

\* Course has a lab requirement.

# Advising Course Plan - Public Health Major - Plan for Interest in MPH or other Graduate Programs

Master of Public Health (MPH) programs could be broader/more general OR more specific when you can select a concentration (e.g. Epidemiology, Environmental Health, etc). You'll notice that there is a substantial amount of flexibility in the course plan, which will be modified to meet your particular area(s) of interest within Public Health. Speak to your advisor if you have a particular area of interest in mind. The plan below is flexible enough to allow you to also pursue a minor/ major in another area that could strengthen your overall educational background. The plan can also be easily adjusted to meet requirements for other graduate programs other than MPH.

The following course plan could also be used (with some modifications and help from your advisor) to help you prepare for Master degrees in bio-medical sciences, nutrition science and other health-related master degrees.

Although not necessary, depending on your interests, following minors/ programs are recommended (alphabetically listed):

- Anthropology
- Biology
- Chemistry
- Economics
- Foreign Languages
- Health Sciences
- Latin American studies
- Political Science
- Psychology
- Sociology
- Sustainable food systems

Highly recommended minors/programs for those who may be interested in global health or working with diverse/ immigrant communities:

- Language (Spanish, French, Arabic)
- PeaceCorp preparation

Please make sure to look at various graduate program requirements for different universities. The earlier the better (usually during the first two years of your undergraduate education)

Students will apply to graduate public health programs (usually MPH) using the Centralized Application Service for Public Health (SOPHAS): <http://www.sophas.org/>

The Association of Schools and Programs of Public Health (ASPPH) maintains a list of nationally-accredited, by the Council on Education for Public Health (CEPH), programs across an array of areas within public health: <http://www.aspph.org/program-finder/>

Before applying, students will need to take the GRE standardized exam.

		Units
<b>First Year</b>		
<b>Fall</b>		
BIOL 141P or CHEM 141P*	Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics General Chemistry I	1
SOCI 101S	Understanding Society: An Introduction to Sociology (recommended) or General Education Requirement	1
FSEM 100	First Year Seminar	1
PUBH 140V*	Introduction to Public Health (or Language)	1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
BIOL 142P or CHEM 142P*	Introductory Biology II: Animal and Plant Physiology General Chemistry II	1
PSYC 101S	Introduction to Psychology (or General Education Requirement)	1
General Education Requirement		1
PUBH 140V*	Introduction to Public Health (or Language)	1
<b>Term Units</b>		<b>4</b>
<b>Second Year</b>		
<b>Fall</b>		
PUBH 284*	Foundations of Epidemiology	1
General Education Requirement or General Elective course		1
CHEM 201*	Organic Chemistry I (or PUBH elective* or General Education Requirement)	1
PUBH elective* or General Education Requirement		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
PUBH 301*	Foundations of Environmental Health Science	1
General Education Requirement or General Elective course		1
BIOL 301*	Microbiology (or General Education Requirement)	1
PHIL 316V*	Bio-Medical Ethics (or General Education Requirement)	1
<b>Term Units</b>		<b>4</b>
<b>Third Year</b>		
<b>Fall</b>		
PUBH 303*	Global Health (or Statistics requirement (speak with your advisor to choose the Statistics course))	1
General Education Requirement or General Elective course		1
Junior Seminar		1
PUBH 284*	Foundations of Epidemiology (or General Elective or General Education Requirement)	1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
PUBH 303*	Global Health (or Statistics requirement (speak with your advisor to choose the Statistics course))	1
PUBH 301*	Foundations of Environmental Health Science (or General Education Requirement or General Elective course)	1
PUBH 498*	Senior Research Proposal	1
PUBH Elective* or General Education Requirement or General Elective course		1
<b>Term Units</b>		<b>4</b>
<b>Fourth Year</b>		
<b>Fall</b>		
PUBH 499*	Senior Project	1
PUBH Elective* or General Education Requirement or General Elective course		1
PUBH 397*	Public Health Internship (or General Education Requirement or General Elective course)	1
General Education Requirement or General Elective course		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
PUBH 397*	Public Health Internship	1
General Education Requirement or General Elective course		1
PUBH Elective* or General Education Requirement or General Elective course		1

PHIL 316V <sup>†</sup>	Bio-Medical Ethics (or General Education Requirement)	1
<b>Term Units</b>		<b>4</b>

**Total Unit: 32**

\* Major requirement

## Advising Course Plan - Public Health - for PreMed Track

Requirements may differ from the ones below; depending on the medical program you may be interested, so please make sure to look at various graduate program requirements for different universities.

We highly recommend you begin looking at universities' requirements during your 1<sup>st</sup> year as an undergraduate to better prepare you for graduate programs.

As minimal preparation you should complete BIOL 141P and BIOL 142P, CHEM 141P and CHEM 142P, CHEM 201 and CHEM 202 and PHYS 121P or PHYS 141P and PHYS 122P or PHYS 142P. In addition, make sure you satisfy all the public health major requirements listed in the course catalog (the plan below should allow you to do this).

### First Year

Fall		Units
BIOL 141P <sup>†</sup>	Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics	1
SOCI 101S or MATH 141Q <sup>**</sup>	Understanding Society: An Introduction to Sociology (or General Education Requirement) Calculus I with Analytic Geometry	1
FSEM 100	First Year Seminar	1
PUBH 140V <sup>†</sup>	Introduction to Public Health (or Language 201L course)	1
<b>Term Units</b>		<b>4</b>

### Spring

BIOL 142P <sup>†</sup>	Introductory Biology II: Animal and Plant Physiology	1
PSYC 101S or MATH 141Q <sup>**</sup>	Introduction to Psychology (or General Education Requirement) Calculus I with Analytic Geometry	1
General Education Requirement <sup>**</sup>		1
PUBH 140V <sup>†</sup>	Introduction to Public Health (or Language 202L course)	1
<b>Term Units</b>		<b>4</b>

**Total Unit: 8**

MATH 141Q should be taken in Second Year Fall if it was not taken in First Year and if it is required by your school of interest.

### Second Year

Fall		Units
PUBH 284 <sup>†</sup>	Foundations of Epidemiology	1
CHEM 141P <sup>**</sup>	General Chemistry I	1
PUBH Elective <sup>†</sup> or General Education Requirement		1
PUBH Elective <sup>†</sup> or General Education Requirement or General Elective course		1
<b>Term Units</b>		<b>4</b>

### Spring

PUBH 301 <sup>†</sup>	Foundations of Environmental Health Science	1
CHEM 142P <sup>**</sup>	General Chemistry II	1
PUBH Elective <sup>†</sup> or General Education Requirement		1
PHIL 316V <sup>†</sup>	Bio-Medical Ethics (or General Education Requirement)	1
<b>Term Units</b>		<b>4</b>

**Total Unit: 8**

Junior Seminar should be taken during Third Year.

### Third Year

Fall		Units
PUBH 303 <sup>†</sup>	Global Health (or Statistics+ (speak with your advisor about selecting Statistics course))	1

PHYS 121P or 141P**	College Physics I University Physics I	1
Junior Seminar		1
CHEM 301**	Organic Chemistry II	1

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<b>Term Units</b>	<b>4</b>
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**Spring**

PUBH 303	Global Health (or Statistics+ (speak with your advisor about selecting Statistics course))	1
PHYS 122P or 142P**	College Physics II University Physics II	1
PUBH 498 <sup>+</sup>	Senior Research Proposal	1
CHEM 201**	Organic Chemistry I	1

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<b>Term Units</b>	<b>4</b>
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**Summer**

Take the MCAT exam in preparation for Medical school applications – by the end of summer before Fourth Year.

Recommendation: Study for MCAT during Third Year and take it no later than July 31st.

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<b>Term Units</b>	<b>0</b>
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**Fourth Year****Fall**

PUBH 499 <sup>+</sup>	Senior Project	1
CHEM 204 <sup>+</sup>	Biochemistry I (if not already taken) or PUBH Elective course <sup>+</sup>	1
PUBH Elective <sup>+</sup> or General Education Requirement or General Elective		1
General Education Requirement or General Elective		1

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<b>Term Units</b>	<b>4</b>
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**Spring**

ENSS 499	Senior Seminar	0.5
General Education Requirement or General Elective		1
PUBH 397 <sup>+</sup>	Public Health Internship (or General Education Requirement or General Elective)	1
PHIL 316V <sup>+</sup>	Bio-Medical Ethics (or General Education Requirement or General Elective)	1
General Elective		0.5 to 1

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<b>Term Units</b>	<b>4 to 4.5</b>
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**Total Unit: 16 to 16.5**

**Total Units for Plan: 32-32.5**

+ Course counts toward both premed track and major of Public Health.

\* Course is a major requirement.

\*\* Course is a premed requirement.

## Public Management

Public management draws on several disciplines, most notably Political Science, to prepare students to assume leadership roles in government and in private firms that deal extensively with government agencies. Students take a mixture of required and elective courses designed to provide an understanding of the political and institutional contexts in which public policies are made and implemented and to inculcate the values and technical and managerial skills necessary for public sector management.

More information can be found online at <https://www.stetson.edu/other/academics/undergraduate/public-management.php>

### Learning Outcomes

Student learning outcomes describe what students know, understand and are able to do as a result of completing a degree program. The learning outcomes for this program are:

1. Identify and explain the structure and operation of local and state governments
2. Identify and explain the relationship between citizens and government in democracies
3. Demonstrate an understanding of the formulation and implementation of public policies and the local, state, and national levels
4. Demonstrate a functional understanding of quantitative analysis
5. Demonstrate Effective Communication Skills

### Majors

#### Major in Public Management

- Bachelor of Arts in Public Management (p. 206)

#### Advising Course Plans

#### Advising Course Plans

- Public Management Major (p. 207)

# Bachelor of Arts in Public Management

## Major Requirements

Code	Title	Units
<b>General Education Requirements</b>		
The student must complete the General Education Requirements of the College of Arts & Sciences.		9
<b>Major Requirements</b> <sup>1</sup>		
POLI 101S	American National Government	1
POLI 102S	Florida Politics	1
POLI 314	Public Administration	1
SOBA 202	Fundamentals of Organizations and Markets	1
POLI 397	Internship in Political Science	1
POLI 499	Senior Project	1
Select one methods unit:		1
POLI 325	Political Analysis	
STAT 301Q	Business Statistics	
Select one or more skills unit:		1
BSAN 360	Project Management	
ENSS 301	Geographic Information Systems and Science	
ENSS 201	Introduction to Maps and Geographic Information Systems	
Select one or more policy unit:		1
ENSS 319	Water Policy	
ENSS 320	Environmental Planning	
POLI 211	Politics of Public Policy	
Three additional units from the following:		3
ACCT 201	Fundamentals of Accounting	
BSAN 383	Descriptive Analytics and Visualization	
BSAN 465	Predictive Analytics	
ECON 103S	Essentials of Economics I	
POLI 201S	Comparative Politics	
POLI 320	Congress	
POLI 397	Internship in Political Science	
POLI 427V	Democracy and Political Participation	
MGMT 409V	Managerial Ethics, Sustainability, and the Future	
MGMT 465	Leading Organizational Change and Development	
SOBA 201	Fundamentals of Financial Analysis	
SOBA 203	Fundamentals of Marketing and Technology	
<b>General Electives</b>		<b>11</b>
<b>Total Units</b>		<b>32</b>

<sup>1</sup> No more than three courses taken for the Public Management major will count toward a Political Science major, and no courses counted toward the Public Management major will count toward a Political Science minor.

## General Education Requirements

All students in the College of Arts and Sciences must meet General Education requirements in addition to specific requirements within the major area of study.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C.

A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement. Students should check with their advisor regarding the eligibility of transfer credits to meet General Education requirements after students have enrolled at Stetson. A key component of a liberal education is to learn about the modes of inquiry from a diverse set of disciplines, so no more than 3 courses used to meet General Education requirements may come from a single department and at least 16 of the 32 units required for graduation must come from departments outside the department of the major.

For many majors, certain courses outside the major field of study are required. These courses are called "collateral requirements."

A student majoring in Education may count among the 32 units as many in the major as are required for completion of an approved program for teacher certification by the State of Florida.

Code	Title	Units
<b>Foundations</b> <sup>1</sup>		
Writing Requirement		
FSEM 100	First Year Seminar	1
Quantitative Reasoning (any Q course)		1
Junior Seminar		1
<b>Knowledge of Human Cultures and the Natural World</b>		
Select five of the following: <sup>2</sup>		5
Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses) <sup>3</sup>		
Culture and Belief (any B course)		
Historical Inquiry (any H course)		
Individuals, Societies, and Social Systems (any S course)		
Modern Languages (any L course)		
Physical and Natural World (any P course)		
<b>Personal and Social Responsibility</b>		
Select any 'Stetson Values (V)' course		1
<b>Total Units</b>		<b>9</b>

## Cultural Events/Campus Engagement

In addition to completing 32 course units, students join Stetson's intellectual and creative life outside the classroom by participating in at least 3 approved cultural events for each semester of enrollment at Stetson. These events include lectures by distinguished visitors, musical performances, plays, and art shows.

<sup>1</sup> Foundation courses may not be taken pass/fail.

<sup>2</sup> 1 unit each from 5 out of the 6 areas.

<sup>3</sup> Course(s) must equal 1 unit.

## Advising Course Plan - Public Management Major

First Year		Units
<b>Fall</b>		
POLI 101S	American National Government	1
FSEM 100	First Year Seminar	1
General Education Requirement		1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
POLI 102S	Florida Politics	1
General Education Requirement		1
General Education Requirement		1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Second Year</b>		
<b>Fall</b>		
POLI 314	Public Administration	1
One Upper Level Major Elective		1
General Education Requirement		1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
POLI 325	Political Analysis	1
POLI 211	Politics of Public Policy	1
General Education Requirement		1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Third Year</b>		
<b>Fall</b>		
MGMT 305	Principles of Management	1
POLI 397	Internship in Political Science	1
Junior Seminar		1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
BSAN 360 or ENSS 201	Project Management Introduction to Maps and Geographic Information Systems	1
One upper-level major elective		1
General Education Requirement		1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Fourth Year</b>		
<b>Fall</b>		
POLI 499	Senior Project	1
General Education Requirement		1
Elective		1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
One Upper-Level Major Elective		1
General Education Requirement		1
Elective		1
Elective		1
<b>Term Units</b>		<b>4</b>
<b>Total Unit: 32</b>		



## Religious Studies

The study of religion challenges students to explore their own values and understandings of life, exposes them to the various ways that people in differing cultures and time periods have expressed religious beliefs and practices, and helps them examine the importance of religion in culture. Because every culture, both past and present, is strongly shaped by religious beliefs and practices, an appreciation of the religious dimension of human existence is essential for a well-educated individual. Pursuing a major or minor in religious studies allows students to explore the most important questions and issues for human society, while simultaneously learning the critical thinking and communication skills that will be important for success in whatever vocation they choose.

More information can be found online at <http://www.stetson.edu/academics/programs/religious-studies.php>.

### Learning Outcomes

Student learning outcomes describe what students know, understand and are able to do as a result of completing a degree program. The learning outcomes for this program are:

1. Articulate significant beliefs and rituals in more than one major world religious tradition.
2. Apply critical research methodologies appropriate to research projects in religious studies.
3. Evaluate critically the interplay of religion and other aspects of human culture.

### Majors

#### Major in Religious Studies

- Bachelor of Arts in Religious Studies (p. 210)

### Minors

#### Minor in Religious Studies - 4 units

Code	Title	Units
<b>Requirements</b>		
One unit from the following at the 100-level:		1
RELS 100B	Introduction to Biblical Literature	
RELS 103B	Introduction to Asian Religions	
RELS 105B	One God: Judaism, Christianity, and Islam	
RELS 107B	Introduction to Judaism	
RELS 108B	Christian Thought and Doctrine	
RELS 109B	Sacred Traditions of the World	
Three units of RELS electives, of which at least two units must be at the 300- or 400-level. No more than one unit total may come from travel courses with the pass/fail election, teaching apprenticeships (RELS 395), and internships (RELS 397)		3
RELS 380 or RELS 480	Department Colloquium	0
<b>Total Units</b>		<b>4</b>

### Advising Course Plans

#### Advising Course Plans

- Religious Studies Major (p. 212)
- Religious Studies Major (p. 213) - Three-Year Plan

### Faculty

Bell, Christopher  
*Associate Professor of Religious Studies, 2013*  
 B.A., M.A., Florida State University  
 Ph.D., University of Virginia

Houston, John Sam  
*Assistant Professor of Religious Studies, 2020*

B.A., Baylor University  
M.Div., Princeton Theological Seminary  
M.A., Boston College  
Ph.D., Florida State University

Palmer, Carmen

*Assistant Professor of Religious Studies, 2021*

B.A., University of British Columbia

M.Div., Emmanuel College, University of Toronto

Ph.D., University of St. Michael's College

Reddish, Mitchell G.

*Professor of Religious Studies and Chair, 1983*

*O. L. Walker Chair of Christian Studies, 2000*

B.A., University of Georgia

M.Div., Ph.D., Southern Baptist Theological Seminary

# Bachelor of Arts in Religious Studies

Code	Title	Units
<b>General Education Requirements</b>		
The student must complete the General Education Requirements of the College of Arts & Sciences.		9
<b>Major Requirements</b>		
Select one unit from the following at the 100-level:		1
RELS 100B	Introduction to Biblical Literature	
RELS 103B	Introduction to Asian Religions	
RELS 105B	One God: Judaism, Christianity, and Islam	
RELS 107B	Introduction to Judaism	
RELS 108B	Christian Thought and Doctrine	
RELS 109B	Sacred Traditions of the World	
Two units from each of the three following categories, four of which must be 300- or 400-level courses		6
Select two units in Jewish and Christian traditions from the following:		
RELS 256V	Gender and Difference in Biblical Texts and Traditions	
RELS 313V	Prophets of Social Justice	
RELS 316V	In Search of Jesus	
RELS 317V	The Gospels	
RELS 318V	Life and Letters of Paul	
RELS 412V	Envisioning the Psalms	
Select two units in Islamic and Asian religious traditions from the following:		
RELS 241B	Islam: Religion of the Prophet	
RELS 245B	Muhammad and the Qur'an	
RELS 252B	Religions of China and Japan	
RELS 258B	Religions of India	
RELS 334V	Buddhism: The Middle Way	
RELS 337B	The Religion and Culture of Hinduism	
RELS 361B	Reform and Revolution in Modern Islam	
Select two units in religion, history, and society from the following:		
RELS 238V	Religious Ethics and Moral Problems	
RELS 255B	Apocalyptic Visions and American Culture	
RELS 277V	Between Martin and Malcolm: Religion, Civil Rights, and the Black Freedom Movement	
RELS 281V	Moral Reflections on the Holocaust	
RELS 282B	The American Jewish Experience	
RELS 302V	The American Christian Experience	
RELS 305B	Shapers of Christian Thought	
RELS 311H	The Dead Sea Scrolls	
RELS 312V	Immigrants, Outsiders, and the Biblical Tradition	
RELS 336B	Society and the Supernatural in Asia	
RELS 363B	Resisting Religion	
One unit of RELS electives. No more than one unit total may come from a combination of travel courses with the pass/fail election, teaching apprenticeships (RELS 395), or internships (RELS 397).		1
Complete the following four units:		2

RELS 370	Methods and Theories in the Study of Religion	
RELS 380	Department Colloquium	
RELS 480	Department Colloquium	
RELS 499	Senior Project <sup>1</sup>	
<b>General Electives</b>		<b>13</b>
<b>Total Units</b>		<b>32</b>

<sup>1</sup> Students satisfying RELS 499 through another course must still complete a total of 10 units within the RELS major by substituting a 300- or 400-level RELS course.

## General Education Requirements

All students in the College of Arts and Sciences must meet General Education requirements in addition to specific requirements within the major area of study.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C.

A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement. Students should check with their advisor regarding the eligibility of transfer credits to meet General Education requirements after students have enrolled at Stetson. A key component of a liberal education is to learn about the modes of inquiry from a diverse set of disciplines, so no more than 3 courses used to meet General Education requirements may come from a single department and at least 16 of the 32 units required for graduation must come from departments outside the department of the major.

For many majors, certain courses outside the major field of study are required. These courses are called "collateral requirements."

A student majoring in Education may count among the 32 units as many in the major as are required for completion of an approved program for teacher certification by the State of Florida.

Code	Title	Units
<b>Foundations <sup>1</sup></b>		
Writing Requirement		
FSEM 100	First Year Seminar	1
Quantitative Reasoning (any Q course)		1
Junior Seminar		1
<b>Knowledge of Human Cultures and the Natural World</b>		
Select five of the following: <sup>2</sup>		5
Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses) <sup>3</sup>		
Culture and Belief (any B course)		
Historical Inquiry (any H course)		
Individuals, Societies, and Social Systems (any S course)		
Modern Languages (any L course)		
Physical and Natural World (any P course)		

**Personal and Social Responsibility**

Select any 'Stetson Values (V)' course	1
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<b>Total Units</b>	<b>9</b>
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**Cultural Events/Campus Engagement**

In addition to completing 32 course units, students join Stetson's intellectual and creative life outside the classroom by participating in at least 3 approved cultural events for each semester of enrollment at Stetson. These events include lectures by distinguished visitors, musical performances, plays, and art shows.

<sup>1</sup> Foundation courses may not be taken pass/fail.

<sup>2</sup> 1 unit each from 5 out of the 6 areas.

<sup>3</sup> Course(s) must equal 1 unit.

# Advising Course Plan - Religious Studies Major

Code	Title	Units
Choose any of the following		
<b>First Year</b>		
<b>Fall</b>		
FSEM 100	First Year Seminar	1
General Education Requirement		1
General Education Requirement		1
Select one of the following:		1
RELS 100B	Introduction to Biblical Literature	
RELS 103B	Introduction to Asian Religions	
RELS 105B	One God: Judaism, Christianity, and Islam	
RELS 107B	Introduction to Judaism	
RELS 108B	Christian Thought and Doctrine	
RELS 109B	Sacred Traditions of the World	
<b>Spring</b>		
General Education Requirement		1
General Education Requirement		1
RELS 200-level course		1
Elective		1
<b>Second Year</b>		
<b>Fall</b>		
General Education Requirement		1
One unit from the following:		1
Jewish and Christian traditions course <sup>1</sup>		
Islamic and Asian traditions course <sup>2</sup>		
Religion, history, and society course <sup>3</sup>		
Elective		1
Elective		1
<b>Spring</b>		
General Education Requirement		1
One unit from the following:		1
Jewish and Christian traditions course <sup>1</sup>		
Islamic and Asian religious traditions course <sup>2</sup>		
Religion, history, and society course <sup>3</sup>		
Elective		1
Elective		1
<b>Third Year</b>		
<b>Fall</b>		
Select two of the following:		2
Junior Seminar		
Jewish and Christian traditions course <sup>1</sup>		
Islamic and Asian religious traditions course <sup>2</sup>		
Religion, history, and society course <sup>3</sup>		
RELS 370	Methods and Theories in the Study of Religion	1
RELS 380	Department Colloquium	0.0
Elective		1
<b>Spring</b>		
General Education Requirement		1
Select one of the following:		1

Junior Seminar		
Jewish and Christian traditions course <sup>1</sup>		
Islamic and Asian religious traditions course <sup>2</sup>		
Religion, history, and society course <sup>3</sup>		
Elective		1
Elective		1
<b>Fourth Year</b>		
<b>Fall</b>		
RELS 499	Senior Project	1
One unit from the following:		1
Jewish and Christian traditions course <sup>1</sup>		
Islamic and Asian religious traditions course <sup>2</sup>		
Religion, history, and society course <sup>3</sup>		
RELS 480	Department Colloquium	0.0
Elective		1
Elective		1
<b>Spring</b>		
RELS Elective		1
Elective		1
Elective		1
Elective		1
<b>Total Units</b>		<b>32</b>

<sup>1</sup> Choose one course from the following: RELS 256V, RELS 313V, RELS 316V, RELS 317V, RELS 318V, or RELS 412V.

<sup>2</sup> Choose one course from the following: RELS 241B, RELS 245B, RELS 252B, RELS 258B, RELS 334V, or RELS 361B.

<sup>3</sup> Choose one course from the following: RELS 255B, RELS 277V, RELS 281V, RELS 282B, RELS 302V, RELS 305B, RELS 311H, RELS 312V, RELS 336B or RELS 363B.

## Advising Course Plan - Religious Studies Major - Three Year Plan

### Three Year Plan

Code	Title	Units
<b>First Year</b>		
Fall or Spring semester, select one of the following:		1
RELS 100B	Introduction to Biblical Literature	
RELS 103B	Introduction to Asian Religions	
RELS 105B	One God: Judaism, Christianity, and Islam	
RELS 107B	Introduction to Judaism	
RELS 108B	Christian Thought and Doctrine	
RELS 109B	Sacred Traditions of the World	
One unit from the following:		1
Jewish and Christian traditions course <sup>1</sup>		
Islamic and Asian traditions course <sup>2</sup>		
Religion, history, and society course <sup>3</sup>		
<b>Second Year</b>		
RELS 370	Methods and Theories in the Study of Religion	1
RELS 380	Department Colloquium	0
Fall and/or Spring semester, select three units from the following:		3
Jewish and Christian traditions course <sup>1</sup>		
Islamic and Asian religious traditions course <sup>2</sup>		
Religion, history, and society course <sup>3</sup>		
One RELS elective		
<b>Third Year</b>		
RELS 480	Department Colloquium	0
RELS 499	Senior Project	1
Fall and/or Spring semester, select three of the following:		3
Jewish and Christian religions course <sup>1</sup>		
Islamic and Asian religious traditions course <sup>2</sup>		
Religion, history, and society course <sup>3</sup>		
One RELS elective		
<b>Total Units</b>		<b>10</b>

## Russian, East European, and Eurasian Studies

Stetson's Program in Russian Studies trains students to analyze and interpret the territory, people, history, language, and cultural practices of the Eurasian landmass from a multidisciplinary perspective. The major is configured to allow students to develop individual competencies in particular areas, often leading to double-majors in allied disciplines. Our faculty draws from the departments of Political Science, History, and Modern Languages.

More information can be found online at <http://www.stetson.edu/other/academics/programs/sprees.php>.

### Learning Outcomes

Student learning outcomes describe what students know, understand and are able to do as a result of completing a degree program. The learning outcomes for this program are:

1. Understand basic conversational language, carry on uncomplicated conversations, read uncomplicated texts, and communicate practically in writing, which is "Intermediate" proficiency, according to the standards of the American Council on the Teaching of Foreign Languages
2. Describe and give examples of the diverse cultural practices that distinguish the distinct and heterogeneous ethnolinguistic groups that inhabit or have inhabited the Eurasian landmass
3. Analyze major events and trends, and apply their knowledge of the history of the peoples that inhabit the Eurasian landmass to examine contemporary political and social issues in Russia and the area historically united by the Russian Empire and the Soviet Union
4. Describe the main contemporary political institutions and apply that knowledge to a discussion of events and trends in Russia and the area historically united by the Russian empire and the Soviet Union
5. Describe major cultural figures and movements from the period of the Russian Empire and the Soviet Union and demonstrate familiarity with the role of culture in state and society

### Majors

#### Major in Russian Studies

- Bachelor of Arts in Russian, East European, and Eurasian Studies (p. 216)

### Minors

#### Minor in Russian, East European, and Eurasian Studies - 4 units

Code	Title	Units
<b>Requirements</b>		
Proficiency in Russian language equivalent to RUSS 102L level		
REES 200B	Empire, Culture, Power: An Introduction to Russian, East European and Eurasian Studies	1
Elective to total 3 units: from RUSS and REES plus any area-studies course approved by the Director of REES; at least 2 units must be non-RUSS courses		3
<b>Total Units</b>		<b>4</b>

### Advising Course Plans

#### Advising Course Plans

- Russian, East European, and Eurasian Studies (p. 218)

### Faculty

Blackwell, Martin J.  
*Visiting Professor of History, 2019*  
 B.A., Kenyon College  
 Ph.D., Indiana University

Denner, Michael A.  
*Professor of Russian Studies, 2000*  
*Director of the Honors Program*  
 B.A., Indiana University  
 M.A., Ph.D. Northwestern University

Fowler, Mayhill C.  
*Associate Professor of History, 2013*

*Director of the Program in Russian, East European, and Eurasian Studies*

B.A., Yale University

M.F.A., National Theater Conservatory

M.A., Ph.D. Princeton University

Plantan, Elizabeth

*Assistant Professor of Political Science, 2020*

B.A., Wesleyan University

M.A., Indiana University

Ph.D., Cornell University

Skomp, Elizabeth

*Dean of the College of Arts and Sciences*

Professor of Russian, 2019

B.A., Indiana University

Ph.D., University College London

Zheloukhova, Snezhana

Visiting Assistant Professor of Russian, 2017

B.A., M.A. Moscow State University

M.A., University of Missouri - Columbia

Ph.D., University of Wisconsin - Madison



# Bachelor of Arts in Russian, East European, and Eurasian Studies

Code	Title	Units
<b>General Education Requirements</b>		
The student must complete the General Education Requirements of the College of Arts & Sciences.		9
<b>Major Requirements</b>		
RUSS 201L	Second Year Russian I	1
RUSS 202L	Second Year Russian II	1
REES 200B	Empire, Culture, Power: An Introduction to Russian, East European and Eurasian Studies	1
Select one unit from the following: <sup>1</sup>		1
RUSS 301L	Intermediate Russian Conversation and Composition I	
RUSS 302L	Intermediate Russian Conversation and Composition II	
RUSS 401L	Advanced Russian Conversation and Composition I	
<b>Major Electives</b>		
History - Select one unit from the following:		1
HIST 240H	The Russian Empire	
HIST 241H	The Soviet Century	
Political Science - Select one unit from the following:		1
POLI 304	Russian Foreign Policy	
POLI 340	Russian Politics	
Humanities - Select one unit from the following: <sup>3</sup>		1
ARTH 314A	The Art and Theory of Modernism	
CREA 371V	Music and Social Injustice	
CREA 372V	Arts and Revolution: Music	
	or ARTH 372V Arts and Revolution: Visual Arts	
	or HIST 372V Arts and Revolution: Theater	
HIST 339H	East European Literature and Politics	
HIST 341B	Money and the Muse in Russia: Methodologies of Cultural History	
REES 311V	Making Russian Music	
REES 320A	Russian and Soviet Film	
REES 340V	Tolstoy and Dostoevsky	
REES 341V	Leo Tolstoy's War and Peace	
REES 342V	Real Men, Real Women? Gender in 20th- and 21st-Century Russian Literature and Culture	
REES 343V	Protest Culture and Putin's Russia	
Two elective units taken from the Russian, East European, and Eurasian Studies course offerings. <sup>2</sup>		2
Senior Research, which may be completed in any department so long as the project uses appropriate and significant sources and deals extensively with a topic in Russian, East European, and Eurasian studies.		1
<b>General Electives</b>		13
<b>Total Units</b>		32

<sup>1</sup> Or one unit advanced language course taken abroad.

<sup>2</sup> Excludes RUSS 101 and RUSS 102L.

<sup>3</sup> Or another relevant course approved by the program director.

## General Education Requirements

All students in the College of Arts and Sciences must meet General Education requirements in addition to specific requirements within the major area of study.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C.

A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement. Students should check with their advisor regarding the eligibility of transfer credits to meet General Education requirements after students have enrolled at Stetson. A key component of a liberal education is to learn about the modes of inquiry from a diverse set of disciplines, so no more than 3 courses used to meet General Education requirements may come from a single department and at least 16 of the 32 units required for graduation must come from departments outside the department of the major.

For many majors, certain courses outside the major field of study are required. These courses are called "collateral requirements."

A student majoring in Education may count among the 32 units as many in the major as are required for completion of an approved program for teacher certification by the State of Florida.

Code	Title	Units
<b>Foundations <sup>1</sup></b>		
Writing Requirement		
FSEM 100	First Year Seminar	1
Quantitative Reasoning (any Q course)		1
Junior Seminar		1
<b>Knowledge of Human Cultures and the Natural World</b>		
Select five of the following: <sup>2</sup>		5
Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses) <sup>3</sup>		
Culture and Belief (any B course)		
Historical Inquiry (any H course)		
Individuals, Societies, and Social Systems (any S course)		
Modern Languages (any L course)		
Physical and Natural World (any P course)		
<b>Personal and Social Responsibility</b>		
Select any 'Stetson Values (V)' course		1
<b>Total Units</b>		9

## Cultural Events/Campus Engagement

In addition to completing 32 course units, students join Stetson's intellectual and creative life outside the classroom by participating in at least 3 approved cultural events for each semester of enrollment

at Stetson. These events include lectures by distinguished visitors, musical performances, plays, and art shows.

<sup>1</sup> Foundation courses may not be taken pass/fail.

<sup>2</sup> 1 unit each from 5 out of the 6 areas.

<sup>3</sup> Course(s) must equal 1 unit.

# Advising Course Plan - Russian, East European, and Eurasian Studies Major

First Year		Units
<b>Fall</b>		
FSEM 100	First Year Seminar	1
	General Education Requirement <sup>1</sup>	1
REES 200B <sup>2</sup>	Empire, Culture, Power: An Introduction to Russian, East European and Eurasian Studies	1
RUSS 101	Elementary Russian I	1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
RUSS 102L	Elementary Russian II	1
	Writing Enhanced course	1
	History required course (HIST 240H or HIST 241H) <sup>3</sup>	1
	Elective	1
<b>Term Units</b>		<b>4</b>
<b>Second Year</b>		
<b>Fall</b>		
RUSS 201L	Second Year Russian I	1
	Political Science required course (POLI 304 or POLI 340) <sup>4</sup>	1
	General Education Requirement (P or Q recommended) <sup>1</sup>	1
	Elective	1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
RUSS 202L	Second Year Russian II	1
	Humanities required course <sup>5</sup>	1
	General Education Requirement (V course recommended)	1
	Elective	1
<b>Term Units</b>		<b>4</b>
<b>Third Year</b>		
<b>Fall</b>		
	Study Abroad <sup>6</sup>	4
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
	Junior Seminar	1
RUSS 302L or 401L <sup>7</sup>	Intermediate Russian Conversation and Composition II (required Advanced Language course) Advanced Russian Conversation and Composition I	1
	REES Elective	1
	Elective	1
<b>Term Units</b>		<b>4</b>
<b>Fourth Year</b>		
<b>Fall</b>		
RUSS 401L <sup>8</sup>	Advanced Russian Conversation and Composition I	1
	REES Elective	1
	Elective	1
	Elective	1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
REES 499	Senior Project	1
RUSS 401L <sup>8</sup>	Advanced Russian Conversation and Composition I	1
	Elective	1
	Elective	1
<b>Term Units</b>		<b>4</b>
<b>Total Unit: 32</b>		

<sup>1</sup> A&S students must take 5 of the 6 Knowledge of Human Cultures courses and 2 Personal and Social Responsibility courses, to include a Junior Seminar.

<sup>2</sup> REES 200B is offered every third semester. It should be taken as soon as possible.

<sup>3</sup> HIST 240H and HIST 241H are each offered every third semester.

<sup>4</sup> These courses are offered in rotation. In their first two years, then, students should complete REES 200B as well as the required course in history and political science.

<sup>5</sup> Majors must take one of the following courses: REES 311V, REES 320A, REES 340V, REES 341V, CREA 371V, ARTH 372V, CREA 372V, HIST 372V. The humanities course may be taken at any point during the four years.

<sup>6</sup> We recommend study abroad fall or spring of junior year. Generally, this semester will fulfill the advanced language requirement as well as at least one of the REES electives. If a student elects not to study abroad, they should take language, a REES elective, and any other electives to fulfill requirements in the College.

<sup>7</sup> The Advanced Language course may be RUSS 301L, RUSS 302L, or RUSS 401L, or fulfilled by language study abroad.

<sup>8</sup> We recommend taking language all four years to achieve proficiency. If a student elects not to take language every semester, the course can be replaced with an elective.

## Social Science

Students who want to understand and explore the dynamic, challenging world we live in—for example, why individuals decide to take certain actions or how large structures, such as social classes, governments, and economies, influence their decisions—need to be equipped with the best theoretical and methodological tools to collect, analyze, interpret, and use social science data. The multi-disciplinary social science major encourages students to use two social science areas to examine a wide range of human behavior, experiences, and outcomes and their contexts. Each social science area comprises both a methodological approach (qualitative or quantitative) and a level of analysis (individual or institutional). Social science majors select a primary and a secondary area of concentration.

The major focuses on understanding individuals, groups, social institutions, and societies, as well as the structure, culture, and functioning of the social world, with attention to changes wrought by economic, historical, political, psychological, social, cultural, and global processes. Courses that can be used toward the social science major are offered by the Departments of Economics, History, Political Science, Psychology, and Sociology. (With prior approval, select offerings in other departments and programs may also be included.)

The purpose of the social science major is to educate well-rounded social scientists who have actively pursued mastery either in a specific methodological approach (i.e., qualitative or quantitative) or at a particular level of analysis (i.e., individual or institutional). Accordingly, students will select their primary area and then determine their secondary area; the secondary area must complement their primary area, such that the secondary area either broadens the student's methodological training (i.e., by applying the methodological approach of the primary area to a second level of analysis for their secondary area) or the student's understanding of a given level of analysis (i.e., by expanding the examination of the level of analysis of the primary area with a second methodological approach for their secondary area).

The major comprises ten units, three of which must be in the primary area and two of which must be in the secondary area. Typically, one of the three units in the primary area will be the senior project course in the discipline most closely aligned with the student's primary area and research interests; hence, the student must satisfy the collateral requirements and prerequisites of the senior project course in their senior project discipline, with any exception to be determined by the department chair of that discipline, in consultation with the coordinator of the social science major. Finally, majors must complete all of the College of Arts and Sciences General Education requirements.

More information can be found online at <http://www.stetson.edu/academics/programs/social-science.php>.

## Learning Outcomes

Student learning outcomes describe what students know, understand, and are able to do as a result of completing a degree program. The learning outcomes for this program are:

1. Define/describe major concepts, theories, and principles from content domains and apply them to illustrate or explain social science phenomena.
2. Critically evaluate relevant scholarly social science sources of information and integrate evidence from multiple sources to draw conclusions about social science phenomena.
3. Apply appropriate social science research methodological tools to analyze and explain social science processes and outcomes and/or to critique existing explanations or methodologies.
4. Design and execute an original, ethical social science research study to address significant questions in content domains.
5. Write clear, concise scholarly social scientific prose in a manner consistent with current disciplinary standards.

## Majors

### Social Science Majors

- Bachelor of Arts in Social Science (p. 221)

## Advising Course Plans

### Advising Course Plan

- Social Science Major (p. 223)

## Faculty

Core, Rachel

*Associate Professor and Chair of Sociology and Anthropology, 2014*

B.A., Carleton University

M.Sc., University of London

Ph.D., Johns Hopkins University

Auyong, Zenta

*Visiting Assistant Professor of Sociology*

B.A., Stetson University  
M.A., Ph.D., University of Florida

Servigna, Ana  
*Visiting Assistant Professor of Anthropology, 2017*  
B.Arch., M.S., Zulia State University, Venezuela  
Ph.D., Syracuse University

Smith, Sven  
B.A., Stetson University  
J.D., Florida State University  
M.A., Ph.D., University of Chicago

# Bachelor of Arts in Social Science

Code	Title	Units
<b>General Education Requirements</b>		
The student must complete the General Education Requirements of the College of Arts and Sciences.		9
<b>Major Requirements</b>		
SSCI 200S	Introduction to Social Science Theories and Methods	1
Select one unit from the following:		1
SOCI 301	Qualitative Research Methods	
POLI 200	American Politics	
HIST 200	Approaches to History	
Select one unit from the following:		1
SOCI 498Q	Tools for Quantitative Analysis	
ECON 475	Econometrics II	
PSYC 306Q	Behavioral Statistics	
POLI 325	Political Analysis	
Select one unit from the following:		1
SOCI 496	Social Research Methods	
ECON 374Q	Econometrics I	
HIST 331S	The Holocaust	
HIST 323S	The French Revolution, 1770-1815: The Enlightenment, Terror, and Napoleon	
3 Units in a Primary Area <sup>1</sup>		3
2 Units in a complementary Secondary Area		2
1 unit of social science general elective		1
<b>General Electives</b>		<b>13</b>
<b>Total Units</b>		<b>32</b>

<sup>1</sup> Typically includes 1 unit in Senior Project in the social science discipline most closely aligned with the primary area.

## Primary and Secondary Fields

Students in the social science major are required to declare a primary area and a complementary secondary area. Social science majors are required to complete three approved units in their primary area and two units in their secondary area. Students are not allowed to count more than two units in their primary area in the same social science discipline toward the major, excluding the senior project course. In most cases, social science majors will complete their senior project course in the social science discipline most closely aligned with their primary area and research interests.

The possible primary and secondary area combinations are as follows (Primary Area#Complementary Secondary Area):

Qualitative Approach, Individual Level of Analysis # Quantitative Approach, Individual Level of Analysis

Qualitative Approach, Individual Level of Analysis # Qualitative Approach, Institutional Level of Analysis

Qualitative Approach, Institutional Level of Analysis # Qualitative Approach, Individual Level of Analysis

Qualitative Approach, Institutional Level of Analysis #

Quantitative Approach, Institutional Level of Analysis

Quantitative Approach, Individual Level of Analysis # Qualitative Approach, Individual Level of Analysis

Quantitative Approach, Individual Level of Analysis # Quantitative Approach, Institutional Level of Analysis

Quantitative Approach, Institutional Level of Analysis # Quantitative Approach, Individual Level of Analysis

Quantitative Approach, Institutional Level of Analysis # Qualitative Approach, Institutional Level of Analysis

Overall, students cannot count more than 4 units from the same social science discipline (i.e., economics, history, political science, psychology, or sociology) toward the social science major, including required courses, electives in their primary area, or electives in their secondary area.

## Courses in each area

### Qualitative Methodological Approach and Institutional Level of Analysis

Code	Title	Units
ECON 324	International Economics	1
ECON 366V	Health Economics	1
HIST 301V	The Age of Extremes: Class, Politics, and Ideology, 1914-1989	1
HIST 306	The Modern Middle East	1
HIST 326H	Germany in War and Revolution: From the Second Empire to the Third Reich	1
HIST 347H	World War II in Asia: The Second Sino-Japanese War	1
HIST 349H	War and Diplomacy in Modern East Asia	1
HIST 356V	History of American Health Care	1
HIST 365H	The American Revolution	1
HIST 376S	Global Migration and Diasporas	1
HIST 380V	The Mexican and Cuban Revolutions	1
POLI 315	American Health Care Policy	1
POLI 318	The American Presidency	1
POLI 329V	Global Nuclear Politics	1
POLI 330V	Ethnicity and Politics	1
POLI 353V	International Law	1
POLI 451	Politics of International Trade and Finance	1
SOCI 307V	Race, Ethnicity, and Immigration	1
SOCI 312V	Gender and Society	1
SOCI 337V	Sociology of Developing Societies	1
SOCI 338V	Examining a Pandemic: An Interdisciplinary Approach to Tuberculosis	1
SOCI 370S	Work, Occupations, and Professions	1
SOCI 375	Medicine and Health in Society	1
SOCI 495	Sociological Theories	1
SSCI 396	Research Apprenticeship	0.5 or 1

**Quantitative Methodological Approach and Institutional Level of Analysis**

Code	Title	Units
ECON 301	Intermediate Macroeconomics	1
ECON 303	Money and Banking	1
ECON 325V	Environmental and Resource Economics	1
POLI 320	Congress	1
SOCI 302V	Criminology	1
SOCI 304S	Social Inequality	1
SOCI 379	Sociology of Law	1
SSCI 396	Research Apprenticeship	0.5 or 1

**Qualitative Methodological Approach and Individual Level of Analysis**

Code	Title	Units
ECON 306	Humane Economics, Freedom, and Justice	1
HIST 312V	Stonehenge	1
ECON 307H	Sub-Saharan African Economic History of Colonialism and its Aftermath	1
HIST 345	Gender, War, and Violence in 20th Century Eastern Europe	1
HIST 362H	American Women's History	1
HIST 363V	Political Campaigns and Cultural Ideologies in Recent U.S. History, 1960-Present	1
HIST 364V	American Feminism(s)	1
POLI 328V	Civic Engagement	1
POLI 415	American Constitutional Law	1
SOCI 247	Social Deviance	1
SSCI 396	Research Apprenticeship	0.5 or 1

**Quantitative Methodological Approach and Individual Level of Analysis**

Code	Title	Units
ECON 347V	Local Economic Development	1
POLI 311	Political Opinion and Voting Behavior	1
POLI 319	Voters, Campaigns and Elections	1
PSYC 211	Biological Psychology	1
PSYC 221	Cognitive Psychology	1
PSYC 241	Social Psychology	1
PSYC 343	Industrial and Organizational Psychology	1
PSYC 313V	Drugs, Mind and Behavior	1
PSYC 322	Memory in Everyday Life	1
PSYC 352V	Health Psychology	1
PSYC 353	Forensic Psychology	1
PSYC 444	Psychometrics	1
PSYC 452V	Human Sexuality	1
SSCI 396	Research Apprenticeship	0.5 or 1

**General Education Requirements**

All students in the College of Arts and Sciences must meet General Education requirements in addition to specific requirements within the major area of study.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C.

A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement. Students should check with their advisor regarding the eligibility of transfer credits to meet General Education requirements after students have enrolled at Stetson. A key component of a liberal education is to learn about the modes of inquiry from a diverse set of disciplines, so no more than 3 courses used to meet General Education requirements may come from a single department and at least 16 of the 32 units required for graduation must come from departments outside the department of the major.

For many majors, certain courses outside the major field of study are required. These courses are called "collateral requirements."

A student majoring in Education may count among the 32 units as many in the major as are required for completion of an approved program for teacher certification by the State of Florida.

Code	Title	Units
<b>Foundations<sup>1</sup></b>		
Writing Requirement		
FSEM 100	First Year Seminar	1
Quantitative Reasoning (any Q course)		1
Junior Seminar		1
<b>Knowledge of Human Cultures and the Natural World</b>		
Select five of the following: <sup>2</sup>		5
Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses) <sup>3</sup>		
Culture and Belief (any B course)		
Historical Inquiry (any H course)		
Individuals, Societies, and Social Systems (any S course)		
Modern Languages (any L course)		
Physical and Natural World (any P course)		
<b>Personal and Social Responsibility</b>		
Select any 'Stetson Values (V)' course		1
<b>Total Units</b>		<b>9</b>

**Cultural Events/Campus Engagement**

In addition to completing 32 course units, students join Stetson's intellectual and creative life outside the classroom by participating in at least 3 approved cultural events for each semester of enrollment at Stetson. These events include lectures by distinguished visitors, musical performances, plays, and art shows.

<sup>1</sup> Foundation courses may not be taken pass/fail.

<sup>2</sup> 1 unit each from 5 out of the 6 areas.

<sup>3</sup> Course(s) must equal 1 unit.

## Advising Course Plan - Social Science Major

- Social Science majors must complete their senior project in their primary area of concentration. Moreover, they must satisfy the collateral requirements and prerequisites of the senior project course in their primary discipline, with any exception to be determined by the department chair of the primary area. Departmental prerequisites and the senior project course count toward the seven units in the primary area of concentration.
- Social Science majors may not major or minor in either their primary or secondary area of concentration.
- Collateral requirements for the major include one course each in two social science disciplines outside of the primary and secondary areas of concentration.

### First Year

Fall		Units
FSEM 100	First Year Seminar	1
General Education Requirement		1
Elective		1
Primary Area Course 1		1
<b>Term Units</b>		<b>4</b>

### Spring

General Education Requirement		1
Elective		1
Secondary Area Course 1		1
Primary Area Course 2		1
<b>Term Units</b>		<b>4</b>

### Second Year

Fall		Units
General Education Requirement		1
Writing Enhanced Course or Elective		1
Elective or Social Science Collateral Requirement		1
Primary Area Course 3		1
<b>Term Units</b>		<b>4</b>

### Spring

General Education Requirement		1
Elective		1
Secondary Area Course 2		1
Primary Area Course 4		1
<b>Term Units</b>		<b>4</b>

### Third Year

Fall		Units
Junior Seminar or General Education Requirement		1
Elective or Social Science Collateral Requirement		1
Elective		1
Primary Area Course 5		1
<b>Term Units</b>		<b>4</b>

### Spring

Junior Seminar or General Education Requirement		1
Elective		1
Secondary Area Course 3		1
Primary Area Course 6		1
<b>Term Units</b>		<b>4</b>

### Fourth Year

Fall		Units
General Education Requirement		1
Writing-enhanced Course or Elective		1
Elective or Social Science Collateral Requirement		1



Primary Area (Senior Project) Course 7 or Elective	1
<hr/>	
<b>Term Units</b>	<b>4</b>
<b>Spring</b>	
General Education Requirement	1
Elective	1
Secondary Area Course 4	1
Primary Area (Senior Project) Course 7 or Elective	1
<hr/>	
<b>Term Units</b>	<b>4</b>
<b>Total Unit: 32</b>	

<sup>1</sup> Social science majors who matriculated in fall 2015 and thereafter must take this 0-credit, pass/fail course. It is recommended that it be taken during the junior year. This course is offered only in the spring semester.

# Sociology and Anthropology

Have you ever wondered why some people succeed, while others seem destined to fail? Why women and men may view the same issues so differently? Why the United States is so violent? How social and environmental problems in other societies affect us? If you find these questions intriguing, then sociology or anthropology may be the right field of study for you.

The Department of Sociology and Anthropology invites you to learn about the social world around you, from Stetson and DeLand to the farthest corners of the globe. In the process, we will challenge you to question the obvious and customary, to ponder provocative questions, to investigate social problems, and to learn how you can help make our world a better place.

The department provides opportunities for you to use familiar social settings as resources for investigating social phenomena. Topics for research, discussion, and intellectual inquiry are as varied as social life. Sociology and anthropology students benefit from small classes, close faculty-student mentorship, a challenging curriculum, and a variety of learning opportunities, including seminars, experiential and collaborative learning, community-based research, study abroad, internships, and teaching and research assistantships. We offer courses to improve basic skills and competencies that are keys to success in any career. These skills include written and oral communication, research design and implementation, critical thinking and analysis, problem-solving, and statistical and computer literacy.

More information can be found online at <https://www.stetson.edu/other/academics/undergraduate/sociology-and-anthropology.php>.

## Learning Outcomes

Student learning outcomes describe what students know, understand and are able to do as a result of completing a degree program. The learning outcomes for this program are:

1. Apply sociological concepts, theories, principles, and insights to explain social structures, social stratification, and social change.
2. Critically evaluate empirical research on human behavior within a social context.
3. Rigorously analyze, interpret, explain, and present social scientific data.
4. Design and conduct original, ethical, theoretically-based, empirical investigations of social phenomena.
5. Communicate effectively both in scholarly written prose and oral presentations.
6. Use sociological knowledge and skills to inform policy debates, to guide community engagement, and/or to promote public understanding of social stratification.

## Majors

### Majors in Sociology and Anthropology

- Bachelor of Arts in Sociology (p. 227)

## Minors

### Minor in Anthropology - 5 units

Derived from the Greek *anthropos* (human) and *logos* (expression), anthropology is the study of what it means to be human. It touches on the fields of sociology, biology, evolution, environmental science, economics, ethnic studies, history, religious studies, philosophy, communications, art, geography, linguistics, and political science. Because the field of anthropology is so broad and develops diverse skills, students from all backgrounds and with various interests can benefit in their careers and postgraduate studies in many disciplines.

Code	Title	Units
<b>Requirements</b>		
ANTH 101B	Understanding Culture: An Introduction to Anthropology (Can be used as an S course)	1
ANTH 201P	Our Human Origins: Introduction to Physical Anthropology	1
ANTH 301 or SOCI 301	Qualitative Research Methods	1
<b>Electives</b>		
Anthropology minors must take 2 additional elective units from the following:		2
ANTH 210B	Tango, Telenovelas, Taco Trucks	
ANTH 290 or ANTH 390 or ANTH 490	Special Topics in Anthropology	
ANTH 397	Internship in Anthropology	
LALS 301B	Mayan Culture	

SOCI 337V	Sociology of Developing Societies	
SOCI 338V	Examining a Pandemic: An Interdisciplinary Approach to Tuberculosis	
<b>Total Units</b>		<b>5</b>

## Minor in Sociology - 5 units

Code	Title	Units
<b>Requirement</b>		
SOCI 101S	Understanding Society: An Introduction to Sociology	1
<b>Minor Electives</b> <sup>1</sup>		
Select one unit from each of these 3 areas:		3
AREA 1: Social Institutions		
AREA 2: Social Issues and Inequality		
AREA 3: Social Change		
One additional sociology elective unit <sup>2</sup>		1
<b>Total Units</b>		<b>5</b>

<sup>1</sup> At least 1 of the 4 area or additional sociology elective courses must be at the 300 level.

<sup>2</sup> Excluding SOCI 395.

## Certificates

### Certificate Program in Criminology

Code	Title	Units
The four requirements for sociology majors seeking the criminology certificate include the following:		
SOCI 302V	Criminology	1
SOCI 379	Sociology of Law	1
SOCI 397	Internship in Sociology	1
Either SOCI 247 or a sociology elective in Area 2: Social Issues and Inequality, with student emphasis on a criminology-related issue through a major course assignment, paper, project, and/or presentation (Please consult the department chairperson prior to registering for the course.)		1
<b>Total Units</b>		<b>4</b>

## Advising Course Plans

### Advising Course Plans

- Sociology Major (p. 229)

## Faculty

Auyong, Zenta

*Visiting Assistant Professor of Sociology, 2019*

B.A., Stetson University

M.A., Ph.D., University of Florida

Core, Rachel S.

*Associate Professor and Chair of Sociology, 2014*

B.A., Carleton College

M.S., University of London

Ph.D., Johns Hopkins University

Servigna, Ana

*Visiting Assistant Professor of Anthropology, 2015*

Mg.Sc. Zulia State University, Venezuela

Ph.D., Syracuse University

Smith, Sven L.

*Associate Professor of Sociology, 2014*

B.A., Stetson University

M.A., University of Chicago  
 J.D., Florida State University  
 Ph.D., University of Florida

## Bachelor of Arts in Sociology

Code	Title	Units
<b>General Education Requirements</b>		
The student must complete the General Education Requirements of the College of Arts and Sciences.		9
<b>Major Requirements</b>		
The following six units are required of all sociology majors:		
SOCI 101S	Understanding Society: An Introduction to Sociology	1
SOCI 495	Sociological Theories	1
SOCI 496	Social Research Methods	1
SOCI 497	Methods and Styles of Social Science Communication	1
SOCI 498Q	Tools for Quantitative Analysis <sup>1</sup>	1
SOCI 499	Senior Project	1
Select one unit from each of the following three areas: <sup>2</sup>		
<b>AREA 1: Social Structures</b>		1
SOCI 255S	Sociology of Families and Intimate Relationships	
SOCI 270S	Sport and Society	
SOCI 370S	Work, Occupations, and Professions <sup>3</sup>	
SOCI 375	Medicine and Health in Society	
SOCI 379	Sociology of Law	
<b>AREA 2: Social Stratification</b>		1
SOCI 204	Contemporary Social Problems	
SOCI 247	Social Deviance	
SOCI 276S	Sociology of Criminal Procedure	
SOCI 302V	Criminology	
SOCI 304S	Social Inequality	
SOCI 307V	Race, Ethnicity, and Immigration (Junior Seminar)	
SOCI 312V	Gender and Society	
<b>AREA 3: Social Change</b>		1
SOCI 215V	Population, Society, and Environment	
SOCI 337V	Sociology of Developing Societies	
SOCI 370S	Work, Occupations, and Professions <sup>3</sup>	
<b>Other <sup>4</sup></b>		
Sociology majors must take three additional sociology elective units		3
<b>General Electives</b>		11
<b>Total Units</b>		32

<sup>1</sup> This requirement may be satisfied by a comparable Quantitative Reasoning course, such as PSYC 306Q. If it is fulfilled through a course in another department, another sociology course must be substituted in its place. Please consult the department chairperson.

<sup>2</sup> Special topics courses may fulfill an area requirement; please consult the department chairperson prior to registering for the course.

<sup>3</sup> Can count as either an Area 1 or an Area 3 course.

<sup>4</sup> At least three of the six area and/or elective sociology courses must be at the 300 level (excluding SOCI 395 and ANTH 395).

## General Education Requirements

All students in the College of Arts and Sciences must meet General Education requirements in addition to specific requirements within the major area of study.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C.

A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement. Students should check with their advisor regarding the eligibility of transfer credits to meet General Education requirements after students have enrolled at Stetson. A key component of a liberal education is to learn about the modes of inquiry from a diverse set of disciplines, so no more than 3 courses used to meet General Education requirements may come from a single department and at least 16 of the 32 units required for graduation must come from departments outside the department of the major.

For many majors, certain courses outside the major field of study are required. These courses are called "collateral requirements."

A student majoring in Education may count among the 32 units as many in the major as are required for completion of an approved program for teacher certification by the State of Florida.

Code	Title	Units
<b>Foundations <sup>1</sup></b>		
Writing Requirement		
FSEM 100	First Year Seminar	1
Quantitative Reasoning (any Q course)		1
Junior Seminar		1
<b>Knowledge of Human Cultures and the Natural World</b>		
Select five of the following: <sup>2</sup>		5
Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses) <sup>3</sup>		
Culture and Belief (any B course)		
Historical Inquiry (any H course)		
Individuals, Societies, and Social Systems (any S course)		
Modern Languages (any L course)		
Physical and Natural World (any P course)		
<b>Personal and Social Responsibility</b>		
Select any 'Stetson Values (V)' course		1
<b>Total Units</b>		9

## Cultural Events/Campus Engagement

In addition to completing 32 course units, students join Stetson's intellectual and creative life outside the classroom by participating in at least 3 approved cultural events for each semester of enrollment at Stetson. These events include lectures by distinguished visitors, musical performances, plays, and art shows.

<sup>1</sup> Foundation courses may not be taken pass/fail.

<sup>2</sup> 1 unit each from 5 out of the 6 areas.

<sup>3</sup> Course(s) must equal 1 unit.

# Advising Course Plan - Sociology Major

First Year		Units
<b>Fall</b>		
SOCI 101S	Understanding Society: An Introduction to Sociology	1
FSEM 100	First Year Seminar	1
	General Education requirement <sup>1</sup>	1
	General Education requirement <sup>1</sup>	1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
	SOCI Area/Elective <sup>2</sup>	1
	Writing requirement course	1
	General Education requirement <sup>1</sup>	1
	Elective	1
<b>Term Units</b>		<b>4</b>
<b>Second Year</b>		
<b>Fall</b>		
	SOCI Area/Elective <sup>2</sup>	1
	General Education requirement <sup>1</sup>	1
	Elective	1
	Elective	1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
	SOCI Area/Elective <sup>2</sup>	1
	General Education requirement <sup>1</sup>	1
	Elective	1
	Elective	1
<b>Term Units</b>		<b>4</b>
<b>Third Year</b>		
<b>Fall</b>		
SOCI 495 <sup>3</sup>	Sociological Theories	1
SOCI 496 <sup>3</sup>	Social Research Methods	1
	Junior Seminar	1
	Elective	1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
SOCI 497 <sup>4</sup>	Methods and Styles of Social Science Communication	1
SOCI 498Q <sup>4</sup>	Tools for Quantitative Analysis	1
	SOCI Area/Elective <sup>2</sup>	1
	Elective	1
<b>Term Units</b>		<b>4</b>
<b>Fourth Year</b>		
<b>Fall</b>		
SOCI 499 <sup>5</sup>	Senior Project	1
	SOCI Area/Elective <sup>2</sup>	1
	General Education requirement <sup>1</sup>	1
	Elective	1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
	SOCI Area/Elective <sup>2</sup>	1
	Elective	1
	Elective	1
	Elective	1
<b>Term Units</b>		<b>4</b>
<b>Total Unit: 32</b>		

- <sup>2</sup> SOCI majors must take courses in the 3 Areas (Social Structures, Social Stratification, and Social Change), and 3 electives. At least 3 of the Area and Elective courses must be at the 300-level or higher.
- <sup>3</sup> Prerequisites: SOCI 101S and two (2) additional SOCI courses before fall of the Junior year. SOCI 495 and 496 are only offered in the Fall.
- <sup>4</sup> Prerequisites: SOCI 495 and SOCI 496. SOCI 497 and SOCI 498Q are only offered in the Spring.
- <sup>5</sup> Prerequisites: SOCI 495, SOCI 496, SOCI 497, and SOCI 498Q. SOCI 499 is only offered in the Fall.

<sup>1</sup> A&S students must take 5 of the 6 Knowledge of Human Cultures courses and 2 Personal and Social Responsibility courses, to include a Junior Seminar.

## Theatre Arts

At Stetson, theatre is a liberal art that prepares students for life beyond college, whether in graduate study, professional activity, or a career path outside the theatre. The study of theatre arts through classroom and production experience emphasizes creativity, collaboration, critical thinking, and cross-disciplinary approaches, allowing theatre to play a unique role in a liberal arts education.

We are dedicated to providing a well-rounded approach to the study and practice of theatre, striking a balance between study and application; academic and professional opportunities; and performance and technology. All students collaborate on an equal footing, whether as actors, technicians, designers, or directors. The Theatre Arts Program emphasizes one-on-one faculty mentoring, and, to further enhance the learning experience, we strongly support the development of relationships with outside arts organizations.

The Theatre Arts Program produces at least four main stage shows each year in a hands-on liberal arts program devoted to training the whole artist. Participation in our program is open to all Stetson students, and we offer plentiful opportunities to participate on and off stage. Currently, the Theatre Arts Program is housed in a performance complex inside DeLand's Museum of Art, which includes a 240-seat modified proscenium/studio theatre with scene shop, design studio/computer lab, and costume shop.

This program is an integral part of the Department of Creative Arts (p. 91), which brings together faculty and students engaged in the study and practice of creative pursuits. See relevant sections elsewhere in the *Catalog* to learn more about the Department's other programs in Studio Art (p. 43), Art History (p. 43), and Digital Arts (p. 93).

More information can be found online at <http://www.stetson.edu/other/academics/programs/theatre-arts.php>.

### Majors

#### Major in Theatre Arts

- Bachelor of Arts in Theatre Arts (p. 231)

### Minors

#### Minor in Theatre Arts - 4.5 units

Code	Title	Units
<b>Requirements</b>		
THEA 121	Stagecraft	1
THEA 130A	Principles of Acting	1
THEA 210	Theatre Workshop (repeat course twice; THEA 214 may be used as a substitute.)	0.5
THEA 241H or THEA 242H	Theatre History from Classical to the Neo-Classical Era Theatre History From Modern to the Postmodern Era	1
One Theatre Arts elective unit		1
<b>Total Units</b>		<b>4.5</b>

### Advising Course Plans

#### Advising Course Plans

- Theatre Arts Major (p. 232)
- Theatre Arts Major (p. 233) - Plan for Transfer Students

### Faculty

Franco, Krista Marie  
Associate Professor and Program Coordinator of Theatre Arts, 2013  
B.A., Clemson University  
M.F.A., Florida State University

McCoy, Kenneth W.  
Professor of Theatre Arts, 1994  
B.A., University of Alabama at Birmingham  
M.F.A., Southern Illinois University at Carbondale  
Ph.D., Bowling Green State University

Schmitt, Julia

*Professor of Theatre Arts, 2004*

*Chair of Creative Arts Department, 2019*

B.A., Stetson University

M.A., Ph.D., Bowling Green State University

## Bachelor of Arts in Theatre Arts

Code	Title	Units
<b>General Education Requirements</b>		
The student must complete the General Education Requirements of the College of Arts & Sciences.		9
Theatre arts majors are expected to audition and work in some capacity for each main stage production at Stover Theatre.		
<b>Major Requirements</b>		
THEA 121	Stagecraft	1
THEA 130A	Principles of Acting	1
THEA 203	Principles of Directing	1
THEA 241H	Theatre History from Classical to the Neo-Classical Era	1
THEA 242H	Theatre History From Modern to the Postmodern Era	1
THEA 210	Theatre Workshop (repeat course three times)	0.75
THEA 214	Theatre Workshop: Leadership (may be repeated and substituted for THEA 210; must be taken once for the major requirement)	0.25
THEA 399	Junior Portfolio Review	.5
THEA 498	Senior Seminar Production	1
THEA 499	Senior Project	.5
Two Theatre Electives		2
<b>Collateral Requirements</b>		
Three units total from any of the following prefixes: ARTS, ARTH, CREA, DIGA, MUSC, ENCW		3
<b>General Electives</b>		<b>10</b>
<b>Total Units</b>		<b>32</b>

### General Education Requirements

All students in the College of Arts and Sciences must meet General Education requirements in addition to specific requirements within the major area of study.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C.

A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement. Students should check with their advisor regarding the eligibility of transfer credits to meet General Education requirements after students have enrolled at Stetson. A key component of a liberal education is to learn about the modes of inquiry from a diverse set of disciplines, so no more than 3 courses

used to meet General Education requirements may come from a single department and at least 16 of the 32 units required for graduation must come from departments outside the department of the major.

For many majors, certain courses outside the major field of study are required. These courses are called "collateral requirements."

A student majoring in Education may count among the 32 units as many in the major as are required for completion of an approved program for teacher certification by the State of Florida.

Code	Title	Units
<b>Foundations</b> <sup>1</sup>		
Writing Requirement		
FSEM 100	First Year Seminar	1
Quantitative Reasoning (any Q course)		1
Junior Seminar		1
<b>Knowledge of Human Cultures and the Natural World</b>		
Select five of the following: <sup>2</sup>		5
Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses) <sup>3</sup>		
Culture and Belief (any B course)		
Historical Inquiry (any H course)		
Individuals, Societies, and Social Systems (any S course)		
Modern Languages (any L course)		
Physical and Natural World (any P course)		
<b>Personal and Social Responsibility</b>		
Select any 'Stetson Values (V)' course		1
<b>Total Units</b>		<b>9</b>

### Cultural Events/Campus Engagement

In addition to completing 32 course units, students join Stetson's intellectual and creative life outside the classroom by participating in at least 3 approved cultural events for each semester of enrollment at Stetson. These events include lectures by distinguished visitors, musical performances, plays, and art shows.

<sup>1</sup> Foundation courses may not be taken pass/fail.

<sup>2</sup> 1 unit each from 5 out of the 6 areas.

<sup>3</sup> Course(s) must equal 1 unit.



# Advising Course Plan - Theatre Arts Major

## First Year

Fall		Units
FSEM 100	First Year Seminar	1
THEA 121 or 130A	Stagecraft Principles of Acting	1
	General Education Requirement <sup>1</sup>	1
	General Education Requirement <sup>1</sup>	1
<b>Term Units</b>		<b>4</b>

## Spring

THEA 130A or 121	Principles of Acting Stagecraft	1
	General Education Requirement <sup>1</sup>	1
	General Education Requirement <sup>1</sup>	1
	General Education Requirement <sup>1</sup>	1
<b>Term Units</b>		<b>4</b>

## Second Year

Fall		Units
THEA Elective <sup>2</sup>		1
	General Education Requirement <sup>1</sup>	1
	General Education Requirement <sup>1</sup>	1
	One course in either ARTS, ARTH, CREA, DIGA, ENCW, or MUSC	1
THEA 210 or 212 <sup>4, 3</sup>	Theatre Workshop Theatre Performance	0.25
<b>Term Units</b>		<b>4.25</b>

## Spring

THEA 241H or 242H	Theatre History from Classical to the Neo-Classical Era Theatre History From Modern to the Postmodern Era	1
THEA 203	Principles of Directing	1
	General Education Requirement <sup>1</sup>	1
	One course in either ARTS, ARTH, CREA, DIGA, ENCW, or MUSC	1
THEA 210 or 212 <sup>4, 3</sup>	Theatre Workshop Theatre Performance	0.25
<b>Term Units</b>		<b>4.25</b>

## Third Year

Fall		Units
	Junior Seminar or One course in either ARTS, ARTH, CREA, DIGA, ENCW, or MUSC	1
	General Education Requirement or Elective <sup>2</sup>	1
	General Education Requirement <sup>1</sup>	1
	Elective	0.5
THEA 210, 212, or 214 <sup>4, 3</sup>	Theatre Workshop Theatre Performance Theatre Workshop: Leadership	0.25
<b>Term Units</b>		<b>3.75</b>

## Spring

THEA 242H or 241H	Theatre History From Modern to the Postmodern Era Theatre History from Classical to the Neo-Classical Era	1
THEA 399	Junior Portfolio Review	0.5
	General Education Requirement or Elective	1
	Junior Seminar or One course in either ARTS, ARTH, CREA, DIGA, ENCW, or MUSC	1
THEA 210, 212, or 214 <sup>4, 3</sup>	Theatre Workshop Theatre Performance Theatre Workshop: Leadership	0.25
<b>Term Units</b>		<b>3.75</b>

## Fourth Year

Fall		Units
THEA 498	Senior Seminar Production	1
	Elective	1
	Elective	1

Elective		1
THEA 210, 212, or 214	Theatre Workshop Theatre Performance Theatre Workshop: Leadership	0.25

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**Term Units** **4.25**

## Spring

THEA 499	Senior Project	0.5 to 1
	Elective	1
	Elective	1
	Elective	1
THEA 210, 212, or 214	Theatre Workshop Theatre Performance Theatre Workshop: Leadership	0.25

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**Term Units** **3.75 to**

**4.25**

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**Total Unit: 32 to 32.5**

<sup>1</sup> General Education recommendation: Writing Enhanced (WE) course or B, P, Q, S, V, or L course.

<sup>2</sup> A total of 2 THEA elective courses are required.

<sup>3</sup> THEA 212 is optional; acceptance is by audition.

<sup>4</sup> Students must complete 3 semesters of THEA 210 plus 1 semester of THEA 214 as a major requirement.

# Advising Course Plan - Theatre Arts Major - Plan for Transfer Students

To successfully complete the Theatre Arts major in only two years, the student must have earned credits for at least:

1. Sufficient general education requirements met (not including Junior Seminar) so that their remaining requirements can be met with only 3 classes\*
2. An equivalent course for THEA 130A – Principles of Acting
3. A second THEA course –or– a course which will count for a collateral requirement –or– \*a course which would count for general education (which means only two general education requirements remain)

(Total units outlined below: 17 units out of 32 required for graduation)

<b>Third Year</b>		
<b>Fall</b>		<b>Units</b>
THEA 121	Stagecraft	1
THEA 210	Theatre Workshop	0.25
THEA 203	Principles of Directing	1
Junior Seminar (JSEM) or THEA Elective		1
General Education Requirement or One course in either ARTS, ARTH, CREA, DIGA, ENCW, or MUSC		1
THEA 212 <sup>3</sup>	Theatre Performance	0.25
<b>Term Units</b>		<b>4.5</b>
<b>Spring</b>		
THEA 210 <sup>4</sup>	Theatre Workshop	0.25
THEA 241H or 242H	Theatre History from Classical to the Neo-Classical Era Theatre History From Modern to the Postmodern Era	1
Junior Seminar (JSEM) or THEA elective		1
THEA 399	Junior Portfolio Review	0.5
General Education Requirement or One course in either ARTS, ARTH, CREA, DIGA, ENCW, or MUSC		1
THEA 212 <sup>3</sup>	Theatre Performance	0.25
<b>Term Units</b>		<b>4</b>
<b>Fourth Year</b>		
<b>Fall</b>		
THEA 210 <sup>4</sup>	Theatre Workshop	0.25
THEA elective <sup>2</sup>		1
THEA 498	Senior Seminar Production	1
General Education Requirement or One course in either ARTS, ARTH, CREA, DIGA, ENCW, or MUSC		1
General Education Requirement or One course in either ARTS, ARTH, CREA, DIGA, ENCW, or MUSC		1
THEA 212 <sup>3</sup>	Theatre Performance	0.25
<b>Term Units</b>		<b>4.5</b>
<b>Spring</b>		
THEA 214 <sup>4</sup>	Theatre Workshop: Leadership	0.25
THEA 241H or 242H	Theatre History from Classical to the Neo-Classical Era Theatre History From Modern to the Postmodern Era	1
THEA elective <sup>2</sup>		
THEA 499	Senior Project	0.5 to 1
General Education Requirement or One course in either ARTS, ARTH, CREA, DIGA, ENCW, or MUSC or THEA elective		1
General Education Requirement or One course in either ARTS, ARTH, CREA, DIGA, ENCW, or MUSC		1

THEA 212 <sup>3</sup>	Theatre Performance	0.25
<b>Term Units</b>		<b>4 to 4.5</b>
<b>Total Unit: 17 to 17.5</b>		

- <sup>1</sup> General Education recommendation: Writing Enhanced (WE) course or B, P, S, V, or L course.
- <sup>2</sup> A total of 2 THEA elective courses are required.
- <sup>3</sup> THEA 212 is optional; acceptance is by audition.
- <sup>4</sup> Students must complete 3 semesters of THEA 210 plus 1 semester of THEA 214 as a major requirement.

# World Languages and Cultures

## Overview

Studying a language other than English - and the culture and literature of the people who speak that language - combines personal satisfaction with career preparation. In today's globally competitive world, knowledge of a modern language greatly enhances an individual's credentials, whether in business, government, service organizations, or education. World Language graduates have pursued a variety of endeavors, including graduate study and study or work abroad. Majors can pursue concentrations in French, German, or Spanish as well as a translator's concentration in combined languages adding Russian, Arabic, Portuguese or Chinese.

## Double Major

Students usually find it possible and desirable to combine a language major with a major in another area. The Department of World Languages and Cultures favors this procedure and will advise students how best to complement their language major with their other area of study, considering such objectives as the foreign service, a business career, teaching, or graduate study. The student will have the option, with the approval of both major departments, to write a senior project in only one of his or her majors or to write two separate papers, one for each major.

## Study Abroad Program

University exchange programs are available in France, Germany, Russia, Spain, and Chile. It is expected that all language majors will participate in at least one abroad experience with language exposure for either one or two semesters or one or several summers. These programs are recommended also for any student who wishes to attain a high degree of language proficiency while working on a major in another field. A large range of courses is available in the foreign centers, and the program usually facilitates the obtaining of a minor.

Application to these programs is done through WORLD: The David and Leighan Rinker Center for International Learning (<http://www.stetson.edu/other/world/study-abroad/>).

## Minor

A minor is offered in French, German, Russian, or Spanish. It consists of five units above the 102L level in the chosen language. The student's adviser and a professor in the planned minor determine the sequence and combination of courses. Any appropriate courses listed in the Stetson University *Catalog* may be applied to the units required for the minor. A World Language minor may be fully completed during one semester abroad in a foreign language program after the student has finished 202L or met the prerequisite to participate.

There are also majors and minors in Latin American Studies, Russian Studies, and International Studies. Consult those sections of this *Catalog* for descriptions.

## Scholarships

Consult the Office of Financial Aid concerning the Corinne Lynch Scholars Program for World Language majors and the Elrod-Berge Travel Scholarship program for students of French and Spanish.

**Courses at the 102L level and above, except those taught in English, offer credit for the World Language General Education requirement ("L").**

## Learning Outcomes

Student learning outcomes describe what students know, understand and are able to do as a result of completing a degree program. The learning outcomes for this program are:

1. Communication
  - Engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions
  - Interpret written and spoken language on a variety of culturally appropriate topics
  - Present information, concepts, and ideas to an audience of listeners or readers on a variety of culturally appropriate topics
2. Cultures
  - Describe and apply a basic knowledge of historical, political and aesthetic perspectives of the societies being studied and how these are reflected in the patterns of socially accepted behavior as well as in attitudes and values
  - Analyze in written and spoken form the means by which literature, film and other media of the cultures studied demonstrate alternative ways of seeing, feeling and understanding
3. Connections
  - Demonstrate their capacity to do research in the target language and in other disciplines relevant to the topic/task at hand (including political, historical and aesthetic concepts, worldwide health issues, environmental concerns, race and gender)
  - Demonstrate an understanding of the distinctive viewpoints that are only available through the target language and its cultures

## Majors

### Major in World Languages and Cultures

- Bachelor of Arts in World Languages and Cultures - French and Francophone Studies Concentration (p. 237)
- Bachelor of Arts in World Languages and Cultures - Hispanic Studies Concentration (p. 241)
- Bachelor of Arts in World Languages and Cultures - German Studies Concentration (p. 239)
- Bachelor of Arts in World Languages and Cultures - Translator Concentration (p. 243)

## Minors

### Minor in French - 5 Units

Code	Title	Units
<b>Requirements</b>		
Five Units at the FREN 201L level and above.		5
<b>Total Units</b>		<b>5</b>

### Minor in German - 5 Units

Code	Title	Units
<b>Requirements</b>		
Five Units at the GERM 201L level and above.		5
<b>Total Units</b>		<b>5</b>

### Minor in Russian - 5 Units

Code	Title	Units
<b>Requirements</b>		
Five Units at the RUSS 201L level and above.		5
<b>Total Units</b>		<b>5</b>

### Minor in Spanish - 5 Units

Code	Title	Units
<b>Requirements</b>		
Five Units at the SPAN 201L level and above.		5
<b>Total Units</b>		<b>5</b>

### Minor in World Language - 5 Units

Code	Title	Units
<b>Requirements</b>		
Five Units in a language at 201L level and above in the same language <sup>1</sup>		5
<b>Total Units</b>		<b>5</b>

<sup>1</sup> One foreign language of choice.

## Advising Course Plans

- French and Francophone Studies Concentration (p. 238)
- Hispanic Studies Concentration (p. 242)
- German Studies Concentration (p. 240)
- Translator's Track/Multi-Language Track (p. 244)

## Faculty

Cappas-Toro, Pamela  
*Associate Professor of World Languages and Cultures, 2013*

B.A., University of Puerto Rico at Mayagüez  
M.A., University of Texas at San Antonio  
Ph.D., University of Illinois at Urbana-Champaign

Clemmen, Yves-Antoine  
*Professor and Chair of World Languages and Cultures, 1992*  
*Jane Heman Language Professor, 2018*  
Licenses de Philologie Germanique, University de l'état à Liège, Belgium  
M.A., Ph.D., University of Illinois at Urbana-Champaign

Denner, Michael A.  
*Professor of Russian Studies, 2000*  
*Director of the Honors Program*  
*Director of the Russian, East European, and Eurasian Studies Program*  
B.A., Indiana University  
M.A., Ph.D., Northwestern University

Eire, Ana  
*Professor of World Languages and Cultures, 1990*  
*Jane Heman Language Professor, 2010*  
Licenciatura, University Complutense de Madrid  
M.A., Ph.D., Vanderbilt University

Ripert, Yohann  
*Assistant Professor of World Languages and Cultures*  
B.M., The Julliard School  
M.A., M.Phil., Ph.D. Columbia University

Sitler, Robert K.  
*Professor of World Languages and Cultures, 1994*  
B.A., M.A., Kent State University  
Ph.D., University of Texas at Austin

Zheloukhova, Snezhana S.  
*Visiting Assistant Professor of World Languages and Cultures, 2017*  
B.A./M.A., Moscow (Lomonosov) State University, Russia  
M.A., Ph.D., University of Missouri-Columbia

## Bachelor of Art in World Languages and Cultures - French and Francophone Studies Concentration

Code	Title	Units
<b>General Education Requirements</b>		
The student must complete the General Education Requirements of the College of Arts & Sciences.		9
<b>Major Requirements</b>		
FREN 201L	Intermediate French I	1
FREN 202L	Intermediate French II	1
FREN 301L	Advanced French	1
FREN 302L	Advanced French II	1
Select one of the following:		1
LING 301	Introduction to Linguistics	
WLGC 301B	Approaches to World Cultural Studies	
Select one of the following:		1
FREN 303L	Business French and Culture	
FREN 304A	Contemporary French Cinema	
FREN 305B	Franco-American Cultural Studies	
FREN 306L	French Culture Thru Literature	
Select one of the following:		1
FREN 401L	Topics in Literature	
FREN 402L	Topics in Literature	
FREN 403A	Reading Photography - French Photography in Practice and Theory	
FREN 404L	Topics in Media Culture	
FREN 405L	Topics in French and Francophone Cultural Studies	
FREN 407L	French Linguistics	
Three Electives		3
FREN 499	Senior Project	1
<b>General Electives</b>		<b>12</b>
<b>Total Units</b>		<b>32</b>

### General Education Requirements

All students in the College of Arts and Sciences must meet General Education requirements in addition to specific requirements within the major area of study.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C.

A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement. Students should check with their advisor regarding the eligibility of transfer credits to meet General

Education requirements after students have enrolled at Stetson. A key component of a liberal education is to learn about the modes of inquiry from a diverse set of disciplines, so no more than 3 courses used to meet General Education requirements may come from a single department and at least 16 of the 32 units required for graduation must come from departments outside the department of the major.

For many majors, certain courses outside the major field of study are required. These courses are called "collateral requirements."

A student majoring in Education may count among the 32 units as many in the major as are required for completion of an approved program for teacher certification by the State of Florida.

Code	Title	Units
<b>Foundations</b> <sup>1</sup>		
Writing Requirement		
FSEM 100	First Year Seminar	1
Quantitative Reasoning (any Q course)		1
Junior Seminar		1
<b>Knowledge of Human Cultures and the Natural World</b>		
Select five of the following: <sup>2</sup>		5
Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses) <sup>3</sup>		
Culture and Belief (any B course)		
Historical Inquiry (any H course)		
Individuals, Societies, and Social Systems (any S course)		
Modern Languages (any L course)		
Physical and Natural World (any P course)		
<b>Personal and Social Responsibility</b>		
Select any 'Stetson Values (V)' course		1
<b>Total Units</b>		<b>9</b>

### Cultural Events/Campus Engagement

In addition to completing 32 course units, students join Stetson's intellectual and creative life outside the classroom by participating in at least 3 approved cultural events for each semester of enrollment at Stetson. These events include lectures by distinguished visitors, musical performances, plays, and art shows.

<sup>1</sup> Foundation courses may not be taken pass/fail.

<sup>2</sup> 1 unit each from 5 out of the 6 areas.

<sup>3</sup> Course(s) must equal 1 unit.

# Advising Course Plan - French and Francophone Studies Concentration Plan

This is a path starting French with FREN 101 and opting out of the recommended semester abroad. A semester abroad after FREN 202L would transfer four 300-level classes leaving two 300-level classes, one 400-level class, and the senior research to be fulfilled.

A student placing into higher levels will finish the major sooner and can easily add a second major

## First Year

Fall		Units
FSEM 100	First Year Seminar	1
	General Education Requirement <sup>1</sup>	1
	General Education Requirement <sup>1</sup>	1
FREN 101	Elementary French I	1
<b>Term Units</b>		<b>4</b>

## Spring

	General Education Requirement <sup>1</sup>	1
	General Education Requirement <sup>1</sup>	1
FREN 102L	Elementary French II	1
	Writing Requirement course	1
<b>Term Units</b>		<b>4</b>

## Second Year

Fall		Units
FREN 201L	Intermediate French I	1
	General Education Requirement <sup>1</sup>	1
	Elective	1
	Elective	1
<b>Term Units</b>		<b>4</b>

## Spring

FREN 202L	Intermediate French II	1
LING 301	Introduction to Linguistics (or Elective)	1
	Writing Requirement course	1
	Elective	1
<b>Term Units</b>		<b>4</b>

## Third Year

Fall		Units
FREN 301L	Advanced French	1
WLGC 301B <sup>2</sup>	Approaches to World Cultural Studies (or Elective)	1
FREN 304A	Contemporary French Cinema	1
	Elective	1
<b>Term Units</b>		<b>4</b>

## Spring

FREN 302L	Advanced French II	1
	General Education Requirement or Elective <sup>1</sup>	1
FREN 309V	Revolution in the Age of Globalization (Junior Seminar)	1
	FREN Elective (300-level)	1
<b>Term Units</b>		<b>4</b>

## Fourth Year

Fall		Units
FREN 400-level Course		1
FREN 300-level Elective		1
	Elective	1
	Elective	1
<b>Term Units</b>		<b>4</b>

## Spring

FREN 499	Senior Project	1
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Elective	1
Elective	1
Elective	1
<hr/>	
<b>Term Units</b>	<b>4</b>

**Total Unit: 32**

- <sup>1</sup> A&S students must take one quantitative reasoning course (Q) course, 5 of the 6 Knowledge of Human Cultures courses (this major will include the modern language requirement) and 2 Personal and Social Responsibility courses (V), to include a Junior Seminar.
- <sup>2</sup> WLGC 301B should be taken if LING 301 was not selected in the previous semester.

# Bachelor of Art in World Languages and Cultures - German Studies Concentration

Code	Title	Units
<b>General Education Requirements</b>		
The student must complete the General Education Requirements of the College of Arts & Sciences.		9
<b>Major Requirements</b>		
GERM 201L	Intermediate German I	1
GERM 202L	Intermediate German II	1
GERM 301L	Advanced German I	1
GERM 302L	Advanced German II	1
Select one of the following:		1
LING 301	Introduction to Linguistics	
WLGC 301B	Approaches to World Cultural Studies	
Select one of the following:		1
GERM 304B	Modern German Culture (in English)	
GERM 305A	Contemporary German Cinema	
GERM 307V	Migrations: The Culture of Border Crossings	
Select one of the following:		1
GERM 402L	Studies in German Literature	
GERM 404	Voices from the East and West: German Women Writers	
Three Electives which may include any of the following:		3
ARTH 315A	Period Study in Art History	
HIST 230H	The History of Modern Germany, 1770-Present	
HIST 326H	Germany in War and Revolution: From the Second Empire to the Third Reich	
HIST 331S	The Holocaust	
HIST 329H	Nazi Germany: History, Politics, and Culture	
GERM 499	Senior Project	1
<b>General Electives</b>		<b>12</b>
<b>Total Units</b>		<b>32</b>

## General Education Requirements

All students in the College of Arts and Sciences must meet General Education requirements in addition to specific requirements within the major area of study.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C.

A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement. Students should check with their advisor regarding the eligibility of transfer credits to meet General Education requirements after students have enrolled at Stetson. A key component of a liberal education is to learn about the modes of

inquiry from a diverse set of disciplines, so no more than 3 courses used to meet General Education requirements may come from a single department and at least 16 of the 32 units required for graduation must come from departments outside the department of the major.

For many majors, certain courses outside the major field of study are required. These courses are called "collateral requirements."

A student majoring in Education may count among the 32 units as many in the major as are required for completion of an approved program for teacher certification by the State of Florida.

Code	Title	Units
<b>Foundations</b> <sup>1</sup>		
Writing Requirement		
FSEM 100	First Year Seminar	1
Quantitative Reasoning (any Q course)		1
Junior Seminar		1
<b>Knowledge of Human Cultures and the Natural World</b>		
Select five of the following: <sup>2</sup>		5
Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses) <sup>3</sup>		
Culture and Belief (any B course)		
Historical Inquiry (any H course)		
Individuals, Societies, and Social Systems (any S course)		
Modern Languages (any L course)		
Physical and Natural World (any P course)		
<b>Personal and Social Responsibility</b>		
Select any 'Stetson Values (V)' course		1
<b>Total Units</b>		<b>9</b>

## Cultural Events/Campus Engagement

In addition to completing 32 course units, students join Stetson's intellectual and creative life outside the classroom by participating in at least 3 approved cultural events for each semester of enrollment at Stetson. These events include lectures by distinguished visitors, musical performances, plays, and art shows.

<sup>1</sup> Foundation courses may not be taken pass/fail.

<sup>2</sup> 1 unit each from 5 out of the 6 areas.

<sup>3</sup> Course(s) must equal 1 unit.



# Advising Course Plan - German Studies Concentration Plan

This is a path starting German in 101 and opting out of the recommended semester abroad. A semester abroad after GERM 202L would transfer four 300-level classes leaving two 300-level classes, one 400-level class and the senior research to be fulfilled.

A student placing into higher levels will finish the major sooner and can easily add a second major

## First Year

Fall		Units
FSEM 100	First Year Seminar	1
	General Education Requirement <sup>1</sup>	1
	General Education Requirement <sup>1</sup>	1
GERM 101	Elementary German I	1
<b>Term Units</b>		<b>4</b>

Spring		Units
	General Education Requirement <sup>1</sup>	1
	General Education Requirement <sup>1</sup>	1
GERM 102L	Beginning German II	1
	Writing Enhanced course	1
<b>Term Units</b>		<b>4</b>

## Second Year

Fall		Units
GERM 201L	Intermediate German I	1
	German Elective <sup>2</sup>	1
	Elective	1
	Elective	1
<b>Term Units</b>		<b>4</b>

Spring		Units
GERM 202L	Intermediate German II	1
LING 301	Introduction to Linguistics (or Elective)	1
GERM 305A	Contemporary German Cinema	1
	Writing Enhanced course	1
<b>Term Units</b>		<b>4</b>

## Third Year

Fall		Units
GERM 301L	Advanced German I	1
WLGC 301B	Approaches to World Cultural Studies (if LING 301 not selected previously; or Elective)	1
GERM 304B	Modern German Culture (in English)	1
	Elective	1
<b>Term Units</b>		<b>4</b>

Spring		Units
GERM 302L	Advanced German II	1
	General Education Requirement <sup>1</sup>	1
	Junior Seminar	1
	German Elective <sup>2</sup>	1
<b>Term Units</b>		<b>4</b>

## Fourth Year

Fall		Units
	German Elective (400-level)	1
	Elective	1
	Elective	1
	Elective	1
<b>Term Units</b>		<b>4</b>

Spring		Units
GERM 499	Senior Project	1
	Elective	1

Elective	1
Elective	1
<b>Term Units</b>	<b>4</b>

**Total Unit: 32**

<sup>1</sup> A&S students must take one quantitative reasoning course (Q) course, 5 of the 6 Knowledge of Human Cultures courses (this major will include the modern language requirement) and 2 Personal and Social Responsibility courses (V), to include a Junior Seminar.

<sup>2</sup> GERM 300-level, or ARTH 315A, HIST 230H, HIST 326H, HIST 331S, or HIST 329H.

# Bachelor of Art in World Languages and Cultures - Hispanic Studies Concentration

Code	Title	Units
<b>General Education Requirements</b>		
The student must complete the General Education Requirements of the College of Arts & Sciences.		9
<b>Major Requirements</b>		
SPAN 201L	Language in Cultural Contexts	1
SPAN 202L	Reading Culture (Poetry, Narrative, Drama)	1
Select one unit from the following:		1
SPAN 301L	Expression Through Writing	
SPAN 309L	Studies in Hispanic Culture	
LING 301	Introduction to Linguistics	
WLGC 301B	Approaches to World Cultural Studies	
Select any six 300-level SPAN units		6
Select one of the following:		1
SPAN 414L	Theme Study	
SPAN 415L	Spanish American Genre/Period Study	
SPAN 416L	Spanish Genre/Period Study	
SPAN 499	Senior Research	1
<b>General Electives</b>		<b>12</b>
<b>Total Units</b>		<b>32</b>

## General Education Requirements

All students in the College of Arts and Sciences must meet General Education requirements in addition to specific requirements within the major area of study.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C.

A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement. Students should check with their advisor regarding the eligibility of transfer credits to meet General Education requirements after students have enrolled at Stetson. A key component of a liberal education is to learn about the modes of inquiry from a diverse set of disciplines, so no more than 3 courses used to meet General Education requirements may come from a single department and at least 16 of the 32 units required for graduation must come from departments outside the department of the major.

For many majors, certain courses outside the major field of study are required. These courses are called "collateral requirements."

A student majoring in Education may count among the 32 units as many in the major as are required for completion of an approved program for teacher certification by the State of Florida.

Code	Title	Units
<b>Foundations</b> <sup>1</sup>		
Writing Requirement		
FSEM 100	First Year Seminar	1
Quantitative Reasoning (any Q course)		1
Junior Seminar		1
<b>Knowledge of Human Cultures and the Natural World</b>		
Select five of the following: <sup>2</sup>		5
Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses) <sup>3</sup>		
Culture and Belief (any B course)		
Historical Inquiry (any H course)		
Individuals, Societies, and Social Systems (any S course)		
Modern Languages (any L course)		
Physical and Natural World (any P course)		
<b>Personal and Social Responsibility</b>		
Select any 'Stetson Values (V)' course		1
<b>Total Units</b>		<b>9</b>

## Cultural Events/Campus Engagement

In addition to completing 32 course units, students join Stetson's intellectual and creative life outside the classroom by participating in at least 3 approved cultural events for each semester of enrollment at Stetson. These events include lectures by distinguished visitors, musical performances, plays, and art shows.

<sup>1</sup> Foundation courses may not be taken pass/fail.

<sup>2</sup> 1 unit each from 5 out of the 6 areas.

<sup>3</sup> Course(s) must equal 1 unit.

# Advising Course Plan - Hispanic Studies Concentration Plan

This is a path starting Spanish in 101 and opting out of the recommended semester abroad. A semester abroad after SPAN 202L would transfer four 300-level classes leaving two 300-level classes, one 400-level class, and the senior research to be fulfilled.

A student placing into higher levels will finish the major sooner and can easily add a second major.

## First Year

Fall		Units
FSEM 100	First Year Seminar	1
General Education Requirement <sup>1</sup>		1
General Education Requirement <sup>1</sup>		1
SPAN 101	Elementary Spanish I	1
<b>Term Units</b>		<b>4</b>

## Spring

General Education Requirement <sup>1</sup>		1
General Education Requirement <sup>1</sup>		1
SPAN 102L	Elementary Spanish II	1
Elective		1
<b>Term Units</b>		<b>4</b>

## Second Year

Fall		Units
SPAN 201L	Language in Cultural Contexts	1
WLGC 301B	Approaches to World Cultural Studies (or Elective if LING 301 is taken in Second Year Spring)	1
Elective		1
Writing Requirement Course		1
<b>Term Units</b>		<b>4</b>

## Spring

SPAN 202L	Reading Culture (Poetry, Narrative, Drama)	1
LING 301 <sup>2</sup>	Introduction to Linguistics (or Elective)	1
Elective		1
Elective		1
<b>Term Units</b>		<b>4</b>

## Third Year

Fall		Units
SPAN 300-level Course		1
Junior Seminar		1
SPAN 300-level Course		1
Elective (WE course unless SPAN 301L has been selected)		1
<b>Term Units</b>		<b>4</b>

## Spring

SPAN 300-level Course		1
SPAN 300-level Course		1
General Education Requirement <sup>1</sup>		1
Elective		1
<b>Term Units</b>		<b>4</b>

## Fourth Year

Fall		Units
SPAN 400-level Course		1
SPAN 300-level Course		1
Elective		1
Elective		1
<b>Term Units</b>		<b>4</b>

## Spring

SPAN 499	Senior Research	1
SPAN 300-level Course		1

Elective	1	
Elective	1	
<b>Term Units</b>		<b>4</b>

**Total Unit: 32**

<sup>1</sup> A&S students must take one quantitative reasoning course (Q) course, 5 of the 6 Knowledge of Human Cultures courses (this major will include the modern language requirement) and 2 Personal and Social Responsibility courses (V), to include a Junior Seminar.

<sup>2</sup> LING 301 should be taken if Elective is chosen instead of WLGC 301B in the previous semester.

# Bachelor of Art in World Languages and Cultures - Translator Concentration

Code	Title	Credits
<b>General Education Requirements</b>		
The student must complete the General Education Requirements of the College of Arts & Sciences.		9
<b>Major Requirements</b>		
Five units in the primary language 200-level or higher		5
Select one of the following:		1
LING 301	Introduction to Linguistics	
WLGC 301B	Approaches to World Cultural Studies	
Two units in the secondary language (100-level included)		2
Two Electives (in primary language upper division, or any course in secondary or third language)		2
WLGC 499	Senior Research in Translation	1
Recommended companion units for Translator Concentration:		
Any extra L unit in their respective language		
ENGL 240A	Reading Non-Fiction	
ENGL 241A	Reading Narrative	
ENGL 247A	Global Literature	
ENGL 331	Literature, Culture, and Society	
ENGL 343V2	Feeling Global (Junior Seminar)	
ENGL 373	Studies in Global Literature	
<b>General Electives</b>		<b>12</b>
<b>Total Units</b>		<b>32</b>

## General Education Requirements

All students in the College of Arts and Sciences must meet General Education requirements in addition to specific requirements within the major area of study.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C.

A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement. Students should check with their advisor regarding the eligibility of transfer credits to meet General Education requirements after students have enrolled at Stetson. A key component of a liberal education is to learn about the modes of inquiry from a diverse set of disciplines, so no more than 3 courses used to meet General Education requirements may come from a single department and at least 16 of the 32 units required for graduation must come from departments outside the department of the major.

For many majors, certain courses outside the major field of study are required. These courses are called "collateral requirements."

A student majoring in Education may count among the 32 units as many in the major as are required for completion of an approved program for teacher certification by the State of Florida.

Code	Title	Units
<b>Foundations <sup>1</sup></b>		
Writing Requirement		
FSEM 100	First Year Seminar	1
Quantitative Reasoning (any Q course)		1
Junior Seminar		1
<b>Knowledge of Human Cultures and the Natural World</b>		
Select five of the following: <sup>2</sup>		5
Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses) <sup>3</sup>		
Culture and Belief (any B course)		
Historical Inquiry (any H course)		
Individuals, Societies, and Social Systems (any S course)		
Modern Languages (any L course)		
Physical and Natural World (any P course)		
<b>Personal and Social Responsibility</b>		
Select any 'Stetson Values (V)' course		1
<b>Total Units</b>		<b>9</b>

## Cultural Events/Campus Engagement

In addition to completing 32 course units, students join Stetson's intellectual and creative life outside the classroom by participating in at least 3 approved cultural events for each semester of enrollment at Stetson. These events include lectures by distinguished visitors, musical performances, plays, and art shows.

<sup>1</sup> Foundation courses may not be taken pass/fail.

<sup>2</sup> 1 unit each from 5 out of the 6 areas.

<sup>3</sup> Course(s) must equal 1 unit.

# Advising Course Plan - Translator's Track/Multi-Language Track Plan

This is a path starting the primary language in 101 and opting out of the recommended semester abroad. A semester abroad after 202L would transfer four 300-level classes in the Primary Language leaving 3 classes (two in the Secondary Language one in Primary or Secondary Language) and the senior research in translation WLGC 499 to be fulfilled.

A student placing into higher levels will finish the major sooner and can easily add a second major. Native speakers of a language other than English receive a waiver of 4 classes counting for either their Primary or Secondary Language.

**First Year**

Fall	Units
FSEM 100                      First Year Seminar	1
General Education Requirement <sup>1</sup>	1
General Education Requirement <sup>1</sup>	1
Primary Language 101	1
<b>Term Units</b>	<b>4</b>

**Spring**

General Education Requirement <sup>1</sup>	1
General Education Requirement <sup>1</sup>	1
Primary Language 102L	1
Writing Enhanced course	1
<b>Term Units</b>	<b>4</b>

**Second Year**

Fall	Units
Primary Language 102L	1
WLGC 301B                      Approaches to World Cultural Studies (or General Education Requirement)	1
Elective	1
Elective	1
<b>Term Units</b>	<b>4</b>

**Spring**

Primary Language 202L	1
LING 301                      Introduction to Linguistics (if WLGC 301 not selected; or Elective)	1
Writing Enhanced course	1
Elective	1
<b>Term Units</b>	<b>4</b>

**Third Year**

Fall	Units
Primary Language 300-level	1
Junior Seminar	1
Secondary Language 101	1
Elective	1
<b>Term Units</b>	<b>4</b>

**Spring**

Primary Language 300-Level	1
Secondary Language 102L	1
General Education Requirement <sup>1</sup>	1
Elective	1
<b>Term Units</b>	<b>4</b>

**Fourth Year**

Fall	Units
Primary Language 300- or 400-level	1

Secondary Language 201L or Third Language 101 or Primary Language 300- or 400 Level	1
Elective	1
Elective	1

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**Term Units** **4**

**Spring**

WLGC 499                      Senior Research in Translation	1
Secondary Language 201L or Third Language 101 or Primary Language 300- or 400-level	1
Elective	1
Elective	1

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**Term Units** **4**

**Total Unit: 32**

<sup>1</sup> A&S students must take one quantitative reasoning course (Q) course, 5 of the 6 Knowledge of Human Cultures courses (this major will include the modern language requirement) and 2 Personal and Social Responsibility courses (V), to include a Junior Seminar.

## Interdisciplinary Minors

These interdisciplinary programs of study draw on faculty from the College of Arts & Sciences, School of Business Administration, and School of Music and offer perspectives of value to students in all of the University's majors.

- Africana Studies (p. 245)
- Asian Studies (p. 246)
- Data Analytics (p. 247)
- Gender Studies (p. 247)
- Jewish Studies (p. 248)
- Journalism (p. 249)
- Latin American and Latino Studies (p. 250)
- Public Health Studies (p. 198)
- Sustainable Food Systems (p. 250)

## Africana Studies

Africana Studies is a multi-disciplinary program of study that seeks through the humanities, social sciences, music, business, and the arts to explore key aspects of the past and present lives of the peoples of Africa on this continent and in the diaspora. Drawing on University offerings in the Schools of Business and Music and in the College of Arts and Sciences, as well as special programs and colloquia at the College of Law, students in the minor explore a wide range of African and African American texts and gain an appreciation for the development and awakening of peoples throughout the diaspora. Students in the minor are also encouraged to select a senior project in their majors that will allow them to further enrich their understanding of Africana Studies.

More information can be found online at <http://www.stetson.edu/academics/programs/africana-studies.php>.

## Learning Outcomes

Student learning outcomes describe what students know, understand and are able to do as a result of completing a degree program. The learning outcomes for this program are:

1. Describe the contemporary and historical conditions of:
  - a. The descendants of enslaved Black Americans
  - b. Black Americans
  - c. The African diaspora
  - d. The Black diaspora
2. Identify the structures, processes, and practices that influence macro and micro outcomes in the production, reproduction and destruction of:
  - a. Cultures
  - b. Institutions
  - c. Identities
3. Demonstrate the skills and knowledge to identify, evaluate, and use evidence to engage in scholarly research using Afrocentric ways of knowing.
4. Apply knowledge to create Black-integrated, racially just, socially and morally responsible patterns of human interactions at the micro and macro level through creative arts, community engagement on or off campus, internships and scholarship.

## Minors

### Minor in Africana Studies - 5 Units

Code	Title	Credits
<b>Minor Requirements</b>		
AFST 100S	Introduction to Africana Studies	1
<b>Minor Electives</b>		
Select two courses with an African American perspective:		2
AFST 101H	Black Experience I: Ancient Africa to U.S. Antebellum	
AFST 102H	Black Experience II: U.S. Reconstruction to Present	
AFST 235A	Introduction to African American Film	
AFST 240A	Introduction to Africana Literature	
AFST 290	Special Topics in Africana Studies	
AFST 335	Advanced Studies in African American Film	
AFST 343V	Soul Food African Diaspora (Junior Seminar)	
AFST 350A	Advanced Studies in Africana Literature	
AFST 390	Special Topics in Africana Studies	
AMST 301B	American Cultural Traditions (Can be used as an H course)	
AMST 330	The Multicultural United States	
AMST 354B	Southern History and Culture in the United States, 1800-Present	
AMST 256B	The 1950's and 1960's	
ENGL 246A	Popular Literature <sup>1</sup>	
ENGL 335	Film Studies <sup>1</sup>	
ENGL 343V1	Soul Food Across the Color Lines (Junior Seminar)	
ENGL 356	U.S. Literature since 1900 <sup>1</sup>	
ENGL 357	Contemporary Literature <sup>1</sup>	
ENGL 365	Author Studies <sup>1</sup>	
ENGL 370	Ethnic American Literature <sup>1</sup>	
ENGL 371	Africana Literature	
ENGL 372	Gender in Literature <sup>1</sup>	
ENGL 374	Popular Culture <sup>1</sup>	
ENGL 470	Ethnic Literature Seminar <sup>1</sup>	
HIST 152H	American History II	
HIST 250V	Immigration, Race and Ethnicity in American History: 1600 to Present	
HIST 251H	African American History	
HIST 252H	Gender in American History, 1800 to Present	
HIST 353H	The American Civil War	
HIST 354B	Southern History and Culture in the United States, 1800-Present	
HIST 359H	The Birth of Modern America, 1890-1940	
HIST 360V	War and Peace in American History	
HIST 362H	American Women's History	
MUSC 196A	Jazz and 20th Century American Music	
Select two course units from courses with an Africana Studies perspective:		2
AFST 101H	Black Experience I: Ancient Africa to U.S. Antebellum	

AFST 102H	Black Experience II: U.S. Reconstruction to Present
AFST 235A	Introduction to African American Film
AFST 240A	Introduction to Africana Literature
AFST 290	Special Topics in Africana Studies
AFST 335	Advanced Studies in African American Film
AFST 343V	Soul Food African Diaspora (Junior Seminar)
AFST 350A	Advanced Studies in Africana Literature
AFST 390	Special Topics in Africana Studies
ANTH 201P	Our Human Origins: Introduction to Physical Anthropology
COMM 314B	Rhetoric, Culture, and Identity <sup>1</sup>
ECON 141V	Poverty and Microcredit
ECON 307H	Sub-Saharan African Economic History of Colonialism and its Aftermath
EDUC 305V	Cultural Diversity Education
GEND 100V	Studies in Gender, Race, Class, and Sexuality in the US
HIST 303H	Islamic Civilization to the Crusades
HIST 306	The Modern Middle East
HIST 307B	Contemporary Islamic Civilization
MUSC 197A	History of Popular Music <sup>1</sup>
POLI 145S	Politics of the Developing World
<b>Other Electives</b>	
<b>Total Units</b>	<b>5</b>

<sup>1</sup> The content of these courses varies depending upon the faculty member teaching the course. Please check with the Africana Studies Director before registering for these courses.

## Asian Studies

Asia has had a long history. It has been home to some of the world's first civilizations, the source of numerous great inventions, and witness to an archaic form of globalization. Asia has continued to be significant in contemporary times and remains perhaps the most important site of future economic and political development. It is the world's largest continent: Over 60% of the world's population resides in Asia. Asia has seen the rise of global economic powerhouses, such as Japan and the Four Asian Tigers (Hong Kong, Singapore, South Korea, and Taiwan), as well as the emergence of the world's most populous democracy, India. China, the country which may soon become the next global superpower in both economic and military terms, is also located in Asia. As such, Asia remains crucial to American national interests.

The Asian Studies Program offers an Asian Studies minor whose initial core area is East Asia, due to the region's historical and contemporary significance. Although the program emphasizes China and Japan, students also study linkages between these two countries and other parts of East Asia (the Korean Peninsula, Mongolia, and Taiwan), as well as connections between East Asia and other regions, such as Southeast Asia, South Asia, Central Asia, and Oceania. Through course offerings focused on Asian histories, businesses, politics, economies, religions, cultures, and languages, this program seeks to cultivate an understanding and appreciation of Asia. The program design fosters familiarity with interdisciplinary approaches, cross-cultural interactions, and global events.

More information can be found online at <https://www.stetson.edu/other/academics/undergraduate/asian-studies.php>

## Learning Outcomes

Upon completion of the program, students will have, or will be able to:

1. Reflect a general understanding and appreciation of Asia by showing awareness of Asian histories, businesses, politics, societies, economies, religions, cultures, and languages in writing assignments.
2. Achieve a nuanced understanding of the diversity between various countries within Asia and connections between different regions such as East Asia, Southeast Asia, South Asia, Central Asia, and Oceania.
3. Demonstrate a working knowledge of key events, themes, and peoples over time through taking a required introductory course in the chosen core area(s).
4. Demonstrate awareness of different disciplinary approaches, cross-cultural interactions, and global events through completing readings in different scholarly disciplines and fields.
5. Attain proficiency in an Asian language equivalent to the 102 level.

The program's learning outcomes are student-centered, concrete, higher order, measurable, and inclusive.

## Minors

### Minor in Asian Studies - 4 Units

Code	Title	Credits
<b>Minor Requirements</b>		
ASIA 200S	Introduction to East Asian Studies <sup>1</sup>	1
Proficiency in an Asian language equivalent to the 102 level (to be determined by the Asian Studies Program Committee).		
<b>Elective Courses</b>		
Select three courses from the following: <sup>2</sup>		3
Any School of Business Administration course with a focus on East Asia		
ASIA 290	Special Topics Asian Studies	
ASIA 390	Special Topics Asian Studies	
DIGA 251	Digital Video Fundamentals	
ENGL 343V2	Feeling Global	
ENGL 373	Studies in Global Literature	
ENGL 473	Global Literature Seminar	
HIST 270H	The History of Modern China	
HIST 271H	The History of Modern Japan	
HIST 347H	World War II in Asia: The Second Sino-Japanese War	
HIST 348V	Maritime China and Chinese Migration (Junior Seminar)	
HIST 349H	War and Diplomacy in Modern East Asia	
HIST 350H	China and America: From the Opium Wars to General Tso's Chicken	
POLI 327	Russia, China, and the World	
POLI 337	Chinese Politics	
RELS 252B	Religions of China and Japan	
RELS 334V	Buddhism: The Middle Way	

RELS 335V	Religion and Violence in Asia	
RELS 336B	Society and the Supernatural in Asia	
SOCI 215V	Population, Society, and Environment	
SOCI 337V	Sociology of Developing Societies	
SOCI 338V	Examining a Pandemic: An Interdisciplinary Approach to Tuberculosis	
<b>Total Units</b>		<b>4</b>

<sup>1</sup> It is strongly recommended that this course is to be completed prior to the senior year.

<sup>2</sup> Maximum of two courses from one department.

## Data Analytics

### Overview

The minor in Data Analytics is open to all Stetson undergraduate students and complements numerous existing majors. There is burgeoning demand in industry, government, and education for people with data analysis skills, and the minor in Data Analytics will prepare students for entry-level jobs in fields that apply Data Analytics and for graduate work in disciplines that utilize Data Analytics. A distinctive feature of Stetson’s minor in Data Analytics is that all courses offered in the core will address the ethical use of data. The minor offers flexibility in the selected course pathways to completion and consists of six courses divided into a foundation, a core, and a domain emphasis.

More information can be found online at <https://www.stetson.edu/other/academics/undergraduate/data-analytics.php>

### Minor in Data Analytics - 6 Units

Code	Title	Units
<b>Foundation Courses</b>		
Choose 1 unit from the following:		1
CSCI 111	Introduction to Computing	
CSCI 141	Introduction to Computer Science I	
CSCI 142	Introduction to Computer Science II	
CSCI 261	Introduction to Scientific Computing	
Choose 1 unit from the following:		1
STAT 301Q	Business Statistics	
MATH 125Q	Introduction to Mathematical and Statistical Modeling	
MATH 372	Mathematical Statistics	
PUBH 308Q	Health and Medical Statistics	
<b>Core Courses</b>		
Choose 1 unit from the following:		1
BSAN 398	Databases and Big Data	
CINF 201	Database Systems	
Choose 2 units from the following: <sup>1</sup>		2
BSAN 360	Project Management	
BSAN 383	Descriptive Analytics and Visualization	
BSAN 461	Business Process Management	
BSAN 465	Predictive Analytics	
BSAN 481	Social Media Analytics	
BSAN 494	Business Analysis	

CINF 401	Big Data Mining and Analytics	
One approved 400-level course in a relevant domain in Public Health, Economics, Business Systems and Analytics, Computer Science, Mathematics, Chemistry, Sociology, Political Science, or Finance		1
<b>Total Units</b>		<b>6</b>

<sup>1</sup> Prerequisite: Completion of Foundation Courses and either BSAN 398 or CINF 201.

## Gender Studies

The Gender Studies (GS) minor examines the role of gender identity in shaping human experience. Gender Studies analyzes how masculinities and femininities interact with sexuality, race, social class, ethnicity, and other categories of identity to influence culture, society, and personal experience. In individual classes and in the minor, students gain an understanding of how individuals, communities, and societies shape and are shaped by the meanings of gender in their times. Given the central importance of gender in history and in our own time, Gender Studies foregrounds questions of power.

For the minor, students choose courses from across the University on such topics as women’s rights and experiences, queer theory, work and family, and the role gender plays in religion, history, literature, politics, business, or mass media. They learn to make connections between social, ethical, technological, and cultural conditions and their own experiences.

The GS minor supplies knowledge that complements any academic major as well as understandings that are essential in negotiating life and work in our global society. Students of this field develop independent thought, critical thinking, and leadership skills while gaining perspectives essential for many career fields, including law, the health professions, counseling, communications, business, public service, the entertainment industry, and education.

More information can be found online at <http://www.stetson.edu/academics/programs/gender-studies.php>.

### Learning Outcomes

1. Explain the role of gender and gender identity in shaping people’s lived experiences and analyze the intersection of gender with other aspects of identity, including race, ethnicity, sexual orientation, social class, and historical and cultural context.
2. Explain major theories, concepts, and findings from the interdisciplinary field of gender studies
3. Apply feminist theoretical frameworks and appropriate methodological techniques to address a question of relevance to gender studies.
4. Speak and write clearly and concisely in a manner that effectively communicates information to an interdisciplinary audience.



## Minors

### Minor in Gender Studies - 5 units

Code	Title	Units
<b>Core Course</b>		
GEND 100V	Studies in Gender, Race, Class, and Sexuality in the US	1
	or GEND 200V Global Perspectives on Women and Gender	
GEND 400	Research Seminar	1
PHIL 309V	Feminist Philosophy	1
<b>Other</b>		
	Two gender studies-related courses from two different academic disciplines and approved by the GS Director	2
(may include GEND 300-level courses up to one unit. Two ½ unit courses count as one course unit)		
<b>Total Units</b>		<b>5</b>

## Jewish Studies

The Jewish Studies Minor at Stetson University provides students the opportunity to study the global Jewish diaspora through course offerings on Jewish history, culture and language, religion and philosophy, politics and law.

More information can be found online at <https://www.stetson.edu/other/academics/undergraduate/jewish-studies.php>

### Learning Outcomes

1. Demonstrate a working knowledge of key events, themes, and turning points in Jewish history, culture, religion, and geography.
2. Demonstrate a basic understanding of Jewish ethnocultural, religious, and socio-political diversity across Israel, Europe, and the United States.
3. Demonstrate awareness of interdisciplinary approaches to Jewish Studies drawn from multiple scholarly disciplines and fields.

## Minors

### Minor in Jewish Studies - 5 Units

Code	Title	Units
<b>Minor Requirements</b>		
JWST 200B	Introduction to Jewish Studies: Cultures, Histories, Texts	1
<b>Minor Electives</b>		

Four electives. No more than two electives, per below, can be taken in the same Division (SOC for Social Sciences, HUM for Humanities) and no more than two electives can be taken in the same geographic area (NSA for North and South America; CEE for Central and Eastern Europe; and AMEA for North Africa, Middle East, and Asia). Normally courses in the Business School count as Social Science and courses in the Music School as Humanities. With the understanding that some courses within the Social Science Division might deal centrally with themes of Religion and Culture and some courses offered in the Humanities might deal with History, Politics, and Society the Program Director, in consultation with the Program Committee, reserves the right to substitute such courses when appropriate (the same holds for courses in the School of Business or Music School that might be appropriate to the Social Sciences or the Humanities).

ARTH 251A	Introduction to Comics Studies (HUM, NSA, CEE)	4
ARTH 341V	Comics of Disaster (HUM, NSA)	
CREA 371V	Music and Social Injustice (HUM, NSA; Junior Seminar)	
GERM 304B	Modern German Culture (in English) (HUM, CEE)	
GERM 305A	Contemporary German Cinema (HUM, CEE)	
HIST 210H	The Ancient Near East (SOC, CEE)	
HIST 230H	The History of Modern Germany, 1770-Present (SOC, CEE)	
HIST 240H	The Russian Empire (SOC, CEE)	
HIST 241H	The Soviet Century (SOC, CEE)	
HIST 243H	Eastern Europe, 1700s-2000s (SOC, CEE)	
HIST 250V	Immigration, Race and Ethnicity in American History: 1600 to Present (SOC, NSA)	
HIST 304H	The Ottomans: From Marsh Warriors to Empire (SOC, CEE, AMEA)	
HIST 306	The Modern Middle East (SOC, AMEA)	
HIST 317B	Crusades: Faith and Politics in the Middle East (SOC, AMEA)	
HIST 323S	The French Revolution, 1770-1815: The Enlightenment, Terror, and Napoleon (SOC, CEE)	
HIST 329H	Nazi Germany: History, Politics, and Culture (SOC, CEE)	
HIST 330H	World War II: A Global History (SOC, NSA, AMEA, CEE)	
HIST 331S	The Holocaust	
HIST 340V	Crossroads of Empire	
HIST 345	Gender, War, and Violence in 20th Century Eastern Europe	
MUSC 196A	Jazz and 20th Century American Music (HUM, NSA)	
PHIL 313V	Philosophy of Religion (HUM, AMEA)	
POLI 330V	Ethnicity and Politics (SOC, CEE, AMEA)	
REES 200B	Empire, Culture, Power: An Introduction to Russian, East European and Eurasian Studies (HUM, SOC, CEE, AMEA)	
RELS 100B	Introduction to Biblical Literature (HUM, MEA)	
RELS 105B	One God: Judaism, Christianity, and Islam	

RELS 107B	Introduction to Judaism (HUM, AMEA, CEE, NSA)
RELS 109B	Sacred Traditions of the World (HUM, AMEA)
RELS 111	Elementary Biblical Hebrew (HUM, AMEA)
RELS 211	Readings in Biblical Hebrew (HUM, AMEA)
RELS 255B	Apocalyptic Visions and American Culture
RELS 256V	Gender and Difference in Biblical Texts and Traditions
RELS 268	The World of the Bible I: The Middle East (HUM, AMEA)
RELS 269	The World of the Bible II: The Mediterranean World (HUM, AMEA)
RELS 281V	Moral Reflections on the Holocaust (HUM, AMEA, NSA, CEE)
RELS 282B	The American Jewish Experience (HUM, NSA)
RELS 311H	The Dead Sea Scrolls (HUM, AMEA)
RELS 312V	Immigrants, Outsiders, and the Biblical Tradition
RELS 313V	Prophets of Social Justice (HUM, AMEA)
RELS 412V	Envisioning the Psalms (HUM, AMEA)
SOCI 307V	Race, Ethnicity, and Immigration (SOC, NSA)
THEA 375V	The Comedienne: Female Comics (HUM, NSA; Junior Seminar)

**Additional Requirements**

In order to complete the minor every student must produce a single research paper (or project) on a Jewish Studies topic related to one or more program learning outcomes (minimum 2,500 words). This paper or project may be completed as part of the regular coursework in any of the four electives, provided that it is approved in advance by the Program Director, which is the student's responsibility. It is also the student's responsibility to submit this paper or project to the Program Director as soon as it is graded to ensure it fulfills the requirement.

**Total Units** **5**

## Journalism

Journalism is where the liberal arts converge and come to life. This interdisciplinary program will prepare you to be an active participant in a changing media world where fundamentals matter as much as understanding how to use new technology. You will develop critical journalistic abilities that will allow you to put your knowledge, skills, and experience to work in any platform, print or digital. Drawing courses from different departments and programs--primarily Communication and Media Studies, English, Creative Arts, and the Sullivan Creative Writing Program--the minor begins with a course that introduces the fundamentals of journalism and concludes with the creation of a collective work of journalism by the studio class, which will be coached by a faculty member and mentored by a working journalist.

More information can be found online at <http://www.stetson.edu/academics/programs/journalism.php>.

### Learning Outcomes

1. Journalism students will demonstrate understanding of basic journalistic fundamentals, including history, United States media law, and ethical decision-making as it applies to the creation of media.

2. Journalism students will be able to create effective, clear, thoroughly researched and reported work, including in writing, that demonstrates fairness and critical thinking.
3. Journalism minors will demonstrate an ability to apply skills and use different tools, including current industry-standard tools and emerging technologies, in the creation of journalistic works.
4. Journalism students will be prepared for meaningful and distinctive work in different fields, applying their knowledge and experience they've extracted from experiential learning.

## Minors

### Minor in Journalism - 6 units

Code	Title	Units
<b>Gateway Course</b>		
JOUR 100	Fundamentals and Craft of Journalism	1
<b>Ideas Course</b>		
Select one of the following courses:		1
JOUR 230	Journalism Methods	
JOUR 231	Broadcast Journalism	
JOUR 232	Magazine Journalism	
JOUR 233	Sports Journalism	
JOUR 234	Investigative Journalism	
JOUR 240	Journalism Trends	
JOUR 250	Journalism and Society	
JOUR 330	Journalism Methods	
JOUR 331	Multimedia Reporting and Storytelling	
JOUR 332	Opinion Writing	
JOUR 340	Journalism Trends	
JOUR 341B	International Journalism	
JOUR 350	Journalism and Society	
JOUR 385	Independent Study	
<b>Experience Courses</b>		
Select two of the following courses:		2
BSAN 481	Social Media Analytics	
CREA 250	Arts Entrepreneurship	
DIGA 101A	Digital Art Fundamentals	
DIGA 161A	Digital Audio Fundamentals	
DIGA 222	Web Design	
DIGA 251	Digital Video Fundamentals	
DIGA 361	Audio Recording and Production I	
ENCW 311A	Non-Fiction Workshop	
ENCW 320A	Writers Read	
ENSS 112P	Environmental Science and Society	
ENSS 201	Introduction to Maps and Geographic Information Systems	
HIST 292S	Introduction to Public History	
HIST 293S	Oral History	
JOUR 285	Independent Study	
POLI 325	Political Analysis	
PSYC 241	Social Psychology	
PSYC 353	Forensic Psychology	
PUBH 284	Foundations of Epidemiology	
SPTB 440	Contemporary Sport Media	

<b>Internship</b>		
JOUR 397	Internship in Journalism	1
<b>Capstone Course</b>		
JOUR 400	Journalism Studio	1
<b>Total Units</b>		<b>6</b>

## Latin American and Latino Studies

Latin American and Latino Studies at Stetson University is a multi-disciplinary and experientially-oriented program that develops students' understanding of the region's history, cultures, and sociopolitical systems. The minor is particularly valuable for students planning to live and work in the region or in areas with a strong Latino/Hispanic presence. Latin America is an area of ever-growing importance to the United States, and Florida is a primary gateway to the region.

Courses in Latin American and Latino Studies are taught by specialists in environmental science, history, language, literature, political science, sociology and theatre arts. The program's experiential component includes several off-campus programs in Latin America such as internships, field courses and summer sessions abroad. Program students have studied and completed internships in Guatemala, Peru, Mexico, Belize, Argentina, Brazil, Uruguay, Ecuador, and Puerto Rico as well as in Latino communities in the DeLand area.

More information can be found online at <http://www.stetson.edu/academics/programs/latin-american-studies.php>.

### Learning Outcomes

Students will demonstrate a fundamental interdisciplinary knowledge about Latin America and Latino communities in the United States.

### Minors

#### Minor in Latin American and Latino Studies - 4.5 units minimum

Code	Title	Units
<b>Requirements</b>		
SPAN 201L	Language in Cultural Contexts (or an equivalent level of Portuguese)	1
Students must include a total of at least 4 courses from the list below. Courses must be from at least three different departments		3.5 to 4
ENSS 204S	Environmental Geography of Latin America	
ENSS 310V	Cultural and Political Ecology	
ENSS 317V	Global Perspectives of Food Production (Junior Seminar)	
HIST 207H	Latin American History: Ancient and Colonial Empires	
HIST 208H	Latin American History: The Challenges of Modern Nationhood	
HIST 248H	U.S.-Latin American Relations	
HIST 379V	Spicing up the Past and Cooking up Arguments: Food History in the Americas, 1200s-Present	
HIST 380V	The Mexican and Cuban Revolutions	

HIST 382H	Scandals and Sleaze: Histories of Crime in Latin America
LALS 103 & LALS 104	Mentored Field Experience: Preparation and Mentored Field Experience: Evaluation
LALS 200B	The Latino Spirit: Cultural Expressions of a Diverse World
LALS 201S	Latin American Revolutions and Resurrections
LALS 301B	Mayan Culture
LALS 397	Internship in Latin American and Latino Studies
POLI 145S	Politics of the Developing World
POLI 346	Latin American Politics
POLI 355V	International Environmental Activism (Junior Seminar)
POLI 451	Politics of International Trade and Finance
SOCI 215V	Population, Society, and Environment
SOCI 337V	Sociology of Developing Societies
SPAN 202L	Reading Culture (Poetry, Narrative, Drama)
SPAN 303L	Business in Hispanic Cultures
SPAN 306B	Understanding Spanish America (can also be taken as L course)
SPAN 311L	Spanish-American Cultures Through Literature
SPAN 313L	Spanish in Communities: Latinos in the U.S.
SPAN 397	Internship in Spanish
SPAN 415L	Spanish American Genre/Period Study
THEA 372V	Sticking It to the Man: Theatre of Protest (Junior Seminar)

#### Other Approved Courses

Students may apply credit toward the minor from special programs and course offerings with prior approval from the Latin American Studies Program Director.

**Total Units** **4.5-5**

## Sustainable Food Systems

Sustainable Food Systems is an interdisciplinary academic program with partners across campus and throughout the region. In our classes, students learn about a variety of topics including agricultural production, food and the environment, nutrition and public health, food communication and media, food policy, food history...and much more! Through our interdisciplinary approach to food systems education, students develop skills of critical analysis that enable them to examine the complex food system on which we all depend from multiple perspectives. Most importantly, our curriculum encourages students to critically examine their own participation in the food system and empowers them to become activists for positive food system change. Hands-on, experiential learning is a central part of the Sustainable Food Systems program. Through the FOOD 201 practicum course, all Sustainable Food Systems minors spend a semester with a community partner working to change the food system for the better.

More information can be found online at <https://www.stetson.edu/other/academics/undergraduate/sustainable-food-systems.php>

### Learning Outcomes

1. Determine the sustainability implications of historical and current issues of food production, access, and consumption.

2. Evaluate the history and development of current systems of agricultural production and food consumption.
3. Explain the impact of societal expectations and policy on food consumption, public health, and nutrition.
4. Articulate the role of culture and communication in food systems.
5. Develop and defend solutions for sustainability and equity challenges in the food system.
6. Cultivate basic practical skills of food production/preparation/distribution and apply an understanding of food-related science.

## Minors

### Minor in Sustainable Food Systems - 5 Units

Code	Title	Units
FOOD 101S	Food Studies	1
FOOD 201	Beginning Practicum for Sustainable Food Production	1
<b>Natural Sciences and Food</b>		
Select one of the following:		1
CHEM 112P	The Chemistry of Food	
ENSS 112P	Environmental Science and Society	
ENSS 140P	Introduction to Environmental Science and Studies	
FOOD 230P	Growing Food in Cities	
HLSC 200V	Introduction to Nutrition Science	
<b>Food Economics, Politics, and Policy</b>		
Select one of the following:		1
ENSS 310V	Cultural and Political Ecology	
ENSS 317V	Global Perspectives of Food Production	
FOOD 226V	School Food: Eating to Learn, Learning to Eat	
PUBH 486	Planning for Healthy Cities	
<b>Food Culture and Communication</b>		
Select one of the following:		1
AFST 343V	Soul Food African Diaspora	
ARTS 214B	All Things are Delicately Interconnected - Global Food and Art in Venice	
COMM 328B	Food, Communication and Culture	
COMM 336V	Food and Nutrition in the Media	
ENGL 141	Writing About (Writing About Food and Drink)	
FOOD 318V	Seeds of Equity	
<b>Total Units</b>		<b>5</b>

# School of Business Administration

## Introduction

The study of business administration has been an important part of the curriculum of Stetson University since 1885, an experience in teaching business courses that is longer than at any other Florida college. Stetson offers modern facilities, equipment, and most importantly a practice of offering students newly developing knowledge and innovations in the fast changing field of business administration.

## Accreditation

Stetson University, through its School of Business Administration, is nationally accredited by AACSB International (The Association to Advance Collegiate Schools of Business) at the undergraduate and graduate levels in business and at the undergraduate and graduate levels in accounting.

## Vision

As a learning community, we develop the values, character, knowledge, and skills vital for world-class business professionals.

## Mission

As a premier educational institution, we provide an innovative learning environment in which members of the community act as co-creators of knowledge to develop leaders who are prepared to address the challenges inherent in global organizations.

## Values

- As a premier AACSB-accredited business school, we value relevance, academic rigor, and student engagement in our programs and curricula.
- We respect the diversity of individuals and perspectives.
- We hold ourselves and our students to the highest standards of professionalism, integrity, and ethical behavior.
- We promote responsibility, accountability, and self-awareness by our students.
- We foster innovation and innovators.
- We value scholarship and other intellectual endeavors that advance our disciplines and impact business practices and pedagogical skills.
- We maintain currency through interaction with business professionals, consulting, and involvement with professional and academic organizations.
- We promote and support life-long learning.

## An Effective Learning Climate

We create a climate of continuous improvement, where we assess our work with comprehensive assurance of learning processes.

## Goals

Underlying business education at Stetson is the belief that modern business managers must have skill in decision-making, developed through problems, projects, case studies, discussions, and the study of analytical techniques. Specific course offerings are designed to show

students how the business system functions and how certain skills and techniques enable them to play an active role in the business world. Graduates of the School of Business Administration are prepared for a productive and satisfying career and have, through the years, met ready acceptance by a wide range of businesses and organizations.

The capstone course in the School of Business, MGMT 495, provides an integrative experience where students refine and demonstrate critical skills essential to success:

- Writing effectively
- Engaging with information strategically
- Analyzing, evaluating, and synthesizing data to achieve a goal

## Admission

Any student admitted unconditionally to Stetson University is eligible for admission to the School of Business Administration. The School of Business Administration reserves the right to limit enrollment in the School or in the School's majors based on the capacity of the program and the qualifications of students.

## Academic Expectations

The degree of Bachelor of Business Administration is conferred upon students who successfully complete a prescribed program of 32 units, with at least a C average in the major, at least a C average overall, and approval of the faculty of the School of Business Administration. Courses listed Pass/Fail may not be used for foundation, major, or minor credit but may only satisfy general elective credit.

Additionally, only two courses may be transferred into Stetson University to meet School of Business Administration major requirements (excluding Business Foundation). Courses taken at another university numbered lower than 300-level may not be transferred in to meet a 300-level requirement.

All undergraduate students working toward a major or minor offered by the School of Business Administration are required to have a laptop computer with wi-fi access capability, a webcam, and running one of the following web browsers:

- Chrome (33 and up)
- Internet Explorer (10 and up)
- Safari (6.1.3 and up)
- Mobile Safari (iOS 7 and later)
- Firefox (28 and up)

Students may be required to bring their laptops to the classroom as need by the instructors of the courses.

## Attendance

In the School of Business Administration, regular attendance is expected. Individual faculty members may set their own attendance policies.

## Curriculum

The undergraduate curriculum in the School is divided into twelve programs of study. Business majors must complete the core curriculum and the specific requirements of one of the twelve majors. Students wishing to double major and/or double minor and/or combine a major and minor within the School of Business are permitted to double count

a maximum of two courses in the major. A maximum of two courses are permitted to double count regardless of whether the student is satisfying an elective or a requirement in one or both majors.

## Majors

### Bachelor of Business Administration

The School of Business offers Bachelor of Business Administration degrees in the following areas:

- Accounting (p. 258)
- Business Administration (p. 266)
- Business Systems and Analytics (p. 269)
- Economics (p. 278)
- Entrepreneurship (p. 283)
- Family Enterprise Management (p. 288)
- Finance (p. 291)
- Business Flex Major (p. 302)
- Human Resource Management (p. 306)
- International Business (p. 311)
- Management (p. 316)
- Marketing (p. 321)
- Professional Sales (p. 325)

## Minors

The minors available to students in the School of Business include the following:

- Accounting (p. 328)
- Applied Statistics (p. 328)
- Business Administration (p. 328)
- Business Law (p. 328)
- Business Systems and Analytics (p. 329)
- Data Analytics (p. 247)
- Entrepreneurship (p. 329)
- Family Enterprise Management (p. 329)
- Finance (p. 330)
- Human Resource Management (p. 304)
- International Business (p. 309)
- Management (p. 331)
- Marketing (p. 331)
- Professional Sales (p. 331)
- Sport Business (p. 332)

## Special Programs

### The Roland George Investments Program

The Finance Department of the School of Business Administration offers a unique program of advanced education in investment management that equips students for positions in financial institutions such as banks, trust companies, brokerage firms and investment advisory firms. Students who successfully complete required preliminary courses in finance and investments may qualify to enroll in special courses in Investment Portfolio Management. In these courses, taught by Distinguished Visiting Professors experienced in

the investments field, students assume full responsibility for active management of a portfolio valued at 3.4 million dollars. The fund resulted from a gift given in memory of Roland George, who spent his career in the investments field. It was his wish that students experience on a firsthand basis the risks and rewards of making investment decisions. Students are responsible for earning sufficient income from the fund to pay the expenses of the program, including the costs of the visiting professors, scholarships for outstanding investments students, and library and software resources. Students perform research in a modern, state-of-the-art trading room facility which contains computing resources, software such as Bridge, Baseline, and Bloomberg, as well as a real time ticker and data wall.

More information can be found online at <https://www.stetson.edu/business/roland-george/index.php> (<https://www.stetson.edu/business/roland-george/>)

### The Joseph C. Prince Entrepreneurship Program

The Prince Entrepreneurship Program, housed in the department of Management & International Business, includes four courses designed to help students discover both the realities and demands of business ownership. A complete description of these four courses is presented in the Business School's course description section of this University *Catalog*. Select courses may also be used as part of a General Business major or may be taken as a coordinated series of electives.

Students will sharpen their judgment and insight in assessing the likelihood that a proposed business will fail or succeed, understanding the many steps necessary to launch a business, writing a business plan, understanding the venture capital/new venture finance industry, understanding the personal costs and joys from successful entrepreneurs.

The Program pedagogy emphasizes applied learning in experiential or case contexts. Drawing from both the academic and professional worlds, the Prince Entrepreneurship Program is equipping the next generation of entrepreneurs to successfully navigate the risky waters of launching a business while demonstrating to students pursuing conventional employment the value of "thinking like an owner."

More information can be found online at <http://www.stetson.edu/academics/programs/entrepreneurship.php>

### The Family Enterprise Center

The Family Enterprise Center offers an undergraduate major and minor in the area of family enterprise management. The major and minor are interdisciplinary, experiential, and involve extensive interaction with professionals in family enterprises. The benefits of enrolling in the major or minor include increased credibility self-confidence and marketability via job offers. The Center's purpose is to integrate the student's undergraduate education with family enterprise. The Center believes and values the concept that family enterprise is about the family as much as it is about enterprise. The students will see first-hand how these concepts co-exist within the organization. The student will assess the traits of a family enterprise and forge relationships with actual family enterprises involved in our program. They will also benefit from interaction with professionals in this field through guest speakers and internships.

The goals of the Center are as follows: establishing family enterprise as a legitimate, distinct, interdisciplinary academic field validating, supporting, and enhancing family enterprise on the nation's enterprise agenda bringing all the resources of the University (including teaching, research, and outreach) together to help family enterprises learn, grow, and prosper.

More information can be found online at <http://www.stetson.edu/academics/programs/family-enterprise.php>

## The Stetson Summer Innsbruck Program

The Stetson Summer Innsbruck Program makes international study possible through a European summer school opportunity in Innsbruck, Austria. Students studying abroad in the Summer Innsbruck Program must have a minimum overall GPA of 2.5, an acceptable judicial record, and have completed 32 credits.

The July/August summer program is made up of regular, fully accredited and transferable courses, taught by top Stetson University and distinguished visiting faculty. Each student selects two courses that best fit his/her interests. A wide range of courses is offered so that the program will appeal to students with a variety of needs. The program is open to students in all majors; students from other universities are welcome to participate. German language ability is not required; all classes are taught in English. Classes are held mornings, and the schedule includes long weekends, giving participants ample time for travel and sightseeing – an important component of the educational experience.

The program is based in Innsbruck, Austria. Centrally located in the heart of the cool and breathtakingly beautiful Alps, Innsbruck is a fascinating city in its own right and an ideal base for travel throughout Europe. For more information, contact Andrew Paez at (386) 822-7421.

More information can be found online at <http://www.stetson.edu/sip> (<http://www.stetson.edu/sip/>).

## General Education

All students in the School of Business must meet the following General Education requirements in addition to specific requirements within the major area of study. Furthermore, School of Business majors have a common set of Business Foundation courses which must be met. The specific additional requirements of the individual majors are found in the following sections.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C. A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement.

Code	Title	Units
<b>Foundations</b>		
Writing Requirement		
FSEM 100	First Year Seminar	1
Junior Seminar		
Quantitative Reasoning		
Select one unit from the following:		
MATH 122Q	Calculus for Business Decisions	
MATH 131Q	Calculus I with Review Part 2	
MATH 141Q	Calculus I with Analytic Geometry	
<b>Knowledge of Human Cultures and the Natural World</b>		
Select one unit from:		
Creative Arts (any A course) <sup>1</sup>		
Modern Language (at 102 level or above)		
ECON 104S	Foundations of Economics I	1
Select three units from among the following categories:		
Creative Arts (any A course (includes A, or MUSC, MUSA or MUSE credit courses)) <sup>1</sup>		
Culture and Belief (any B course)		
Individuals, Societies, and Social Systems (any S course)		
Historical Inquiry (any H course)		
Physical and Natural World (any P course)		
Modern Language (any level)		
Quantitative Reasoning (any Q course)		
<b>Personal and Social Responsibility</b>		
SOBA 209V	Introduction to Business Ethics	1
<b>Total Units</b>		<b>9</b>

<sup>1</sup> Course(s) must equal one unit.

## Foundations

Code	Title	Units
<b>Common Body of Knowledge</b>		
SOBA 200	Professional Communications	1
SOBA 209V	Introduction to Business Ethics	1
ACCT 201	Fundamentals of Accounting	1
SOBA 201	Fundamentals of Financial Analysis	1
SOBA 202	Fundamentals of Organizations and Markets	1
SOBA 203	Fundamentals of Marketing and Technology	1
INTL 201	International Business and Culture (or equivalent) <sup>1</sup>	1
STAT 301Q	Business Statistics	1
MGMT 495	Strategic Management	1
<b>Total Units</b>		<b>9</b>

<sup>1</sup> The International Business and Culture requirement may be satisfied with INTL 201 or any other approved internationally-focused business course.

## Experiential Learning

Experiential learning is the process of developing knowledge and skill from direct active experiences beyond a traditional classroom.

Through experiential learning activities, students reflect on how the tools and techniques taught in an academic setting transfer to a real world setting and bring this understanding back to the classroom through concrete examples and meaningful conversations. Experiential learning typically involves a significant activity which offers students a chance to reflect on their curricular learning, gain an overall understanding of their future work environment and create the foundation for success after graduation. Experiential learning activities offer students rich opportunities to understand the implications and experience the consequences of their decisions, deepen their understanding of the curricular content as well as understand the role of personal values in their decision making. All undergraduate students majoring in business must **complete two significant experiential learning activities** as a requirement for graduation.

For an activity to satisfy the experiential learning requirement, it must:

1. Have scope. It must represent a significant investment of time and effort on the part of the student.
2. Demonstrate rigor. It must entail a noteworthy interaction with college-level academic thought.
3. Promote reflection. It must involve personal application by the student of classroom material.

Many courses and co-curricular activities are pre-approved as satisfying the experiential learning requirement. Students may also petition for special approval of additional activities.

## Co-Curricular/Cultural Attendance Requirements

In addition to all academic requirements, students are required, for graduation, to complete 24 events. The Dean's Office provides a list of approved events each semester. Students may also view the list of co-curricular events under Calendar of Events at [www.stetson.edu](http://www.stetson.edu) (<http://www.stetson.edu>).

## Faculty

Amiri, Shahram

*Associate Professor of Information Systems, 1996*

B.S., M.S., Old Dominion University

Ed.D., College of William and Mary

Andrews, William A.

*Associate Professor of International Business, 1993*

B.B.A., University of Georgia

M.I.M., American Graduate School of International Management

Ph.D., University of Georgia

Augustine, Fred K., Jr.

*Professor of Decision and Information Sciences, 1986*

B.A., M.B.A., Ph.D., The Florida State University

Azab, Carol

*Assistant Professor of Marketing, 2016*

B.S., M.S., Alexandria University

Ph.D., Southern Illinois University

Bakamitsos, Yiorgos

*Associate Professor of Marketing, 2013*

*Interim Dean of School of Business Administration, 2021*

B.S., American College of Greece

Ph.D., Northwestern University

Beasley, James R.

*Professor of Management, Entrepreneurship and Family Enterprise, 1973*

B.A., M.A., Stetson University

M.A., Andover Newton Theological School

Ph.D., Tufts University

Bitter, Michael E.

*Professor and Chair of Accounting, 1996*

*Rinker Distinguished Professor of Accounting, 2011*

B.B.A., Stetson University

M. Acc., University of Florida

Ph.D., University of Mississippi

C.P.A., C.G.M.A.

Carrick, Jon

*Associate Professor of International Business, 2011*

B.S., B.B.A., Stetson University

M.S., University of Florida

Ph.D., University of Glasgow

Chambers, Valrie

*Associate Professor of Tax and Accounting, 2014*

*Chair of Accounting, 2018*

B.S., University of Illinois

M.B.A., Houston Baptist University

Ph.D., University of Houston

C.P.A.

Croom, Randall

*Associate Professor of Management, 2016*

B.S., M.B.A., Florida A&M University

Ph.D., University of Florida

DeMoss, Michelle A.

*Professor of Marketing, 1990*

*Dennis C. McNamara, Sr. Chair of Marketing, 2010*

B.S., Ph.D., University of Florida

DiFebo, Matthew

*Assistant Professor of Practice in Sport Business, 2022*

B.S., M.S., University of Florida

Fernandez, Giovanni

*Associate Professor of Finance, 2012*

B.A., Ph.D., Florida International University

Foo, Jennifer

*Professor of Finance, 1990*

B.A., Smith College

M.A., Ph.D., Northeastern University

Galloway, Elizabeth

*Assistant Professor of Practice in Business Law and Chair of Management, 2016*

B.A., College of William and Mary

J.D., Duke University

Gibson, Robert

*Visiting Assistant Professor of Management, 2020*

BA, Stetson University

MBA, Florida Atlantic University



Goldring, Deborah

*Associate Professor of Marketing, 2012*

B.A., University of Pennsylvania

M.S., University of Miami

M.B.A., Villanova University

Ph.D., Florida Atlantic University

Green, Juanne

*Assistant Professor of Management (HR), 2019*

B.S., North Carolina Agricultural and Technical State University

M.H.R., The Ohio State University

D.B.A., Kennesaw State University

Hale, Dena

*Assistant Professor of Sales & Marketing, 2020*

B.A., B.S., M.B.A., Ph.D., Southern Illinois University

Hanson, K. Bud

*Executive Director of Professional & Corporate Education (PaCE)*

*Assistant Professor of Practice*

Holloway, Bonnie

*Visiting Lecturer of Accounting, 2013*

B.S., M.B.A., Stetson University

C.P.A.

Hurst, Matt

*Associate Professor of Finance, 2012*

B.A., University of North Carolina

Ph.D., University of Central Florida

Imes, Matthew

*Assistant Professor of Finance, 2020*

B.S., Anderson University

M.S., University of Maryland

Ph.D., Temple University

Jones, Scott

*Associate Professor of Marketing, 2009*

B.S. (Finance), B.S. (Marketing), The Florida State University

M.B.A., University of Tampa

Ph.D., University of Oregon

Mascio, David

*Professor of Practice & Roland & Sarah George Professor of Investments, 2021*

*Roland & Sarah George Endowed Chair of Applied Investments*

B.A., University of New Mexico

M.B.A., University of Liverpool, U.K.

Ph.D., EDHEC Business School, Nice, France

Mendoza, Monica

*Assistant Professor in Accounting, 1997*

*Assistant Dean of Academic Services, 2017*

B.B.A., M.B.A., Stetson University

Ph.D., University of Florida

C.P.A.

Miller, Paula

*Director of HR Management & Assistant Professor of Practice in HR Management, 2022*

B.A., Ohio University

M.S., Purdue University

Najour, Kenneth

*Assistant Professor of Accounting, 2021*

B.S., Santa Clara University

M.Acc., University of Miami

D.B.A., University of Florida

C.P.A.

Nicholson, Carolyn Y.

*Professor and Chair of Marketing*

*Dennis C. McNamara Sr. Chair of Marketing, 2010*

B.A., Wingate College

M.A., University of Georgia

Ph.D., Virginia Polytechnic Institute and State University

Nickell, Erin

*Assistant Professor of Accounting, 2018*

B.S., University of Florida

M.S., Ph.D., University of Central Florida

C.P.A.

Paris, Luis

*Visiting Lecturer in International Business, 2013*

B.B.A., M.B.A., Stetson University

Rao, B. Madhu

*Professor of Decision and Information Sciences, 2014*

B.E., Osmania University

M.Tech., Indian Institute of Technology

Ph.D., University of Toronto

Rasp, John

*Associate Professor of Decision and Information Sciences, 1989*

B.S., Rose-Hulman Institute of Technology

M.A., Reformed Theological Seminary

M.S., Ph.D., The Florida State University

Rickling, Maria

*Associate Professor of Accounting, 2011*

B.B.A., University of Cincinnati

M.Acc., M.S., Ph.D., Florida International University

Riggs, John

*Professor of Practice in Marketing, 2016*

*Director of the Centurion Sales Excellence Program*

B.S., University of Florida

M.B.A., D.B.A., Kennesaw State University

Sause, William

*Visiting Assistant Professor of Decision and Information Sciences, 2015*

B.S. St. John's University

M.S., Ph.D., Nova Southeastern University

Stryker, Jay

*Visiting Assistant Professor of Business and Analytics, 2019*

B.S., Stetson University

M.S., Georgia Institute of Technology

M.S., Ph.D., Florida State University

Subramanian, Ram

*Professor of Leadership, 2015*

B.S., University of Madras, India

A.C.A., Associate of the Institute of Chartered Accountants of India

M.S., Sam Houston State University

Ph.D., University of North Texas

Taylor, Kevin P.

*Assistant Professor of Entrepreneurship, 2020*

BA, Economics, DePaul University

D.B.A, Entrepreneurship, DePaul University

Thorne, Betty

*Professor of Decision and Information Sciences, 1980*

B.S., Geneva College

M.A., Ph.D., Indiana University

Tichenor, John M.

*Associate Professor, Entrepreneurship and Family Enterprise*

B.A., M.A., Baylor University

Ph.D., The Florida State University

Vogel, Areti

*Visiting Assistant Professor of Management, 2017*

B.B.A., Stetson University

J.D., Stetson University College of Law

M.B.A., IFA Paris

Ph.D., University of North Carolina

West, Jessica

*Associate Professor of Finance, 2014*

B.A., B.S., M.S., Ph.D., Florida State University

Woodside, Joseph

*Associate Professor of Decision and Information Science, 2013*

*Chair of Decision and Information Systems, 2022*

B.S., M.B.A., D.B.A.-IS, Cleveland State University

Xanthopoulos, Petros

*Associate Professor of Decision and Information Sciences, 2016*

B.S., Technical University of Crete

M.S., Ph.D., University of Florida

Yan, Shan

*Assistant Professor of Finance, 2021*

B.S., M.A., Huzhong University of Science and Technology, China

M.A., University of Arizona

Ph.D., Michigan State University

Young, Megan

*Instructor of Management, 2018*

M.B.A., Stetson University

## Accounting

This program helps prepare students for careers in public accounting, business, not-for-profit entities, government, or IT consulting. Students may opt for either a traditional accounting curriculum or a technology-focused curriculum, depending on the selection of major elective courses. Or they may opt for a concentration in financial planning. Those students choosing the traditional accounting curriculum may be academically eligible to sit for the CPA examination in Florida after the completion of the undergraduate degree. Usually, students pursuing a public accounting career continue into the Master of Accountancy program (<http://www.stetson.edu/business/macc/>).

In order to continue in the accounting major or minor, a student must maintain at least a 2.0 average in all 300- and 400-level accounting courses.

### Mission Statement

The mission of the M. E. Rinker, Sr. Institute of Tax and Accountancy (Department of Accounting) is to offer an intellectually challenging undergraduate and graduate education that facilitates the development of our students as successful accounting professionals. The focus of the Institute's educational programs is excellence in teaching in a rigorous, yet supportive learning environment that provides an academic experience infused with experiential learning, engagement with the profession, and relevant technologies.

The educational experience of students is marked by high involvement of both the students and faculty, experiential learning, small classes, an orientation toward real-world applicability and a pervasive commitment to professionalism, integrity, and ethical behavior.”

The mission is accomplished as follows:

The Institute's focus on teaching excellence is supported by:

- Faculty recruitment, selection, and development that fosters quality instruction and student support;
- Intellectual endeavors that support and enhance innovative teaching, contribute to the body of accounting knowledge, or advance the practice of accounting;
- Faculty service that draws the Institute and its students closer to the accounting and business communities as well as the University community; and
- Faculty maintaining currency with professional practice through interaction with the accounting profession, consulting with business, and involvement with professional and academic organizations.

The Institute seeks to provide a distinctive educational experience by encouraging:

- High involvement and experiential learning in a small class environment;
- An orientation toward real-world applicability in teaching and research;
- A pervasive commitment to professionalism, integrity, and ethical behavior; and
- A faculty-student relationship that extends from academic and career counseling through professional success.

The Institute administers undergraduate and graduate degree programs in accounting. Students completing both the undergraduate and graduate degree program in accounting are academically qualified for the CPA examination and CPA licensure in Florida. The Institute also administers an accounting minor and an honors designation in the major (to qualified students) and provides introductory and advanced level accounting courses in support of other undergraduate and graduate business degree programs.

More information can be found online at <http://www.stetson.edu/academics/programs/accounting.php>.

### Learning Outcomes

Student learning outcomes describe what students know, understand and are able to do as a result of completing a degree program. The learning outcomes for this program are:

1. Identify and discuss ethical considerations in accounting
2. Employ analytical skills to solve accounting-specific financial problems
3. Employ analytical skills to solve accounting-specific managerial problems
4. Identify, illustrate, and describe enterprise and transaction cycles and business processes
5. Identify and apply the appropriate GAAP and IFRS standards relating to financial reporting

## Majors

### Accounting Majors

- Bachelor of Business Administration in Accounting (p. 261)
- Bachelor of Business Administration in Accounting - Financial Planning Concentration (p. 264)

## Minors

### Minor in Accounting - 4 Units

The minor in accounting is available to all Stetson undergraduate students. The minor is designed to offer a comprehensive background in the principles and practices of accounting as well as the option of focusing on specific areas of interest.

The minor field of study in accounting is generally viewed as a complementary and desirable adjunct to anyone majoring in any business discipline. It also adds a positive diversification to any non-business major, particularly those who plan to study business or accounting at the graduate level.

Accounting majors and minors are not permitted to take any 300- or 400-level accounting (ACCT) course on a pass/fail basis, unless the course is offered only on a pass/fail basis.

More information can be found online at <http://www.stetson.edu/other/academics/programs/accounting.php>

Code	Title	Units
<b>Required Courses</b>		
ACCT 303	Financial Accounting I	1
ACCT 304	Financial Accounting II	1
<b>Elective Courses</b>		
Any two 300-400 level ACCT courses except ACCT 300		2
<b>Total Units</b>		<b>4</b>

A student considering a minor in accounting should check with his or her faculty advisor as early as possible as to the applicability of Accounting Minor courses to elective credit.

A student considering a minor in accounting should check with his or her faculty advisor as early as possible as to the applicability of Accounting Minor courses to elective credit.

## Advising Course Plans

### Advising Course Plans

- Accounting Major (p. 263)

## Honors Certificate

### Honors Certificate in Accounting

An optional honors certificate in the accounting major is available to academically gifted accounting majors who wish to pursue advanced, focused study in accounting.

Students wishing to pursue the certificate must meet the following requirements:

- Present a 3.50 or higher cumulative grade point average upon completion of at least 60 credits.
- Submit an application in the semester in which both ACCT 301 and ACCT 303 will be completed.
- Earn a grade of B or higher in both ACCT 301 and ACCT 303.
- Present a recommendation from a Stetson accounting faculty member.
- Present a personal statement explaining why the student wishes to participate in the program.

Applications will be reviewed and approved by the Accounting Department Chair.

Approved applicants must meet the following program requirements:

- Complete the honors-designated section of at least two of the following accounting courses with a grade of B or higher in each course: ACCT 304, ACCT 402, ACCT 406, ACCT 407, ACCT 410, ACCT 440, or ACCT 421.
- Complete an approved accounting/tax research project under the direction of an accounting faculty member (SOBA 496 or ACCT 490) with a grade of B or higher.

Note: Students pursuing the certificate are strongly encouraged, but not required, to complete a for-credit or not-for-credit accounting-related internship to further enhance their marketability upon graduation.

Students successfully completing the honors certificate requirements will receive a certificate and will have their successful completion duly noted on their undergraduate transcript.

## Faculty

Bitter, Michael E.

*Professor and Chair of Accounting, 1996*

*Rinker Distinguished Professor of Accounting, 2011*

B.B.A., Stetson University

M. Acc., University of Florida

Ph.D., University of Mississippi

C.P.A., CGMA

Chambers, Valrie

*Associate Professor of Tax and Accounting, 2014*

B.S., University of Illinois

M.B.A., Houston Baptist University

Ph.D., University of Houston

C.P.A.

Mendoza, Monica

*Assistant Professor of Practice in Accounting, 1997*

B.B.A., M.B.A., Stetson University

Ph.D., University of Florida

C.P.A.

Nickell, Erin

*Assistant Professor of Accounting, 2019*

B.S., University of Florida

M.S., Ph.D., University of Central Florida

Rickling, Maria

*Associate Professor of Accounting, 2011*

B.B.A., University of Cincinnati

M.Acc., M.S., Ph.D., Florida International University

# Bachelor of Business Administration in Accounting

Code	Title	Units
<b>General Education Requirements</b>		
School of Business General Education Requirements		9
School of Business Foundation Requirements		9
<b>Required Courses</b>		
ACCT 202	Fundamentals of Accounting II	1
ACCT 300	Accounting Colloquium	0.0
ACCT 301	Federal Taxation of Individuals	1
ACCT 303	Financial Accounting I	1
ACCT 304	Financial Accounting II	1
ACCT 410	Accounting Information Systems	1
ACCT 421	Managerial Cost Accounting	1
ACCT 440	Data Analytics for Accounting	1
<b>Elective Courses in the Major</b> <sup>1, 2, 3, 4</sup>		
Select one unit from the following:		1
ACCT 402	Federal Taxation of Entities	
ACCT 406	Auditing I	
ACCT 407	Financial Accounting III	
BSAN 383	Descriptive Analytics and Visualization	
BSAN 461	Business Process Management	
BSAN 465	Predictive Analytics	
General Electives (in or outside School of Business) <sup>1, 2, 3</sup>		6
<b>Total Units</b>		<b>32</b>

<sup>1</sup> If you pursue a BSAN minor, two of the following should be chosen as major electives and/or as general electives: BSAN 383, BSAN 465 and/or BSAN 461.

<sup>2</sup> If you plan to take sections of the CPA exam upon completion of your undergraduate accounting degree, ACCT 402, ACCT 406, ACCT 407 and BLAW 407 should be your major and/or general electives.

<sup>3</sup> If you plan to enter the Stetson MAcc program, you should take ACCT 406 and **at least** one of the following three courses as major electives and/or general electives: ACCT 402, ACCT 407, BLAW 407.

<sup>4</sup> Accounting majors and minors are not permitted to take any 300- or 400-level Accounting (ACCT) course on a pass/fail basis, unless the course is offered only on a pass/fail basis.

## General Education Requirements

All students in the School of Business must meet the following General Education requirements in addition to specific requirements within the major area of study. Furthermore, School of Business majors have a common set of Business Foundation courses which must be met. The specific additional requirements of the individual majors are found in the following sections.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing

requirement if completed with a minimum grade of C. A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement.

Code	Title	Units
<b>Foundations</b>		
Writing Requirement		
FSEM 100	First Year Seminar	1
Junior Seminar		1
Quantitative Reasoning		1
Select one unit from the following:		
MATH 122Q	Calculus for Business Decisions	
MATH 131Q	Calculus I with Review Part 2	
MATH 141Q	Calculus I with Analytic Geometry	
<b>Knowledge of Human Cultures and the Natural World</b>		
Select one unit from:		1
Creative Arts (any A course) <sup>1</sup>		
Modern Language (at 102 level or above)		
ECON 104S	Foundations of Economics I	1
Select three units from among the following categories:		3
Creative Arts (any A course (includes A, or MUSC, MUSA or MUSE credit courses)) <sup>1</sup>		
Culture and Belief (any B course)		
Individuals, Societies, and Social Systems (any S course)		
Historical Inquiry (any H course)		
Physical and Natural World (any P course)		
Modern Language (any level)		
Quantitative Reasoning (any Q course)		
<b>Personal and Social Responsibility</b>		
SOBA 209V	Introduction to Business Ethics	1
<b>Total Units</b>		<b>9</b>

<sup>1</sup> Course(s) must equal one unit.

## Foundation Requirements

Code	Title	Units
<b>Common Body of Knowledge</b>		
SOBA 200	Professional Communications	1
SOBA 209V	Introduction to Business Ethics	1
ACCT 201	Fundamentals of Accounting	1
SOBA 201	Fundamentals of Financial Analysis	1
SOBA 202	Fundamentals of Organizations and Markets	1
SOBA 203	Fundamentals of Marketing and Technology	1
INTL 201	International Business and Culture (or equivalent) <sup>1</sup>	1
STAT 301Q	Business Statistics	1
MGMT 495	Strategic Management	1
<b>Total Units</b>		<b>9</b>

<sup>1</sup> The International Business and Culture requirement may be satisfied with INTL 201 or any other approved internationally-focused business course.

## Experiential Learning

Experiential learning is the process of developing knowledge and skill from direct active experiences beyond a traditional classroom. Through experiential learning activities, students reflect on how the tools and techniques taught in an academic setting transfer to a real world setting and bring this understanding back to the classroom through concrete examples and meaningful conversations. Experiential learning typically involves a significant activity which offers students a chance to reflect on their curricular learning, gain an overall understanding of their future work environment and create the foundation for success after graduation. Experiential learning activities offer students rich opportunities to understand the implications and experience the consequences of their decisions, deepen their understanding of the curricular content as well as understand the role of personal values in their decision making. All undergraduate students majoring in business must **complete two significant experiential learning activities** as a requirement for graduation.

For an activity to satisfy the experiential learning requirement, it must:

1. Have scope. It must represent a significant investment of time and effort on the part of the student.
2. Demonstrate rigor. It must entail a noteworthy interaction with college-level academic thought.
3. Promote reflection. It must involve personal application by the student of classroom material.

Many courses and co-curricular activities are pre-approved as satisfying the experiential learning requirement. Students may also petition for special approval of additional activities.

## Co-Curricular/Cultural Attendance Requirements

In addition to all academic requirements, students are required, for graduation, to complete 24 events. The Dean's Office provides a list of approved events each semester. Students may also view the list of co-curricular events under Calendar of Events at [www.stetson.edu](http://www.stetson.edu) (<http://www.stetson.edu>).

# Advising Course Plan - Accounting Major

First Year		Units
<b>Fall</b>		
FSEM 100	First Year Seminar	1
ECON 104S	Foundations of Economics I	1
SOBA 200	Professional Communications	1
General Education Requirement*		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
MATH 122Q	Calculus for Business Decisions	1
SOBA 209V	Introduction to Business Ethics	1
SOBA 201	Fundamentals of Financial Analysis	1
ACCT 201	Fundamentals of Accounting	1
<b>Term Units</b>		<b>4</b>
<b>Second Year</b>		
<b>Fall</b>		
ACCT 202	Fundamentals of Accounting II	1
General Elective		1
ACCT 300	Accounting Colloquium	0.0
General Education Requirement*		1
INTL 201	International Business and Culture	1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
SOBA 202	Fundamentals of Organizations and Markets	1
STAT 301Q	Business Statistics	1
General Education Requirement		1
General Elective		1
<b>Term Units</b>		<b>4</b>
<b>Third Year</b>		
<b>Fall</b>		
ACCT 301	Federal Taxation of Individuals	1
ACCT 303	Financial Accounting I	1
SOBA 203	Fundamentals of Marketing and Technology	1
General Elective		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
Junior Seminar		1
ACCT 304	Financial Accounting II	1
ACCT 421 <sup>2</sup>	Managerial Cost Accounting	1
General Elective		1
<b>Term Units</b>		<b>4</b>
<b>Fourth Year</b>		
<b>Fall</b>		
ACCT 410 <sup>3</sup>	Accounting Information Systems	1
Accounting Major Elective		1
ACCT 440	Data Analytics for Accounting	1
General Elective		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
MGMT 495	Strategic Management	1
BLAW 407 <sup>4</sup>	Business Law I	1
General Elective		1
General Elective		1
<b>Term Units</b>		<b>4</b>
<b>Total Unit: 32</b>		

course units from (B) Culture and Belief, (S) Individual, Society & Social Systems, (H) Historical Inquiry, (P) Physical and Natural World, (Q) Quantitative Reasoning, Modern Language course at any level, or (A) Creative Art (includes A, or MUSC, MUSA, or MUSE credit courses.). STAT 301Q, a require course for business majors, counts as a "Q" course for general education.

<sup>1</sup> Must be taken prior to fall of junior year.

<sup>2</sup> Offered in Spring only

<sup>3</sup> Offered in Fall only.

<sup>4</sup> If the Accounting major wishes to take the CPA exam, they must take BLAW 407 as an undergraduate or as part of the MAcc program; if BLAW is not taken, the student may instead take a General Elective.

\* Any General Education Courses in these categories: ONE (1) course unit from (A) Creative Art OR Modern Language; ANY THREE (3)



# Bachelor of Business Administration in Accounting - Financial Planning Concentration

Code	Title	Units
<b>General Education Requirements</b>		
School of Business General Education Requirements		9
School of Business Foundation Requirements		9
<b>Required Courses</b>		
ACCT 202	Fundamentals of Accounting II	1
ACCT 300	Accounting Colloquium	0.0
ACCT 301	Federal Taxation of Individuals	1
ACCT 303	Financial Accounting I	1
ACCT 304	Financial Accounting II	1
ACCT 421	Managerial Cost Accounting	1
FINA 318	Fundamentals of Financial Planning	1
FINA 401	Retirement Planning	1
	or FINA 402 Estate Planning and Insurance	
<b>Required Concentration Electives</b>		
Select two of the following:		2
ACCT 402	Federal Taxation of Entities	
ACCT 406	Auditing I	
ACCT 410	Accounting Information Systems	
ACCT 440	Data Analytics for Accounting	
FINA 320	Investments	
FINA 401	Retirement Planning (if not taken as part of the major requirements)	
	or FINA 402 Estate Planning and Insurance	
General Electives (in or outside the School of Business)		5
<b>Total Units</b>		<b>32</b>

Financial planning courses for the concentration are a subset of the required courses leading to CFP exam qualification. Students may take additional financial planning courses to qualify to sit for the CFP exam.

Accounting majors and minors are not permitted to take any 300- or 400-level Accounting (ACCT) course on a pass/fail basis, unless the course is offered only on a pass/fail basis.

## Business Administration

In this major, students participate in an interdepartmental program that presents coverage of the broad area of business administration. Interests may be satisfied in several areas, or students may prepare generally for business and government activity or for pre-law and graduate studies.

More information can be found online at <http://www.stetson.edu/academics/programs/business-administration.php>.

### Learning Outcomes

Student learning outcomes describe what students know, understand and are able to do as a result of completing a degree program. The learning outcomes for this program are:

1. Think critically and analytically
2. Apply ethical principles to business decisions
3. Understand important business principles
4. Communicate effectively using different media and contexts
5. Evaluate business decisions in a global context

## Majors

### Major in Business Administration

- Bachelor of Business Administration in Business Administration (p. 266)

## Minors

### Minor in Business Administration - 4 Units

The minor in Business Administration is available to undergraduates in the College of Arts and Sciences and the School of Music who wish to combine their normal major with a broad background in the theory and practice of administration.

Code	Title	Units
<b>Required Courses</b>		
ACCT 201	Fundamentals of Accounting	1
SOBA 201	Fundamentals of Financial Analysis	1
SOBA 202	Fundamentals of Organizations and Markets	1
SOBA 203	Fundamentals of Marketing and Technology	1
<b>Total Units</b>		<b>4</b>

## Advising Course Plans

### Advising Course Plans

- Business Administration Major (p. 268)

## Faculty

Beasley, James R.

*Professor of Business Administration, 1973*

B.A., M.A., Stetson University

M.A., Andover Newton Theological School

Ph.D., Tufts University

# Bachelor of Business Administration in Business Administration

Code	Title	Units
<b>General Education Requirements</b>		
School of Business General Education Requirements		9
School of Business Foundation Requirements		9
<b>Required Courses <sup>2</sup></b>		
Six units of upper-division Business Administration or Economics courses. All courses must be at the 300- or 400-level (unless a 200-level course is required for a current School of Business Minor, with a maximum of one 200-level course) with at least two units at the 400-level. Within the six units, three units must be in one discipline. The remaining units must consist of courses from at least two different disciplines in the School of Business.		6
<b>General Electives <sup>1</sup></b>		<b>8</b>
<b>Total Units</b>		<b>32</b>

<sup>1</sup> In or outside the School of Business.

<sup>2</sup> No more than one unit may be an internship or international travel experience course. No more than one unit may be an independent study.

## General Education Requirements

All students in the School of Business must meet the following General Education requirements in addition to specific requirements within the major area of study. Furthermore, School of Business majors have a common set of Business Foundation courses which must be met. The specific additional requirements of the individual majors are found in the following sections.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education.

Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C. A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement.

Code	Title	Units
<b>Foundations</b>		
Writing Requirement		
FSEM 100	First Year Seminar	1
Junior Seminar		1
Quantitative Reasoning		1
Select one unit from the following:		
MATH 122Q	Calculus for Business Decisions	
MATH 131Q	Calculus I with Review Part 2	
MATH 141Q	Calculus I with Analytic Geometry	
<b>Knowledge of Human Cultures and the Natural World</b>		
Select one unit from:		1

Creative Arts (any A course) <sup>1</sup>		
Modern Language (at 102 level or above)		
ECON 104S	Foundations of Economics I	1
Select three units from among the following categories:		3
Creative Arts (any A course (includes A, or MUSC, MUSA or MUSE credit courses)) <sup>1</sup>		
Culture and Belief (any B course)		
Individuals, Societies, and Social Systems (any S course)		
Historical Inquiry (any H course)		
Physical and Natural World (any P course)		
Modern Language (any level)		
Quantitative Reasoning (any Q course)		
<b>Personal and Social Responsibility</b>		
SOBA 209V	Introduction to Business Ethics	1
<b>Total Units</b>		<b>9</b>

<sup>1</sup> Course(s) must equal one unit.

## Foundation Requirements

Code	Title	Units
<b>Common Body of Knowledge</b>		
SOBA 200	Professional Communications	1
SOBA 209V	Introduction to Business Ethics	1
ACCT 201	Fundamentals of Accounting	1
SOBA 201	Fundamentals of Financial Analysis	1
SOBA 202	Fundamentals of Organizations and Markets	1
SOBA 203	Fundamentals of Marketing and Technology	1
INTL 201	International Business and Culture (or equivalent) <sup>1</sup>	1
STAT 301Q	Business Statistics	1
MGMT 495	Strategic Management	1
<b>Total Units</b>		<b>9</b>

<sup>1</sup> The International Business and Culture requirement may be satisfied with INTL 201 or any other approved internationally-focused business course.

## Experiential Learning

Experiential learning is the process of developing knowledge and skill from direct active experiences beyond a traditional classroom. Through experiential learning activities, students reflect on how the tools and techniques taught in an academic setting transfer to a real world setting and bring this understanding back to the classroom through concrete examples and meaningful conversations. Experiential learning typically involves a significant activity which offers students a chance to reflect on their curricular learning, gain an overall understanding of their future work environment and create the foundation for success after graduation. Experiential learning activities offer students rich opportunities to understand the implications and experience the consequences of their decisions, deepen their understanding of the curricular content as well as understand the role of personal values in their decision making. All undergraduate students majoring in business must **complete two significant experiential learning activities** as a requirement for graduation.

For an activity to satisfy the experiential learning requirement, it must:

1. Have scope. It must represent a significant investment of time and effort on the part of the student.
2. Demonstrate rigor. It must entail a noteworthy interaction with college-level academic thought.
3. Promote reflection. It must involve personal application by the student of classroom material.

Many courses and co-curricular activities are pre-approved as satisfying the experiential learning requirement. Students may also petition for special approval of additional activities.

## **Co-Curricular/Cultural Attendance Requirements**

In addition to all academic requirements, students are required, for graduation, to complete 24 events. The Dean's Office provides a list of approved events each semester. Students may also view the list of co-curricular events under Calendar of Events at [www.stetson.edu](http://www.stetson.edu) (<http://www.stetson.edu>).

# Advising Course Plan - Business Administration Major

**First Year**

<b>Fall</b>		
FSEM 100	First Year Seminar	1
ECON 104S	Foundations of Economics I	1
SOBA 200	Professional Communications	1
General Education Requirement*		1
<b>Term Units</b>		<b>4</b>

<b>Spring</b>		
MATH 122Q	Calculus for Business Decisions	1
SOBA 209V	Introduction to Business Ethics	1
General Education Requirement*		1
General Education Requirement (Creative Art or Language 102L level or above)		1
<b>Term Units</b>		<b>4</b>

**Second Year**

<b>Fall</b>		
ACCT 201	Fundamentals of Accounting	1
SOBA 201	Fundamentals of Financial Analysis	1
INTL 201	International Business and Culture	1
General Education Requirement*		1
<b>Term Units</b>		<b>4</b>

<b>Spring</b>		
SOBA 202	Fundamentals of Organizations and Markets	1
STAT 301Q	Business Statistics	1
Major Course		1
General Elective		1
<b>Term Units</b>		<b>4</b>

**Summer II**

Transfer students may need to satisfy some requirements in Summer.		
<b>Term Units</b>		<b>0</b>

**Third Year**

**Summer I**

Transfer students may need to satisfy some requirements in the summer term.		
<b>Term Units</b>		<b>0</b>

<b>Fall</b>		
Junior Seminar		1
SOBA 203	Fundamentals of Marketing and Technology	1
Major Course in Primary Discipline <sup>1</sup>		1
General Elective		1
<b>Term Units</b>		<b>4</b>

<b>Spring</b>		
Major Course		1
Major Course in Primary Discipline <sup>1</sup>		1
General Elective		1
General Elective		1
<b>Term Units</b>		<b>4</b>

**Fourth Year**

<b>Fall</b>		
Major Course in Primary Discipline <sup>1</sup>		1
Major Course		1
General Elective		1
General Elective		1
<b>Term Units</b>		<b>4</b>

<b>Spring</b>		
MGMT 495	Strategic Management	1
Major Course		1

General Elective	1
General Elective	1
<b>Term Units</b>	<b>4</b>

**Total Unit: 32**

\* Any General Education Courses in these categories: ONE (1) course unit from (A) Creative Art OR Modern Language; ANY THREE (3) course units from (B) Culture and Belief, (S) Individual, Society & Social Systems, (H) Historical Inquiry, (P) Physical and Natural World, (Q) Quantitative Reasoning, Modern Language course at any level, or (A) Creative Art (includes A, or MUSC, MUSA, or MUSE credit courses.)

<sup>1</sup> All courses must be at the 300 or 400 level (unless a 200 level course is required for a current School of Business Minor, with a maximum of one 200 level course) with at least 2 units at the 400 level. Within the 6 units, 3 units must be in one discipline. The remaining units must consist of courses from at least two different disciplines in the School of Business.

## Business Systems and Analytics

Combining a strong business component with an in-depth study of state-of-the-art technology and analytics, the Business Systems and Analytics major is designed to prepare students for successful careers as business analysts and managers in any organizational environment. Typically embedded in the business units, analysts possess a thorough understanding of both business processes and the technologies that support them. Business analysts play a unique role, facilitating communication between the traditional IT area and the various business functions. The major is career-oriented as it provides the opportunity for internships and other professional experiences.

More information can be found online at <http://www.stetson.edu/other/academics/programs/business-systems-and-analytics.php>.

### Learning Outcomes

Student learning outcomes describe what students know, understand and are able to do as a result of completing a degree program. The learning outcomes for this program are:

1. Apply problem-solving skills in the context of business systems and analytics through formula and calculation-based exercises
2. Demonstrate usage of tools and techniques relevant to business systems and analytics through application of industry leading software applications, as measured by scoring a 70% within the graded assessment
3. Describe ethical awareness in the context of business systems and analytics through simulated project scenario activities
4. Write effectively for a variety of audiences and for a variety of purposes in the context of business systems and analytics through article analysis and interpretation

### Majors

#### Major in Business Systems and Analytics

- Bachelor of Business Administration in Business Systems and Analytics - Business Systems Management Concentration (p. 271)
- Bachelor of Business Administration in Business Systems and Analytics - Data Analytics Concentration (p. 273)

### Minors

#### Minor in Business Systems Analytics - 4 Units

Code	Title	Units
<b>Required Courses</b>		
SOBA 201	Fundamentals of Financial Analysis	1
SOBA 203	Fundamentals of Marketing and Technology	1
<b>Elective Courses</b>		
Select three of the following:		3
ACCT 440	Data Analytics for Accounting	
BSAN 300	Programming for Analytics	
BSAN 351V	Technology Globalization and Social Justice	
BSAN 360	Project Management	
BSAN 363	Cloud Computing	
BSAN 370	Electronic Commerce	
BSAN 382	Web Development	
BSAN 383	Descriptive Analytics and Visualization	
BSAN 390	Special Topics in Business Systems and Analytics	
BSAN 393	Communications Networks	
BSAN 398	Databases and Big Data	
BSAN 461	Business Process Management	
BSAN 463	Prescriptive Analytics	
BSAN 465	Predictive Analytics	
BSAN 481	Social Media Analytics	
BSAN 488	Applications Development for E-Business	
BSAN 494	Business Analysis	
SPTB 345	Sport Analytics	
STAT 440Q	Forecasting	

## Advising Course Plans

## Advising Course Plans

- Business Systems and Analytics Major (p. 275)

## Faculty

Amiri, Shahram

*Professor of Decision and Information Sciences, 1996*

B.S., M.S., Old Dominion University

Ed.D., College of William and Mary

Augustine, Fred K., Jr.

*Professor and Chair of Decision and Information Sciences*

B.A., M.B.A., Ph.D., The Florida State University

Rao, Madhu

*Professor of Decision and Information Sciences, 2014*

B.E., Osmania University

M.Tech., Indian Institute of Technology

Ph.D., University of Toronto

Rasp, John

*Associate Professor of Decision and Information Sciences, 1989*

B.S., Rose-Hulman Institute of Technology

M.A., Reformed Theological Seminary

M.S., Ph.D., The Florida State University

Sause, William

*Visiting Assistant Professor of Decision and Information Sciences, 2015*

B.S., St. John's University

M.S., Ph.D., Nova Southeastern University

Stryker, Judson (Jay)

*Visiting Assistant Professor Business Systems and Analytics, 2019*

B.S., Stetson University

M.S., Georgia Institute of Technology

M.S., Ph.D., Florida State University

Thorne, Betty

*Professor of Decision and Information Sciences, 1980*

*Christian R. Lindback Chair of Business Administration, 2015*

B.S., Geneva College

M.A., Ph.D., Indiana University

Woodside, Joseph

*Associate Professor of Decision and Information Sciences, 2013*

B.S., M.B.A., D.B.A.-IS, Cleveland State University

Xanthopoulos, Petros

*Assistant Professor of Decision and Information Sciences, 2016*

Diploma of Engineering, Technical University of Crete, Greece

M.S., Ph.D., University of Florida

# Bachelor of Business Administration in Business Systems and Analytics-Business Systems Management

## Overview

Code	Title	Units
<b>General Education Requirements</b>		
School of Business General Education Requirements		9
School of Business Foundation Requirements		9
<b>Core Courses</b>		
BSAN 300	Programming for Analytics	1
BSAN 383	Descriptive Analytics and Visualization	1
BSAN 398	Databases and Big Data	1
<b>Required Courses</b>		
BSAN 360	Project Management	1
BSAN 461	Business Process Management	1
<b>Elective Courses in the Major</b>		
Select one unit from the following		1
BSAN 363	Cloud Computing	
BSAN 370	Electronic Commerce	
BSAN 488	Applications Development for E-Business	
<b>Capstone Requirement</b>		
BSAN 494	Business Analysis	1
<b>General Electives</b> <sup>1</sup>		7
<b>Total Units</b>		<b>32</b>

<sup>1</sup> In or outside the School of Business.

## General Education Requirements

All students in the School of Business must meet the following General Education requirements in addition to specific requirements within the major area of study. Furthermore, School of Business majors have a common set of Business Foundation courses which must be met. The specific additional requirements of the individual majors are found in the following sections.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C. A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement.

Code	Title	Units
<b>Foundations</b>		
Writing Requirement		
FSEM 100	First Year Seminar	1

Junior Seminar		1
Quantitative Reasoning		1
Select one unit from the following:		
MATH 122Q	Calculus for Business Decisions	
MATH 131Q	Calculus I with Review Part 2	
MATH 141Q	Calculus I with Analytic Geometry	
<b>Knowledge of Human Cultures and the Natural World</b>		
Select one unit from:		1
Creative Arts (any A course) <sup>1</sup>		
Modern Language (at 102 level or above)		
ECON 104S	Foundations of Economics I	1
Select three units from among the following categories:		3
Creative Arts (any A course (includes A, or MUSC, MUSA or MUSE credit courses)) <sup>1</sup>		
Culture and Belief (any B course)		
Individuals, Societies, and Social Systems (any S course)		
Historical Inquiry (any H course)		
Physical and Natural World (any P course)		
Modern Language (any level)		
Quantitative Reasoning (any Q course)		
<b>Personal and Social Responsibility</b>		
SOBA 209V	Introduction to Business Ethics	1
<b>Total Units</b>		<b>9</b>

<sup>1</sup> Course(s) must equal one unit.

## Foundation Requirements

Code	Title	Units
<b>Common Body of Knowledge</b>		
SOBA 200	Professional Communications	1
SOBA 209V	Introduction to Business Ethics	1
ACCT 201	Fundamentals of Accounting	1
SOBA 201	Fundamentals of Financial Analysis	1
SOBA 202	Fundamentals of Organizations and Markets	1
SOBA 203	Fundamentals of Marketing and Technology	1
INTL 201	International Business and Culture (or equivalent) <sup>1</sup>	1
STAT 301Q	Business Statistics	1
MGMT 495	Strategic Management	1
<b>Total Units</b>		<b>9</b>

<sup>1</sup> The International Business and Culture requirement may be satisfied with INTL 201 or any other approved internationally-focused business course.

## Experiential Learning

Experiential learning is the process of developing knowledge and skill from direct active experiences beyond a traditional classroom. Through experiential learning activities, students reflect on how the tools and techniques taught in an academic setting transfer to a real world setting and bring this understanding back to the classroom through concrete examples and meaningful conversations. Experiential learning typically involves a significant activity which



offers students a chance to reflect on their curricular learning, gain an overall understanding of their future work environment and create the foundation for success after graduation. Experiential learning activities offer students rich opportunities to understand the implications and experience the consequences of their decisions, deepen their understanding of the curricular content as well as understand the role of personal values in their decision making. All undergraduate students majoring in business must **complete two significant experiential learning activities** as a requirement for graduation.

For an activity to satisfy the experiential learning requirement, it must:

1. Have scope. It must represent a significant investment of time and effort on the part of the student.
2. Demonstrate rigor. It must entail a noteworthy interaction with college-level academic thought.
3. Promote reflection. It must involve personal application by the student of classroom material.

Many courses and co-curricular activities are pre-approved as satisfying the experiential learning requirement. Students may also petition for special approval of additional activities.

## Co-Curricular/Cultural Attendance Requirements

In addition to all academic requirements, students are required, for graduation, to complete 24 events. The Dean's Office provides a list of approved events each semester. Students may also view the list of co-curricular events under Calendar of Events at [www.stetson.edu](http://www.stetson.edu) (<http://www.stetson.edu>).

# Bachelor of Business Administration in Business Systems and Analytics - Data Analytics Concentration

## Overview

Code	Title	Units
<b>General Education Requirements</b>		
School of Business General Education Requirements		9
School of Business Foundation Requirements		9
<b>Core Courses</b>		
BSAN 300	Programming for Analytics	1
BSAN 383	Descriptive Analytics and Visualization	1
BSAN 398	Databases and Big Data	1
<b>Required Courses</b>		
BSAN 463	Prescriptive Analytics	1
BSAN 465	Predictive Analytics	1
<b>Elective Courses in the Major</b>		
Select one unit from the following		1
BSAN 323V	Health Anamatics: Analytics, Informatics and Healthcare	
BSAN 481	Social Media Analytics	
STAT 440Q	Forecasting	
STAT 460Q	Experimental Design and Advanced Data Analysis	
<b>Capstone Course</b>		
BSAN 494	Business Analysis	1
<b>General Electives</b>		<b>7</b>
<b>Total Units</b>		<b>32</b>

## General Education Requirements

All students in the School of Business must meet the following General Education requirements in addition to specific requirements within the major area of study. Furthermore, School of Business majors have a common set of Business Foundation courses which must be met. The specific additional requirements of the individual majors are found in the following sections.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement.

At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C. A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement.

Code	Title	Units
<b>Foundations</b>		
Writing Requirement		
FSEM 100	First Year Seminar	1

Junior Seminar		1
Quantitative Reasoning		1
Select one unit from the following:		
MATH 122Q	Calculus for Business Decisions	
MATH 131Q	Calculus I with Review Part 2	
MATH 141Q	Calculus I with Analytic Geometry	
<b>Knowledge of Human Cultures and the Natural World</b>		
Select one unit from:		1
Creative Arts (any A course) <sup>1</sup>		
Modern Language (at 102 level or above)		
ECON 104S	Foundations of Economics I	1
Select three units from among the following categories:		3
Creative Arts (any A course (includes A, or MUSC, MUSA or MUSE credit courses)) <sup>1</sup>		
Culture and Belief (any B course)		
Individuals, Societies, and Social Systems (any S course)		
Historical Inquiry (any H course)		
Physical and Natural World (any P course)		
Modern Language (any level)		
Quantitative Reasoning (any Q course)		
<b>Personal and Social Responsibility</b>		
SOBA 209V	Introduction to Business Ethics	1
<b>Total Units</b>		<b>9</b>

<sup>1</sup> Course(s) must equal one unit.

## Foundation Requirements

Code	Title	Units
<b>Common Body of Knowledge</b>		
SOBA 200	Professional Communications	1
SOBA 209V	Introduction to Business Ethics	1
ACCT 201	Fundamentals of Accounting	1
SOBA 201	Fundamentals of Financial Analysis	1
SOBA 202	Fundamentals of Organizations and Markets	1
SOBA 203	Fundamentals of Marketing and Technology	1
INTL 201	International Business and Culture (or equivalent) <sup>1</sup>	1
STAT 301Q	Business Statistics	1
MGMT 495	Strategic Management	1
<b>Total Units</b>		<b>9</b>

<sup>1</sup> The International Business and Culture requirement may be satisfied with INTL 201 or any other approved internationally-focused business course.

## Experiential Learning

Experiential learning is the process of developing knowledge and skill from direct active experiences beyond a traditional classroom. Through experiential learning activities, students reflect on how the tools and techniques taught in an academic setting transfer to a real world setting and bring this understanding back to the classroom through concrete examples and meaningful conversations. Experiential learning typically involves a significant activity which

offers students a chance to reflect on their curricular learning, gain an overall understanding of their future work environment and create the foundation for success after graduation. Experiential learning activities offer students rich opportunities to understand the implications and experience the consequences of their decisions, deepen their understanding of the curricular content as well as understand the role of personal values in their decision making. All undergraduate students majoring in business must **complete two significant experiential learning activities** as a requirement for graduation.

For an activity to satisfy the experiential learning requirement, it must:

1. Have scope. It must represent a significant investment of time and effort on the part of the student.
2. Demonstrate rigor. It must entail a noteworthy interaction with college-level academic thought.
3. Promote reflection. It must involve personal application by the student of classroom material.

Many courses and co-curricular activities are pre-approved as satisfying the experiential learning requirement. Students may also petition for special approval of additional activities.

## Co-Curricular/Cultural Attendance Requirements

In addition to all academic requirements, students are required, for graduation, to complete 24 events. The Dean's Office provides a list of approved events each semester. Students may also view the list of co-curricular events under Calendar of Events at [www.stetson.edu](http://www.stetson.edu) (<http://www.stetson.edu>).

# Advising Course Plan - Business Systems and Analytics Major

General Elective	1
<b>Term Units</b>	<b>4</b>
<b>Total Unit: 32</b>	

**First Year**

**Fall**

FSEM 100	First Year Seminar	1
ECON 104S	Foundations of Economics I	1
SOBA 200	Professional Communications	1
General Education Requirement*		1
<b>Term Units</b>		<b>4</b>

**Spring**

MATH 122Q	Calculus for Business Decisions	1
SOBA 209V	Introduction to Business Ethics	1
General Education Requirement*		1
General Education Requirement (Creative Art or Modern Language 102L level or above)*		1
<b>Term Units</b>		<b>4</b>

**Second Year**

**Fall**

ACCT 201	Fundamentals of Accounting	1
SOBA 201	Fundamentals of Financial Analysis	1
General Education requirement*		1
General Elective		1
<b>Term Units</b>		<b>4</b>

**Spring**

SOBA 202	Fundamentals of Organizations and Markets	1
INTL 201	International Business and Culture	1
General Elective		1
General Elective		1
<b>Term Units</b>		<b>4</b>

**Third Year**

**Summer I**

Transfer students may need to satisfy some requirements in the summer term.

<b>Term Units</b>		<b>0</b>
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**Fall**

SOBA 203	Fundamentals of Marketing and Technology	1
STAT 301Q	Business Statistics	1
BSAN 300	Programming for Analytics	1
General Elective		1
<b>Term Units</b>		<b>4</b>

**Spring**

Junior Seminar		1
BSAN 360	Project Management	1
BSAN 398	Databases and Big Data	1
General Elective		1
<b>Term Units</b>		<b>4</b>

**Fourth Year**

**Fall**

BSAN Major Elective		1
BSAN 383	Descriptive Analytics and Visualization	1
BSAN 461	Business Process Management	1
General Elective		1
<b>Term Units</b>		<b>4</b>

**Spring**

MGMT 495	Strategic Management	1
BSAN 494	Business Analysis	1
General Elective		1

\* Any General Education Courses in these categories: ONE (1) course unit from (A) Creative Art OR Modern Language; ANY THREE (3) course units from (B) Culture and Belief, (S) Individual, Society & Social Systems, (H) Historical Inquiry, (P) Physical and Natural World, (Q) Quantitative Reasoning, Modern Language course at any level, or (A) Creative Art (includes A, or MUSC, MUSA, or MUSE credit courses.)

## Economics

The economics major within the School of Business Administration provides the student with a thorough understanding of economics and business behavior. The courses are designed to train a student in analyzing problems. This major offers preparation for careers in business and government and provides an excellent foundation for graduate and professional study.

More information can be found online at <http://www.stetson.edu/other/academics/programs/economics-soba.php>.

### Learning Outcomes

Student learning outcomes describe what students know, understand and are able to do as a result of completing a degree program. The learning outcomes for this program are:

1. Describe and identify fundamental economic concepts
2. Describe and identify the primary microeconomic theories
3. Describe and identify the primary macroeconomic theories
4. Describe the financial system, institutions, markets, and securities
5. Describe global financial issues and strategies

### Majors

#### Major in Economics

- Bachelor of Business Administration in Economics (p. 278)

#### Advising Course Plans

#### Advising Course Plans

- Economics Major (p. 280)

### Faculty

deBodisco, Christopher  
*Associate Professor of Economics, 2015*  
 B.A., New College of Florida  
 Ph.D., Vanderbilt University

Fernandez, Giovanni  
*Associate Professor of Finance, 2012*  
 B.A., Ph.D., Florida International University

Foo, Jennifer  
*Professor of Finance, 1990*  
 B.A., Smith College  
 M.A., Ph.D., Northeastern University

Green, Alan  
*Associate Professor and Chair of Economics, 2013*  
 B.A., Furman University  
 M.A., University of Chicago  
 Ph.D., Cornell University

Hurst, Matthew  
*Associate Professor of Finance, 2012*  
 B.A., University of North Carolina  
 Ph.D., University of Central Florida

Michelson, Stuart  
*Professor and Chair of Finance, 2001*  
*Roland and Sarah George Chair of Finance, 2001*  
 B.S., M.B.A., University of Missouri  
 Ph.D., The University of Kansas

Mishra, Khushbu

*Assistant Professor of Economics, 2017*

B.A., Mount Holyoke College

M.Sc., Ph.D., The Ohio State University

Thaver, Ranjini L.

*Professor of Economics, 1992*

B.A., University of Durban-Westville

B.A., University of Cape Town

M.A., Ph.D., University of Notre Dame

West, Jessica

*Associate Professor of Finance*

B.A., B.S., M.S., Ph.D., Florida State University

# Bachelor of Business Administration in Economics

Code	Title	Units
<b>General Education Requirements</b>		
School of Business General Education Requirements		9
School of Business Foundation Requirements		9
<b>Required Courses</b>		
ECON 300	Intermediate Microeconomics	1
ECON 301	Intermediate Macroeconomics	1
FINA 303	Money and Financial Institutions	1
FINA 412	Multinational Finance	1
<b>Elective Courses in the Major</b>		
Select three electives from the following: <sup>2, 3</sup>		3
Any FINA course at 300/400 level		
Any ACCT course at 300/400 level		
Any ECON course at 300/400 level		
Any STAT course at 300/400 level		
<b>General Electives<sup>1</sup></b>		<b>7</b>
<b>Total Units</b>		<b>32</b>

<sup>1</sup> In or outside School of Business.

<sup>2</sup> The following may not be used as Economics electives: FINA 397, FINA 395, FINA 311, FINA 395, STAT 301Q, MGMT 495, ECON 397, ECON 395, ECON 380, ECON 480, ECON 499.

<sup>3</sup> Electives are subject to BBA double counting limits. No more than two courses may be double counted in multiple Business majors.

## General Education Requirements

All students in the School of Business must meet the following General Education requirements in addition to specific requirements within the major area of study. Furthermore, School of Business majors have a common set of Business Foundation courses which must be met. The specific additional requirements of the individual majors are found in the following sections.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C. A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement.

Code	Title	Units
<b>Foundations</b>		
Writing Requirement		
FSEM 100	First Year Seminar	1
Junior Seminar		1
Quantitative Reasoning		1
Select one unit from the following:		

MATH 122Q	Calculus for Business Decisions	
MATH 131Q	Calculus I with Review Part 2	
MATH 141Q	Calculus I with Analytic Geometry	
<b>Knowledge of Human Cultures and the Natural World</b>		
Select one unit from:		1
Creative Arts (any A course) <sup>1</sup>		
Modern Language (at 102 level or above)		
ECON 104S	Foundations of Economics I	1
Select three units from among the following categories:		3
Creative Arts (any A course (includes A, or MUSC, MUSA or MUSE credit courses)) <sup>1</sup>		
Culture and Belief (any B course)		
Individuals, Societies, and Social Systems (any S course)		
Historical Inquiry (any H course)		
Physical and Natural World (any P course)		
Modern Language (any level)		
Quantitative Reasoning (any Q course)		
<b>Personal and Social Responsibility</b>		
SOBA 209V	Introduction to Business Ethics	1
<b>Total Units</b>		<b>9</b>

<sup>1</sup> Course(s) must equal one unit.

## Foundation Requirements

Code	Title	Units
<b>Common Body of Knowledge</b>		
SOBA 200	Professional Communications	1
SOBA 209V	Introduction to Business Ethics	1
ACCT 201	Fundamentals of Accounting	1
SOBA 201	Fundamentals of Financial Analysis	1
SOBA 202	Fundamentals of Organizations and Markets	1
SOBA 203	Fundamentals of Marketing and Technology	1
INTL 201	International Business and Culture (or equivalent) <sup>1</sup>	1
STAT 301Q	Business Statistics	1
MGMT 495	Strategic Management	1
<b>Total Units</b>		<b>9</b>

<sup>1</sup> The International Business and Culture requirement may be satisfied with INTL 201 or any other approved internationally-focused business course.

## Experiential Learning

Experiential learning is the process of developing knowledge and skill from direct active experiences beyond a traditional classroom. Through experiential learning activities, students reflect on how the tools and techniques taught in an academic setting transfer to a real world setting and bring this understanding back to the classroom through concrete examples and meaningful conversations. Experiential learning typically involves a significant activity which offers students a chance to reflect on their curricular learning, gain an overall understanding of their future work environment and create the foundation for success after graduation. Experiential learning activities offer students rich opportunities to understand the implications

and experience the consequences of their decisions, deepen their understanding of the curricular content as well as understand the role of personal values in their decision making. All undergraduate students majoring in business must **complete two significant experiential learning activities** as a requirement for graduation.

For an activity to satisfy the experiential learning requirement, it must:

1. Have scope. It must represent a significant investment of time and effort on the part of the student.
2. Demonstrate rigor. It must entail a noteworthy interaction with college-level academic thought.
3. Promote reflection. It must involve personal application by the student of classroom material.

Many courses and co-curricular activities are pre-approved as satisfying the experiential learning requirement. Students may also petition for special approval of additional activities.

## **Co-Curricular/Cultural Attendance Requirements**

In addition to all academic requirements, students are required, for graduation, to complete 24 events. The Dean's Office provides a list of approved events each semester. Students may also view the list of co-curricular events under Calendar of Events at [www.stetson.edu](http://www.stetson.edu) (<http://www.stetson.edu>).



# Advising Course Plan - Economics Major

General Elective	1
<b>Term Units</b>	<b>4</b>
<b>Total Unit: 32</b>	

**First Year**

<b>Fall</b>		
FSEM 100	First Year Seminar	1
ECON 104S	Foundations of Economics I	1
SOBA 200	Professional Communications	1
General Education Requirement*		1
<b>Term Units</b>		<b>4</b>

<b>Spring</b>		
MATH 122Q	Calculus for Business Decisions	1
SOBA 209V	Introduction to Business Ethics	1
ECON 204S	Foundations of Economics II	1
General Education Requirement*		1
<b>Term Units</b>		<b>4</b>

**Second Year**

<b>Fall</b>		
ACCT 201	Fundamentals of Accounting	1
SOBA 201	Fundamentals of Financial Analysis	1
General Education requirement*		1
General Elective		1
<b>Term Units</b>		<b>4</b>

<b>Spring</b>		
SOBA 202	Fundamentals of Organizations and Markets	1
INTL 201	International Business and Culture	1
General Elective		1
General Elective		1
<b>Term Units</b>		<b>4</b>

**Third Year**

**Summer I**

Transfer students may need to satisfy some requirements in the summer term.

<b>Term Units</b>		<b>0</b>
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<b>Fall</b>		
SOBA 203	Fundamentals of Marketing and Technology	1
ECON 300	Intermediate Microeconomics	1
FINA 303	Money and Financial Institutions	1
General Elective		1
<b>Term Units</b>		<b>4</b>

<b>Spring</b>		
Junior Seminar		1
STAT 301Q	Business Statistics	1
ECON 301	Intermediate Macroeconomics	1
General Elective		1
<b>Term Units</b>		<b>4</b>

**Fourth Year**

<b>Fall</b>		
FINA 412	Multinational Finance	1
FINA or ECON Elective		1
General Elective		1
General Elective		1
<b>Term Units</b>		<b>4</b>

<b>Spring</b>		
MGMT 495	Strategic Management	1
FINA or ECON Elective (400-level)		1
General Elective		1

\* Any General Education Courses in these categories: ONE (1) course unit from (A) Creative Art OR Modern Language; ANY THREE (3) course units from (B) Culture and Belief, (S) Individual, Society & Social Systems, (H) Historical Inquiry, (P) Physical and Natural World, (Q) Quantitative Reasoning, Modern Language course at any level, or (A) Creative Art (includes A, or MUSC, MUSA, or MUSE credit courses.)

# Entrepreneurship

## Overview

The entrepreneurship major provides students with leading edge methods in opportunity recognition, innovation advancement, and problem-solving. The major prepares graduates to start their own business, be a contributor to an existing entrepreneurial firm (including their family's businesses), as well as a critical thinker and intrapreneur in any organization.

More information can be found online at <http://www.stetson.edu/academics/programs/entrepreneurship.php>.

## Learning Outcomes

Student learning outcomes describe what students know, understand and are able to do as a result of completing a degree program. The learning outcomes for this program are:

1. Describe creative problem solving techniques and their application to entrepreneurial decision making.
2. Demonstrate skills related to business modeling and an iterative start-up methodology.
3. Apply entrepreneurial and leadership practices to effectively manage limited resources.
4. Apply effective research and analysis skills related to venture launch and growth.
5. Apply effective written and oral communication skills related to advancing an idea or venture.

## Majors

### Entrepreneurship Majors

- Bachelor of Business Administration in Entrepreneurship (p. 283)

## Minors

### Minor in Entrepreneurship - 4 Units

Code	Title	Units
<b>Required Courses</b>		
ENTP 301	Creative Problem Solving	1
ENTP 305	Principles of Entrepreneurship	1
<b>Elective Courses</b>		
Select 2 units from the list below, of which 1 must be ENTP:		2
Any ENTP course at 300/400 level, except ENTP 397		
ACCT 424	Principles of Business Valuation	
BLAW 407	Business Law I	
BSAN 382	Web Development	
BSAN 360	Project Management	
BSAN 481	Social Media Analytics	
CINF 301	Web Application Development	
COMM 325	Organizational Communication	
CREA 250	Arts Entrepreneurship	
CSCI 221	Software Development I	
CSCI 321	Software Development II	
DIGA 221	Graphic Design	
DIGA 365	Electronic Music and Sound Design I	
DIGA 398	Advanced Digital Arts Studio	
FENT 350	Cross-Cultural Negotiation and Conflict Resolution	
FENT 355	Governance and Succession Planning	
INTL 450	International Entrepreneurship	
JOUR 331	Multimedia Reporting and Storytelling	
MKTG 307	Marketing Management	
MKTG 441	Digital Marketing	
MGMT 308	Human Resource Management	

MUSC 300	Career Skills for the Entrepreneurial Musician
SALS 230	Professional Selling and Communication

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**Total Units**

**4**

## **Advising Course Plans**

## **Advising Course Plans**

- Entrepreneurship Major (p. 285)

## **Faculty**

Taylor, Kevin P.

*Assistant Professor of Entrepreneurship, 2020*

B.A., DePaul University

D.B.A., DePaul University

# Bachelor of Business Administration in Entrepreneurship

## Overview

Code	Title	Units
<b>General Education Requirements</b>		
School of Business General Education Requirements		9
School of Business Foundation Requirements		9
<b>Required Courses</b>		
ENTP 301	Creative Problem Solving	1
ENTP 305	Principles of Entrepreneurship	1
ENTP 307	Managing Innovation	1
ENTP 405	Scaling Entrepreneurial Firms	1
<b>Elective Courses in the Major</b>		
Select two units from the following list, one of which must be ENTP:		2
Any ENTP 300/400 level, except ENTP 397		
ENTP 315	Launching Your New Venture	
ENTP 353V	Social Entrepreneurship	
ENTP 385	Independent Study	
ENTP 390	Special Topics in Entrepreneurship	
ENTP 395	Teaching Apprenticeship	
ENTP 410	Prince Seminar: Entrepreneurial Leadership	
ENTP 450	International Entrepreneurship	
ENTP 452	Venture Capital and High Growth Entrepreneurship	
ACCT 303	Financial Accounting I	
ACCT 304	Financial Accounting II	
BSAN 250	Management Information Systems	
BSAN 360	Project Management	
BSAN 363	Cloud Computing	
FENT 350	Cross-Cultural Negotiation and Conflict Resolution	
FENT 355	Governance and Succession Planning	
FINA 320	Investments	
FINA 414	Corporate Financial Management	
INTL 394	International Business Seminar	
INTL 450	International Entrepreneurship	
MGMT 303	Evidence-Based Management	
MGMT 308	Human Resource Management	
MKTG 316	Consumer Dynamics	
MKTG 318	Marketing Research	
MKTG 441	Digital Marketing	
SPTB 201	Introduction to Sport Business	
SPTB 320	Legal Concepts of Sport Business	
<b>General Electives</b>		<b>8</b>
<b>Total Units</b>		<b>32</b>

## General Education Requirements

All students in the School of Business must meet the following General Education requirements in addition to specific requirements within the major area of study. Furthermore, School of Business majors have a common set of Business Foundation courses which must be met. The specific additional requirements of the individual majors are found in the following sections.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C. A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement.

Code	Title	Units
<b>Foundations</b>		
Writing Requirement		
FSEM 100	First Year Seminar	1
Junior Seminar		1
Quantitative Reasoning		1
Select one unit from the following:		
MATH 122Q	Calculus for Business Decisions	
MATH 131Q	Calculus I with Review Part 2	
MATH 141Q	Calculus I with Analytic Geometry	
<b>Knowledge of Human Cultures and the Natural World</b>		
Select one unit from:		1
Creative Arts (any A course) <sup>1</sup>		
Modern Language (at 102 level or above)		
ECON 104S	Foundations of Economics I	1
Select three units from among the following categories:		3
Creative Arts (any A course (includes A, or MUSC, MUSA or MUSE credit courses)) <sup>1</sup>		
Culture and Belief (any B course)		
Individuals, Societies, and Social Systems (any S course)		
Historical Inquiry (any H course)		
Physical and Natural World (any P course)		
Modern Language (any level)		
Quantitative Reasoning (any Q course)		
<b>Personal and Social Responsibility</b>		
SOBA 209V	Introduction to Business Ethics	1
<b>Total Units</b>		<b>9</b>

<sup>1</sup> Course(s) must equal one unit.

## Foundation Requirements

Code	Title	Units
<b>Common Body of Knowledge</b>		
SOBA 200	Professional Communications	1
SOBA 209V	Introduction to Business Ethics	1

ACCT 201	Fundamentals of Accounting	1
SOBA 201	Fundamentals of Financial Analysis	1
SOBA 202	Fundamentals of Organizations and Markets	1
SOBA 203	Fundamentals of Marketing and Technology	1
INTL 201	International Business and Culture (or equivalent) <sup>1</sup>	1
STAT 301Q	Business Statistics	1
MGMT 495	Strategic Management	1
<b>Total Units</b>		<b>9</b>

<sup>1</sup> The International Business and Culture requirement may be satisfied with INTL 201 or any other approved internationally-focused business course.

## Experiential Learning

Experiential learning is the process of developing knowledge and skill from direct active experiences beyond a traditional classroom. Through experiential learning activities, students reflect on how the tools and techniques taught in an academic setting transfer to a real world setting and bring this understanding back to the classroom through concrete examples and meaningful conversations. Experiential learning typically involves a significant activity which offers students a chance to reflect on their curricular learning, gain an overall understanding of their future work environment and create the foundation for success after graduation. Experiential learning activities offer students rich opportunities to understand the implications and experience the consequences of their decisions, deepen their understanding of the curricular content as well as understand the role of personal values in their decision making. All undergraduate students majoring in business must **complete two significant experiential learning activities** as a requirement for graduation.

For an activity to satisfy the experiential learning requirement, it must:

1. Have scope. It must represent a significant investment of time and effort on the part of the student.
2. Demonstrate rigor. It must entail a noteworthy interaction with college-level academic thought.
3. Promote reflection. It must involve personal application by the student of classroom material.

Many courses and co-curricular activities are pre-approved as satisfying the experiential learning requirement. Students may also petition for special approval of additional activities.

## Co-Curricular/Cultural Attendance Requirements

In addition to all academic requirements, students are required, for graduation, to complete 24 events. The Dean's Office provides a list of approved events each semester. Students may also view the list of co-curricular events under Calendar of Events at [www.stetson.edu](http://www.stetson.edu) (<http://www.stetson.edu>).

# Advising Course Plan - Entrepreneurship Major

First Year		Units
<b>Fall</b>		
FSEM 100	First Year Seminar	1
ECON 104S	Foundations of Economics I	1
SOBA 200	Professional Communications	1
General Education Requirement*		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
MATH 122Q	Calculus for Business Decisions	1
SOBA 209V	Introduction to Business Ethics	1
General Education Requirement*		1
General Education Requirement (Creative Art or Modern Language 102L level or higher)		1
<b>Term Units</b>		<b>4</b>
<b>Second Year</b>		
<b>Fall</b>		
ACCT 201	Fundamentals of Accounting	1
SOBA 201	Fundamentals of Financial Analysis	1
General Education requirement*		1
General Elective		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
SOBA 202	Fundamentals of Organizations and Markets	1
INTL 201	International Business and Culture	1
General Elective		1
General Elective		1
<b>Term Units</b>		<b>4</b>
<b>Summer</b>		
Transfer students may need to satisfy some requirements in Summer.		
<b>Term Units</b>		<b>0</b>
<b>Third Year</b>		
<b>Fall</b>		
SOBA 203	Fundamentals of Marketing and Technology	1
ENTP 301	Creative Problem Solving	1
ENTP 305	Principles of Entrepreneurship	1
General Elective		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
Junior Seminar		1
STAT 301Q	Business Statistics	1
ENTP 307	Managing Innovation	1
General Elective		1
<b>Term Units</b>		<b>4</b>
<b>Fourth Year</b>		
<b>Fall</b>		
ENTP Elective		1
ENTP Elective		1
General Elective		1
General Elective		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
ENTP 405	Scaling Entrepreneurial Firms	1
MGMT 495	Strategic Management	1
General Elective		1

General Elective	1
<b>Term Units</b>	<b>4</b>
<b>Total Unit: 32</b>	

\* Any General Education Courses in these categories: ONE (1) course unit from (A) Creative Art OR Modern Language; ANY THREE (3) course units from (B) Culture and Belief, (S) Individual, Society & Social Systems, (H) Historical Inquiry, (P) Physical and Natural World, (Q) Quantitative Reasoning, Modern Language course at any level, or (A) Creative Art (includes A, or MUSC, MUSA, or MUSE credit courses.)

## Family Enterprise Management

The Family Enterprise Management major is designed with two types of students in mind. The first type are students who are eager to proactively manage the opportunities relative to their family's existing business, their career, and the family wealth. The second type is the student interested in becoming a business adviser who realizes that the vast majority of his/her clients will be family businesses (often, this student considers a dual major in family enterprise and a second area of business).

Given the leadership development focus of the Family Enterprise major, the primary objective is to provide students with opportunities intended to develop their academic and professional competence as well as their character. Given the unique nature of the Family Enterprise major, talking with the director before declaring the major is strongly recommended.

More information can be found online at <http://www.stetson.edu/academics/programs/family-enterprise.php>.

### Learning Outcomes

Student learning outcomes describe what students know, understand and are able to do as a result of completing a degree program. The learning outcomes for this program are:

1. Describe and use different family enterprise theories to explain the uniqueness of family enterprises, and the challenges and opportunities they face
2. Identify systems, structures, processes, and practices that influence the performance and sustainability/ continuity of family enterprises
3. Demonstrate skills and knowledge needed to identify, evaluate, and select courses of action to make effective managerial, ownership, and family decisions in family enterprises
4. Identify and develop strategies to successfully manage the overlap and conflicting nature of business, ownership, and family goals to enhance the continuity of the family enterprise
5. Apply management and leadership practices to effectively handle opportunities and challenges of family enterprises
6. Apply effective communication and leadership skills related to the management and sustainability of family enterprises

### Majors

#### Major in Family Enterprise Management

- Bachelor of Business Administration in Family Enterprise Management (p. 288)

### Minors

#### Minor in Family Enterprise Management - 4 Units

Code	Title	Units
<b>Required Courses</b>		
FENT 235	Foundations of Family Enterprises	1
FENT 455	Interdisciplinary Research Project in Leadership, Culture, and Family Enterprise	1
<b>Elective Courses</b>		
Select two of the following:		2
FENT 350	Cross-Cultural Negotiation and Conflict Resolution	
FENT 355	Governance and Succession Planning	
FENT 397	Family Enterprise Internship <sup>1</sup>	
<b>Total Units</b>		<b>4</b>

<sup>1</sup> Students must intern with a family-owned enterprise (besides their own), or with a firm that consults specifically to family-owned enterprises.

### Advising Course Plans

#### Advising Course Plans

- Family Enterprise Management Major (p. 290)

### Faculty

Subramanian, Ram  
*Professor of Leadership, 2015*  
 B.S., University of Madras, India

M.S., Sam Houston State University  
Ph.D., University of North Texas  
A.C.A.

Vogel, Areti

*Visiting Assistant Professor of Management*

B.B.A., Stetson University

M.B.A., IFA Paris

J.D., Stetson University College of Law

Ph.D., University of North Carolina Greensboro



# Bachelor of Business Administration in Family Enterprise Management

Code	Title	Units
<b>General Education Requirements</b>		
School of Business General Education Requirements		9
School of Business Foundation Requirements		9
<b>Required Courses</b>		
FENT 235	Foundations of Family Enterprises	1
FENT 350	Cross-Cultural Negotiation and Conflict Resolution	1
FENT 355	Governance and Succession Planning	1
FENT 455	Interdisciplinary Research Project in Leadership, Culture, and Family Enterprise	1
<b>Elective Courses</b>		
Select 2 units from the following: <sup>1</sup>		2
FENT 390	Special Topics in Family Enterprise	
FENT 397	Family Enterprise Internship	
ACCT 301	Federal Taxation of Individuals	
ACCT 303	Financial Accounting I	
ACCT 304	Financial Accounting II	
ACCT 402	Federal Taxation of Entities	
ACCT 421	Managerial Cost Accounting	
ACCT 424	Principles of Business Valuation	
BLAW 407	Business Law I	
BSAN 398	Databases and Big Data	
BSAN 494	Business Analysis	
ENTP 301	Creative Problem Solving	
ENTP 305	Principles of Entrepreneurship	
ENTP 307	Managing Innovation	
FINA 320	Investments	
FINA 361	Real Estate Principles	
FINA 401	Retirement Planning	
FINA 414	Corporate Financial Management	
FINA 421	Equity Fund Management	
MGMT 306	Organizational Behavior	
MGMT 308	Human Resource Management	
MKTG 440	Integrated Marketing Communications	
INTL 405	Cross-Cultural Dynamics and Management	
INTL 450	International Entrepreneurship	
SALS 230	Professional Selling and Communication	
SALS 330	Advanced Professional Selling and Communication	
SALS 410	Sales Management	
<b>General Electives</b> <sup>2</sup>		<b>8</b>
<b>Total Units</b>		<b>32</b>

Students must maintain a C average in major courses and a C average overall.

<sup>1</sup> Courses other than those listed can be approved by the Program Director and Academic Chair.

<sup>2</sup> In or outside School of Business.

## General Education Requirements

All students in the School of Business must meet the following General Education requirements in addition to specific requirements within the major area of study. Furthermore, School of Business majors have a common set of Business Foundation courses which must be met. The specific additional requirements of the individual majors are found in the following sections.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C. A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement.

Code	Title	Units
<b>Foundations</b>		
Writing Requirement		
FSEM 100	First Year Seminar	1
Junior Seminar		1
Quantitative Reasoning		1
Select one unit from the following:		
MATH 122Q	Calculus for Business Decisions	
MATH 131Q	Calculus I with Review Part 2	
MATH 141Q	Calculus I with Analytic Geometry	
<b>Knowledge of Human Cultures and the Natural World</b>		
Select one unit from:		1
Creative Arts (any A course) <sup>1</sup>		
Modern Language (at 102 level or above)		
ECON 104S	Foundations of Economics I	1
Select three units from among the following categories:		3
Creative Arts (any A course (includes A, or MUSC, MUSA or MUSE credit courses)) <sup>1</sup>		
Culture and Belief (any B course)		
Individuals, Societies, and Social Systems (any S course)		
Historical Inquiry (any H course)		
Physical and Natural World (any P course)		
Modern Language (any level)		
Quantitative Reasoning (any Q course)		
<b>Personal and Social Responsibility</b>		
SOBA 209V	Introduction to Business Ethics	1
<b>Total Units</b>		<b>9</b>

<sup>1</sup> Course(s) must equal one unit.

## Foundation Requirements

curricular events under Calendar of Events at [www.stetson.edu](http://www.stetson.edu) (<http://www.stetson.edu>).

Code	Title	Units
<b>Common Body of Knowledge</b>		
SOBA 200	Professional Communications	1
SOBA 209V	Introduction to Business Ethics	1
ACCT 201	Fundamentals of Accounting	1
SOBA 201	Fundamentals of Financial Analysis	1
SOBA 202	Fundamentals of Organizations and Markets	1
SOBA 203	Fundamentals of Marketing and Technology	1
INTL 201	International Business and Culture (or equivalent) <sup>1</sup>	1
STAT 301Q	Business Statistics	1
MGMT 495	Strategic Management	1
<b>Total Units</b>		<b>9</b>

<sup>1</sup> The International Business and Culture requirement may be satisfied with INTL 201 or any other approved internationally-focused business course.

## Experiential Learning

Experiential learning is the process of developing knowledge and skill from direct active experiences beyond a traditional classroom. Through experiential learning activities, students reflect on how the tools and techniques taught in an academic setting transfer to a real world setting and bring this understanding back to the classroom through concrete examples and meaningful conversations. Experiential learning typically involves a significant activity which offers students a chance to reflect on their curricular learning, gain an overall understanding of their future work environment and create the foundation for success after graduation. Experiential learning activities offer students rich opportunities to understand the implications and experience the consequences of their decisions, deepen their understanding of the curricular content as well as understand the role of personal values in their decision making. All undergraduate students majoring in business must **complete two significant experiential learning activities** as a requirement for graduation.

For an activity to satisfy the experiential learning requirement, it must:

1. Have scope. It must represent a significant investment of time and effort on the part of the student.
2. Demonstrate rigor. It must entail a noteworthy interaction with college-level academic thought.
3. Promote reflection. It must involve personal application by the student of classroom material.

Many courses and co-curricular activities are pre-approved as satisfying the experiential learning requirement. Students may also petition for special approval of additional activities.

## Co-Curricular/Cultural Attendance Requirements

In addition to all academic requirements, students are required, for graduation, to complete 24 events. The Dean's Office provides a list of approved events each semester. Students may also view the list of co-

# Advising Course Plan - Family Enterprise Management Major

First Year		Units
<b>Fall</b>		
FSEM 100	First Year Seminar	1
ECON 104S	Foundations of Economics I	1
SOBA 200	Professional Communications	1
General Education Requirement*		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
MATH 122Q	Calculus for Business Decisions	1
SOBA 209V	Introduction to Business Ethics	1
General Education Requirement*		1
General Education Requirement (Creative Arts or Language 102L level or above)		1
<b>Term Units</b>		<b>4</b>
<b>Second Year</b>		
<b>Fall</b>		
ACCT 201	Fundamentals of Accounting	1
SOBA 201	Fundamentals of Financial Analysis	1
General Education requirement*		1
General Elective		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
SOBA 202	Fundamentals of Organizations and Markets	1
INTL 201	International Business and Culture	1
FENT 235	Foundations of Family Enterprises	1
General Elective		1
<b>Term Units</b>		<b>4</b>
<b>Summer</b>		
Transfer students may need to satisfy some requirements in Summer.		
<b>Term Units</b>		<b>0</b>
<b>Third Year</b>		
<b>Fall</b>		
SOBA 203	Fundamentals of Marketing and Technology	1
FENT 350	Cross-Cultural Negotiation and Conflict Resolution	1
General Elective		1
General Elective		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
Junior Seminar		1
STAT 301Q	Business Statistics	1
FENT 355	Governance and Succession Planning	1
General Elective		1
<b>Term Units</b>		<b>4</b>
<b>Fourth Year</b>		
<b>Fall</b>		
FENT Major Elective		1
FENT Major Elective		1
General Elective		1
General Elective		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
FENT 455	Interdisciplinary Research Project in Leadership, Culture, and Family Enterprise	1
MGMT 495	Strategic Management	1
General Elective		1

General Elective	1
<b>Term Units</b>	<b>4</b>
<b>Total Unit: 32</b>	

\* Any General Education Courses in these categories: ONE (1) course unit from (A) Creative Art OR Modern Language; ANY THREE (3) course units from (B) Culture and Belief, (S) Individual, Society & Social Systems, (H) Historical Inquiry, (P) Physical and Natural World, (Q) Quantitative Reasoning, Modern Language course at any level, or (A) Creative Art (includes A, or MUSC, MUSA, or MUSE credit courses.)

## Finance

The Finance major prepares students for careers in a wide range of settings, including those in the financial services sector such as banking, brokerage, insurance, and financial analysis. It is also excellent training for commerce, government, and education administration as well as further professional training like law school.

More information can be found online at <http://www.stetson.edu/academics/programs/finance.php>.

### Learning Outcomes

Student learning outcomes describe what students know, understand and are able to do as a result of completing a degree program. The learning outcomes for the Concentrations in the Finance Major are:

1. Describe the financial system, institutions, markets and securities
2. Value financial assets and assess investment risks
3. Describe global financial issues and strategies
4. Identify ethical practices in finance
5. Value capital investments and assess financial risks

### Majors

#### Major in Finance

- Bachelor of Business Administration in Finance - Corporate Finance Concentration (p. 296)
- Bachelor of Business Administration in Finance - Certified Financial Planning Concentration (p. 293)
- Bachelor of Business Administration in Finance - Investments Concentration (p. 299)

### Minors

#### Minor in Finance - 4 Units

Code	Title	Units
<b>Required Courses</b>		
FINA 303	Money and Financial Institutions	1
SOBA 201	Fundamentals of Financial Analysis	1
FINA 320	Investments	1
<b>Elective Courses</b>		
Select one of the following:		1
FINA 318	Fundamentals of Financial Planning	
FINA 361	Real Estate Principles	
FINA 401	Retirement Planning	
FINA 412	Multinational Finance	
FINA 413	Bank Management	
FINA 414	Corporate Financial Management	
FINA 415	Financial Risk Management	
FINA 416	Derivatives and Risk Management	
FINA 417	Financial Ethics	
FINA 421	Equity Fund Management	
FINA 422	Income Management	
<b>Total Units</b>		<b>4</b>

### Advising Course Plans

#### Advising Course Plans

- Finance Major - Corporate Finance Concentration (p. 298)
- Finance Major - Investments Concentration (p. 301)
- Finance Major - Certified Financial Planning Concentration (p. 295)

## Faculty

Fernandez, Giovanni

*Assistant Professor of Finance, 2012*

B.A., Ph.D., Florida International University

Foo, Jennifer

*Professor of Finance, 1990*

B.A., Smith College

M.A., Ph.D., Northeastern University

Hurst, Matt

*Assistant Professor of Finance, 2012*

B.A., University of North Carolina

Ph.D., University of Central Florida

Imes, Matthew

Assistant Professor of Finance

B.S., Anderson University

M.S., University of Maryland

Ph.D., Temple University

Michelson, Stuart

*Professor of Finance, 2001*

*Roland and Sarah George Chair of Finance, 2001*

B.S., M.B.A., University of Missouri

Ph.D., The University of Kansas

West, Jessica

*Assistant Professor of Finance, 2014*

B.A., B.S., M.S., Ph.D., Florida State University

# Bachelor of Business Administration in Finance - Certified Financial Planning Concentration

## Overview

Code	Title	Units
<b>General Education Requirements</b>		
School of Business General Education Requirements		9
School of Business Foundation Requirements		9
<b>Core Required Courses</b>		
FINA 303	Money and Financial Institutions	1
FINA 320	Investments	1
<b>Required Courses</b>		
ACCT 301	Federal Taxation of Individuals	1
FINA 318	Fundamentals of Financial Planning	1
FINA 401	Retirement Planning	1
FINA 402	Estate Planning and Insurance	1
FINA 423	Certified Financial Planning Capstone	1
<b>General Electives</b> <sup>1</sup>		7
<b>Total Units</b>		<b>32</b>

<sup>1</sup> In or outside the School of Business.

## General Education Requirements

All students in the School of Business must meet the following General Education requirements in addition to specific requirements within the major area of study. Furthermore, School of Business majors have a common set of Business Foundation courses which must be met. The specific additional requirements of the individual majors are found in the following sections.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement.

At least two of these courses must be from General Education.

Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C. A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement.

Code	Title	Units
<b>Foundations</b>		
Writing Requirement		
FSEM 100	First Year Seminar	1
Junior Seminar		1
Quantitative Reasoning		1
Select one unit from the following:		
MATH 122Q	Calculus for Business Decisions	
MATH 131Q	Calculus I with Review Part 2	

MATH 141Q Calculus I with Analytic Geometry

### Knowledge of Human Cultures and the Natural World

Select one unit from: 1

Creative Arts (any A course)<sup>1</sup>

Modern Language (at 102 level or above)

ECON 104S Foundations of Economics I 1

Select three units from among the following categories: 3

Creative Arts (any A course (includes A, or MUSC, MUSA or MUSE credit courses))<sup>1</sup>

Culture and Belief (any B course)

Individuals, Societies, and Social Systems (any S course)

Historical Inquiry (any H course)

Physical and Natural World (any P course)

Modern Language (any level)

Quantitative Reasoning (any Q course)

### Personal and Social Responsibility

SOBA 209V Introduction to Business Ethics 1

**Total Units** 9

<sup>1</sup> Course(s) must equal one unit.

## Foundation Requirements

Code	Title	Units
<b>Common Body of Knowledge</b>		
SOBA 200	Professional Communications	1
SOBA 209V	Introduction to Business Ethics	1
ACCT 201	Fundamentals of Accounting	1
SOBA 201	Fundamentals of Financial Analysis	1
SOBA 202	Fundamentals of Organizations and Markets	1
SOBA 203	Fundamentals of Marketing and Technology	1
INTL 201	International Business and Culture (or equivalent) <sup>1</sup>	1
STAT 301Q	Business Statistics	1
MGMT 495	Strategic Management	1
<b>Total Units</b>		<b>9</b>

<sup>1</sup> The International Business and Culture requirement may be satisfied with INTL 201 or any other approved internationally-focused business course.

## Experiential Learning

Experiential learning is the process of developing knowledge and skill from direct active experiences beyond a traditional classroom. Through experiential learning activities, students reflect on how the tools and techniques taught in an academic setting transfer to a real world setting and bring this understanding back to the classroom through concrete examples and meaningful conversations. Experiential learning typically involves a significant activity which offers students a chance to reflect on their curricular learning, gain an overall understanding of their future work environment and create the foundation for success after graduation. Experiential learning activities offer students rich opportunities to understand the implications and experience the consequences of their decisions, deepen their understanding of the curricular content as well as understand the role

of personal values in their decision making. All undergraduate students majoring in business must **complete two significant experiential learning activities** as a requirement for graduation.

For an activity to satisfy the experiential learning requirement, it must:

1. Have scope. It must represent a significant investment of time and effort on the part of the student.
2. Demonstrate rigor. It must entail a noteworthy interaction with college-level academic thought.
3. Promote reflection. It must involve personal application by the student of classroom material.

Many courses and co-curricular activities are pre-approved as satisfying the experiential learning requirement. Students may also petition for special approval of additional activities.

## **Co-Curricular/Cultural Attendance Requirements**

In addition to all academic requirements, students are required, for graduation, to complete 24 events. The Dean's Office provides a list of approved events each semester. Students may also view the list of co-curricular events under Calendar of Events at [www.stetson.edu](http://www.stetson.edu) (<http://www.stetson.edu>).

# Advising Course Plan - Finance Major - Certified Financial Planning Concentration

First Year		
<b>Fall</b>		
FSEM 100	First Year Seminar	1
ECON 104S	Foundations of Economics I	1
SOBA 200	Professional Communications	1
General Education Requirement*		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
MATH 122Q	Calculus for Business Decisions	1
SOBA 209V	Introduction to Business Ethics	1
General Education Requirement*		1
General Education Requirement (Creative Arts or Language 102L level or above)		1
<b>Term Units</b>		<b>4</b>
<b>Second Year</b>		
<b>Fall</b>		
ACCT 201	Fundamentals of Accounting	1
SOBA 201	Fundamentals of Financial Analysis	1
General Education Requirement*		1
General Elective		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
SOBA 202	Fundamentals of Organizations and Markets	1
INTL 201	International Business and Culture	1
General Elective		1
General Elective		1
<b>Term Units</b>		<b>4</b>
<b>Summer</b>		
Transfer students may need to satisfy some requirements in Summer.		
<b>Term Units</b>		<b>0</b>
<b>Third Year</b>		
<b>Fall</b>		
SOBA 203	Fundamentals of Marketing and Technology	1
STAT 301Q	Business Statistics	1
FINA 303	Money and Financial Institutions	1
General Elective		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
Junior Seminar		1
FINA 318	Fundamentals of Financial Planning	1
FINA 320	Investments	1
General Elective		1
<b>Term Units</b>		<b>4</b>
<b>Fourth Year</b>		
<b>Fall</b>		
ACCT 301	Federal Taxation of Individuals	1
FINA 401	Retirement Planning	1
FINA 402	Estate Planning and Insurance	1
General Elective		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
FINA 423	Certified Financial Planning Capstone	1
MGMT 495	Strategic Management	1
General Elective		1

General Elective	1
<b>Term Units</b>	<b>4</b>

**Total Unit: 32**

\* Any General Education Courses in these categories: ONE (1) course unit from (A) Creative Art OR Modern Language; ANY THREE (3) course units from (B) Culture and Belief, (S) Individual, Society & Social Systems, (H) Historical Inquiry, (P) Physical and Natural World, (Q) Quantitative Reasoning, Modern Language course at any level, or (A) Creative Art (includes A, or MUSC, MUSA, or MUSE credit courses.)



# Bachelor of Business Administration in Finance - Corporate Finance Concentration

## Overview

Code	Title	Units
<b>General Education Requirements</b>		
School of Business General Education Requirements		9
School of Business Foundation Requirements		9
<b>Core Courses</b>		
FINA 303	Money and Financial Institutions	1
FINA 320	Investments	1
<b>Required Courses</b>		
FINA 412	Multinational Finance	1
FINA 414	Corporate Financial Management	1
<b>Elective Courses in the Major</b>		
Select three units from the following, with a minimum of 1 unit in Finance: <sup>3</sup>		3
Any ACCT course at 300/400 level		
Any FINA course at 300/400 level		
Any ECON course at 300/400 level		
Any STAT course at 300/400 level		
<b>General Electives<sup>2</sup></b>		<b>7</b>
<b>Total Units</b>		<b>32</b>

<sup>1</sup> Roland George Investments Program Courses. These require permission of instructor for entrance.

<sup>2</sup> In or outside the School of Business.

<sup>3</sup> The following may not be used as Finance electives: FINA 397, FINA 395, FINA 311, FINA 395, STAT 301Q, MGMT 495, ECON 397, ECON 395, ECON 380, ECON 480, ECON 499.

## General Education Requirements

All students in the School of Business must meet the following General Education requirements in addition to specific requirements within the major area of study. Furthermore, School of Business majors have a common set of Business Foundation courses which must be met. The specific additional requirements of the individual majors are found in the following sections.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C. A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement.

Code	Title	Units
<b>Foundations</b>		
Writing Requirement		
FSEM 100	First Year Seminar	1
Junior Seminar		1
Quantitative Reasoning		1
Select one unit from the following:		
MATH 122Q	Calculus for Business Decisions	
MATH 131Q	Calculus I with Review Part 2	
MATH 141Q	Calculus I with Analytic Geometry	
<b>Knowledge of Human Cultures and the Natural World</b>		
Select one unit from:		1
Creative Arts (any A course) <sup>1</sup>		
Modern Language (at 102 level or above)		
ECON 104S	Foundations of Economics I	1
Select three units from among the following categories:		3
Creative Arts (any A course (includes A, or MUSC, MUSA or MUSE credit courses)) <sup>1</sup>		
Culture and Belief (any B course)		
Individuals, Societies, and Social Systems (any S course)		
Historical Inquiry (any H course)		
Physical and Natural World (any P course)		
Modern Language (any level)		
Quantitative Reasoning (any Q course)		
<b>Personal and Social Responsibility</b>		
SOBA 209V	Introduction to Business Ethics	1
<b>Total Units</b>		<b>9</b>

<sup>1</sup> Course(s) must equal one unit.

## Foundation Requirements

Code	Title	Units
<b>Common Body of Knowledge</b>		
SOBA 200	Professional Communications	1
SOBA 209V	Introduction to Business Ethics	1
ACCT 201	Fundamentals of Accounting	1
SOBA 201	Fundamentals of Financial Analysis	1
SOBA 202	Fundamentals of Organizations and Markets	1
SOBA 203	Fundamentals of Marketing and Technology	1
INTL 201	International Business and Culture (or equivalent) <sup>1</sup>	1
STAT 301Q	Business Statistics	1
MGMT 495	Strategic Management	1
<b>Total Units</b>		<b>9</b>

<sup>1</sup> The International Business and Culture requirement may be satisfied with INTL 201 or any other approved internationally-focused business course.

## Experiential Learning

Experiential learning is the process of developing knowledge and skill from direct active experiences beyond a traditional classroom.

Through experiential learning activities, students reflect on how the tools and techniques taught in an academic setting transfer to a real world setting and bring this understanding back to the classroom through concrete examples and meaningful conversations. Experiential learning typically involves a significant activity which offers students a chance to reflect on their curricular learning, gain an overall understanding of their future work environment and create the foundation for success after graduation. Experiential learning activities offer students rich opportunities to understand the implications and experience the consequences of their decisions, deepen their understanding of the curricular content as well as understand the role of personal values in their decision making. All undergraduate students majoring in business must **complete two significant experiential learning activities** as a requirement for graduation.

For an activity to satisfy the experiential learning requirement, it must:

1. Have scope. It must represent a significant investment of time and effort on the part of the student.
2. Demonstrate rigor. It must entail a noteworthy interaction with college-level academic thought.
3. Promote reflection. It must involve personal application by the student of classroom material.

Many courses and co-curricular activities are pre-approved as satisfying the experiential learning requirement. Students may also petition for special approval of additional activities.

## Co-Curricular/Cultural Attendance Requirements

In addition to all academic requirements, students are required, for graduation, to complete 24 events. The Dean's Office provides a list of approved events each semester. Students may also view the list of co-curricular events under Calendar of Events at [www.stetson.edu](http://www.stetson.edu) (<http://www.stetson.edu>).

# Advising Course Plan - Finance Major - Corporate Finance Concentration

## First Year

Fall		Units
FSEM 100	First Year Seminar	1
ECON 104S	Foundations of Economics I	1
SOBA 200	Professional Communications	1
General Education Requirement*		1
<b>Term Units</b>		<b>4</b>

## Spring

MATH 122Q	Calculus for Business Decisions	1
SOBA 209V	Introduction to Business Ethics	1
General Education Requirement*		1
General Education Requirement (Creative Art or Language 102L level or above)		1
<b>Term Units</b>		<b>4</b>

## Second Year

Fall		Units
ACCT 201	Fundamentals of Accounting	1
SOBA 201	Fundamentals of Financial Analysis	1
General Education Requirement*		1
General Elective		1
<b>Term Units</b>		<b>4</b>

## Spring

SOBA 202	Fundamentals of Organizations and Markets	1
INTL 201	International Business and Culture	1
General Elective		1
General Elective		1
<b>Term Units</b>		<b>4</b>

## Summer

Transfer students may need to satisfy some requirements in Summer.

**Term Units** 0

## Third Year

Fall		Units
SOBA 203	Fundamentals of Marketing and Technology	1
STAT 301Q	Business Statistics	1
FINA 303	Money and Financial Institutions	1
General Elective		1
<b>Term Units</b>		<b>4</b>

## Spring

Junior Seminar		1
FINA 320	Investments	1
FINA Major Elective		1
General Elective		1
<b>Term Units</b>		<b>4</b>

## Fourth Year

Fall		Units
FINA 412	Multinational Finance	1
FINA Major Elective		1
General Elective		1
General Elective		1
<b>Term Units</b>		<b>3</b>

## Spring

FINA 414	Corporate Financial Management	1
MGMT 495	Strategic Management	1
FINA Major Elective		1

General Elective	1
<b>Term Units</b>	<b>4</b>

**Total Unit: 31**

\* Any General Education Courses in these categories: ONE (1) course unit from (A) Creative Art OR Modern Language; ANY THREE (3) course units from (B) Culture and Belief, (S) Individual, Society & Social Systems, (H) Historical Inquiry, (P) Physical and Natural World, (Q) Quantitative Reasoning, Modern Language course at any level, or (A) Creative Art (includes A, or MUSC, MUSA, or MUSE credit courses.)

# Bachelor of Business Administration in Finance - Investments Concentration

## Overview

Code	Title	Units
<b>General Education Requirements</b>		
School of Business General Education Requirements		9
School of Business Foundation Requirements		9
<b>Core Required Courses</b>		
FINA 303	Money and Financial Institutions	1
FINA 320	Investments	1
<b>Required Courses</b>		
FINA 412	Multinational Finance	1
FINA 414	Corporate Financial Management	1
FINA 416	Derivatives and Risk Management	1
FINA 417	Financial Ethics	0.5
<b>Elective Courses in the Concentration</b>		
Select two units from the following: <sup>2</sup>		2
Any ACCT course at 300/400 level		
Any FINA course at 300/400 level		
Any ECON course at 300/400 level		
Any STAT course at 300/400 level		
<b>General Electives</b> <sup>1</sup>		<b>6.5</b>
<b>Total Units</b>		<b>32</b>

<sup>1</sup> In or outside School of Business.

<sup>2</sup> The following may not be used as Finance Electives: FINA 397, FINA 395, FINA 311, STAT 301Q, MGMT 495, ECON 397, ECON 395, ECON 380, ECON 480, ECON 499.

## General Education Requirements

All students in the School of Business must meet the following General Education requirements in addition to specific requirements within the major area of study. Furthermore, School of Business majors have a common set of Business Foundation courses which must be met. The specific additional requirements of the individual majors are found in the following sections.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C. A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement.

Code	Title	Units
<b>Foundations</b>		
	Writing Requirement	

FSEM 100	First Year Seminar	1
	Junior Seminar	1
	Quantitative Reasoning	1
Select one unit from the following:		
MATH 122Q	Calculus for Business Decisions	
MATH 131Q	Calculus I with Review Part 2	
MATH 141Q	Calculus I with Analytic Geometry	
<b>Knowledge of Human Cultures and the Natural World</b>		
Select one unit from:		
	Creative Arts (any A course) <sup>1</sup>	1
	Modern Language (at 102 level or above)	
ECON 104S	Foundations of Economics I	1
Select three units from among the following categories:		
	Creative Arts (any A course (includes A, or MUSC, MUSA or MUSE credit courses)) <sup>1</sup>	3
	Culture and Belief (any B course)	
	Individuals, Societies, and Social Systems (any S course)	
	Historical Inquiry (any H course)	
	Physical and Natural World (any P course)	
	Modern Language (any level)	
	Quantitative Reasoning (any Q course)	
<b>Personal and Social Responsibility</b>		
SOBA 209V	Introduction to Business Ethics	1
<b>Total Units</b>		<b>9</b>

<sup>1</sup> Course(s) must equal one unit.

## Foundation Requirements

Code	Title	Units
<b>Common Body of Knowledge</b>		
SOBA 200	Professional Communications	1
SOBA 209V	Introduction to Business Ethics	1
ACCT 201	Fundamentals of Accounting	1
SOBA 201	Fundamentals of Financial Analysis	1
SOBA 202	Fundamentals of Organizations and Markets	1
SOBA 203	Fundamentals of Marketing and Technology	1
INTL 201	International Business and Culture (or equivalent) <sup>1</sup>	1
STAT 301Q	Business Statistics	1
MGMT 495	Strategic Management	1
<b>Total Units</b>		<b>9</b>

<sup>1</sup> The International Business and Culture requirement may be satisfied with INTL 201 or any other approved internationally-focused business course.

## Experiential Learning

Experiential learning is the process of developing knowledge and skill from direct active experiences beyond a traditional classroom. Through experiential learning activities, students reflect on how the tools and techniques taught in an academic setting transfer to a real world setting and bring this understanding back to the classroom through concrete examples and meaningful conversations.

Experiential learning typically involves a significant activity which offers students a chance to reflect on their curricular learning, gain an overall understanding of their future work environment and create the foundation for success after graduation. Experiential learning activities offer students rich opportunities to understand the implications and experience the consequences of their decisions, deepen their understanding of the curricular content as well as understand the role of personal values in their decision making. All undergraduate students majoring in business must **complete two significant experiential learning activities** as a requirement for graduation.

For an activity to satisfy the experiential learning requirement, it must:

1. Have scope. It must represent a significant investment of time and effort on the part of the student.
2. Demonstrate rigor. It must entail a noteworthy interaction with college-level academic thought.
3. Promote reflection. It must involve personal application by the student of classroom material.

Many courses and co-curricular activities are pre-approved as satisfying the experiential learning requirement. Students may also petition for special approval of additional activities.

## Co-Curricular/Cultural Attendance Requirements

In addition to all academic requirements, students are required, for graduation, to complete 24 events. The Dean's Office provides a list of approved events each semester. Students may also view the list of co-curricular events under Calendar of Events at [www.stetson.edu](http://www.stetson.edu) (<http://www.stetson.edu>).

# Advising Course Plan - Finance Major - Investments Concentration

First Year		
<b>Fall</b>		
FSEM 100	First Year Seminar	1
ECON 104S	Foundations of Economics I	1
SOBA 200	Professional Communications	1
General Education Requirement*		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
MATH 122Q	Calculus for Business Decisions	1
SOBA 209V	Introduction to Business Ethics	1
General Education Requirement*		1
General Education Requirement (Creative Art or Language 102L level or above)		1
<b>Term Units</b>		<b>4</b>
<b>Second Year</b>		
<b>Fall</b>		
ACCT 201	Fundamentals of Accounting	1
SOBA 201	Fundamentals of Financial Analysis	1
General Education Requirement*		1
General Elective		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
SOBA 202	Fundamentals of Organizations and Markets	1
INTL 201	International Business and Culture	1
General Elective		1
General Elective		1
<b>Term Units</b>		<b>4</b>
<b>Summer</b>		
Transfer students may need to satisfy some requirements in Summer.		
<b>Term Units</b>		<b>0</b>
<b>Third Year</b>		
<b>Fall</b>		
SOBA 203	Fundamentals of Marketing and Technology	1
STAT 301Q	Business Statistics	1
FINA 303	Money and Financial Institutions	1
General Elective		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
Junior Seminar		1
FINA 320	Investments	1
FINA Major Elective		1
General Elective		1
<b>Term Units</b>		<b>4</b>
<b>Fourth Year</b>		
<b>Fall</b>		
ACCT 301	Federal Taxation of Individuals	1
FINA 412	Multinational Finance	1
FINA 416	Derivatives and Risk Management	1
FINA 417	Financial Ethics	0.5
General Elective		.5
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
FINA 414	Corporate Financial Management	1
MGMT 495	Strategic Management	1
FINA Major Elective		1

General Elective	1
<b>Term Units</b>	<b>4</b>

**Total Unit: 32**

\* Any General Education Courses in these categories: ONE (1) course unit from (A) Creative Art OR Modern Language; ANY THREE (3) course units from (B) Culture and Belief, (S) Individual, Society & Social Systems, (H) Historical Inquiry, (P) Physical and Natural World, (Q) Quantitative Reasoning, Modern Language course at any level, or (A) Creative Art (includes A, or MUSC, MUSA, or MUSE credit courses.)

## Business Flex Major

A FLEX major is a special interdisciplinary business major designed by the student in collaboration with an advisor.

A business education is about learning to ask and answer multifaceted questions. The FLEX major allows highly performing and self-directed students to pursue the course of study that they are most passionate about when their questions are not answered within the bounds of the traditional majors offered in the School of Business. The FLEX-Business students exemplify the intentional academic engagement at the heart of a liberal arts education: passionate, creative, rigorous, and interdisciplinary.

The FLEX program is not meant to provide an applied degree or a less rigorous alternative to existing majors. The program is designed as a supplemental program to foster advanced learning for the intellectually curious, driven, and reflective students who have a desire to learn and make their own way. The program is not a place to "get a degree."

### Applying to the Major

Students generally apply during the sophomore year prior to registering for junior classes. In order to apply, students must have completed at least 12 units including 8 units at Stetson and have a GPA of at least 3.30. Intent to double major must be declared and approved by the student's FLEX committee during the ILP application process.

Students will select a faculty sponsor who will serve as the primary advisor and mentor for the duration of the course of study. Secondary advisors can be added when appropriate.

Pursuing the FLEX major represents a significant commitment and that commitment is reflected in the application process. To apply, the student must construct an Individualized Learning Plan (ILP) articulating the rationale, learning goals, and coursework (by semester). The ILP must also include a plan for assessing the student's progress towards completing the program.

### Individualized Learning Plan

The primary purpose of the application is the creation of the Individualized Learning Plan. This plan clearly states what the student wants to learn, why those things are worth learning, how the course of study meets the School of Business learning objectives and how success in the program will be measured. The articulation of these goals is the most important part of the learning plan and the greatest factor in determining acceptance into the program.

Incomplete plans will not be considered. The learning plan must include all of the following:

1. Statement of purpose. This is the rationale for the desired program of study. In general terms, it includes what the student desires to learn and why. In addition, it includes why the desired learning outcomes cannot be achieved within the scope of an existing Stetson major with supplemental material picked up via electives.
2. Learning goals. This is the core of the ILP. Here students must articulate interdisciplinary interests with specific learning goals. Everything in the FLEX program revolves around these goals. Students must designate primary and secondary focus areas and how to assess learning, which cannot be done without goals.
3. Customized course plan. Here the students will explain **how** they will meet the proposed learning goals with specific course choices. The customized course plan will include a brief discussion of how each proposed class connects to the aforementioned learning goals. Course descriptions will not be accepted as discussions, this will be a written explanation on the essentialness of each chosen course. All students participating in the FLEX program must complete the School of Business foundation and General Education requirements. The minimum number of courses accepted will be six, three of which can be taken outside of the School of Business with advisor approval. Additional related courses may increase the chance of the proposal being accepted if they enhance the program of study.
4. Additional appendices.
  - a. Course catalog descriptions
  - b. Students "Plan B" - Students must address both issues of not being accepted into the FLEX program and what they will take if they change their mind or are not able to complete the required coursework.
  - c. Signed student agreement form. Students must acknowledge that successful completion of the FLEX program may require significantly more work than traditional majors and may result in taking additional courses or semesters if the student opts to change courses of study.
  - d. Signed faculty agreement.
  - e. Approval by key departments, where appropriate.

Note that there is no reapplication process. If the student's learning plan is not approved, FLEX is no longer an option. The student should proceed with the "Plan B" major. Students are not allowed to reapply because the timeline does not allow it.

## Approval Process

The student's faculty sponsor will present the student's ILP to an approval committee chosen by the Associate Dean consisting of the Associate Dean and two additional faculty members. The approval committee will discuss the merits of the applicants and ILP to ensure the rigor and appropriateness of the proposed curriculum.

The Committee has the option to offer a revised plan that the student can choose to accept or reject and select a different conforming major.

## Program Requirements

In addition to completing all required General Education and Business Foundations, the student must also complete 6 units of upper-division courses. All courses must be at the 300- or 400-level (unless a 200-level course is required for a current School of Business minor, with a maximum of one 200-level course) with at least 2 units at the 400-level. Within the 6 units, at least 4 must be in the School of Business.

In addition to the above requirement, the student must maintain a 3.0 GPA in courses selected in the ILP and their overall GPA and must not get more than two course grades below C+ in courses selected in the ILP.



# Human Resource Management

## Overview

Students in Stetson's Human Resource Management Program will develop the skills and competencies required to recruit, hire, motivate, and retain employees effectively. Through experiential learning opportunities, engaging classroom interactions, and close partnerships with Stetson faculty and industry professionals, students will acquire the business acumen, leadership, and interpersonal effectiveness that will enable them to succeed in the HR field.

More information can be found online at <https://www.stetson.edu/other/academics/undergraduate/human-resource-management.php>

## Majors

### Human Resource Management Majors

- Bachelor of Business Administration in Human Resource Management (p. 306)

## Minors

### Minor in Human Resource Management - 4 Units

Code	Title	Units
<b>Required Courses</b>		
MGMT 308	Human Resource Management	1
HRMT 320	Recruitment and Selection	1
Select one unit form the following courses:		1
HRMT 321	Employment Law	
HRMT 322	Managing Employee Performance and Learning	
HRMT 420	Managing Compensation and Benefits	
<b>Elective Courses</b>		
Select one unit from the following courses:		1
BSAN 360	Project Management	
BSAN 383	Descriptive Analytics and Visualization	
ENTP 301	Creative Problem Solving	
FENT 350	Cross-Cultural Negotiation and Conflict Resolution	
FENT 355	Governance and Succession Planning	
INTL 405	Cross-Cultural Dynamics and Management	
MGMT 303	Evidence-Based Management	
MGMT 306	Organizational Behavior	
MGMT 307	Managing Innovation	
MGMT 430	Advanced Leadership Development	
MGMT 465	Leading Organizational Change and Development	
MKTG 333	Business Negotiations	
PSYC 343	Industrial and Organizational Psychology	
SALS 230	Professional Selling and Communication	
SALS 410	Sales Management	
SOCI 370S	Work, Occupations, and Professions	
<b>Total Units</b>		<b>4</b>

## Advising Course Plans

- Human Resource Management Major (p. 308)

## Faculty

Galloway, Elizabeth

*Assistant Professor of Practice in Business Law*

*Director, Business Law Program*

B.A., College of William and Mary

Greene, Juane

*Assistant Professor of Management, 2019*

B.S., North Carolina Agricultural and Technical State University

M.L.H.R., The Ohio State University

D.B.A., Kennesaw State University

Hall, Kelly

*Assistant Professor of Management, 2016*

B.S., Walden University

M.B.A., Stetson University

D.B.A., Kennesaw State University

Vogel, Areti

*Visiting Assistant Professor of Management*

B.B.A., Stetson University

M.B.A., IFA Paris

J.D., Stetson University College of Law

Ph.D., University of North Carolina Greensboro

# Bachelor of Business Administration in Human Resource Management

## Overview

Code	Title	Units
<b>General Education Requirements</b>		
School of Business General Education Requirements		9
School of Business Foundation Requirements		9
<b>Required Courses</b>		
MGMT 308	Human Resource Management	1
HRMT 320	Recruitment and Selection	1
HRMT 321	Employment Law	1
HRMT 322	Managing Employee Performance and Learning	1
HRMT 420	Managing Compensation and Benefits	1
HRMT 425	Strategic Human Resource Management	1
HRMT 397	Human Resource Management Internship	1
<b>Elective Courses in the Major</b>		
Select one unit from the following courses:		1
BSAN 360	Project Management	
BSAN 383	Descriptive Analytics and Visualization	
ENTP 301	Creative Problem Solving	
INTL 405	Cross-Cultural Dynamics and Management	
FENT 350	Cross-Cultural Negotiation and Conflict Resolution	
FENT 355	Governance and Succession Planning	
MGMT 303	Evidence-Based Management	
MGMT 306	Organizational Behavior	
MGMT 307	Managing Innovation	
MGMT 430	Advanced Leadership Development	
MGMT 465	Leading Organizational Change and Development	
MKTG 333	Business Negotiations	
PSYC 343	Industrial and Organizational Psychology	
SALS 230	Professional Selling and Communication	
SALS 410	Sales Management	
SOCI 370S	Work, Occupations, and Professions	
<b>General Electives</b>		<b>6</b>
<b>Total Units</b>		<b>32</b>

## General Education Requirements

All students in the School of Business must meet the following General Education requirements in addition to specific requirements within the major area of study. Furthermore, School of Business majors have a common set of Business Foundation courses which must be met. The specific additional requirements of the individual majors are found in the following sections.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing

requirement if completed with a minimum grade of C. A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement.

Code	Title	Units
<b>Foundations</b>		
Writing Requirement		
FSEM 100	First Year Seminar	1
Junior Seminar		1
Quantitative Reasoning		1
Select one unit from the following:		
MATH 122Q	Calculus for Business Decisions	
MATH 131Q	Calculus I with Review Part 2	
MATH 141Q	Calculus I with Analytic Geometry	
<b>Knowledge of Human Cultures and the Natural World</b>		
Select one unit from:		1
Creative Arts (any A course) <sup>1</sup>		
Modern Language (at 102 level or above)		
ECON 104S	Foundations of Economics I	1
Select three units from among the following categories:		3
Creative Arts (any A course (includes A, or MUSC, MUSA or MUSE credit courses)) <sup>1</sup>		
Culture and Belief (any B course)		
Individuals, Societies, and Social Systems (any S course)		
Historical Inquiry (any H course)		
Physical and Natural World (any P course)		
Modern Language (any level)		
Quantitative Reasoning (any Q course)		
<b>Personal and Social Responsibility</b>		
SOBA 209V	Introduction to Business Ethics	1
<b>Total Units</b>		<b>9</b>

<sup>1</sup> Course(s) must equal one unit.

## Foundation Requirements

Code	Title	Units
<b>Common Body of Knowledge</b>		
SOBA 200	Professional Communications	1
SOBA 209V	Introduction to Business Ethics	1
ACCT 201	Fundamentals of Accounting	1
SOBA 201	Fundamentals of Financial Analysis	1
SOBA 202	Fundamentals of Organizations and Markets	1
SOBA 203	Fundamentals of Marketing and Technology	1
INTL 201	International Business and Culture (or equivalent) <sup>1</sup>	1
STAT 301Q	Business Statistics	1
MGMT 495	Strategic Management	1
<b>Total Units</b>		<b>9</b>

<sup>1</sup> The International Business and Culture requirement may be satisfied with INTL 201 or any other approved internationally-focused business course.

## Experiential Learning

Experiential learning is the process of developing knowledge and skill from direct active experiences beyond a traditional classroom. Through experiential learning activities, students reflect on how the tools and techniques taught in an academic setting transfer to a real world setting and bring this understanding back to the classroom through concrete examples and meaningful conversations. Experiential learning typically involves a significant activity which offers students a chance to reflect on their curricular learning, gain an overall understanding of their future work environment and create the foundation for success after graduation. Experiential learning activities offer students rich opportunities to understand the implications and experience the consequences of their decisions, deepen their understanding of the curricular content as well as understand the role of personal values in their decision making. All undergraduate students majoring in business must **complete two significant experiential learning activities** as a requirement for graduation.

For an activity to satisfy the experiential learning requirement, it must:

1. Have scope. It must represent a significant investment of time and effort on the part of the student.
2. Demonstrate rigor. It must entail a noteworthy interaction with college-level academic thought.
3. Promote reflection. It must involve personal application by the student of classroom material.

Many courses and co-curricular activities are pre-approved as satisfying the experiential learning requirement. Students may also petition for special approval of additional activities.

## Co-Curricular/Cultural Attendance Requirements

In addition to all academic requirements, students are required, for graduation, to complete 24 events. The Dean's Office provides a list of approved events each semester. Students may also view the list of co-curricular events under Calendar of Events at [www.stetson.edu](http://www.stetson.edu) (<http://www.stetson.edu>).

# Advising Course Plan - Human Resource Management Major

First Year		Units
<b>Fall</b>		
FSEM 100	First Year Seminar	1
ECON 104S	Foundations of Economics I	1
SOBA 200	Professional Communications	1
General Education Requirement <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
MATH 122Q	Calculus for Business Decisions	1
SOBA 209V	Introduction to Business Ethics	1
General Education Requirement <sup>1</sup>		1
General Education Requirement <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>
<b>Second Year</b>		
<b>Fall</b>		
ACCT 201	Fundamentals of Accounting	1
SOBA 201	Fundamentals of Financial Analysis	1
INTL 201	International Business and Culture	1
General Education Requirement <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
SOBA 202	Fundamentals of Organizations and Markets	1
STAT 301Q	Business Statistics	1
MGMT 308 <sup>2</sup>	Human Resource Management	1
General Elective/Minor Course		1
<b>Term Units</b>		<b>4</b>
<b>Third Year</b>		
<b>Fall</b>		
SOBA 203	Fundamentals of Marketing and Technology	1
HRMT 320 <sup>2</sup>	Recruitment and Selection	1
HRMT 321 <sup>3</sup>	Employment Law	1
General Elective/Minor Course		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
Junior Seminar		1
HRMT 322 <sup>3</sup>	Managing Employee Performance and Learning	1
HRMT 397 <sup>2</sup>	Human Resource Management Internship	1
HRMT 420 <sup>4</sup>	Managing Compensation and Benefits	1
<b>Term Units</b>		<b>4</b>
<b>Fourth Year</b>		
<b>Fall</b>		
MGMT 495	Strategic Management	1
HRMT Major Elective Course		1
General Elective/Minor Course		1
General Elective/Minor Course		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
HRMT 425 <sup>4</sup>	Strategic Human Resource Management	1
General Elective/Minor Course		1
General Elective/Minor Course		1
General Elective/Minor Course		1
<b>Term Units</b>		<b>4</b>
<b>Total Unit: 32</b>		

Inquiry, (P) Physical and Natural World, (Q) Quantitative Reasoning, or Modern Language course at any level.

<sup>2</sup> HRMT course that is offered in both fall and spring semesters.

<sup>3</sup> HRMT course that is offered in fall semesters.

<sup>4</sup> HRMT course that is offered in spring semesters.

<sup>1</sup> Any General Education Course from (A) Creative Art, (B) Culture and Belief, (S) Individual, Society & Social Systems, (H) Historical

## International Business

The International Business major is designed to prepare students for careers with firms doing business across national borders. The three-pronged major requires proficiency in a second language, cultural proficiency in a geographic area of interest (consistent with one's language study), and technical competence in international business skills. The program requires an approved international study or work experience, and two such experiences are encouraged.

More information can be found online at <http://www.stetson.edu/academics/programs/international-business.php>.

### Learning Outcomes

Student learning outcomes describe what students know, understand and are able to do as a result of completing a degree program. The learning outcomes for this program are:

1. Demonstrate cultural awareness
2. Understand the mechanics of international trade
3. Demonstrate critical reasoning skills in evaluating and resolving challenges in international business
4. Demonstrate ability to assess, understand, and use country-based information resources
5. Develop proficiency in a foreign language
6. Know key international business concepts

### Majors

#### Major in International Business

- Bachelor of Business Administration in International Business (p. 311)

### Minors

#### Minor in International Business - 5 units

Code	Title	Units
<b>Required Courses</b>		
INTL 405	Cross-Cultural Dynamics and Management	1
<b>Elective Courses</b>		
Select one course in International Business Environment		1
ECON 324	International Economics	
INTL 444	International Trade Administration	
Select one course in International Business Practicum		1
INTL 394V	International Development and the Plight of the Poor	
INTL 450	International Entrepreneurship	
Select one course in Applied Theory		1
POLI 203S	International Relations	
POLI 346	Latin American Politics	
POLI 353V	International Law	
Select one course in Regional Study		1
AMST 301B	American Cultural Traditions	
ECON 307H	Sub-Saharan African Economic History of Colonialism and its Aftermath	
HIST 332H	Europe Since 1945	
POLI 304	Russian Foreign Policy	
POLI 340	Russian Politics	
<b>Total Units</b>		<b>5</b>

### Advising Course Plans

#### Advising Course Plans

- International Business Major (p. 313)

## Faculty

Andrews, William A.

*Associate Professor and Chair of International Business, 1993*

B.B.A., University of Georgia

M.I.M., American Graduate School of International Management

Ph.D., University of Georgia

Carrick, Jon

*Assistant Professor of Management and International Business, 2011*

B.S., B.B.A., Stetson University

M.S., University of Florida

Ph.D., University of Glasgow

Paris, Lou

*Assistant Professor of Practice in Management, 2013*

B.B.A., M.B.A., Stetson University

# Bachelor of Business Administration in International Business

Code	Title	Units
<b>General Education Requirements</b>		
School of Business General Education Requirements		9
School of Business Foundation Requirements		9
<b>Required Courses</b>		
INTL 405	Cross-Cultural Dynamics and Management	1
MKTG 417	Marketing in the Supply Chain	1
INTL 444	International Trade Administration	1
INTL/ENTP 450	International Entrepreneurship	1
Cultural Courses <sup>1</sup>		2
International Experience <sup>2</sup>		
<b>General Electives <sup>3</sup></b>		<b>8</b>
<b>Total Units</b>		<b>32</b>

<sup>1</sup> Cultural Courses for International Business Major: Cultural Courses for International Business Major: Two Culture Courses (1 unit each) related to a region or country of interest and must be approved by the International Business Coordinator.

<sup>2</sup> This requirement can be met by an international internship, selected study abroad programs, or approved Stetson Business Practicum semester abroad trips.

\*Minimum of 6 weeks in an international/cultural environment.

Typically fulfilled by a semester abroad.

<sup>3</sup> In or outside School of Business.

## General Education Requirements

All students in the School of Business must meet the following General Education requirements in addition to specific requirements within the major area of study. Furthermore, School of Business majors have a common set of Business Foundation courses which must be met. The specific additional requirements of the individual majors are found in the following sections.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement.

At least two of these courses must be from General Education.

Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C. A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement.

Code	Title	Units
<b>Foundations</b>		
Writing Requirement		
FSEM 100	First Year Seminar	1
Junior Seminar		1
Quantitative Reasoning		1
Select one unit from the following:		

MATH 122Q Calculus for Business Decisions

MATH 131Q Calculus I with Review Part 2

MATH 141Q Calculus I with Analytic Geometry

### Knowledge of Human Cultures and the Natural World

Select one unit from: 1

Creative Arts (any A course) <sup>1</sup>

Modern Language (at 102 level or above)

ECON 104S Foundations of Economics I 1

Select three units from among the following categories: 3

Creative Arts (any A course (includes A, or MUSC, MUSA or MUSE credit courses)) <sup>1</sup>

Culture and Belief (any B course)

Individuals, Societies, and Social Systems (any S course)

Historical Inquiry (any H course)

Physical and Natural World (any P course)

Modern Language (any level)

Quantitative Reasoning (any Q course)

### Personal and Social Responsibility

SOBA 209V Introduction to Business Ethics 1

**Total Units 9**

<sup>1</sup> Course(s) must equal one unit.

## Foundation Requirements

Code	Title	Units
<b>Common Body of Knowledge</b>		
SOBA 200	Professional Communications	1
SOBA 209V	Introduction to Business Ethics	1
ACCT 201	Fundamentals of Accounting	1
SOBA 201	Fundamentals of Financial Analysis	1
SOBA 202	Fundamentals of Organizations and Markets	1
SOBA 203	Fundamentals of Marketing and Technology	1
INTL 201	International Business and Culture (or equivalent) <sup>1</sup>	1
STAT 301Q	Business Statistics	1
MGMT 495	Strategic Management	1
<b>Total Units</b>		<b>9</b>

<sup>1</sup> The International Business and Culture requirement may be satisfied with INTL 201 or any other approved internationally-focused business course.

## Experiential Learning

Experiential learning is the process of developing knowledge and skill from direct active experiences beyond a traditional classroom. Through experiential learning activities, students reflect on how the tools and techniques taught in an academic setting transfer to a real world setting and bring this understanding back to the classroom through concrete examples and meaningful conversations. Experiential learning typically involves a significant activity which offers students a chance to reflect on their curricular learning, gain an overall understanding of their future work environment and create the foundation for success after graduation. Experiential learning activities offer students rich opportunities to understand the implications



and experience the consequences of their decisions, deepen their understanding of the curricular content as well as understand the role of personal values in their decision making. All undergraduate students majoring in business must **complete two significant experiential learning activities** as a requirement for graduation.

For an activity to satisfy the experiential learning requirement, it must:

1. Have scope. It must represent a significant investment of time and effort on the part of the student.
2. Demonstrate rigor. It must entail a noteworthy interaction with college-level academic thought.
3. Promote reflection. It must involve personal application by the student of classroom material.

Many courses and co-curricular activities are pre-approved as satisfying the experiential learning requirement. Students may also petition for special approval of additional activities.

## **Co-Curricular/Cultural Attendance Requirements**

In addition to all academic requirements, students are required, for graduation, to complete 24 events. The Dean's Office provides a list of approved events each semester. Students may also view the list of co-curricular events under Calendar of Events at [www.stetson.edu](http://www.stetson.edu) (<http://www.stetson.edu>).

## Advising Course Plan - International Business Major

First Year		
<b>Fall</b>		
FSEM 100	First Year Seminar	1
ECON 104S	Foundations of Economics I	1
SOBA 200	Professional Communications	1
General Education Requirement*		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
MATH 122Q	Calculus for Business Decisions	1
SOBA 209V	Introduction to Business Ethics	1
General Education Requirement*		1
General Education Requirement (Creative Arts or Language 102L level or above)*		1
<b>Term Units</b>		<b>4</b>
<b>Second Year</b>		
<b>Fall</b>		
ACCT 201	Fundamentals of Accounting	1
SOBA 201	Fundamentals of Financial Analysis	1
General Education Requirement*		1
General Elective		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
SOBA 202	Fundamentals of Organizations and Markets	1
INTL 201	International Business and Culture	1
General Elective		1
General Elective		1
<b>Term Units</b>		<b>4</b>
<b>Third Year</b>		
<b>Fall</b>		
SOBA 203	Fundamentals of Marketing and Technology	1
Junior Seminar		1
STAT 301Q	Business Statistics	1
General Elective		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
Study Abroad or On Campus courses to include those reflected in the footnote <sup>1</sup>		4
<b>Term Units</b>		<b>4</b>
<b>Fourth Year</b>		
<b>Fall</b>		
INTL 405	Cross-Cultural Dynamics and Management	1
MKTG 417	Marketing in the Supply Chain	1
General Elective		1
General Elective		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
INTL 444	International Trade Administration	1
INTL 450	International Entrepreneurship	1
MGMT 495	Strategic Management	1
General Elective		1
<b>Term Units</b>		<b>4</b>
<b>Total Unit: 32</b>		

level, or (A) Creative Art (includes A, or MUSC, MUSA, or MUSE credit courses.)

<sup>1</sup> Cultural Courses for International Business Major: Two Culture Courses (1 unit each) related to the area/country of their foreign language study must be approved by the International Business Coordinator. The courses may be taken on campus or at an approved study abroad site and typically come from such fields as political science or history.

Courses include:

- Two INTL Major 'C' courses, and
- Two General Elective courses

\* Any General Education Courses in these categories: ONE (1) course unit from (A) Creative Art OR Modern Language; ANY THREE (3) course units from (B) Culture and Belief, (S) Individual, Society & Social Systems, (H) Historical Inquiry, (P) Physical and Natural World, (Q) Quantitative Reasoning, Modern Language course at any

# Management

The Management major prepares students to assume professional management positions in dynamic organizations. This program focuses on building knowledge and skills in the areas of decision-making, problem solving, creativity, communication, teamwork, ethics, and change management.

More information can be found online at <http://www.stetson.edu/academics/programs/management.php>.

## Learning Outcomes

Student learning outcomes describe what students know, understand and are able to do as a result of completing a degree program. The learning outcomes for this program are:

1. Describe management and organizational theories and practices
2. Identify structures, processes, and practices that influence individual and organizational performance
3. Demonstrate skills and knowledge needed to identify, evaluate, and use evidence to make effective managerial decisions
4. Apply management and leadership practices to effectively manage resources
5. Apply knowledge of individual and cultural differences to effectively work in teams

## Majors

### Major in Management

- Bachelor of Business Administration in Management (p. 316)

## Minors

### Minor in Management - 4 Units

Code	Title	Units
<b>Required Courses</b>		
MGMT 306	Organizational Behavior	1
<b>Elective Courses</b>		
Select three of the following:		3
Any additional MGMT course at 300/400 level		
Any HRMT course at 300/400 level		
ENTP 301	Creative Problem Solving	
ENTP 305	Principles of Entrepreneurship	
FENT 350	Cross-Cultural Negotiation and Conflict Resolution	
FENT 355	Governance and Succession Planning	
ENTP 410	Prince Seminar: Entrepreneurial Leadership	
ENTP 451	Entrepreneurial Management	
INTL 405	Cross-Cultural Dynamics and Management	
MKTG 333	Business Negotiations	
PSYC 343	Industrial and Organizational Psychology	
SOCI 370S	Work, Occupations, and Professions	
<b>Total Units</b>		<b>4</b>

## Advising Course Plans

### Advising Course Plans

- Management Major (p. 318)

## Faculty

Andrews, William

*Associate Professor of Management, 1993*

B.B.A., University of Georgia

M.I.M., American Graduate School of International Management

Ph.D., University of Georgia

Beasley, Jim

*Professor of Management, 1973*

B.A., M.A., Stetson University

M.A., Andover Newton Theological School

Ph.D., Tufts University

Carrick, Jon

*Associate Professor of Management and International Business, 2011*

B.S., B.B.A., Stetson University

M.S., University of Florida

Ph.D., University of Glasgow

Croom, Randall

*Assistant Professor of Management, 2016*

B.S., M.B.A., Florida A&M University

Ph.D., University of Florida

Gibson, Robert

*Visiting Assistant Professor of Management, 2020*

BA, Stetson University

MBA, Florida Atlantic University

Greene, Juanne

*Assistant Professor of Management, 2019*

B.S., North Carolina Agricultural and Technical State University

M.L.H.R., The Ohio State University

D.B.A., Kennesaw State University

Hall, Kelly

*Assistant Professor of Management, 2016*

B.S., Walden University

M.B.A., Stetson University

Paris, Lou

*Assistant Professor of Practice in Management, 2013*

B.B.A., M.B.A., Stetson University

Subramanian, Ram

*Professor of Leadership, 2015*

B.S., University of Madras, India

M.S., Sam Houston State University

Ph.D., University of North Texas

A.C.A.

Tichenor, John

*Associate Professor and Chair of Management, 2005*

B.A., M.A., Baylor University

Ph.D., The Florida State University

Vogel, Areti

*Visiting Assistant Professor of Management*

B.B.A., Stetson University

M.B.A., IFA Paris

J.D., Stetson University College of Law

Ph.D., University of North Carolina Greensboro

Young, Megan

*Instructor of Management, 2018*

M.B.A., Stetson University

# Bachelor of Business Administration in Management

Code	Title	Units
<b>General Education Requirements</b>		
School of Business General Education Requirements		9
School of Business Foundation Requirements		9
<b>Required Courses <sup>1</sup></b>		
MGMT 303	Evidence-Based Management	1
MGMT 306	Organizational Behavior	1
MGMT 307	Managing Innovation	1
MGMT 308	Human Resource Management	1
<b>Elective Courses in the Major</b>		
Select two of the following:		2
Any additional MGMT course at 300/400 level		
Any HRMT course at 300/400 level		
ENTP 301	Creative Problem Solving	
ENTP 305	Principles of Entrepreneurship	
ENTP 410	Prince Seminar: Entrepreneurial Leadership	
ENTP 451	Entrepreneurial Management	
FENT 350	Cross-Cultural Negotiation and Conflict Resolution	
FENT 355	Governance and Succession Planning	
INTL 405	Cross-Cultural Dynamics and Management	
MKTG 333	Business Negotiations	
PSYC 343	Industrial and Organizational Psychology	
SOCI 370S	Work, Occupations, and Professions	
<b>General Electives <sup>2</sup></b>		<b>8</b>
<b>Total Units</b>		<b>32</b>

<sup>1</sup> Students must maintain a C average in major courses and a C average overall.

<sup>2</sup> In or outside School of Business.

## General Education Requirements

All students in the School of Business must meet the following General Education requirements in addition to specific requirements within the major area of study. Furthermore, School of Business majors have a common set of Business Foundation courses which must be met. The specific additional requirements of the individual majors are found in the following sections.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C. A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement.

Code	Title	Units
<b>Foundations</b>		
Writing Requirement		
FSEM 100	First Year Seminar	1
Junior Seminar		1
Quantitative Reasoning		1
Select one unit from the following:		
MATH 122Q	Calculus for Business Decisions	
MATH 131Q	Calculus I with Review Part 2	
MATH 141Q	Calculus I with Analytic Geometry	
<b>Knowledge of Human Cultures and the Natural World</b>		
Select one unit from:		1
Creative Arts (any A course) <sup>1</sup>		
Modern Language (at 102 level or above)		
ECON 104S	Foundations of Economics I	1
Select three units from among the following categories:		3
Creative Arts (any A course (includes A, or MUSC, MUSA or MUSE credit courses)) <sup>1</sup>		
Culture and Belief (any B course)		
Individuals, Societies, and Social Systems (any S course)		
Historical Inquiry (any H course)		
Physical and Natural World (any P course)		
Modern Language (any level)		
Quantitative Reasoning (any Q course)		
<b>Personal and Social Responsibility</b>		
SOBA 209V	Introduction to Business Ethics	1
<b>Total Units</b>		<b>9</b>

<sup>1</sup> Course(s) must equal one unit.

## Foundation Requirements

Code	Title	Units
<b>Common Body of Knowledge</b>		
SOBA 200	Professional Communications	1
SOBA 209V	Introduction to Business Ethics	1
ACCT 201	Fundamentals of Accounting	1
SOBA 201	Fundamentals of Financial Analysis	1
SOBA 202	Fundamentals of Organizations and Markets	1
SOBA 203	Fundamentals of Marketing and Technology	1
INTL 201	International Business and Culture (or equivalent) <sup>1</sup>	1
STAT 301Q	Business Statistics	1
MGMT 495	Strategic Management	1
<b>Total Units</b>		<b>9</b>

<sup>1</sup> The International Business and Culture requirement may be satisfied with INTL 201 or any other approved internationally-focused business course.

## Experiential Learning

Experiential learning is the process of developing knowledge and skill from direct active experiences beyond a traditional classroom.

Through experiential learning activities, students reflect on how the tools and techniques taught in an academic setting transfer to a real world setting and bring this understanding back to the classroom through concrete examples and meaningful conversations. Experiential learning typically involves a significant activity which offers students a chance to reflect on their curricular learning, gain an overall understanding of their future work environment and create the foundation for success after graduation. Experiential learning activities offer students rich opportunities to understand the implications and experience the consequences of their decisions, deepen their understanding of the curricular content as well as understand the role of personal values in their decision making. All undergraduate students majoring in business must **complete two significant experiential learning activities** as a requirement for graduation.

For an activity to satisfy the experiential learning requirement, it must:

1. Have scope. It must represent a significant investment of time and effort on the part of the student.
2. Demonstrate rigor. It must entail a noteworthy interaction with college-level academic thought.
3. Promote reflection. It must involve personal application by the student of classroom material.

Many courses and co-curricular activities are pre-approved as satisfying the experiential learning requirement. Students may also petition for special approval of additional activities.

## Co-Curricular/Cultural Attendance Requirements

In addition to all academic requirements, students are required, for graduation, to complete 24 events. The Dean's Office provides a list of approved events each semester. Students may also view the list of co-curricular events under Calendar of Events at [www.stetson.edu](http://www.stetson.edu) (<http://www.stetson.edu>).

# Advising Course Plan - Management Major

First Year		Units
<b>Fall</b>		
FSEM 100	First Year Seminar	1
ECON 104S	Foundations of Economics I	1
SOBA 200	Professional Communications	1
General Education Requirement*		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
MATH 122Q	Calculus for Business Decisions	1
SOBA 209V	Introduction to Business Ethics	1
General Education Requirement*		1
General Education Requirement (Creative Art or Language 102L level or above)*		1
<b>Term Units</b>		<b>4</b>
<b>Second Year</b>		
<b>Fall</b>		
ACCT 201	Fundamentals of Accounting	1
SOBA 201	Fundamentals of Financial Analysis	1
INTL 201	International Business and Culture	1
General Education Requirement*		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
SOBA 202	Fundamentals of Organizations and Markets	1
STAT 301Q	Business Statistics	1
General Elective		1
General Elective		1
<b>Term Units</b>		<b>4</b>
<b>Summer</b>		
Transfer students may need to satisfy some requirements in the summer term.		
<b>Term Units</b>		<b>0</b>
<b>Third Year</b>		
<b>Fall</b>		
SOBA 203	Fundamentals of Marketing and Technology	1
MGMT 303	Evidence-Based Management	1
General Elective		1
General Elective		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
Junior Seminar		1
MGMT 306	Organizational Behavior	1
MGMT Major Elective <sup>1</sup>		1
General Elective		1
<b>Term Units</b>		<b>4</b>
<b>Fourth Year</b>		
<b>Fall</b>		
MGMT 307	Managing Innovation	1
MGMT 308	Human Resource Management	1
MGMT Major Elective <sup>1</sup>		1
General Elective		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
MGMT Major Elective		1
MGMT 495	Strategic Management	1
General Elective		1

General Elective	1
<b>Term Units</b>	<b>4</b>
<b>Total Unit: 32</b>	

\* Any General Education Courses in these categories: ONE (1) course unit from (A) Creative Art OR Modern Language; ANY THREE (3) course units from (B) Culture and Belief, (S) Individual, Society & Social Systems, (H) Historical Inquiry, (P) Physical and Natural World, (Q) Quantitative Reasoning, Modern Language course at any level, or (A) Creative Art (includes A, or MUSC, MUSA, or MUSE credit courses.)

<sup>1</sup> MGMT Major Electives include: Any 300-400 MGMT course, any 300-400 HRMT course, MGMT 400, MGMT 430, MGMT 465, PSYC 343, ENTP 451, and MGMT 409V.

## Marketing

The Marketing major equips students to better understand customers and the complex market system in which organizations operate. Thus, marketing majors are expected to analyze, synthesize, and evaluate decisions critical to the leadership of all organizations. These critical decision-making skills prepare students for positions in both public and private sectors as well as for graduate school.

More information can be found online at <http://www.stetson.edu/academics/programs/marketing.php>.

### Learning Outcomes

Student learning outcomes describe what students know, understand and are able to do as a result of completing a degree program. The learning outcomes for this program are:

1. Understand the interdependence and synergy of marketing mix elements
2. Identify the processes of segmentation and develop competitive positions related to those segments
3. Be able to access, understand, and use market-based information resources, including market intelligence, competitor analysis, and primary/secondary marketing research reports in order to understand both consumers and markets
4. Integrate international issues and concerns into marketing strategy
5. Evaluate the ethics and social responsibility of marketing strategy choices
6. Know key marketing concepts
7. Be able to apply critical thinking skills to marketing situations
8. Communicate professionally for a variety of business purposes

## Majors

### Major in Marketing

- Bachelor of Business Administration in Marketing (p. 321)

## Minors

### Minor in Marketing - 4 Units

Code	Title	Units
<b>Required Courses</b> <sup>1</sup>		
MKTG 307	Marketing Management	1
MKTG 316	Consumer Dynamics	1
<b>Elective Courses</b> <sup>2</sup>		
Select two units from the following:		2
MKTG 318	Marketing Research	
MKTG 330V	Social Marketing for Social Change	
MKTG 390	Special Topics in Marketing	
MKTG 417	Marketing in the Supply Chain	
MKTG 418	Marketing Analytics	
MKTG 420	Global Marketing: Business Without Borders	
MKTG 436	Sport Properties and Sponsorship	
MKTG 440	Integrated Marketing Communications	
MKTG 441	Digital Marketing	
MKTG 450	Marketing Strategy	
MKTG 490	Special Topics in Marketing	
<b>Total Units</b>		<b>4</b>

<sup>1</sup> The Department of Marketing strongly recommends (but does not require) that the following courses be incorporated into the student's program of study: STAT 301Q, and BSAN 111.

<sup>2</sup> Courses may require prerequisites.



## Advising Course Plans

### Advising Course Plans

- Marketing Major (p. 323)

## Faculty

Azab, Carol

*Associate Professor of Marketing, 2016*  
B.S., M.S., Alexandria University, Egypt  
Ph.D., Southern Illinois University

Bakamitsos, Yiorgos

*Associate Professor of Marketing, 2013*  
B.S., American College of Greece  
Ph.D., Northwestern University PhD

DeMoss, Michelle

*Professor of Marketing, 1990*  
*Dennis C. McNamara, Sr. Chair of Marketing, 2010*  
B.S., Ph.D., University of Florida

Goldring, Deborah

*Associate Professor of Marketing, 2012*  
B.A., University of Pennsylvania  
M.S., University of Miami  
M.B.A., Villanova University  
Ph.D., Florida Atlantic University

Gramata, Sara

*Assistant Professor of Practice in Marketing, 2019*  
B.S., Ohio University  
M.B.A., Loyola University of Chicago

Jones, Scott

*Associate Professor of Marketing, 2009*  
B.S. (Finance), B.S. (Marketing), The Florida State University  
M.B.A., University of Tampa  
Ph.D., University of Oregon

Nicholson, Carolyn

*Professor of Marketing, 2000*  
*Dennis C. McNamara, Sr. Chair of Marketing, 2010*  
B.A., Wingate College  
M.A., University of Georgia  
Ph.D., Virginia Polytechnic Institute and State University

# Bachelor of Business Administration in Marketing

Code	Title	Units
<b>General Education Requirements</b>		
School of Business General Education Requirements		9
School of Business Foundation Requirements		9
<b>Required Courses</b>		
MKTG 307	Marketing Management	1
MKTG 316	Consumer Dynamics	1
MKTG 318	Marketing Research	1
MKTG 450	Marketing Strategy	1
<b>Elective Courses in the Major</b>		
Select three units from the following:		3
MKTG 330V	Social Marketing for Social Change	
MKTG 417	Marketing in the Supply Chain	
MKTG 418	Marketing Analytics	
MKTG 420	Global Marketing: Business Without Borders	
MKTG 425	Services Marketing	
MKTG 436	Sport Properties and Sponsorship	
MKTG 440	Integrated Marketing Communications	
MKTG 441	Digital Marketing	
MKTG 390	Special Topics in Marketing	
MKTG 490	Special Topics in Marketing	
<b>General Electives</b> <sup>2</sup>		7
<b>Total Units</b>		<b>32</b>

<sup>1</sup> MKTG 390 is a repeatable course, as long as course topics are unique.

<sup>2</sup> In or outside School of Business.

## Other Requirements

For Marketing majors, a grade of C or better is required in MKTG 315. MKTG 315 is a prerequisite for all 300- and 400-level MKTG courses.

## General Education Requirements

All students in the School of Business must meet the following General Education requirements in addition to specific requirements within the major area of study. Furthermore, School of Business majors have a common set of Business Foundation courses which must be met. The specific additional requirements of the individual majors are found in the following sections.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement.

At least two of these courses must be from General Education.

Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C. A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement.

Code	Title	Units
<b>Foundations</b>		
Writing Requirement		
FSEM 100	First Year Seminar	1
Junior Seminar		1
Quantitative Reasoning		1
Select one unit from the following:		
MATH 122Q	Calculus for Business Decisions	
MATH 131Q	Calculus I with Review Part 2	
MATH 141Q	Calculus I with Analytic Geometry	
<b>Knowledge of Human Cultures and the Natural World</b>		
Select one unit from:		1
Creative Arts (any A course) <sup>1</sup>		
Modern Language (at 102 level or above)		
ECON 104S	Foundations of Economics I	1
Select three units from among the following categories:		3
Creative Arts (any A course (includes A, or MUSC, MUSA or MUSE credit courses)) <sup>1</sup>		
Culture and Belief (any B course)		
Individuals, Societies, and Social Systems (any S course)		
Historical Inquiry (any H course)		
Physical and Natural World (any P course)		
Modern Language (any level)		
Quantitative Reasoning (any Q course)		
<b>Personal and Social Responsibility</b>		
SOBA 209V	Introduction to Business Ethics	1
<b>Total Units</b>		<b>9</b>

<sup>1</sup> Course(s) must equal one unit.

## Foundation Requirements

Code	Title	Units
<b>Common Body of Knowledge</b>		
SOBA 200	Professional Communications	1
SOBA 209V	Introduction to Business Ethics	1
ACCT 201	Fundamentals of Accounting	1
SOBA 201	Fundamentals of Financial Analysis	1
SOBA 202	Fundamentals of Organizations and Markets	1
SOBA 203	Fundamentals of Marketing and Technology	1
INTL 201	International Business and Culture (or equivalent) <sup>1</sup>	1
STAT 301Q	Business Statistics	1
MGMT 495	Strategic Management	1
<b>Total Units</b>		<b>9</b>

<sup>1</sup> The International Business and Culture requirement may be satisfied with INTL 201 or any other approved internationally-focused business course.

## Experiential Learning

Experiential learning is the process of developing knowledge and skill from direct active experiences beyond a traditional classroom.

Through experiential learning activities, students reflect on how the tools and techniques taught in an academic setting transfer to a real world setting and bring this understanding back to the classroom through concrete examples and meaningful conversations. Experiential learning typically involves a significant activity which offers students a chance to reflect on their curricular learning, gain an overall understanding of their future work environment and create the foundation for success after graduation. Experiential learning activities offer students rich opportunities to understand the implications and experience the consequences of their decisions, deepen their understanding of the curricular content as well as understand the role of personal values in their decision making. All undergraduate students majoring in business must **complete two significant experiential learning activities** as a requirement for graduation.

For an activity to satisfy the experiential learning requirement, it must:

1. Have scope. It must represent a significant investment of time and effort on the part of the student.
2. Demonstrate rigor. It must entail a noteworthy interaction with college-level academic thought.
3. Promote reflection. It must involve personal application by the student of classroom material.

Many courses and co-curricular activities are pre-approved as satisfying the experiential learning requirement. Students may also petition for special approval of additional activities.

## Co-Curricular/Cultural Attendance Requirements

In addition to all academic requirements, students are required, for graduation, to complete 24 events. The Dean's Office provides a list of approved events each semester. Students may also view the list of co-curricular events under Calendar of Events at [www.stetson.edu](http://www.stetson.edu) (<http://www.stetson.edu>).

# Advising Course Plan - Marketing Major

## First Year

Fall		Units
FSEM 100	First Year Seminar	1
ECON 104S	Foundations of Economics I	1
SOBA 200	Professional Communications	1
General Education Requirement*		1
<b>Term Units</b>		<b>4</b>

Spring		Units
MATH 122Q	Calculus for Business Decisions	1
SOBA 209V	Introduction to Business Ethics	1
General Education Requirement*		1
General Education Requirement Creative Art or Language 102L level or above)*		1
<b>Term Units</b>		<b>4</b>

## Second Year

Fall		Units
ACCT 201	Fundamentals of Accounting	1
SOBA 201	Fundamentals of Financial Analysis	1
General Education Requirement*		1
General Elective		1
<b>Term Units</b>		<b>4</b>

Spring		Units
SOBA 202	Fundamentals of Organizations and Markets	1
INTL 201 <sup>1</sup>	International Business and Culture	1
MKTG 307	Marketing Management	1
General Elective		1
<b>Term Units</b>		<b>4</b>

## Summer

Transfer students may need to satisfy some requirements in the summer term.

**Term Units** 0

## Third Year

Fall		Units
SOBA 203	Fundamentals of Marketing and Technology	1
STAT 301Q	Business Statistics	1
MKTG 316	Consumer Dynamics	1
General Elective		1
<b>Term Units</b>		<b>4</b>

Spring		Units
Junior Seminar		1
MKTG 318	Marketing Research	1
General Elective		1
General Elective		1
<b>Term Units</b>		<b>4</b>

## Fourth Year

Fall		Units
MKTG Major Elective		1
MKTG Major Elective		1
General Elective		1
General Elective		1
<b>Term Units</b>		<b>4</b>

Spring		Units
MKTG 450	Marketing Strategy	1
MGMT 495	Strategic Management	1
MKTG Major Elective		1

General Elective	1
<b>Term Units</b>	<b>4</b>

**Total Unit: 32**

\* Any General Education Courses in these categories: ONE (1) course unit from (A) Creative Art OR Modern Language; ANY THREE (3) course units from (B) Culture and Belief, (S) Individual, Society & Social Systems, (H) Historical Inquiry, (P) Physical and Natural World, (Q) Quantitative Reasoning, Modern Language course at any level, or (A) Creative Art (includes A, or MUSC, MUSA, or MUSE credit courses.)

<sup>1</sup> MKTG 420 (a *Marketing Elective*) can be used to satisfy the INTL 201 requirement, freeing up a course to be used for elective or minor.

# Professional Sales

## Overview

Selling is a fundamental part of every business; knowing how to effectively and persuasively sell an idea, a product, a service, point of view, or even yourself is critical to long-term success. Through coursework, role-plays, and projects, students develop persuasive communication skills that build long-term relationships. With a solid understanding of the consultative selling process, students are prepared for a career in sales, sales management, and sales leadership in any organization or industry.

More information can be found online at <https://www.stetson.edu/other/academics/undergraduate/professional-sales.php>

## Learning Outcomes

Student learning outcomes describe what students know, understand and are able to do as a result of completing a degree program. The learning outcomes for this program are:

1. Know the steps of professional selling process
2. Understand the interdependence and synergy of marketing mix elements
3. Successfully execute the alignment of the selling process with customer decision-making
4. Understand the role and functions of sales and sales management in an organization
5. Be able to evaluate sales performance for individuals and organizations
6. Evaluate the ethics and social responsibility of sales and sales strategy choices
7. Apply critical thinking skills to sales and sales management situations
8. Communicate professionally for a variety of business purposes

## Majors

### Major in Professional Sales

- Bachelor of Business Administration in Professional Sales (p. 325)

## Minors

The minor in Professional Sales is designed for both business and non-business students who wish complement their major field of study with a deeper understanding of professional sales. By providing the sales skills that are core to all businesses, the professional selling minor helps develop persuasive communication skills that build long-term relationships and provides a solid foundation for students to expand their career opportunities in any industry.

### Minor in Professional Sales - 4 Units

Code	Title	Units
<b>Required Courses</b>		
SALS 230	Professional Selling and Communication	1
SOBA 203	Fundamentals of Marketing and Technology	1
or MKTG 307	Marketing Management	
SALS 330	Advanced Professional Selling and Communication	1
SALS 410	Sales Management	1
<b>Total Units</b>		<b>4</b>

## Advising Course Plans

### Advising Course Plans

- Professional Sales Major (p. 327)

## Faculty

Riggs, John

*Professor of Practice in Marketing, 2016*

*Director of the Centurion Sales Excellence Program, 2016*

B.S., University of Florida

M.B.A., D.B.A., Kennesaw State University

Hale, Dena

Assistant Professor of Sales and Marketing, 2020

B.A., B.S., M.B.A., Ph.D., Southern Illinois University Carbondale

# Bachelor of Business Administration in Professional Sales

## Overview

Code	Title	Units
<b>General Education Requirements</b>		
School of Business General Education Requirements		9
School of Business Foundation Requirements		9
<b>Required Courses</b>		
SALS 230	Professional Selling and Communication	1
SALS 330	Advanced Professional Selling and Communication	1
SALS 410	Sales Management	1
SALS 450	Executive Sales Strategy	1
<b>Restricted Electives</b>		
Select two units from the following list of courses:		2
Any FENT course at 300/400 level, except FENT 397		
Any HRMT course at 300/400 level, except HRMT 397		
Any MKTG course at 300/400 level, except MKTG 397 <sup>1</sup>		
SALS 390	Special Topics in Professional Sales	1
or SALS 491 Special Topics in Professional Sales		
SALS 397	Professional Sales Internship	1
SPTB 345	Sport Analytics	1
<b>General Electives</b>		<b>8</b>
<b>Total Units</b>		<b>32</b>

<sup>1</sup> Also, either MKTG 390 or MKTG 490, but not both, may be used as an elective.

## General Education Requirements

All students in the School of Business must meet the following General Education requirements in addition to specific requirements within the major area of study. Furthermore, School of Business majors have a common set of Business Foundation courses which must be met. The specific additional requirements of the individual majors are found in the following sections.

Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C. A single course may not be used to meet more than one of the General Education requirements, but a single course may count toward a General Education requirement and the student's major or minor requirements, as well as count as a Writing Enhanced course in the Writing requirement.

Code	Title	Units
<b>Foundations</b>		
Writing Requirement		
FSEM 100	First Year Seminar	1
Junior Seminar		1
Quantitative Reasoning		1
Select one unit from the following:		
MATH 122Q	Calculus for Business Decisions	1
MATH 131Q	Calculus I with Review Part 2	
MATH 141Q	Calculus I with Analytic Geometry	
<b>Knowledge of Human Cultures and the Natural World</b>		
Select one unit from:		1
Creative Arts (any A course) <sup>1</sup>		
Modern Language (at 102 level or above)		
ECON 104S	Foundations of Economics I	1
Select three units from among the following categories:		3
Creative Arts (any A course (includes A, or MUSC, MUSA or MUSE credit courses)) <sup>1</sup>		
Culture and Belief (any B course)		
Individuals, Societies, and Social Systems (any S course)		
Historical Inquiry (any H course)		
Physical and Natural World (any P course)		
Modern Language (any level)		
Quantitative Reasoning (any Q course)		
<b>Personal and Social Responsibility</b>		
SOBA 209V	Introduction to Business Ethics	1
<b>Total Units</b>		<b>9</b>

<sup>1</sup> Course(s) must equal one unit.

## Foundation Requirements

Code	Title	Units
<b>Common Body of Knowledge</b>		
SOBA 200	Professional Communications	1
SOBA 209V	Introduction to Business Ethics	1
ACCT 201	Fundamentals of Accounting	1
SOBA 201	Fundamentals of Financial Analysis	1
SOBA 202	Fundamentals of Organizations and Markets	1
SOBA 203	Fundamentals of Marketing and Technology	1
INTL 201	International Business and Culture (or equivalent) <sup>1</sup>	1
STAT 301Q	Business Statistics	1
MGMT 495	Strategic Management	1
<b>Total Units</b>		<b>9</b>

<sup>1</sup> The International Business and Culture requirement may be satisfied with INTL 201 or any other approved internationally-focused business course.

## Experiential Learning

Experiential learning is the process of developing knowledge and skill from direct active experiences beyond a traditional classroom. Through experiential learning activities, students reflect on how the tools and techniques taught in an academic setting transfer to a real world setting and bring this understanding back to the classroom through concrete examples and meaningful conversations. Experiential learning typically involves a significant activity which offers students a chance to reflect on their curricular learning, gain an overall understanding of their future work environment and create the foundation for success after graduation. Experiential learning activities offer students rich opportunities to understand the implications and experience the consequences of their decisions, deepen their understanding of the curricular content as well as understand the role of personal values in their decision making. All undergraduate students majoring in business must **complete two significant experiential learning activities** as a requirement for graduation.

For an activity to satisfy the experiential learning requirement, it must:

1. Have scope. It must represent a significant investment of time and effort on the part of the student.
2. Demonstrate rigor. It must entail a noteworthy interaction with college-level academic thought.
3. Promote reflection. It must involve personal application by the student of classroom material.

Many courses and co-curricular activities are pre-approved as satisfying the experiential learning requirement. Students may also petition for special approval of additional activities.

## Co-Curricular/Cultural Attendance Requirements

In addition to all academic requirements, students are required, for graduation, to complete 24 events. The Dean's Office provides a list of approved events each semester. Students may also view the list of co-curricular events under Calendar of Events at [www.stetson.edu](http://www.stetson.edu) (<http://www.stetson.edu>).

# Advising Course Plan - Professional Sales Major

First Year		Units
<b>Fall</b>		
FSEM 100	First Year Seminar	1
ECON 104S	Foundations of Economics I	1
SOBA 200	Professional Communications	1
General Education Requirement*		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
MATH 122Q	Calculus for Business Decisions	1
SOBA 209V	Introduction to Business Ethics	1
General Education Requirement*		1
General Education Requirement (Creative Art or Language 102L level or above)*		1
<b>Term Units</b>		<b>4</b>
<b>Second Year</b>		
<b>Fall</b>		
ACCT 201	Fundamentals of Accounting	1
SOBA 201	Fundamentals of Financial Analysis	1
INTL 201	International Business and Culture	1
General Education Requirement*		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
SALS 230	Professional Selling and Communication	1
SOBA 202	Fundamentals of Organizations and Markets	1
STAT 301Q	Business Statistics	1
General Elective		1
<b>Term Units</b>		<b>4</b>
<b>Summer</b>		
Transfer students may need to satisfy some requirements in the summer term.		
<b>Term Units</b>		<b>0</b>
<b>Third Year</b>		
<b>Fall</b>		
SALS 330	Advanced Professional Selling and Communication	1
SOBA 203	Fundamentals of Marketing and Technology	1
General Elective		1
General Elective		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
Junior Seminar		1
SALS Major Elective		1
General Elective		1
General Elective <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>
<b>Fourth Year</b>		
<b>Fall</b>		
SALS 410	Sales Management	1
SALS Major Elective		1
General Elective		1
General Elective		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
SALS 450	Executive Sales Strategy	1
MGMT 495	Strategic Management	1
General Elective		1

General Elective	1
<b>Term Units</b>	<b>4</b>

**Total Unit: 32**

\* Any General Education Courses in these categories: ONE (1) course unit from (A) Creative Art OR Modern Language; ANY THREE (3) course units from (B) Culture and Belief, (S) Individual, Society & Social Systems, (H) Historical Inquiry, (P) Physical and Natural World, (Q) Quantitative Reasoning, Modern Language course at any level, or (A) Creative Art (includes A, or MUSC, MUSA, or MUSE credit courses.)

<sup>1</sup> MKTG 420 (a SALS Elective) can be used to satisfy the INTL 201 requirement, freeing up a course to be used for elective or minor.



## Business Minors

In addition to the degree programs just described, the School of Business Administration offers a number of academic minor programs.

- Accounting (p. 328)
- Applied Statistics (p. 328)
- Business Administration (p. 328)
- Business Law (p. 328)
- Business Systems and Analytics (p. 329)
- Data Analytics (p. 247)
- Entrepreneurship (p. 329)
- Family Enterprise Management (p. 329)
- Finance (p. 330)
- Human Resource Management (p. 330)
- International Business (p. 330)
- Management (p. 331)
- Marketing (p. 331)
- Professional Sales (p. 331)
- Sport Business (p. 332)

## Accounting

### Minor in Accounting - 4 Units

Code	Title	Units
<b>Required Courses</b>		
ACCT 303	Financial Accounting I	1
ACCT 304	Financial Accounting II	1
<b>Elective Courses</b>		
Any two 300-400 level ACCT courses except ACCT 300		2
<b>Total Units</b>		<b>4</b>

A student considering a minor in accounting should check with his or her faculty advisor as early as possible as to the applicability of Accounting Minor courses to elective credit.

## Applied Statistics

The minor in applied statistics is open to students in all majors. It aims to give students a background in statistical methods that will sharpen their analytic skills and help them pursue careers in a number of quantitatively oriented areas. Fields such as quality and productivity, financial analysis, marketing research, demographics, and auditing are increasingly looking for people with an understanding of statistical tools. Students considering pursuing graduate studies, whether in the social and natural sciences, business, education, or the humanities will also find special value in the minor as research methodologies increasingly utilize statistical techniques.

### Minor in Applied Statistics - 5 Units

Code	Title	Units
<b>Required Courses</b>		
SOBA 201	Fundamentals of Financial Analysis	1
STAT 301Q	Business Statistics <sup>1</sup>	1
STAT 440Q	Forecasting	1

or STAT 460Q Experimental Design and Advanced Data Analysis

#### Electives

Select two of the following:		2
STAT 382	Survey Research Methods	
STAT 440Q	Forecasting	
STAT 460Q	Experimental Design and Advanced Data Analysis	
STAT 482	Quality	
STAT 490	Special Topics in Decision Science	
BSAN 383	Descriptive Analytics and Visualization	
BSAN 465	Predictive Analytics	
BSAN 481	Social Media Analytics	
<b>Total Units</b>		<b>5</b>

<sup>1</sup> Students majoring outside the School of Business Administration may be able to use the required introductory statistics course in their major to meet this prerequisite requirement. See Dr. John Rasp about this possibility.

## Business Administration

### Minor in Business Administration - 4 Units

Code	Title	Units
<b>Required Courses</b>		
ACCT 201	Fundamentals of Accounting	1
SOBA 201	Fundamentals of Financial Analysis	1
SOBA 202	Fundamentals of Organizations and Markets	1
SOBA 203	Fundamentals of Marketing and Technology	1
<b>Total Units</b>		<b>4</b>

## Business Law

Any Stetson student can choose to pursue the Business Law minor.

More information can be found online at <http://www.stetson.edu/academics/programs/business-law.php>.

### Minor in Business Law - 4 Units

Code	Title	Units
<b>Required Courses</b>		
BLAW 407	Business Law I	1
BLAW 408	Business Law II	1
<b>Elective Courses</b>		
Choose two of the following approved electives, one of which must be in the School of Business Administration. Department prerequisites may be required for individual courses.		2
ACCT 402	Federal Taxation of Entities	
BLAW 397	Business Law Internship	
BLAW 409	Legal Research, Writing, and Analysis	
ENSS 218	Environmental Law & Policy	
FINA 362	Real Estate Law	
FINA 402	Estate Planning and Insurance	

FENT 355	Governance and Succession Planning
HRMT 321	Employment Law
PHIL 104Q	Introduction to Logic
PHIL 300	Philosophy of Law
POLI 306V	Law and Society
POLI 320	Congress
POLI 322	The American Judicial Process
SOCI 379	Sociology of Law
SPTB 320	Legal Concepts of Sport Business
<b>Total Units</b>	<b>4</b>

## Business Systems and Analytics

The minor in Business Systems and Analytics is available to all Stetson undergraduate students who wish to combine their major field of study with an in-depth examination of computers and information systems in the traditional and electronic business environments. The program is designed to complement all majors across all disciplines. The objectives of the program are twofold: To expose students to current technologies which will enhance their effective use of computer hardware and software as they progress through the undergraduate curriculum and to provide students with a strong technical foundation which will enable them to be comfortable learning new technologies as they progress through their professional careers.

More information can be found online at <http://www.stetson.edu/other/academics/programs/business-systems-and-analytics.php>

## Minor in Business Systems and Analytics - 5 units

Code	Title	Units
<b>Required Courses</b>		
SOBA 201	Fundamentals of Financial Analysis	1
SOBA 203	Fundamentals of Marketing and Technology	1
<b>Elective Courses</b>		
Select three of the following:		3
ACCT 440	Data Analytics for Accounting	
BSAN 300	Programming for Analytics	
BSAN 351V	Technology Globalization and Social Justice	
BSAN 360	Project Management	
BSAN 363	Cloud Computing	
BSAN 370	Electronic Commerce	
BSAN 382	Web Development	
BSAN 383	Descriptive Analytics and Visualization	
BSAN 390	Special Topics in Business Systems and Analytics	
BSAN 393	Communications Networks	
BSAN 398	Databases and Big Data	
BSAN 461	Business Process Management	
BSAN 463	Prescriptive Analytics	
BSAN 465	Predictive Analytics	
BSAN 481	Social Media Analytics	
BSAN 488	Applications Development for E-Business	
BSAN 494	Business Analysis	
SPTB 345	Sport Analytics	

STAT 440Q	Forecasting
STAT 460Q	Experimental Design and Advanced Data Analysis
<b>Total Units</b>	<b>5</b>

## Entrepreneurship

The School of Business Administration, through the Joseph C. Prince Entrepreneurship Program, offers an Entrepreneurship minor open to all undergraduate majors. The minor prepares students to develop business ideas, formulate business plans, evaluate firms for investment potential, and manage ongoing start-up enterprises.

## Minor in Entrepreneurship - 4 Units

Code	Title	Units
<b>Required Courses</b>		
ENTP 301	Creative Problem Solving	1
ENTP 305	Principles of Entrepreneurship	1
<b>Elective Courses</b>		
Select 2 units from the list below, of which 1 must be ENTP:		2
Any ENTP course at 300/400 level, except ENTP 397		
ACCT 424	Principles of Business Valuation	
BLAW 407	Business Law I	
BSAN 382	Web Development	
BSAN 360	Project Management	
BSAN 481	Social Media Analytics	
CINF 301	Web Application Development	
COMM 325	Organizational Communication	
CREA 250	Arts Entrepreneurship	
CSCI 221	Software Development I	
CSCI 321	Software Development II	
DIGA 221	Graphic Design	
DIGA 365	Electronic Music and Sound Design I	
DIGA 398	Advanced Digital Arts Studio	
FENT 350	Cross-Cultural Negotiation and Conflict Resolution	
FENT 355	Governance and Succession Planning	
INTL 450	International Entrepreneurship	
JOUR 331	Multimedia Reporting and Storytelling	
MKTG 307	Marketing Management	
MKTG 441	Digital Marketing	
MGMT 308	Human Resource Management	
MUSC 300	Career Skills for the Entrepreneurial Musician	
SALS 230	Professional Selling and Communication	

**Total Units** 4

## Family Enterprise Management

The School of Business Administration offers a Family Enterprise Management minor for undergraduate students with **any** major. This program prepares students to work with family-owned enterprises (their own and others), and professional firms that work with these family-owned enterprises. The focus of the program is to complement the students' academic major and develop skills in two interrelated areas. First, students develop an understanding of family systems

and the role that they play in that system. Students then learn to understand how the family system interrelates and can enhance the enterprise system. Skills developed in this minor include self-assessment, character development, analytical thinking, ongoing interaction with professionals, and career development.

Any student enrolled in the minor will have the opportunity to work with family-owned enterprises. The benefits of involvement include increased self-confidence and marketability. Families of students are invited to become involved with the Family Enterprise Center through speakers, course events, and family retreats.

More information can be found online at <http://www.stetson.edu/academics/programs/family-enterprise.php>

## Minor in Family Enterprise Management - 4 units

Code	Title	Units
<b>Required Courses</b>		
FENT 235	Foundations of Family Enterprises	1
FENT 455	Interdisciplinary Research Project in Leadership, Culture, and Family Enterprise	1
<b>Elective Courses</b>		
Select two of the following:		2
FENT 350	Cross-Cultural Negotiation and Conflict Resolution	
FENT 355	Governance and Succession Planning	
FENT 397	Family Enterprise Internship <sup>1</sup>	
<b>Total Units</b>		<b>4</b>

<sup>1</sup> Students must intern with a family-owned enterprise (besides their own), or with a firm that consults specifically to family-owned enterprises.

## Finance

The Finance minor for undergraduate majors prepares students who would like to develop and equip themselves with skills in financial knowledge. The minor in finance is an applicable component to all fields of study, preparing students with the analytical financial skills for opportunities in different institutional organizations and managing their own personal finances.

More information can be found online at <http://www.stetson.edu/academics/programs/finance.php>.

## Minor in Finance - 4 units

Code	Title	Units
<b>Required Courses</b>		
FINA 303	Money and Financial Institutions	1
SOBA 201	Fundamentals of Financial Analysis	1
FINA 320	Investments	1
<b>Elective Courses</b>		
Select one of the following:		1
FINA 318	Fundamentals of Financial Planning	
FINA 361	Real Estate Principles	

FINA 401	Retirement Planning	
FINA 412	Multinational Finance	
FINA 413	Bank Management	
FINA 414	Corporate Financial Management	
FINA 415	Financial Risk Management	
FINA 416	Derivatives and Risk Management	
FINA 417	Financial Ethics	
FINA 421	Equity Fund Management	
FINA 422	Income Management	
<b>Total Units</b>		<b>4</b>

## Human Resource Management

### Minor in Human Resource Management - 4 Units

Code	Title	Units
<b>Required Courses</b>		
MGMT 308	Human Resource Management	1
HRMT 320	Recruitment and Selection	1
Select one unit form the following courses:		1
HRMT 321	Employment Law	
HRMT 322	Managing Employee Performance and Learning	
HRMT 420	Managing Compensation and Benefits	
<b>Elective Courses</b>		
Select one unit from the following courses:		1
BSAN 360	Project Management	
BSAN 383	Descriptive Analytics and Visualization	
ENTP 301	Creative Problem Solving	
FENT 350	Cross-Cultural Negotiation and Conflict Resolution	
FENT 355	Governance and Succession Planning	
INTL 405	Cross-Cultural Dynamics and Management	
MGMT 303	Evidence-Based Management	
MGMT 306	Organizational Behavior	
MGMT 307	Managing Innovation	
MGMT 430	Advanced Leadership Development	
MGMT 465	Leading Organizational Change and Development	
MKTG 333	Business Negotiations	
PSYC 343	Industrial and Organizational Psychology	
SALS 230	Professional Selling and Communication	
SALS 410	Sales Management	
SOCI 370S	Work, Occupations, and Professions	
<b>Total Units</b>		<b>4</b>

## International Business

### Minor in International Business - 5 Units

Code	Title	Units
<b>Required Courses</b>		
INTL 405	Cross-Cultural Dynamics and Management	1
<b>Elective Courses</b>		

Select one course in International Business Environment	1
ECON 324 International Economics	
INTL 444 International Trade Administration	
Select one course in International Business Practicum	1
INTL 394V International Development and the Plight of the Poor	
INTL 450 International Entrepreneurship	
Select one course in Applied Theory	1
POLI 203S International Relations	
POLI 346 Latin American Politics	
POLI 353V International Law	
Select one course in Regional Study	1
AMST 301B American Cultural Traditions	
ECON 307H Sub-Saharan African Economic History of Colonialism and its Aftermath	
HIST 332H Europe Since 1945	
POLI 304 Russian Foreign Policy	
POLI 340 Russian Politics	
<b>Total Units</b>	<b>5</b>

## Management

The Department of Management offers a Management minor open to all undergraduate majors. The minor in Management is an applicable component to all fields of study, preparing students for management opportunities in different organizations and management careers.

### Minor in Management - 4 units

Code	Title	Units
<b>Required Courses</b>		
MGMT 306	Organizational Behavior	1
<b>Elective Courses</b>		
Select three of the following:		3
Any additional MGMT course at 300/400 level		
Any HRMT course at 300/400 level		
ENTP 301	Creative Problem Solving	
ENTP 305	Principles of Entrepreneurship	
FENT 350	Cross-Cultural Negotiation and Conflict Resolution	
FENT 355	Governance and Succession Planning	
ENTP 410	Prince Seminar: Entrepreneurial Leadership	
ENTP 451	Entrepreneurial Management	
INTL 405	Cross-Cultural Dynamics and Management	
MKTG 333	Business Negotiations	
PSYC 343	Industrial and Organizational Psychology	
SOCI 370S	Work, Occupations, and Professions	
<b>Total Units</b>		<b>4</b>

## Marketing

The minor in marketing is an integrative component in the student's program of study and is a natural complement to any non-business major. Examples include, but are not limited to, communications,

music, political science, education, health care administration, and technical fields such as chemistry or biology.

More information can be found online at <http://www.stetson.edu/academics/programs/marketing.php>.

### Minor in Marketing - 4 units

Code	Title	Units
<b>Required Courses</b> <sup>1</sup>		
MKTG 307	Marketing Management	1
MKTG 316	Consumer Dynamics	1
<b>Elective Courses</b> <sup>2</sup>		
Select two units from the following:		2
MKTG 318	Marketing Research	
MKTG 330V	Social Marketing for Social Change	
MKTG 390	Special Topics in Marketing	
MKTG 417	Marketing in the Supply Chain	
MKTG 418	Marketing Analytics	
MKTG 420	Global Marketing: Business Without Borders	
MKTG 436	Sport Properties and Sponsorship	
MKTG 440	Integrated Marketing Communications	
MKTG 441	Digital Marketing	
MKTG 450	Marketing Strategy	
MKTG 490	Special Topics in Marketing	
<b>Total Units</b>		<b>4</b>

<sup>1</sup> The Department of Marketing strongly recommends (but does not require) that the following courses be incorporated into the student's program of study: STAT 301Q, and BSAN 111.

<sup>2</sup> Courses may require prerequisites.

## Professional Sales

### Overview

The minor in Professional Sales is designed for both business and non-business students who wish complement their major field of study with a deeper understanding of professional sales. By providing the sales skills that are core to all businesses, the professional selling minor helps develops persuasive communication skills that build long-term relationships and provides a solid foundation for students to expand their career opportunities in any industry.

### Minor in Professional Sales - 4 Units

Code	Title	Units
<b>Required Courses</b>		
SALS 230	Professional Selling and Communication	1
SOBA 203	Fundamentals of Marketing and Technology	1
	or MKTG 307 Marketing Management	
SALS 330	Advanced Professional Selling and Communication	1
SALS 410	Sales Management	1
<b>Total Units</b>		<b>4</b>

## Sport Business

Any Stetson student can choose to pursue the Sport Business minor. The minor is designed to be tailored to student interests and combines well with business majors, as well as other fields outside of business.

### Minor in Sport Business - 4 units

Code	Title	Units
<b>Required Courses</b>		
SPTB 201	Introduction to Sport Business	1
<b>Elective Courses</b>		
Choose any three courses in SPTB numbered 300 and above		3
<b>Total Units</b>		<b>4</b>

# School of Music

## Mission

The School of Music is committed to teaching students to...

- become critical thinkers, effective leaders and literate, competent musicians;
- exhibit significant proficiency in areas of specialization, developed through individualized study;
- work collaboratively with faculty and peers in experiences centered on student needs, goals and aspirations;
- embrace enriching life values and ethical practices; and
- practice individual responsibility for lifelong learning and for supporting and participating in the arts, artistic endeavors and artistic entities.

## Goals and Methods

The School of Music is an undergraduate professional school committed to a cohesive, rigorous curriculum and a supportive environment which prepares students for successful careers and graduate study in music. Encouraging intellectual, cultural, artistic, professional and social growth, the School of Music is a community centered on ethical practices and mentoring. The School of Music offers musical opportunities and experiences to all university students and maintains a positive, intellectually and artistically challenging working environment for faculty. The School of Music is committed to making a significant contribution to the cultural life of the University, as well as to local and global communities.

## Admission

In addition to general University admission requirements and academic regulations, an audition/interview is required of all School of Music applicants. Contact the Music Admissions Counselor for audition and interview appointments ([music@stetson.edu](mailto:music@stetson.edu)). See the *Audition Guidelines* tab above for information on the level of proficiency expected of entering music majors. Under special circumstances, some students may be admitted "music major only." Students so admitted who wish later to enter the College of Arts & Sciences or School of Business Administration must meet specific academic requirements.

## Music Scholarships

Music scholarships are available to talented and promising students. Please contact the Music Admissions Recruiter for an audition. A student need not major or minor in music in order to receive a music scholarship, though participation in ensembles is crucial to ongoing financial awards of this kind.

## Basic Curriculum

The curriculum for all music majors consists of three primary elements: general education, core music courses, and a selection of classes designed for the specific major. Generally, the curriculum contains courses that focus on developing fundamental music skills in the freshman and sophomore years, allowing for deeper study in major-specific coursework in the final years of study. All music majors must take certain basic courses, including the music core (see specific degree requirements below) and the foundation general

education courses (a First Year Seminar, taken in the first semester, a quantitative reasoning course, and students must fulfill the university-wide writing requirement consisting of the completion of 4 Writing Enhanced courses along the course of the degree completion). At the end of the sophomore year, each student's record is reviewed by the faculty to determine eligibility for junior status; students must pass a sophomore decision jury at that time in order to be eligible for upper division study in their performance area. An oral competency examination is also taken at the sophomore decision jury, which must be passed or replaced by taking an approved oral communications class. All students complete a senior recital or a senior project specific to their major.

## Recitals

Music majors must appear in general student recitals at least once each semester, with the exception of the first term in residence, in addition to presenting a solo recital in the senior year. Certain majors also require a solo recital in the junior year. For students majoring in composition, composition study is considered to be applied music instruction; therefore, any composition major must arrange for the performance of his/her composition in general student recital once a semester, with the exception of the first term in residence.

## Ensembles

Music majors must participate in the ensemble program during each semester of residence. All students enrolled in applied music courses are expected to participate concurrently in a major ensemble. Students with scholarship awards may be assigned participation in ensembles beyond the minimum requirement of their curriculum.

## Computer Lab in the School of Music

The computer lab in the School of Music is located on the second floor of Presser Hall. While hours of operation may vary, the lab is generally open from 7 a.m.-1 a.m. Use of the 14 computer stations is restricted to students currently enrolled in classes at Stetson University. Each station has current software for most computing needs, including Sibelius for music notation, Logic, and the Microsoft Office suite.

## Music Library Resources

The School of Music library holdings are found in the north side, main floor of the duPont-Ball Library. Significant printed resource materials, as well as over 11,000 recordings, 14,000 scores, and 45 current periodical titles are enhanced by vast electronic resources and services. Most books, scores, videos, and physical recordings are available for temporary loan to all faculty and students. Most recitals and concerts are streamed live and archived for Stetson students and other personnel.

## Unit Requirements for a Degree

Although each degree within the Music School requires the completion of prescribed courses, which may total from 32 to 36 units, it is possible for students to reduce the number of courses by showing competency in some areas through exemption exams. Regardless of placement by competency exams, all students must post a minimum of 32 units (128 credits) for graduation.

## Progress Toward Degree Completion

Faculty members in the School of Music require that students make sufficient progress toward completion of their degree. Sufficient progress is determined by a student's adherence to all Stetson University and School of Music policies and by the student receiving an appropriate passing grade in all registered courses, and maintaining an overall GPA of 2.0. Music Education students take specific courses requiring specific passing grades in addition to these policies. Music majors and minors are allowed to attempt each MUSC or MUSX course two times only. If both attempts to complete a course are not successful, whether through failure or withdrawal, it is possible for the student to appeal to the Dean for an exception to this rule. Appeals will be considered only when based on circumstances beyond the control of the student or other exceptional circumstances.

## Student Policies

School of Music Student Policies (p. 386)

## Majors

### Bachelor of Music

The School of Music offers Bachelor of Music degrees in the following areas:

- Bachelor of Music in Composition (p. 337)
- Bachelor of Music in Performance (Guitar) (p. 341)
- Bachelor of Music in Theory (p. 344)
- Bachelor of Music in Performance (Orchestral Instrument) (p. 348)
- Bachelor of Music in Performance (Organ) (p. 351)
- Bachelor of Music in Performance (Piano) (p. 354)
- Bachelor of Music in Performance (Voice) (p. 357)
- Bachelor of Music with Elective Studies in a Specific Outside Field (p. 360)
- Bachelor of Music with Elective Studies in Business (p. 363)

### Bachelor of Music Education

The School of Music offers Bachelor of Music Education degrees in the following areas:

- Bachelor of Music Education (Instrumental/General) (p. 366)
- Bachelor of Music Education (Vocal/General) (p. 371)

### Bachelor of Arts

The School of Music offers a Bachelor of Arts degree in the following area:

- Bachelor of Arts in Music (p. 376)

## Minors

Minors available to students seeking a non-Music degree:

- General Minor in Music (p. 379)
- Music Technology (p. 380)

## Audition Guidelines

### Guitar

Candidates for guitar study should be able to play all major and minor scales (Segovia Edition), play studies corresponding in difficulty to those of Sor, Carcassi, and Brouwer; and perform two contrasting solo works from memory. Candidates will be asked to sight-read provided exercises and should have a knowledge of the rudiments of music. The audition also includes an examination on basic music theory and aural training.

### Organ

Candidates for organ study should be able to play organ works such as the Eight "Little" Preludes and Fugues of Bach, chorale preludes from Bach's *Orgelbuchlein*, the chorale preludes of Brahms, Op. 122, or works of comparable difficulty. Alternatively, proficient pianists with a desire to study organ should demonstrate proficiency by satisfactorily performing Two-Part Inventions of Bach, Sonatas by Beethoven or Mozart, or works of comparable difficulty. Strong potential should be demonstrated in aural training. The audition also includes an examination on basic music theory and aural training.

### Percussion

Candidates for percussion study should bring their own sticks, mallets, and music. Candidates should know all major scales (minors preferred as well), and be prepared to sight read on mallets and snare drum. The music chosen and prepared for the audition should represent the candidate's current playing ability on mallets (two and/or four mallets), snare drum (a concert solo or etude is required, additional rudimentary solo optional), and timpani (tuning required). Performance on any other instrument in the percussion family, including drum set, is encouraged, but not required. The audition also includes an examination on basic music theory and aural training.

### Piano

Candidates for piano study should have acquired systematic methods of practice and be able to play all major and minor scales and arpeggios, including dominant and diminished sevenths in moderately rapid tempo. Works corresponding in difficulty to the Sonatas of Clementi, Haydn, Mozart, and Beethoven should have been studied. Repertoire for the audition should include:

1. A work from the Baroque style period (for example, from J.S. Bach a Two or Three Part Invention, a dance/movement from a Suite or Partita, or a Prelude and Fugue.)
2. A movement from a classical Sonata (for example, Clementi, Haydn, Mozart, or Beethoven.)
3. A work from either the 19<sup>th</sup> or 20<sup>th</sup> centuries.

Audition material must be performed from memory. Candidates should be prepared to sight-read and/or demonstrate scales and arpeggios. The audition also includes an examination on basic music theory and aural training. Candidates should bring a printed page with a list of piano repertoire studied for the past few years. Candidates should also bring a printed resumé listing musical activities and other activities or accomplishments.

## String Instruments

Candidates should be able to play all major and minor scales in three octaves.

- **Violas:** Studies comparable in difficulty to Fiorillo, Kreutzer, Bruni; concerti such as J. C. Bach, Stamitz, or Hoffmeister and/or solo works of similar difficulty.
- **Violins:** Etude comparable in difficulty to Kreutzer, Mazas, or Dont. A movement from J. S. Bach Solo Sonata or Partita. Concerto from the standard repertoire, such as Bach, Mozart, Mendelssohn, Saint-Saens, Vieuxtemps, Dvorak, Bruch, Wieniawski, Paganini, Kabalevsky, Lalo, or Barber.
- **Cellos:** Studies comparable in difficulty to Popper, Schroeder and Duport. Candidates should have a movement of a Bach Suite and a movement from a standard concerto such as Boccherini, Saint-Saens, Haydn C and Lalo.
- **Bass:** Etude comparable in difficulty to Simandl 30 Etudes or Bille 18 Etude and two contrasting movements from a standard Sonata or Concerto (can substitute two contrasting short works from the standard repertoire).

The audition also includes an examination on basic music theory and aural training.

## Voice

Candidates for voice study must prepare two contrasting selections in English, Italian, French, German, or Spanish with Classical technique, including good diction, correct phrasing, and musical intelligence. Audition material must be performed from memory. Students will be asked to sight sing two or three brief lines of music as well as demonstrate other musicianship capabilities through basic rhythmic, ear training, and keyboard skill examples. An accompanist and rehearsal session will be provided upon request at no charge. A copy of the music must be provided for the accompanist. No taped accompaniments will be allowed. The audition also includes an examination on basic music theory and aural training.

## Woodwinds and Brass

Candidates for study in the area of woodwinds and brass must demonstrate potential for completing the requirements of the degree program requested. All applicants should be able to play the chromatic and all major scales according to the current FBA requirements; scales performed with an extended range suitable to the specific instrument is encouraged. Repertoire for the audition may include studies or etudes equal to or above the level of FBA All-State requirements, sonata or concerto literature at grade level 5 or above, and orchestral excerpts. Please choose the repertoire appropriately to represent contrasting periods and musical style. All candidates for admission will be asked to sight-read at the audition. The audition also includes an examination on basic music theory and aural training.

## Composition

Candidates must submit examples of their compositions. Two completed scores, submitted as .PDF files, with accompanying audio files if available (.MP3/.WAV/.AIFF files of recorded performances or MIDI demos) may be uploaded here <https://www.dropbox.com/request/dXXH9iXCQnLkpGV09Zze> (<https://www.dropbox.com/request/dXXH9iXCQnLkpGV09Zze>). All submissions are reviewed at the end of February or during the first week of classes in August.

Composition candidates must also successfully complete a School of Music performance audition and a music theory exam. Music Theory exams are administered by the Music Admissions office and must be completed prior to the first week of classes in August.

## Jazz

Jazz Ensemble auditions are held each semester for Stetson students who are music or non-music majors. Guitar, bass, and keyboard applicants should be prepared to play two-octave major and minor scales and a technical etude. They should be able to play a jazz standard and improvise.

## Learning Outcomes

Student learning outcomes describe what students know, understand and are able to do as a result of completing a degree program. The learning outcomes for all majors in the School of Music are:

Upon graduation, all Music majors should be able to:

1. Perform as soloists and ensemble musicians on an instrument of specialization demonstrating acceptable technical proficiency, academic knowledge, and critical thinking
2. Identify selected World music cultures and significant composers; identify and analyze elements of music in elected pieces from the Western music traditions, tracing its evolution from the medieval period through contemporary music; demonstrate an understanding of its compositional processes, aesthetic properties, and artistic, social, and historical context
3. Hear, notate, analyze, and perform music
4. Demonstrate basic skills and knowledge of conducting
5. Write and speak effectively about music
6. Apply relevant technology in musical and professional settings

## Faculty

Alfonzo, Jesus  
*Associate Professor of Music, 2001*  
M.M., D.M.A., Michigan State University

Ballantyne, Chadley  
*Assistant Professor of Music, 2018*  
B.M. Drake University  
M.M., D.M.A., University of Illinois at Urbana-Champaign

Born, Kristie R.  
*Visiting Assistant Professor of Music, 2005*  
B.M., M.M., Johns Hopkins University  
D.M.A., University of Miami

Christeson, Jane  
*Professor of Music, 1996*  
B.M., M.M., University of Alabama

Clark, Jamie  
*Assistant Professor of Music, 2019*  
B.M., The Eastman School of Music  
M.M., D.M.A., The New England Conservatory of Music

Franks, Russell  
*Visiting Assistant Professor of Music, 2001*  
B.M., Stetson University



M.M., University of Cincinnati

Groskreutz, Shannon

*Visiting Assistant Professor of Music, 2007*

B.M., DePaul University

M.M. (Performance), M.M. (Theory), The Florida State University

Hevia, Lonnie

*Visiting Assistant Professor of Music, 2016*

B.M., Florida State University

M.M., Florida State University (Composition)

M.M., Peabody Conservatory (Music Theory Pedagogy)

D.M.A., Peabody Conservatory

Hose, Anthony

*Associate Professor of Music and Director of Orchestras, 2000*

A.R.C.M., Royal College of Music

Jones, Boyd M., II

*Professor of Music, 1998*

*John E. and Aliese Price Chair of Organ*

*University Organist, 1998*

B.M., Stetson University

M.M., M.M.A., D.M.A., Yale University

Kennard, Sean.

*Assistant Professor of Music, 2017*

B.M., Curtis Institute of Music

M.M., Julliard School

D.M.A., Yale University

Kroumovitch, Routa

*Professor of Music, 1992*

Licenciado, University of Chile

Larson, Andrew L.

*Associate Dean and Professor of Music, 2002*

B.M., Utah State University

M.M., Brigham Young University

D.M.A., University of Illinois at Urbana-Champaign

Lefils, Greg

*Visiting Assistant Professor of Music, 2016*

B.M.E., Stetson University

M.M., Texas Tech University

Ph.D., The Florida State University

Lychner, John

*Associate Professor of Music and Coordinator of Music Education, 2017*

B.M.E., M.A., Northeast Missouri State University (now Truman University)

Ph.D. Florida State University

Maddox, Craig W.

*Associate Professor of Music, 1984*

B.M., North Carolina School of the Arts

M.M., D.M., The Florida State University

Martin, Alexander

*Assistant Professor of Music, 2018*

B.M., University of Toronto

M.A., University of British Columbia

Ph.D., The City University of New York

Martinez De Murga, Manuel

*Associate Professor of Music, 1996*

B.M., Boston University

M.M., Ph.D., Eastman School of Music

Masse, Thomas G.

*Professor of Music, 2013*

B.M., University of Louisville

M.M.A., Yale University

M.B.A., University of Connecticut

D.M.A., University of Michigan

Merritt, Karen C.

*Assistant Professor of Music, 2016*

B.M., M.M., University North Carolina-Greensboro

D.M.A., Florida State University

Musco, Lynn Ann

*Professor of Music, 1988*

B.F.A., University of Wisconsin - Milwaukee

M.M., New Mexico State University

D.M., The Florida State University

Peter, Timothy

*Professor of Music and Director of Choral Activities, 2012*

B.A., Luther College

M.M., D.M.A., University of Arizona

Phillips, Douglas

*Associate Professor of Music and Director of Bands, 2014*

B.M.E., Stetson University

M.M., Western Michigan University

D.M.A., University of Miami

Phillips, Tammara K.

*Visiting Assistant Professor of Music, 2015*

B.M., Stetson University

M.M., James Madison University

D.M., The Florida State University

Robinson, Stephen A.

*Professor of Music, 1985*

B.M., M.M., D.M., The Florida State University

Schmidt, David A.

*Associate Professor of Music, 1986*

B.M., B.M.E., Baylor University

M.M., University of Northern Colorado

Smucker, Peter

*Assistant Professor of Music, 2015*

B.M.E., Valparaiso University

M.A., University of Minnesota

Ph.D., University of Chicago

Zavlunov, Daniil

*Assistant Professor of Music, 2014*

B.A., Queens College, City University of New York

M.A, Ph.D., Princeton University

# Bachelor Of Music in Composition

Code	Title	Units
<b>General Education Requirements</b>		
Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 may be used to count toward the Writing requirement.		
FSEM 100	First Year Seminar	1
Individuals, Societies, and Social Systems (any S course)		1
Quantitative Reasoning (any Q course)		1
Language (one language through the 102L level required)		1
Historical Inquiry (any H course)		1
Personal and Social Responsibility (any V course)		1
DIGA 365	Electronic Music and Sound Design I	1
Free Elective (non-music, can be used for 101-level language if required)		1
<b>Stetson Music Core</b>		
Theory/Keyboard bundle		5
Theory:		
MUSC 171	Music Theory I	
MUSC 172	Music Theory II	
MUSC 271	Music Theory III	
MUSC 272	Music Theory IV	
Functional Keyboard: <sup>1</sup>		
MUSC 175	Functional Keyboard I	
MUSC 176	Functional Keyboard II	
MUSC 275	Functional Keyboard III	
MUSC 276	Functional Keyboard IV	
Music History:		2
MUSC 311	Music History I	
MUSC 312	Music History II	
Aural Training:		2
MUSC 173	Aural Training I	
MUSC 174	Aural Training II	
MUSC 273	Aural Training III	
MUSC 274	Aural Training IV	
Lower-division lessons:		2
MUSA 112	Primary Lower-Division Lessons for Music Majors	
Music Culture:		.5
MUSC 151	Music Culture	
Conducting:		.5
MUSC 277	Conducting I	
Technology for Musicians: <sup>2</sup>		.5
DIGA 161A	Digital Audio Fundamentals	
Career Skills:		.5
MUSC 300	Career Skills for the Entrepreneurial Musician	
<b>Major Requirements</b>		
MUSC 279	Introduction to Composition (four semesters)	1

MUSC 252	Composition Seminar (register every semester)	0
Upper-division Composition		3
MUSC 375	Composition I	
MUSC 376	Composition II	
MUSC 475	Composition III	
MUSC 499	Senior Research Project	1
Upper-division Music Literature elective		1
Select one from the following:		
MUSC 383	Wind Band Literature	
MUSC 387	Opera Literature	
MUSC 388	Piano Literature I	
MUSC 389	Piano Literature II	
MUSC 391	Symphonic Literature	
MUSC 392	Song Literature	
MUSC 394	Chamber Music Literature	
MUSA 111	Secondary Lessons for Music Majors (two semesters) <sup>3</sup>	0.5
Three upper-division theory courses		3
MUSC 471	Advanced Analysis	
MUSC 371	Counterpoint	
MUSC 379	Orchestration and Arranging	
Upper-division lessons/Music Experience Bundle		1
MUSA 312	Primary Upper-Division Lessons for Music Majors (two semesters)	
MUSX 362	Junior Recital (25-min.)	
MUSX 462	Senior Recital (25-min.)	
Eight Ensembles:		2
Four semesters: large ensemble <sup>4</sup>		
Two semesters: elective ensemble		
Two semesters: chamber ensemble		
<b>Other Requirements</b>		
Sophomore Decision <sup>5</sup>		
Oral Communication Competency		
<b>Total Units</b>		<b>33.5</b>

<sup>1</sup> Functional Keyboard as required.

<sup>2</sup> Students may substitute DIGA 161A for MUSC 259.

<sup>3</sup> Secondary lesson in piano or Practical Keyboard Applications required if piano is not the student's primary instrument.

<sup>4</sup> Satisfied by Orchestra, Band, Concert Choir, Stetson Chorale, Hatter Choir, Jazz Band. Scholarship recipients may be required to register for additional ensembles based on the financial aid agreement. Inquire at the Dean's Office.

<sup>5</sup> To advance to the junior level, composition-emphasis students must have a cumulative 2.5 average and make C- or better in MUSC 151, MUSC 171, MUSC 172, MUSC 271, MUSC 272, MUSC 173, MUSC 174, MUSC 273, MUSC 274, and MUSC 279 (4 semesters). Only classes taken at Stetson will be used for the average. Classes passed through exemption or AP will not be used for the average.

## **Advising Course Plans**

## **Advising Course Plans**

- Composition Major four-year plan (p. 339)
- Composition Major four-year plan with Theory Fundamentals (p. 340)

# Advising Course Plan - Music Composition Major

NOTE: This document is a courtesy advising plan only. It places the official catalog course requirements (but not all co-curricular or other requirements) in a suggested sequence. Please continuously consult the official catalog for all requirements. Honors Program students consult their advisor for General Education course modifications.

<b>First Year</b>		
<b>Fall</b>		<b>Units</b>
FSEM 100	First Year Seminar	1
MUSC 171	Music Theory I	1
MUSC 173	Aural Training I	0.5
MUSC 175	Functional Keyboard I	.25
MUSC 151	Music Culture	0.5
MUSE Course (Ensemble as assigned) **		.25
MUSC 279	Introduction to Composition	0.25
MUSC 252	Composition Seminar	0.0
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
<b>Term Units</b>		<b>4.25</b>
<b>Spring</b>		
MUSC 172	Music Theory II	1
MUSC 174	Aural Training II	0.5
MUSC 176	Functional Keyboard II	.25
MUSE Course (Ensemble as assigned) **		.25
MUSC 279	Introduction to Composition	0.25
MUSC 252	Composition Seminar	0.0
General Education Requirement (any S course recommended) (WE) <sup>1</sup>		1
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
<b>Term Units</b>		<b>3.75</b>
<b>Second Year</b>		
<b>Fall</b>		
MUSC 271	Music Theory III	1
MUSC 273	Aural Training III	0.5
MUSC 275	Functional Keyboard III	.25
MUSE Course (Ensemble as assigned) **		.25
MUSC 279	Introduction to Composition	0.25
MUSC 252	Composition Seminar	0.0
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
MUSC 277	Conducting I	0.5
General Education Requirement (Language 101 or 102L recommended)		1
<b>Term Units</b>		<b>4.25</b>
<b>Spring</b>		
MUSC 272	Music Theory IV	1
MUSC 274	Aural Training IV	0.5
MUSC 276	Functional Keyboard IV	.25
MUSE Course (Ensemble as assigned) **		.25
MUSC 279	Introduction to Composition	0.25
MUSC 252	Composition Seminar	0.0
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
MUSC 259 or DIGA 161A	Technology for Musicians Digital Audio Fundamentals	0.5 or 1
General Education Requirement (Language 102L recommended) or free elective		1
<b>Term Units</b>		<b>4.25 to 4.75</b>
<b>Third Year</b>		
<b>Fall</b>		
MUSC 375	Composition I	1
MUSC 252	Composition Seminar	0.0
MUSA 312	Primary Upper-Division Lessons for Music Majors	0.5

MUSC 311	Music History I	1
MUSC 379	Orchestration and Arranging	1
MUSE Course (Ensemble as assigned) **		.25
<b>Term Units</b>		<b>3.75</b>
<b>Spring</b>		
MUSC 376	Composition II	1
MUSC 252	Composition Seminar	0.0
MUSA 312	Primary Upper-Division Lessons for Music Majors	0.5
MUSX 362	Junior Recital (on the primary instrument, 25 mins)	0.0
MUSC 312 <sup>1</sup>	Music History II (WE)	1
MUSC 371 or 471	Counterpoint Advanced Analysis	1
MUSC 300	Career Skills for the Entrepreneurial Musician	0.5
MUSE Course (Ensemble as assigned) **		.25
<b>Term Units</b>		<b>4.25</b>
<b>Fourth Year</b>		
<b>Fall</b>		
MUSC 475	Composition III	1
MUSC 252	Composition Seminar	0.0
MUSA 111	Secondary Lessons for Music Majors	0.25
General Education Requirement (any V course) (WE) <sup>1</sup>		1
General Education Requirement (any Q course)		1
MUSE Course (Ensemble as assigned) **		.25
DIGA 365	Electronic Music and Sound Design I	1
<b>Term Units</b>		<b>4.5</b>
<b>Spring</b>		
MUSC 499	Senior Research Project	1
MUSC 252	Composition Seminar	0.0
MUSA 111	Secondary Lessons for Music Majors	0.25
MUSX 462	Senior Recital (of music composed by student)	0.0
General Education Requirement (any H course recommended) (WE) <sup>1</sup>		1
MUSC 371 or 471	Counterpoint Advanced Analysis	1
MUSE Course (Ensemble as assigned) **		.25
MUSC Upper Division Music Literature Elective <sup>2</sup>		1
<b>Term Units</b>		<b>4.5</b>

**Total Unit: 33.5 to 34**

\* ENSEMBLES: Students must take two semesters of chamber ensemble as part of their "Ensembles as assigned" listed above. Students consult with their advisor and major ensemble conductors as to which semesters will contain chamber ensemble credit. Vocalists and Instrumentalists approach Chamber ensembles differently.

\*\* Many students receive music scholarship funds and may be required to perform in ensembles beyond the curricular requirements stated in the catalog.

<sup>1</sup> WE indicates a Writing Enhanced course. Four courses with the WE designation are required for graduation. FSEM and JSEM are automatically WE designated. Students may select General Education courses with or without the WE designation as long as four are taken at some point before graduation. More than four WE courses are suggested in this document, but more than four are not required.

<sup>2</sup> Select one from the following: MUSC 383, MUSC 387, MUSC 388, MUSC 389, MUSC 391, MUSC 392, MUSC 394.

# Advising Course Plan - Music Composition Major with Theory Fundamentals

## First Year

Fall		Units
FSEM 100	First Year Seminar	1
MUSC 160	Music Theory Fundamentals I	0.5
MUSC 173	Aural Training I	0.5
MUSC 175	Functional Keyboard I	.25
MUSC 151	Music Culture	0.5
MUSE Course (Ensemble as assigned)**		.25
MUSC 279	Introduction to Composition	0.25
MUSC 252	Composition Seminar	0.0
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
<b>Term Units</b>		<b>3.75</b>

## Spring

MUSC 161	Music Theory Fundamentals II	0.5
MUSC 174	Aural Training II	0.5
MUSC 176	Functional Keyboard II	.25
MUSE Course (Ensemble as assigned)**		.25
MUSC 279	Introduction to Composition	0.25
MUSC 252	Composition Seminar	0.0
General Education requirement (any S course) (WE)		1
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
Free Elective		1
<b>Term Units</b>		<b>4.25</b>

## Second Year

Fall		Units
MUSC 172	Music Theory II	1
MUSC 273	Aural Training III	0.5
MUSC 275	Functional Keyboard III	.25
MUSE Course (Ensemble as assigned)**		.25
MUSC 279	Introduction to Composition	0.25
MUSC 252	Composition Seminar	0.0
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
MUSC 277	Conducting I	0.5
General Education requirement (Language 101 or 102L level)		1
<b>Term Units</b>		<b>4.25</b>

## Spring

MUSC 272	Music Theory IV	1
MUSC 274	Aural Training IV	0.5
MUSC 276	Functional Keyboard IV	.25
MUSE Course (Ensemble as assigned)**		.25
MUSC 279	Introduction to Composition	0.25
MUSC 252	Composition Seminar	0.0
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
MUSC 259 or DIGA 161A	Technology for Musicians Digital Audio Fundamentals	0.5 or 1
General Education requirement (any H course) (WE)		1
<b>Term Units</b>		<b>4.25 to 4.75</b>

## Third Year

Fall		Units
MUSC 271	Music Theory III	1
MUSC 375	Composition I	1
MUSC 252	Composition Seminar	0.0
MUSA 312	Primary Upper-Division Lessons for Music Majors	0.5
MUSC 311	Music History I	1

MUSE Course (Ensemble as assigned)**		.25
<b>Term Units</b>		<b>3.75</b>
<b>Spring</b>		
MUSC 376	Composition II	1
MUSA 312	Primary Upper-Division Lessons for Music Majors	0.5
MUSX 362	Junior Recital	0.0
MUSC 312	Music History II	1
MUSC 371 or 471	Counterpoint Advanced Analysis	1
MUSC 300	Career Skills for the Entrepreneurial Musician	0.5
MUSE Course (Ensemble as assigned)**		.25
<b>Term Units</b>		<b>4.25</b>
<b>Fourth Year</b>		
<b>Fall</b>		
MUSC 475	Composition III	1
MUSC 252	Composition Seminar	0.0
MUSA 111	Secondary Lessons for Music Majors	0.25
General Education requirement (any V course) (WE)		1
General Education requirement (any Q course)		1
MUSE Course (Ensemble as assigned)**		.25
DIGA 365	Electronic Music and Sound Design I	1
<b>Term Units</b>		<b>4.5</b>
<b>Spring</b>		
MUSC 499	Senior Research Project	1
MUSC 252	Composition Seminar	0.0
MUSC 379	Orchestration and Arranging	1
MUSA 111	Secondary Lessons for Music Majors	0.25
MUSX 462	Senior Recital	0.0
MUSC 371 or 471	Counterpoint Advanced Analysis	1
MUSE Course (Ensemble as assigned)**		.25
MUSC Course (Upper Division Music Literature Elective) <sup>1</sup>		1
<b>Term Units</b>		<b>4.5</b>

**Total Unit: 33.5 to 34**

(WE) means a Writing Enhanced course. Any four courses with the WE designation are required for graduation. FSEM and JSEM are automatically WE designated. Students may select Gen Ed courses with or without the WE designation as long as four are taken at some point before graduation. More than four WE courses are suggested in this document, but more than four are not required.

ENSEMBLES: Students must take two semesters of chamber ensemble as part of their "Ensembles as assigned" listed above. Students consult with their advisor and major ensemble conductors as to which semesters will contain chamber ensemble credit. Vocalists and Instrumentalists approach Chamber ensembles differently.

\*\* Many students receive music scholarship funds and may be required to perform in ensembles beyond the curricular requirements stated in the catalog.

<sup>1</sup> Select one from the following: MUSC 383, MUSC 387, MUSC 388, MUSC 389, MUSC 391, MUSC 392, MUSC 394.

# Bachelor Of Music in Performance (Guitar)

Code	Title	Units
<b>General Education Requirements</b>		
Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 may be used to count toward the Writing requirement.		
FSEM 100	First Year Seminar	1
Individuals, Societies, and Social Systems (any S course)		1
Quantitative Reasoning (any Q course)		1
Language (Spanish recommended, 102L level or higher required)		1
Historical Inquiry (any H course)		1
Personal and Social Responsibility (any V course)		1
Free Elective (non-music, can be used for a 101-level language if required)		2
<b>Stetson Music Core</b>		
Theory/Keyboard bundle		5
Theory:		
MUSC 171	Music Theory I	
MUSC 172	Music Theory II	
MUSC 271	Music Theory III	
MUSC 272	Music Theory IV	
Functional Keyboard: <sup>1</sup>		
MUSC 175	Functional Keyboard I	
MUSC 176	Functional Keyboard II	
MUSC 275	Functional Keyboard III	
MUSC 276	Functional Keyboard IV	
Music History:		2
MUSC 311	Music History I	
MUSC 312	Music History II	
Aural Training:		2
MUSC 173	Aural Training I	
MUSC 174	Aural Training II	
MUSC 273	Aural Training III	
MUSC 274	Aural Training IV	
Lower-division lessons:		2
MUSA 112	Primary Lower-Division Lessons for Music Majors	
Music Culture:		.5
MUSC 151	Music Culture	
Conducting:		.5
MUSC 277	Conducting I	
Technology for Musicians:		.5
MUSC 259	Technology for Musicians	
Career Skills:		.5
MUSC 300	Career Skills for the Entrepreneurial Musician	
<b>Major Requirements</b>		
Upper-division lessons/Music Experience bundle <sup>2</sup>		4

MUSA 313	Primary Upper-Division Lessons for Music Majors	
MUSX 362	Junior Recital (25-min.)	
MUSX 462	Senior Recital (50-min.)	
2 elective MUSX courses		
Twelve Ensembles:		3
Four semesters: large ensemble <sup>3</sup>		
Eight semesters: guitar ensemble		
Upper-division Music Literature elective		1
Select one from the following:		
MUSC 383	Wind Band Literature	
MUSC 387	Opera Literature	
MUSC 388	Piano Literature I	
MUSC 389	Piano Literature II	
MUSC 391	Symphonic Literature	
MUSC 392	Song Literature	
MUSC 394	Chamber Music Literature	
Upper-division Theory elective		1
Select one from the following:		
MUSC 371	Counterpoint	
MUSC 379	Orchestration and Arranging	
MUSC 471	Advanced Analysis	
Guitar Pedagogy		.5
MUSC 368	Guitar Pedagogy	
Guitar Seminar (must register every semester)		0
Free Elective <sup>4</sup>		2
<b>Other Requirements</b>		
Sophomore Decision		
Oral Communication Competency		
<b>Total Units</b>		<b>32.5</b>

<sup>1</sup> Functional Keyboard as required.

<sup>2</sup> Students registered in MUSA 313 must co-register for one MUSX course.

<sup>3</sup> Satisfied by Orchestra, Band, Concert Choir, Stetson Chorale, Hatter Choir, Jazz Band.

<sup>4</sup> Not fulfilled by ensembles.

## Advising Course Plans

### Advising Course Plans

- Guitar Major (p. 342)
- Guitar Major with Theory Fundamentals (p. 343)

# Advising Course Plan - Guitar Major

NOTE: This document is a courtesy advising plan only. It places the official catalog course requirements (but not all co-curricular or other requirements) in a suggested sequence. Please continuously consult the official catalog for all requirements. Honors Program students consult their advisor for General Education course modifications.

## First Year

Fall		Units
FSEM 100 <sup>1</sup>	First Year Seminar (WE)	1
MUSC 171	Music Theory I	1
MUSC 173	Aural Training I	0.5
MUSC 175	Functional Keyboard I	.25
MUSC 151	Music Culture	0.5
MUSE Course (Ensemble as assigned)*		.25
MUSC 254	Guitar Seminar	0.0
MUSE 330	Guitar Ensembles	0.25
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
<b>Term Units</b>		<b>4.25</b>

## Spring

General Education Requirement (SPAN 101 or 102L)			1
MUSC 172	Music Theory II	1	
MUSC 174	Aural Training II	0.5	
MUSC 176	Functional Keyboard II	.25	
MUSE Course (Ensemble as assigned)*		.25	
MUSC 254	Guitar Seminar	0.0	
MUSE 330	Guitar Ensembles	0.25	
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5	
<b>Term Units</b>		<b>3.75</b>	

## Second Year

Fall		Units	
MUSC 271	Music Theory III	1	
MUSC 273	Aural Training III	0.5	
MUSC 275	Functional Keyboard III	.25	
MUSE Course (Ensemble as assigned)*		.25	
MUSC 254	Guitar Seminar	0.0	
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5	
MUSC 277	Conducting I	0.5	
MUSE 330	Guitar Ensembles	0.25	
General Education Requirement (SPAN 102L recommended)			1
<b>Term Units</b>		<b>4.25</b>	

## Spring

MUSC 272	Music Theory IV	1
MUSC 274	Aural Training IV	0.5
MUSC 276	Functional Keyboard IV	.25
MUSE Course (Ensemble as assigned)*		.25
MUSC 254	Guitar Seminar	0.0
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
MUSC 259	Technology for Musicians	0.5
MUSE 330	Guitar Ensembles	0.25
Elective <sup>2</sup>		1
<b>Term Units</b>		<b>4.25</b>

## Third Year

Fall		Units	
MUSC 254	Guitar Seminar	0.0	
MUSA 313	Primary Upper-Division Lessons for Music Majors	1	
MUSC 311	Music History I	1	
MUSE 330	Guitar Ensembles	0.25	
General Education Requirement (any H course) (WE) <sup>1</sup>			1

MUSC Upper Division Literature Elective (WE) <sup>1,4</sup>		1
<b>Term Units</b>		<b>4.25</b>

## Spring

MUSC 254	Guitar Seminar	0.0	
MUSA 313	Primary Upper-Division Lessons for Music Majors	1	
MUSX 362	Junior Recital	0.0	
MUSC 312	Music History II	1	
MUSX Elective Requirement (non-recital)			0
MUSC 300	Career Skills for the Entrepreneurial Musician	0.5	
MUSE 330	Guitar Ensembles	0.25	
General Education Requirement (any V course) (WE) <sup>1</sup>			1

<b>Term Units</b>		<b>3.75</b>
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## Fourth Year

Fall		Units	
MUSC 254	Guitar Seminar	0.0	
MUSA 313	Primary Upper-Division Lessons for Music Majors	1	
MUSE 330	Guitar Ensembles	0.25	
General Education Requirement (any S course) (WE) <sup>1</sup>			1
Elective <sup>3</sup>			1
MUSC Upper Division Theory Elective <sup>5</sup>			1

<b>Term Units</b>		<b>4.25</b>
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## Spring

MUSC 254	Guitar Seminar	0.0	
MUSA 313	Primary Upper-Division Lessons for Music Majors	1	
MUSX 462	Senior Recital	0.0	
MUSX Elective (non-recital)			0
MUSC 368	Guitar Pedagogy	0.5	
MUSE 330	Guitar Ensembles	0.25	
Elective <sup>3</sup>			1
General Education Requirement (any Q course)			1

<b>Term Units</b>		<b>3.75</b>
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**Total Unit: 32.5**

\* ENSEMBLES: Satisfied by Orchestra, Band, Concert Choir, Stetson Chorale, Hatter Choir, Jazz Band.

<sup>1</sup> WE indicates a Writing Enhanced course. Four courses with the WE designation are required for graduation. FSEM and JSEM are automatically WE designated. Students may select General Education courses with or without the WE designation as long as four are taken at some point before graduation. More than four WE courses are suggested in this document, but more than four is not required.

<sup>2</sup> Non-Music elective requirement.

<sup>3</sup> Music or non-Music elective requirement.

<sup>4</sup> Select one from the following: MUSC 383, MUSC 387, MUSC 388, MUSC 389, MUSC 391, MUSC 392, MUSC 394.

<sup>5</sup> Select one from the following: MUSC 371, MUSC 379, MUSC 471.

# Advising Course Plan - Guitar Major with Theory Fundamentals

## First Year

Fall		Units
FSEM 100	First Year Seminar	1
MUSC 151	Music Culture	0.5
MUSC 160	Music Theory Fundamentals I	0.5
MUSC 173	Aural Training I	0.5
MUSC 175	Functional Keyboard I	.25
MUSE Course (Ensemble as assigned)**		.25
MUSE 330	Guitar Ensembles	0.25
MUSC 254	Guitar Seminar	0.0
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
<b>Term Units</b>		<b>3.75</b>

## Spring

General Education Requirement (Spanish 101 level)		1
MUSC 161	Music Theory Fundamentals II	0.5
MUSC 174	Aural Training II	0.5
MUSC 176	Functional Keyboard II	.25
MUSE Course (Ensemble as assigned)**		.25
MUSE 330	Guitar Ensembles	0.25
MUSC 254	Guitar Seminar	0.0
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
Free Elective (any Music or non-Music course)		1
<b>Term Units</b>		<b>4.25</b>

## Second Year

Fall		Units
MUSC 172	Music Theory II	1
MUSC 273	Aural Training III	0.5
MUSC 275	Functional Keyboard III	.25
MUSE Course (Ensemble as assigned)**		.25
MUSE 330	Guitar Ensembles	0.25
MUSC 254	Guitar Seminar	0.0
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
MUSC 277	Conducting I	0.5
General Education requirement (Spanish 102L level)		1
<b>Term Units</b>		<b>4.25</b>

## Spring

MUSC 272	Music Theory IV	1
MUSC 274	Aural Training IV	0.5
MUSC 276	Functional Keyboard IV	.25
MUSE Course (Ensemble as assigned)**		.25
MUSE 330	Guitar Ensembles	0.25
MUSC 254	Guitar Seminar	0.0
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
MUSC 259	Technology for Musicians	0.5
Free Elective (any non-Music course)		1
<b>Term Units</b>		<b>4.25</b>

## Third Year

Fall		Units
MUSC 271	Music Theory III	1
MUSE 330	Guitar Ensembles	0.25
MUSC 254	Guitar Seminar	0.0
MUSA 313	Primary Upper-Division Lessons for Music Majors	1
MUSC 311	Music History I	1
MUSC Upper Division Literature Elective (WE) <sup>1</sup>		1
<b>Term Units</b>		<b>4.25</b>

## Spring

MUSE 330	Guitar Ensembles	0.25
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MUSC 254	Guitar Seminar	0.0
MUSA 313	Primary Upper-Division Lessons for Music Majors	1
MUSX 362	Junior Recital	0.0
MUSC 312	Music History II	1
MUSX Course (any non-Recital MUSX course)		0
MUSC 300	Career Skills for the Entrepreneurial Musician	0.5
General Education Requirement (any V course) (WE)		1
<b>Term Units</b>		<b>3.75</b>

## Fourth Year

Fall		Units
MUSE 330	Guitar Ensembles	0.25
MUSC 254	Guitar Seminar	0.0
MUSA 313	Primary Upper-Division Lessons for Music Majors	1
General Education Requirement (any S course) (WE)		1
General Education Requirement (any H course) (WE)		1
MUSC Upper Division Theory Elective <sup>2</sup>		1
<b>Term Units</b>		<b>4.25</b>

## Spring

MUSE 330	Guitar Ensembles	0.25
MUSC 254	Guitar Seminar	0.0
MUSA 313	Primary Upper-Division Lessons for Music Majors	1
MUSX 462	Senior Recital	0.0
MUSX Elective (any MUSX non-Recital course)		0
MUSC 368	Guitar Pedagogy	0.5
Free Elective (any Music or non-Music course)		1
General Education Requirement (any Q course)		1
<b>Term Units</b>		<b>3.75</b>

**Total Unit: 32.5**

(WE) means a Writing Enhanced course. Any four courses with the WE designation are required for graduation. FSEM and JSEM are automatically WE designated. Students may select Gen Ed courses with or without the WE designation as long as four are taken at some point before graduation. More than four WE courses are suggested in this document, but more than four are not required.

\*\* Satisfied by Orchestra, Band, Concert Choir, Stetson Chorale, Hatter Choir, Jazz Band

<sup>1</sup> Select one from the following: MUSC 383, MUSC 387, MUSC 388, MUSC 389, MUSC 391, MUSC 392, MUSC 394.

<sup>2</sup> Select one from the following: MUSC 371, MUSC 379, MUSC 471.



# Bachelor Of Music in Music Theory

Code	Title	Units
<b>General Education Requirements</b>		
Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 may be used to count toward the Writing requirement.		
FSEM 100	First Year Seminar	1
Individuals, Societies, and Social Systems (any S course)		1
Quantitative Reasoning (any Q course)		1
Language (one language through the 102L level, FREN or GERM recommended)		1
Historical Inquiry (any H course)		1
Personal and Social Responsibility (any V course)		1
Free Elective (non-music, can be used for a 101-level language if required)		2
<b>Stetson Music Core</b>		
Theory/Keyboard bundle		5
Theory:		
MUSC 171	Music Theory I	
MUSC 172	Music Theory II	
MUSC 271	Music Theory III	
MUSC 272	Music Theory IV	
Functional Keyboard: <sup>1</sup>		
MUSC 175	Functional Keyboard I	
MUSC 176	Functional Keyboard II	
MUSC 275	Functional Keyboard III	
MUSC 276	Functional Keyboard IV	
Music History:		2
MUSC 311	Music History I	
MUSC 312	Music History II	
Aural Training:		2
MUSC 173	Aural Training I	
MUSC 174	Aural Training II	
MUSC 273	Aural Training III	
MUSC 274	Aural Training IV	
Lower-division lessons:		2
MUSA 112	Primary Lower-Division Lessons for Music Majors	
Music Culture:		.5
MUSC 151	Music Culture	
Conducting:		.5
MUSC 277	Conducting I	
Technology for Musicians:		.5
MUSC 259	Technology for Musicians <sup>2</sup>	
Career Skills:		.5
MUSC 300	Career Skills for the Entrepreneurial Musician	
<b>Major Requirements</b>		

MUSA 111	Secondary Lessons for Music Majors (2 semesters primary instrument, 2 semesters Practical Keyboard Applications)	1
MUSC 279	Introduction to Composition (2 semesters)	.5
Upper-division Music Literature elective		1
Select one from the following:		
MUSC 383	Wind Band Literature	
MUSC 387	Opera Literature	
MUSC 388	Piano Literature I	
MUSC 389	Piano Literature II	
MUSC 391	Symphonic Literature	
MUSC 392	Song Literature	
MUSC 394	Chamber Music Literature	
Three upper-division theory courses		3
MUSC 371	Counterpoint	
MUSC 379	Orchestration and Arranging	
MUSC 471	Advanced Analysis	
MUSC 498	Senior Research Proposal	1
MUSC 499	Senior Research Project	1
Upper-division lessons/Music Experience Bundle		1
MUSA 312	Primary Upper-Division Lessons for Music Majors (2 semesters)	
MUSX 362	Junior Recital (25-min.)	
Eight Ensembles:		2
Four semesters: large ensemble <sup>4</sup>		
Two semesters: elective ensemble		
Two semesters: chamber ensemble		
Free Elective <sup>5</sup>		1
<b>Other Requirements</b>		
Sophomore Decision <sup>6</sup>		
Oral Communication Competency		
<b>Total Units</b>		<b>32.5</b>

<sup>1</sup> Functional Keyboard as required.

<sup>2</sup> Students may substitute DIGA 161A for MUSC 259.

<sup>3</sup> Secondary lessons may include continued study in student's primary instrument (MUSA 111 level), secondary study in piano, or additional secondary lessons in Practical Keyboard Application. Students may choose to take additional MUSA 312 lessons on their principle instrument in place of this requirement.

<sup>4</sup> Satisfied by Orchestra, Band, Concert Choir, Stetson Chorale, Hatter Choir, Jazz Band.

<sup>5</sup> Not fulfilled by ensembles.

<sup>6</sup> To advance to the junior level, theory-emphasis students at the end of the sophomore year must have a cumulative GPA of 3.0 in all theory courses, make a C- or better in all aural training courses and in Introduction to Composition. Only classes taken at Stetson will be used for the average. Classes passed through exemption or AP will not be used for the average. If a transfer theory major has not completed 2.5 units of Stetson theory by the end of the sophomore year, the student will be evaluated after having completed 2.5 units of Stetson theory courses.

## **Advising Course Plans**

### **Advising Course Plans**

- Music Theory Major (p. 346)
- Music Theory Major with Theory Fundamentals (p. 347)

# Advising Course Plan - Music Theory Major

NOTE: This document is a courtesy advising plan only. It places the official catalog course requirements (but not all co-curricular or other requirements) in a suggested sequence. Please continuously consult the official catalog for all requirements. Honors Program students consult their advisor for General Education course modifications.

## First Year

Fall		Units
FSEM 100 <sup>1</sup>	First Year Seminar (WE)	1
MUSC 171	Music Theory I	1
MUSC 173	Aural Training I	0.5
MUSC 175	Functional Keyboard I	.25
MUSC 151	Music Culture	0.5
MUSE Course (Ensemble as assigned)**		.25
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
<b>Term Units</b>		<b>4</b>

## Spring

MUSC 172	Music Theory II	1
MUSC 174	Aural Training II	0.5
MUSC 176	Functional Keyboard II	.25
General Education Requirement (any H course) (WE) <sup>1</sup>		1
MUSE Course (Ensemble as assigned)**		.25
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
<b>Term Units</b>		<b>3.5</b>

## Second Year

Fall		Units
MUSC 271	Music Theory III	1
MUSC 273	Aural Training III	0.5
MUSC 275	Functional Keyboard III	.25
MUSE Course (Ensemble as assigned)**		.25
MUSC 279	Introduction to Composition	0.25
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
MUSC 277	Conducting I	0.5
General Education Requirement (Language 101 or 102L) <sup>2</sup>		1
<b>Term Units</b>		<b>4.25</b>

## Spring

MUSC 272	Music Theory IV	1
MUSC 274	Aural Training IV	0.5
MUSC 276	Functional Keyboard IV	.25
MUSE Course (Ensemble as assigned)**		.25
MUSC 279	Introduction to Composition	0.25
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
MUSC 259 or DIGA 161A	Technology for Musicians Digital Audio Fundamentals	0.5 or 1
General Education Requirement (Language 102L) or non-Music elective		1
<b>Term Units</b>		<b>4.25 to 4.75</b>

## Third Year

Fall		Units
MUSA 312	Primary Upper-Division Lessons for Music Majors	0.5
MUSC 311	Music History I	1
MUSC 379	Orchestration and Arranging	1
Elective (non-Music)		1
MUSA 111	Secondary Lessons for Music Majors	0.25
MUSE Course (Ensemble as assigned)**		.25
<b>Term Units</b>		<b>4</b>

## Spring

MUSA 312	Primary Upper-Division Lessons for Music Majors	0.5
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MUSX 362	Junior Recital	0.0
MUSC 312	Music History II	1
MUSC 371 or 471	Counterpoint Advanced Analysis	1
MUSA 111	Secondary Lessons for Music Majors	0.25
General Education Requirement (any Q course)		1
MUSE Course (Ensemble as assigned)**		.25

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**Term Units** **4**

## Fourth Year

### Fall

MUSC 300	Career Skills for the Entrepreneurial Musician	0.5
MUSC 498	Senior Research Proposal	1
MUSA 111	Secondary Lessons for Music Majors	0.25
MUSC Upper Division Music Literature Elective <sup>4</sup>		1
General Education Requirement (any S course) (WE) <sup>1</sup>		1
MUSE Course (Ensemble as assigned)**		.25

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**Term Units** **4**

### Spring

General Education Requirement (any V course) (WE) <sup>1</sup>		1
MUSA 111	Secondary Lessons for Music Majors	0.25
MUSC 371 or 471	Counterpoint Advanced Analysis	1
MUSC 499	Senior Research Project	1
Elective <sup>3</sup>		1
MUSE Course (Ensemble as assigned)**		.25

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**Term Units** **4.5**

**Total Unit: 32.5 to 33**

ENSEMBLES: Students must take two semesters of chamber ensemble as part of their "Ensembles as assigned" listed above. Students consult with their advisor and major ensemble conductors as to which semesters will contain chamber ensemble credit. Vocalists and Instrumentalists approach Chamber ensembles differently.

\*\* Many students receive music scholarship funds and may be required to perform in ensembles beyond the curricular requirements stated in the catalog.

<sup>1</sup> WE indicates a Writing Enhanced course. Four courses with the WE designation are required for graduation. FSEM and JSEM are automatically WE designated. Students may select General Education courses with or without the WE designation as long as four are taken at some point before graduation. More than four WE courses are suggested in this document, but more than four is not required.

<sup>2</sup> 101 uses a non-Music Elective.

<sup>3</sup> Music or non-Music Elective.

<sup>4</sup> Select one from the following: MUSC 383, MUSC 387, MUSC 388, MUSC 389, MUSC 391, MUSC 392, MUSC 394.

# Advising Course Plan - Music Theory Major with Theory Fundamentals

## First Year

Fall		Units
FSEM 100	First Year Seminar	1
MUSC 160	Music Theory Fundamentals I	0.5
MUSC 173	Aural Training I	0.5
MUSC 175	Functional Keyboard I	.25
MUSC 151	Music Culture	0.5
MUSE Course (Ensemble as assigned)**		.25
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
<b>Term Units</b>		<b>3.5</b>

## Spring

MUSC 161	Music Theory Fundamentals II	0.5
MUSC 174	Aural Training II	0.5
MUSC 176	Functional Keyboard II	.25
General Education Requirement (any H course) (WE)		1
MUSE Course (Ensemble as assigned)**		.25
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
Free Elective (any non-Music course)		1
<b>Term Units</b>		<b>4</b>

## Second Year

Fall		Units
MUSC 172	Music Theory II	1
MUSC 273	Aural Training III	0.5
MUSC 275	Functional Keyboard III	.25
MUSE Course (Ensemble as assigned)**		.25
MUSC 279	Introduction to Composition	0.25
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
MUSC 277	Conducting I	0.5
General Education Requirement (Language 101 or 102L) (101 uses elective)		1
<b>Term Units</b>		<b>4.25</b>

## Spring

MUSC 272	Music Theory IV	1
MUSC 274	Aural Training IV	0.5
MUSC 276	Functional Keyboard IV	.25
MUSE Course (Ensemble as assigned)**		.25
MUSC 279	Introduction to Composition	0.25
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
MUSC 259 or DIGA 161A	Technology for Musicians Digital Audio Fundamentals	0.5 or 1
General Education Requirement (Language 102L or free elective non-Music course)		1
<b>Term Units</b>		<b>4.25 to 4.75</b>

## Third Year

Fall		Units
MUSC 271	Music Theory III	1
MUSA 312	Primary Upper-Division Lessons for Music Majors	0.5
MUSC 311	Music History I	1
MUSC 379	Orchestration and Arranging	1
MUSA 111	Secondary Lessons for Music Majors	0.25
MUSE Course (Ensemble as assigned)**		.25
<b>Term Units</b>		<b>4</b>

## Spring

MUSA 312	Primary Upper-Division Lessons for Music Majors	0.5
MUSX 362	Junior Recital	0.0
MUSC 312	Music History II (WE)	1

MUSC 371 or 471	Counterpoint Advanced Analysis	1
MUSA 111	Secondary Lessons for Music Majors	0.25
General Education Requirement (any Q course)		1
MUSE Course (Ensemble as assigned)**		.25
<b>Term Units</b>		<b>4</b>

## Fourth Year

Fall		Units
MUSC 300	Career Skills for the Entrepreneurial Musician	0.5
MUSC 498	Senior Research Proposal	1
MUSA 111	Secondary Lessons for Music Majors	0.25
MUSC Upper Division Music Literature Elective <sup>1</sup>		1
Free Elective (any Music or non-Music course)		1
MUSE Course (Ensemble as assigned)**		.25
<b>Term Units</b>		<b>4</b>

## Spring

General Education Requirement (any V course) (WE)		1
MUSA 111	Secondary Lessons for Music Majors	0.25
MUSC 371 or 471	Counterpoint Advanced Analysis	1
MUSC 499	Senior Research Project	1
Free Elective (Music or non-Music Course)		1
MUSE Course (Ensemble as assigned)**		.25
<b>Term Units</b>		<b>4.5</b>

**Total Unit: 32.5 to 33**

(WE) means a Writing Enhanced course. Any four courses with the WE designation are required for graduation. FSEM and JSEM are automatically WE designated. Students may select Gen Ed courses with or without the WE designation as long as four are taken at some point before graduation. More than four WE courses are suggested in this document, but more than four are not required.

ENSEMBLES: Students must take two semesters of chamber ensemble as part of their "Ensembles as assigned" listed above. Students consult with their advisor and major ensemble conductors as to which semesters will contain chamber ensemble credit. Vocalists and Instrumentalists approach Chamber ensembles differently.

\*\* Many students receive music scholarship funds and may be required to perform in ensembles beyond the curricular requirements stated in the catalog.

<sup>1</sup> Select one from the following: MUSC 383, MUSC 387, MUSC 388, MUSC 389, MUSC 391, MUSC 392, MUSC 394.

# Bachelor Of Music in Performance (Orchestral Instrument)

Code	Title	Units
<b>General Education Requirements</b>		
Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 may be used to count toward the Writing requirement.		
FSEM 100	First Year Seminar	1
Individuals, Societies, and Social Systems (any S course)		1
Quantitative Reasoning (any Q course)		1
Language (one language through the 102L level, FREN or GERM recommended)		1
Historical Inquiry (any H course; HIST 103H recommended)		1
Personal and Social Responsibility (any V course)		1
Free Elective (non-music, can be used for a 101-level language if required)		2
<b>Stetson Music Core</b>		
Theory/Keyboard bundle		5
Theory:		
MUSC 171	Music Theory I	
MUSC 172	Music Theory II	
MUSC 271	Music Theory III	
MUSC 272	Music Theory IV	
Functional Keyboard: <sup>1</sup>		
MUSC 175	Functional Keyboard I	
MUSC 176	Functional Keyboard II	
MUSC 275	Functional Keyboard III	
MUSC 276	Functional Keyboard IV	
Music History:		2
MUSC 311	Music History I	
MUSC 312	Music History II	
Aural Training:		2
MUSC 173	Aural Training I	
MUSC 174	Aural Training II	
MUSC 273	Aural Training III	
MUSC 274	Aural Training IV	
Lower-division lessons:		2
MUSA 112	Primary Lower-Division Lessons for Music Majors	
Music Culture:		.5
MUSC 151	Music Culture	
Conducting:		.5
MUSC 277	Conducting I	
Technology for Musicians:		.5
MUSC 259	Technology for Musicians	
Career Skills:		.5
MUSC 300	Career Skills for the Entrepreneurial Musician	
<b>Major Requirements</b>		

Upper-division lessons/Music Experience bundle <sup>2</sup>		4
MUSA 313	Primary Upper-Division Lessons for Music Majors	
MUSX 362	Junior Recital (25-min.)	
MUSX 462	Senior Recital (50-min.)	
Select two elective MUSX courses		
Sixteen Ensembles:		4
Eight semesters: large ensemble <sup>3</sup>		
Six semesters: elective ensemble		
Two semesters: chamber ensemble		
Upper-division Music Literature elective		1
Select one from the following:		
MUSC 383	Wind Band Literature	
MUSC 387	Opera Literature	
MUSC 388	Piano Literature I	
MUSC 389	Piano Literature II	
MUSC 391	Symphonic Literature	
MUSC 392	Song Literature	
MUSC 394	Chamber Music Literature	
Upper-division Theory elective		1
Select one from the following:		
MUSC 371	Counterpoint	
MUSC 379	Orchestration and Arranging	
MUSC 471	Advanced Analysis	
MUSC 366	Wind, Brass, Percussion Pedagogy	0.5
or MUSC 367 String Pedagogy		
Free Elective <sup>4</sup>		1
<b>Other Requirements</b>		
Sophomore Decision		
Oral Communication Competency		
<b>Total Units</b>		<b>32.5</b>

<sup>1</sup> Functional Keyboard as required.

<sup>2</sup> Students registered in MUSA 313 must co-register for one MUSX course.

<sup>3</sup> Satisfied by Orchestra, Band, Concert Choir, Stetson Chorale, Hatter Choir, Jazz Band.

<sup>4</sup> Not fulfilled by ensembles.

## Advising Course Plans

### Advising Course Plans

- Orchestral Instrument Major (p. 349)
- Orchestral Instrument Major with Theory Fundamentals (p. 350)

# Advising Course Plan - Orchestral Instrument Major

NOTE: This document is a courtesy advising plan only. It places the official catalog course requirements (but not all co-curricular or other requirements) in a suggested sequence. Please continuously consult the official catalog for all requirements. Honors Program students consult their advisor for General Education course modifications.

First Year		
Fall		Units
FSEM 100	First Year Seminar	1
MUSC 171	Music Theory I	1
MUSC 173	Aural Training I	0.5
MUSC 175	Functional Keyboard I	.25
MUSC 151	Music Culture	0.5
MUSE Course (Ensembles as assigned)*		.5
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
<b>Term Units</b>		<b>4.25</b>
Spring		
Elective (non-Music)		1
MUSC 172	Music Theory II	1
MUSC 174	Aural Training II	0.5
MUSC 176	Functional Keyboard II	.25
MUSE Course (Ensembles as assigned)*		.5
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
<b>Term Units</b>		<b>3.75</b>
Second Year		
Fall		
MUSC 271	Music Theory III	1
MUSC 273	Aural Training III	0.5
MUSC 275	Functional Keyboard III	.25
MUSE Course (Ensembles as assigned)*		.5
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
MUSC 277	Conducting I	0.5
FREN 101 or GERM 101	Elementary French I Elementary German I	1
<b>Term Units</b>		<b>4.25</b>
Spring		
MUSC 272	Music Theory IV	1
MUSC 274	Aural Training IV	0.5
MUSC 276	Functional Keyboard IV	.25
MUSE Course (Ensembles as assigned)*		.5
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
MUSC 259	Technology for Musicians	0.5
FREN 102L or GERM 102L	Elementary French II Beginning German II	1
<b>Term Units</b>		<b>4.25</b>
Third Year		
Fall		
MUSE Course (Ensembles as assigned)*		.5
MUSA 313	Primary Upper-Division Lessons for Music Majors	1
MUSC 311	Music History I	1
General Education Requirement (any H course) (WE) <sup>1</sup>		1
MUSX Elective (any non-Recital course)		0
MUSC Upper Division Theory Elective <sup>2</sup>		1
<b>Term Units</b>		<b>4.5</b>
Spring		
MUSE Course (Ensembles as assigned)*		.5

(NOTE: MUSC 366 and/or 367 are offered every other spring, and may need to be taken in 3rd year spring rather than 4th year spring, depending on when it is offered)

MUSA 313	Primary Upper-Division Lessons for Music Majors	1
MUSX 362	Junior Recital	0.0
MUSC 312	Music History II	1
MUSC 300	Career Skills for the Entrepreneurial Musician	0.5
General Education Requirement (any V course) (WE) <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>
Fourth Year		
Fall		
MUSE Course (Ensembles as assigned)*		.5
MUSA 313	Primary Upper-Division Lessons for Music Majors	1
General Education Requirement (any Q course)		1
MUSC Upper Division Literature Elective (WE) <sup>1, 3</sup>		1
<b>Term Units</b>		<b>3.5</b>
Spring		
MUSE Course (Ensembles as assigned)*		.5
MUSA 313	Primary Upper-Division Lessons for Music Majors	1
MUSX 462	Senior Recital	0.0
MUSX Elective (any non-Recital course)		0
Elective (any Music or non-Music course)		1
General Education Requirement (any S course) (WE) <sup>1</sup>		1
MUSC 366 or 367	Wind, Brass, Percussion Pedagogy (Offered every other year, take 3rd or 4th year depending on when it is offered) String Pedagogy	0.5
<b>Term Units</b>		<b>4</b>
<b>Total Unit: 32.5</b>		

- \* ENSEMBLES: Students must take two semesters of chamber ensemble as part of their "Ensembles as assigned" listed above. Students consult with their advisor and major ensemble conductors as to which semesters will contain chamber ensemble credit.
- <sup>1</sup> WE indicates a Writing Enhanced course. Four courses with the WE designation are required for graduation. FSEM and JSEM are automatically WE designated. Students may select General Education courses with or without the WE designation as long as four are taken at some point before graduation. More than four WE courses are suggested in this document, but more than four is not required.
- <sup>2</sup> Select one from the following: MUSC 371, MUSC 379, MUSC 471.
- <sup>3</sup> Select one from the following: MUSC 383, MUSC 387, MUSC 388, MUSC 389, MUSC 391, MUSC 392, MUSC 394.

# Advising Course Plan - Orchestral Instrument Major with Theory Fundamentals

First Year		
<b>Fall</b>		
FSEM 100	First Year Seminar	1
MUSC 160	Music Theory Fundamentals I	0.5
MUSC 173	Aural Training I	0.5
MUSC 175	Functional Keyboard I	.25
MUSC 151	Music Culture	0.5
MUSE Course (Ensemble as assigned)**		.5
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
<b>Term Units</b>		<b>3.75</b>
<b>Spring</b>		
Free Elective (any non-Music course)		1
MUSC 161	Music Theory Fundamentals II	0.5
MUSC 174	Aural Training II	0.5
MUSC 176	Functional Keyboard II	.25
MUSE Course (Ensemble as assigned)**		.5
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
<b>Term Units</b>		<b>3.25</b>
<b>Second Year</b>		
<b>Fall</b>		
MUSC 172	Music Theory II	1
MUSC 273	Aural Training III	0.5
MUSC 275	Functional Keyboard III	.25
MUSE Course (Ensemble as assigned)**		.5
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
MUSC 277	Conducting I	0.5
FREN 101 or GERM 101	Elementary French I Elementary German I	1
<b>Term Units</b>		<b>4.25</b>
<b>Spring</b>		
MUSC 272	Music Theory IV	1
MUSC 274	Aural Training IV	0.5
MUSC 276	Functional Keyboard IV	.25
MUSE Course (Ensemble as assigned)**		.5
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
MUSC 259	Technology for Musicians	0.5
FREN 102L or GERM 102L	Elementary French II Beginning German II	1
<b>Term Units</b>		<b>4.25</b>
<b>Third Year</b>		
<b>Fall</b>		
MUSC 271	Music Theory III	1
MUSE Course (Ensemble as assigned)**		.5
MUSA 313	Primary Upper-Division Lessons for Music Majors	1
MUSC 311	Music History I	1
MUSX Elective (any non-Recital class)		0
MUSC Upper Division Theory Elective <sup>1</sup>		1
<b>Term Units</b>		<b>4.5</b>
<b>Spring</b>		
MUSE Course (Ensemble as assigned)**		.5
(NOTE: MUSC 366 and/or 367 are offered every other spring, and may need to be taken in 3rd year spring rather than 4th year spring, depending on when it is offered)		
MUSA 313	Primary Upper-Division Lessons for Music Majors	1
MUSX 362	Junior Recital	0.0
MUSC 312	Music History II (WE)	1
MUSC 300	Career Skills for the Entrepreneurial Musician	0.5

General Education Requirement (any V course)		1
<b>Term Units</b>		<b>4</b>
<b>Fourth Year</b>		
<b>Fall</b>		
MUSE Course (Ensemble as assigned)**		.5
MUSA 313	Primary Upper-Division Lessons for Music Majors	1
MUSX 462	Senior Recital	0.0
MUSX Elective (any non-Recital course)		0
General Education Requirement (any Q course)		1
MUSC Upper Division Literature Elective (WE) <sup>2</sup>		1
MUSC Upper Division Theory Elective <sup>1</sup>		1
<b>Term Units</b>		<b>4.5</b>
<b>Spring</b>		
MUSE Course (Ensemble as assigned)**		.5
MUSA 313	Primary Upper-Division Lessons for Music Majors	1
MUSX 462	Senior Recital	0.0
MUSX Elective (any non-Recital course)		0
General Education Requirement (any S course) (WE)		1
General Education Requirement (any H course) (WE)		1
MUSC 366 or 367	Wind, Brass, Percussion Pedagogy String Pedagogy	0.5
<b>Term Units</b>		<b>4</b>
<b>Total Unit: 32.5</b>		

(WE) means a Writing Enhanced course. Any four courses with the WE designation are required for graduation. FSEM and JSEM are automatically WE designated. Students may select Gen Ed courses with or without the WE designation as long as four are taken at some point before graduation. More than four WE courses are suggested in this document, but more than four are not required.

\*\* Students must take two semesters of chamber ensemble as part of their "Ensembles as assigned" listed above. Students consult with their advisor and major ensemble conductors as to which semesters will contain chamber ensemble credit.

<sup>1</sup> Select one from the following: MUSC 371, MUSC 379, MUSC 471.

<sup>2</sup> Select one from the following: MUSC 387, MUSC 388, MUSC 389, MUSC 391, MUSC 392, MUSC 394.

# Bachelor Of Music in Performance (Organ)

Code	Title	Units
<b>General Education Requirements</b>		
Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 may be used to count toward the Writing requirement.		
FSEM 100	First Year Seminar	1
Individuals, Societies, and Social Systems (any S course)		1
Quantitative Reasoning (any Q course)		1
Language (French or German recommended, 102L level or higher required)		1
Historical Inquiry (any H course)		1
Personal and Social Responsibility (any V course)		1
Free Elective (non-music, can be used for a 101-level language if required)		2
<b>Stetson Music Core</b>		
Theory/Keyboard bundle		5
Theory:		
MUSC 171	Music Theory I	
MUSC 172	Music Theory II	
MUSC 271	Music Theory III	
MUSC 272	Music Theory IV	
Functional Keyboard:		
MUSC 175	Functional Keyboard I <sup>1</sup>	
MUSC 176	Functional Keyboard II	
MUSC 275	Functional Keyboard III	
MUSC 276	Functional Keyboard IV	
Music History:		2
MUSC 311	Music History I	
MUSC 312	Music History II	
Aural Training:		2
MUSC 173	Aural Training I	
MUSC 174	Aural Training II	
MUSC 273	Aural Training III	
MUSC 274	Aural Training IV	
Lower-division lessons:		2
MUSA 112	Primary Lower-Division Lessons for Music Majors	
Music Culture:		.5
MUSC 151	Music Culture	
Conducting:		.5
MUSC 277	Conducting I	
Technology for Musicians:		.5
MUSC 259	Technology for Musicians	
Career Skills:		.5
MUSC 300	Career Skills for the Entrepreneurial Musician	
<b>Major Requirements</b>		
Upper-division lessons/Music Experience bundle <sup>2</sup>		4

MUSA 313	Primary Upper-Division Lessons for Music Majors	
MUSX 362	Junior Recital (25-min.)	
MUSX 462	Senior Recital (50-min.)	
Select two elective MUSX courses		
Ensembles (6 as participant):		1.5
MUSC 125	Keyboard Accompanying I	0.25
MUSC 225	Keyboard Accompanying II	0.25
MUSA 111	Secondary Lessons for Music Majors (Four semesters) <sup>3</sup>	1
Upper-division Music Literature elective		1
Select one from the following:		
MUSC 383	Wind Band Literature	
MUSC 387	Opera Literature	
MUSC 388	Piano Literature I	
MUSC 389	Piano Literature II	
MUSC 391	Symphonic Literature	
MUSC 392	Song Literature	
MUSC 394	Chamber Music Literature	
Upper-division Theory elective		1
Select one from the following:		
MUSC 371	Counterpoint	
MUSC 379	Orchestration and Arranging	
MUSC 471	Advanced Analysis	
MUSC 365	Keyboard Pedagogy	.5
MUSC 374	Foundations of Organ	.5
Free Electives <sup>4</sup>		1.5
Other Requirements		
Sophomore Decision		
Oral Communication Competency		
<b>Total Units</b>		<b>32.5</b>

<sup>1</sup> Functional Keyboard as required.

<sup>2</sup> Students registered in MUSA 313 must co-register for one MUSX course.

<sup>3</sup> Choose from secondary lessons in Piano, Harpsichord, or Practical Keyboard Applications.

<sup>4</sup> Not fulfilled by ensembles.

## Advising Course Plans

### Advising Course Plans

- Organ Major (p. 352)
- Organ Major with Theory Fundamentals (p. 353)



# Advising Course Plan - Organ Major

NOTE: This document is a courtesy advising plan only. It places the official catalog course requirements (but not all co-curricular or other requirements) in a suggested sequence. Please continuously consult the official overview catalog page for all requirements. Honors Program students consult their advisor for Gen Ed course modifications.

First Year		
<b>Fall</b>		
FSEM 100 <sup>1</sup>	First Year Seminar (WE)	1
MUSC 171	Music Theory I	1
MUSC 173	Aural Training I	0.5
MUSC 175	Functional Keyboard I	.25
MUSC 151	Music Culture	0.5
MUSE Course (Ensemble as assigned)		.25
MUSC 125	Keyboard Accompanying I	0.25
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
<b>Term Units</b>		<b>4.25</b>
<b>Spring</b>		
MUSC 172	Music Theory II	1
MUSC 174	Aural Training II	0.5
MUSC 176	Functional Keyboard II	.25
MUSE Course (Ensemble as assigned)		.25
General Education Requirement (any S course) (WE) <sup>1</sup>		1
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
<b>Term Units</b>		<b>3.5</b>
<b>Second Year</b>		
<b>Fall</b>		
MUSC 271	Music Theory III	1
MUSC 273	Aural Training III	0.5
MUSC 275	Functional Keyboard III	.25
MUSE Course (Ensemble as assigned)		.25
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
MUSC 277	Conducting I	0.5
MUSC 225	Keyboard Accompanying II	0.25
MUSA 111	Secondary Lessons for Music Majors	0.25
FREN 101 or GERM 101	Elementary French I Elementary German I	1
<b>Term Units</b>		<b>4.5</b>
<b>Spring</b>		
MUSC 272	Music Theory IV	1
MUSC 274	Aural Training IV	0.5
MUSC 276	Functional Keyboard IV	.25
MUSE Course (Ensemble as assigned)		.25
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
MUSC 259	Technology for Musicians	0.5
MUSA 111	Secondary Lessons for Music Majors	0.25
FREN 102L or GERM 102L	Elementary French II Beginning German II	1
<b>Term Units</b>		<b>4.25</b>
<b>Third Year</b>		
<b>Fall</b>		
MUSE Course (Ensemble as assigned)		.25
MUSA 313	Primary Upper-Division Lessons for Music Majors	1
MUSX Elective (any non-Recital course)		0
MUSC 311	Music History I	1
MUSA 111	Secondary Lessons for Music Majors	0.25
MUSC Upper Division Literature Elective <sup>2</sup>		1

MUSC 374	Foundations of Organ	0.5
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
MUSE Course (Ensemble as assigned)		.25
MUSA 313	Primary Upper-Division Lessons for Music Majors	1
MUSX 362	Junior Recital	0.0
MUSC 312	Music History II	1
MUSC 300	Career Skills for the Entrepreneurial Musician	0.5
MUSA 111	Secondary Lessons for Music Majors	0.25
General Education Requirement (any V course) (WE) <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>
<b>Fourth Year</b>		
<b>Fall</b>		
MUSA 313	Primary Upper-Division Lessons for Music Majors	1
MUSX Elective (any non-Recital course)		0
Elective (any non-Music course)		1
General Education Requirement (any Q course)		1
Elective (any Music or non-Music course)		.5
MUSC 365	Keyboard Pedagogy	0.5
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
MUSA 313	Primary Upper-Division Lessons for Music Majors	1
MUSX 462	Senior Recital	0.0
General Education Requirement (any H course) (WE) <sup>1</sup>		1
Elective (any Music or non-Music course)		1
MUSC Upper Division Theory Elective <sup>3</sup>		1
<b>Term Units</b>		<b>4</b>
<b>Total Unit: 32.5</b>		

<sup>1</sup> WE indicates a Writing Enhanced course. Four courses with the WE designation are required for graduation. FSEM and JSEM are automatically WE designated. Students may select General Education courses with or without the WE designation as long as four are taken at some point before graduation. More than four WE courses are suggested in this document, but more than four is not required.

<sup>2</sup> Select one from the following: MUSC 383, MUSC 387, MUSC 388, MUSC 389, MUSC 391, MUSC 392, MUSC 394.

<sup>3</sup> Select one from the following: MUSC 371, MUSC 379, MUSC 471.

# Advising Course Plan - Organ Major with Theory Fundamentals

## First Year

Fall		Units
FSEM 100	First Year Seminar	1
MUSC 160	Music Theory Fundamentals I	0.5
MUSC 173	Aural Training I	0.5
MUSC 175	Functional Keyboard I	.25
MUSC 151	Music Culture	0.5
MUSE Course (Ensemble as assigned)		.25
MUSC 125	Keyboard Accompanying I	0.25
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5

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**Term Units** **3.75**

## Spring

MUSC 161	Music Theory Fundamentals II	0.5
MUSC 174	Aural Training II	0.5
MUSC 176	Functional Keyboard II	.25
MUSE Course (Ensemble as assigned)		.25
General Education Requirement (any S course) (WE)		1
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
Free Elective (any Music or non-Music course)		1

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**Term Units** **4**

## Second Year

Fall		Units
MUSC 172	Music Theory II	1
MUSC 273	Aural Training III	0.5
MUSC 275	Functional Keyboard III	.25
MUSE Course (Ensemble as assigned)		.25
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
MUSC 277	Conducting I	0.5
MUSC 225	Keyboard Accompanying II	0.25
MUSA 111	Secondary Lessons for Music Majors	0.25
FREN 101 or GERM 101	Elementary French I (Uses non-Music elective) Elementary German I	1

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**Term Units** **4.5**

## Spring

MUSC 272	Music Theory IV	1
MUSC 274	Aural Training IV	0.5
MUSC 276	Functional Keyboard IV	.25
MUSE Course (Ensemble as assigned)		.25
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
MUSC 259	Technology for Musicians	0.5
MUSA 111	Secondary Lessons for Music Majors	0.25
FREN 102L or GERM 102L	Elementary French II Beginning German II	1

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**Term Units** **4.25**

## Third Year

Fall		Units
MUSC 271	Music Theory III	1
MUSE Course (Ensemble as assigned)		.25
MUSA 313	Primary Upper-Division Lessons for Music Majors	1
MUSX Elective (any non-Recital course)		0
MUSC 311	Music History I	1
MUSA 111	Secondary Lessons for Music Majors	0.25
MUSC 374	Foundations of Organ	0.5

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**Term Units** **4**

## Spring

MUSE Course (Ensemble as assigned)		.25
MUSA 313	Primary Upper-Division Lessons for Music Majors	1
MUSX 362	Junior Recital	0.0

MUSC 312	Music History II (WE)	1
MUSC 300	Career Skills for the Entrepreneurial Musician	0.5
MUSA 111	Secondary Lessons for Music Majors	0.25
General Education Requirement (Any V course) (WE)		1

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**Term Units** **4**

## Fourth Year

Fall		Units
MUSA 313	Primary Upper-Division Lessons for Music Majors	1
MUSX Elective (any non-Recital course)		0
Free Elective (any non-Music course)		1
General Education Requirement (any Q course)		1
Free Elective (any Music or non-Music course)		.5
MUSC 365	Keyboard Pedagogy	0.5

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**Term Units** **4**

## Spring

MUSA 313	Primary Upper-Division Lessons for Music Majors	1
MUSX 462	Senior Recital	0.0
General Education requirement (any H course) (WE)		1
Upper Division Literature Elective <sup>1</sup>		1
Upper Division Theory Elective <sup>2</sup>		1

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**Term Units** **4**

**Total Unit: 32.5**

(WE) means a Writing Enhanced course. Any four courses with the WE designation are required for graduation. FSEM and JSEM are automatically WE designated. Students may select Gen Ed courses with or without the WE designation as long as four are taken at some point before graduation. More than four WE courses are suggested in this document, but more than four are not required. This advising plan places two electives in the fourth year fall because it attempts to distribute the WE courses more evenly throughout the four years.

<sup>1</sup> Select one from the following: MUSC 383, MUSC 387, MUSC 388, MUSC 389, MUSC 391, MUSC 392, MUSC 394.

<sup>2</sup> Select one from the following: MUSC 371, MUSC 379, MUSC 471.

# Bachelor Of Music in Performance (Piano)

Code	Title	Units
<b>General Education Requirements</b>		
Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 may be used to count toward the Writing requirement.		
FSEM 100	First Year Seminar	1
Individuals, Societies, and Social Systems (any S course)		1
Quantitative Reasoning (any Q course)		1
Language (French or German recommended, 102L level or higher required)		1
Historical Inquiry (any H course)		1
Personal and Social Responsibility (any V course)		1
Free Elective (non-music, can be used for a 101-level language if required)		2
<b>Stetson Music Core</b>		
Theory/Keyboard bundle		5
Theory:		
MUSC 171	Music Theory I	
MUSC 172	Music Theory II	
MUSC 271	Music Theory III	
MUSC 272	Music Theory IV	
Functional Keyboard: <sup>1</sup>		
MUSC 175	Functional Keyboard I <sup>1</sup>	
MUSC 176	Functional Keyboard II	
MUSC 275	Functional Keyboard III	
MUSC 276	Functional Keyboard IV	
Music History:		2
MUSC 311	Music History I	
MUSC 312	Music History II	
Aural Training:		2
MUSC 173	Aural Training I	
MUSC 174	Aural Training II	
MUSC 273	Aural Training III	
MUSC 274	Aural Training IV	
Lower-division lessons:		2
MUSA 112	Primary Lower-Division Lessons for Music Majors	
Music Culture:		.5
MUSC 151	Music Culture	
Conducting:		.5
MUSC 277	Conducting I	
Technology for Musicians:		.5
MUSC 259	Technology for Musicians	
Career Skills:		.5
MUSC 300	Career Skills for the Entrepreneurial Musician	
<b>Major Requirements</b>		
Upper-division lessons/Music Experience bundle <sup>2</sup>		4

MUSA 313	Primary Upper-Division Lessons for Music Majors	
MUSX 362	Junior Recital (25-min.)	
MUSX 462	Senior Recital (50-min.)	
Select two elective MUSX courses		
Ensembles (6 as participant):		1.5
MUSC 125	Keyboard Accompanying I	0.25
MUSC 225	Keyboard Accompanying II	0.25
Piano Literature:		2
MUSC 388	Piano Literature I	
MUSC 389	Piano Literature II	
MUSA 111	Secondary Lessons for Music Majors (4 semesters) <sup>3</sup>	1
Upper-division Theory elective		1
Select one from the following:		
MUSC 371	Counterpoint	
MUSC 379	Orchestration and Arranging	
MUSC 471	Advanced Analysis	
MUSC 365	Keyboard Pedagogy	.5
Free Electives <sup>4</sup>		1
<b>Other Requirements</b>		
Sophomore Decision		
Oral Communication Competency		
<b>Total Units</b>		<b>32.5</b>

<sup>1</sup> Functional Keyboard as required.

<sup>2</sup> Students registered in MUSA 313 must co-register for one MUSX course.

<sup>3</sup> Choose from secondary lessons in Organ, Harpsichord, or Practical Keyboard Applications.

<sup>4</sup> Not fulfilled by ensembles.

## Advising Course Plans

### Advising Course Plans

- Piano Major (p. 355)
- Piano Major with Theory Fundamentals (p. 356)

# Advising Course Plan - Piano Major

NOTE: This document is a courtesy advising plan only. It places the official catalog course requirements (but not all co-curricular or other requirements) in a suggested sequence. Please continuously consult the official catalog for all requirements. Honors Program students consult their advisor for General Education course modifications.

## First Year

Fall		Units
FSEM 100	First Year Seminar (WE)	1
MUSC 171	Music Theory I	1
MUSC 173	Aural Training I	0.5
MUSC 175	Functional Keyboard I	.25
MUSC 151	Music Culture	0.5
MUSE Course (Ensemble as assigned)		.25
MUSC 125	Keyboard Accompanying I	0.25
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
<b>Term Units</b>		<b>4.25</b>

## Spring

Elective (any non-Music course)		1
MUSC 172	Music Theory II	1
MUSC 174	Aural Training II	0.5
MUSC 176	Functional Keyboard II	.25
MUSE Course (Ensemble as assigned)		.25
MUSA 111	Secondary Lessons for Music Majors	0.25
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
<b>Term Units</b>		<b>3.75</b>

## Second Year

Fall		Units
MUSC 271	Music Theory III	1
MUSC 273	Aural Training III	0.5
MUSC 275	Functional Keyboard III	.25
MUSE Course (Ensemble as assigned)		.25
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
MUSC 225	Keyboard Accompanying II	0.25
MUSC 277	Conducting I	0.5
FREN 101 or GERM 101	Elementary French I Elementary German I	1
<b>Term Units</b>		<b>4.25</b>

## Spring

MUSC 272	Music Theory IV	1
MUSC 274	Aural Training IV	0.5
MUSC 276	Functional Keyboard IV	.25
MUSE Course (Ensemble as assigned)		.25
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
MUSC 259	Technology for Musicians	0.5
MUSA 111	Secondary Lessons for Music Majors	0.25
FREN 102L or GERM 102L	Elementary French II Beginning German II	1
<b>Term Units</b>		<b>4.25</b>

## Third Year

Fall		Units
MUSE Course (Ensemble as assigned)		.25
MUSA 313	Primary Upper-Division Lessons for Music Majors	1
MUSC 311	Music History I	1
General Education Requirement (any H course) (WE) <sup>1</sup>		1
MUSX Elective (any non-recital course)		0
MUSA 111	Secondary Lessons for Music Majors	0.25

MUSC 365	Keyboard Pedagogy	0.5
<b>Term Units</b>		<b>4</b>

## Spring

MUSE Course (Ensemble as assigned)		.25
MUSA 313	Primary Upper-Division Lessons for Music Majors	1
MUSX 362	Junior Recital	0.0
MUSC 312	Music History II	1
MUSC 300	Career Skills for the Entrepreneurial Musician	0.5
MUSA 111	Secondary Lessons for Music Majors	0.25
General Education Requirement (any V course) (WE)		1
<b>Term Units</b>		<b>4</b>

## Fourth Year

Fall		Units
MUSA 313	Primary Upper-Division Lessons for Music Majors	1
MUSX Elective (any non-recital course)		0
General Education Requirement (any S course) (WE)		1
General Education Requirement (any Q course)		1
MUSC 388	Piano Literature I	1
<b>Term Units</b>		<b>4</b>

## Spring

MUSA 313	Primary Upper-Division Lessons for Music Majors	1
MUSX 462	Senior Recital	0.0
Elective (any Music or non-Music course)		1
MUSC 389	Piano Literature II	1
Upper Division Music Theory Elective <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>

**Total Unit: 32.5**

\*WE indicates a Writing Enhanced course. Four courses with the WE designation are required for graduation. FSEM and JSEM are automatically WE designated. Students may select General Education courses with or without the WE designation as long as four are taken at some point before graduation. More than four WE courses are suggested in this document, but more than four is not required.

<sup>1</sup> Select one from the following: MUSC 371, MUSC 379, MUSC 471.

# Advising Course Plan - Piano Major with Theory Fundamentals

## First Year

Fall		Units
FSEM 100	First Year Seminar	1
MUSC 160	Music Theory Fundamentals I	0.5
MUSC 173	Aural Training I	0.5
MUSC 175	Functional Keyboard I	.25
MUSC 151	Music Culture	0.5
MUSE Course (Ensemble as assigned)		.25
MUSC 125	Keyboard Accompanying I	0.25
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
<b>Term Units</b>		<b>3.75</b>

## Spring

Free Elective (any non-Music course)		1
MUSC 161	Music Theory Fundamentals II	0.5
MUSC 174	Aural Training II	0.5
MUSC 176	Functional Keyboard II	.25
MUSE Course (Ensemble as assigned)		.25
MUSA 111	Secondary Lessons for Music Majors	0.25
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
General Education Requirement (any Q course)		1
<b>Term Units</b>		<b>4.25</b>

## Second Year

Fall		Units
MUSC 172	Music Theory II	1
MUSC 273	Aural Training III	0.5
MUSC 275	Functional Keyboard III	.25
MUSE Course (Ensemble as assigned)		.25
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
MUSC 225	Keyboard Accompanying II	0.25
MUSC 277	Conducting I	0.5
FREN 101 or GERM 101	Elementary French I (Uses non-Music elective) Elementary German I	1
<b>Term Units</b>		<b>4.25</b>

## Spring

MUSC 272	Music Theory IV	1
MUSC 274	Aural Training IV	0.5
MUSC 276	Functional Keyboard IV	.25
MUSE Course (Ensemble as assigned)		.25
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
MUSC 259	Technology for Musicians	0.5
MUSA 111	Secondary Lessons for Music Majors	0.25
FREN 102L or GERM 102L	Elementary French II Beginning German II	1
<b>Term Units</b>		<b>4.25</b>

## Third Year

Fall		Units
MUSC 271	Music Theory III	1
MUSE Course (Ensemble as assigned)		.25
MUSA 313	Primary Upper-Division Lessons for Music Majors	1
MUSC 311	Music History I	1
MUSX Elective (any non-Recital course)		0
MUSA 111	Secondary Lessons for Music Majors	0.25
MUSC 365	Keyboard Pedagogy	0.5
<b>Term Units</b>		<b>4</b>

## Spring

MUSE Course (Ensemble as assigned)		.25
MUSA 313	Primary Upper-Division Lessons for Music Majors	1
MUSX 362	Junior Recital	0.0

MUSC 312	Music History II (WE)	1
MUSC 300	Career Skills for the Entrepreneurial Musician	0.5
MUSA 111	Secondary Lessons for Music Majors	0.25
General Education Requirement (any V course) (WE)		1

**Term Units 4**

## Fourth Year

Fall		Units
MUSA 313	Primary Upper-Division Lessons for Music Majors	1
MUSX Elective (any non-Recital course)		0
General Education Requirement (any S course) (WE)		1
General Education Requirement (any H course) (WE)		1
MUSC 388	Piano Literature I	1
<b>Term Units</b>		<b>4</b>

## Spring

MUSA 313	Primary Upper-Division Lessons for Music Majors	1
MUSX 462	Senior Recital	0.0
Free Elective (any Music or non-Music course)		1
MUSC 389	Piano Literature II (WE)	1
MUSC Upper Division Theory Elective <sup>1</sup>		1
<b>Term Units</b>		<b>4</b>

**Total Unit: 32.5**

(WE) means a Writing Enhanced course. Any four courses with the WE designation are required for graduation. FSEM and JSEM are automatically WE designated. Students may select Gen Ed courses with or without the WE designation as long as four are taken at some point before graduation. More than four WE courses are suggested in this document, but more than four are not required

<sup>1</sup> Select one from the following: MUSC 371, MUSC 379, MUSC 471.

## Bachelor Of Music in Performance (Voice)

Code	Title	Units
<b>General Education Requirements</b>		
Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 may be used to count toward the Writing requirement.		
FSEM 100	First Year Seminar	1
Quantitative Reasoning (any Q course)		1
Language:		4
ITAL 101	Elementary Italian	
FREN 101	Elementary French I	
GERM 101	Elementary German I	
Elective Language <sup>1</sup>		
Personal and Social Responsibility (any V course)		1
Individuals, Societies, and Social Systems (any S course)		1
Historical Inquiry (any H course, HIST 103H recommended)		1
<b>Stetson Music Core</b>		
Theory/Keyboard bundle		5
Theory:		
MUSC 171	Music Theory I	
MUSC 172	Music Theory II	
MUSC 271	Music Theory III	
MUSC 272	Music Theory IV	
Functional Keyboard: <sup>2</sup>		
MUSC 175	Functional Keyboard I	
MUSC 176	Functional Keyboard II	
MUSC 275	Functional Keyboard III	
MUSC 276	Functional Keyboard IV	
Music History:		2
MUSC 311	Music History I	
MUSC 312	Music History II	
Aural Training:		2
MUSC 173	Aural Training I	
MUSC 174	Aural Training II	
MUSC 273	Aural Training III	
MUSC 274	Aural Training IV	
Lower-division lessons:		2
MUSA 112	Primary Lower-Division Lessons for Music Majors	
Music Culture:		.5
MUSC 151	Music Culture	
Conducting:		.5
MUSC 277	Conducting I	
Technology for Musicians:		.5
MUSC 259	Technology for Musicians	
Career Skills:		.5
MUSC 300	Career Skills for the Entrepreneurial Musician	
<b>Major Requirements</b>		

Upper-division lessons/Music Experience bundle <sup>3</sup>		4
MUSA 313	Primary Upper-Division Lessons for Music Majors	
MUSX 362	Junior Recital (25-min.)	
MUSX 462	Senior Recital (50-min.)	
Select two elective MUSX courses		
Sixteen Ensembles:		4
Eight semesters of MUSE 301 or MUSE 303 or MUSE 304		
Four semesters: Stetson Opera Theatre MUSE 311		
Four semesters: Choral Union MUSE 305		
Upper-division Music Literature elective		1
Select one from the following:		
MUSC 383	Wind Band Literature	
MUSC 387	Opera Literature	
MUSC 388	Piano Literature I	
MUSC 389	Piano Literature II	
MUSC 391	Symphonic Literature	
MUSC 392	Song Literature	
MUSC 394	Chamber Music Literature	
Upper-division Theory elective		1
Select one from the following:		
MUSC 371	Counterpoint	
MUSC 379	Orchestration and Arranging	
MUSC 471	Advanced Analysis	
MUSC 118	German Diction	.5
MUSC 218	French Diction	.5
MUSC 364	Voice Pedagogy I	0.25
MUSC 369	Voice Pedagogy II	0.25
MUSC 115	Italian Diction	0
MUSC 116	Voice Seminar: English Diction and Singing as a Profession	0
MUSC 215	Voice Seminar: Performance Techniques I	0
MUSC 216	Voice Seminar: Performance Techniques II	0
<b>Other Requirements</b>		
Sophomore Decision		
Oral Communication Competency		
<b>Total Units</b>		<b>33.5</b>

<sup>1</sup> French or German 102 (or other language with approval of voice area coordinator).

<sup>2</sup> Functional Keyboard is required.

<sup>3</sup> Students registered in MUSA 313 must co-register for one MUSX course.

### Advising Course Plans

### Advising Course Plans

- Voice Major (p. 358)
- Voice Major with Theory Fundamentals (p. 359)

# Advising Course Plan - Voice Major

NOTE: This document is a courtesy advising plan only. It places the official catalog course requirements (but not all co-curricular or other requirements) in a suggested sequence. Please continuously consult the official catalog for all requirements. Honors Program students consult their advisor for General Education course modifications.

## First Year

Fall		Units
FSEM 100	First Year Seminar (WE)	1
MUSC 115	Italian Diction	0.0
MUSC 171	Music Theory I	1
MUSC 173	Aural Training I	0.5
MUSC 175	Functional Keyboard I	.25
MUSC 151	Music Culture	0.5
MUSE Course (Ensemble as assigned)		.25
MUSE 305	Choral Union	0.25
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
<b>Term Units</b>		<b>4.25</b>

## Spring

General Education Requirement (HIST 103H recommended, or any H course) (WE) <sup>1</sup>		1
MUSC 116	Voice Seminar: English Diction and Singing as a Profession	0.0
MUSC 172	Music Theory II	1
MUSC 174	Aural Training II	0.5
MUSC 176	Functional Keyboard II	.25
MUSE Course (Ensemble as assigned)		.25
MUSE 305	Choral Union	0.25
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
<b>Term Units</b>		<b>3.75</b>

## Second Year

Fall		Units
MUSC 271	Music Theory III	1
MUSC 273	Aural Training III	0.5
MUSC 275	Functional Keyboard III	.25
MUSE Course (Ensemble as assigned)		.25
MUSE 305	Choral Union	0.25
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
GERM 101	Elementary German I	1
MUSC 118	German Diction	0.5
MUSC 259	Technology for Musicians	0.5
MUSC 215	Voice Seminar: Performance Techniques I	0.0
<b>Term Units</b>		<b>4.75</b>

## Spring

MUSC 272	Music Theory IV	1
MUSC 274	Aural Training IV	0.5
MUSC 276	Functional Keyboard IV	.25
MUSE Course (Ensemble as assigned)		.25
MUSE 305	Choral Union	0.25
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
MUSC 216	Voice Seminar: Performance Techniques II	0.0
FREN 101	Elementary French I	1
MUSC 218	French Diction	0.5
<b>Term Units</b>		<b>4.25</b>

## Third Year

Fall		Units
MUSE Course (Ensemble as assigned)		.25
MUSE 311	Stetson Opera Theatre	0.25

MUSA 313	Primary Upper-Division Lessons for Music Majors	1
MUSC 311	Music History I	1
FREN 102L or GERM 102L	Elementary French II (Language Requirement) Beginning German II	1
MUSX Elective (any non-recital course)		0
MUSC 300	Career Skills for the Entrepreneurial Musician	0.5

**Term Units 4**

## Spring

MUSE Course (Ensemble as assigned)		.25
MUSE 311	Stetson Opera Theatre	0.25
MUSA 313	Primary Upper-Division Lessons for Music Majors	1
MUSX 362	Junior Recital	0.0
MUSC 312	Music History II (WE)	1
ITAL 101	Elementary Italian	1
MUSC Upper Division Literature Elective (WE) <sup>1</sup>		1

**Term Units 4.5**

## Fourth Year

### Fall

MUSE Course (Ensemble as assigned)		.25
MUSE 311	Stetson Opera Theatre	0.25
MUSA 313	Primary Upper-Division Lessons for Music Majors	1
MUSC Upper Division Theory Elective <sup>2</sup>		1
General Education Requirement (any Q course)		1
MUSC 364	Voice Pedagogy I	0.25
MUSC 277	Conducting I	0.5
MUSX Elective (any non-Recital course)		0

**Term Units 4.25**

### Spring

MUSE Course (Ensemble as assigned)		.25
MUSE 311	Stetson Opera Theatre	0.25
MUSA 313	Primary Upper-Division Lessons for Music Majors	1
MUSX 462	Senior Recital	0.0
General Education Requirement (any S course) (WE)		1
General Education Requirement (any V course) (WE)		1
MUSC 369	Voice Pedagogy II	0.25

**Term Units 3.75**

**Total Unit: 33.5**

\*WE indicates a Writing Enhanced course. Four courses with the WE designation are required for graduation. FSEM and JSEM are automatically WE designated. Students may select General Education courses with or without the WE designation as long as four are taken at some point before graduation. More than four WE courses are suggested in this document, but more than four is not required.

<sup>1</sup> Select one from the following: MUSC 383, MUSC 387, MUSC 388, MUSC 389, MUSC 391, MUSC 392, MUSC 394.

<sup>2</sup> Select one from the following: MUSC 371, MUSC 379, MUSC 471.

# Advising Course Plan - Voice Major with Theory Fundamentals

## First Year

Fall		Units
FSEM 100	First Year Seminar	1
MUSC 115	Italian Diction	0.0
MUSC 160	Music Theory Fundamentals I	0.5
MUSC 173	Aural Training I	0.5
MUSC 175	Functional Keyboard I	.25
MUSC 151	Music Culture	0.5
MUSE Course (Ensemble as assigned)		.25
MUSE 305	Choral Union	0.25
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
<b>Term Units</b>		<b>3.75</b>

## Spring

General Education Requirement (any H course) (WE)			1
MUSC 116	Voice Seminar: English Diction and Singing as a Profession	0.0	
MUSC 161	Music Theory Fundamentals II	0.5	
MUSC 174	Aural Training II	0.5	
MUSC 176	Functional Keyboard II	.25	
MUSE Course (Ensemble as assigned)		.25	
MUSE 305	Choral Union	0.25	
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5	
<b>Term Units</b>		<b>3.25</b>	

## Second Year

Fall		Units
MUSC 172	Music Theory II	1
MUSC 273	Aural Training III	0.5
MUSC 275	Functional Keyboard III	.25
MUSE Course (Ensemble as assigned)		.25
MUSE 305	Choral Union	0.25
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
GERM 101	Elementary German I	1
MUSC 118	German Diction	0.5
MUSC 259	Technology for Musicians	0.5
MUSC 215	Voice Seminar: Performance Techniques I	0.0
<b>Term Units</b>		<b>4.75</b>

## Spring

MUSC 272	Music Theory IV	1
MUSC 274	Aural Training IV	0.5
MUSC 276	Functional Keyboard IV	.25
MUSE Course (Ensemble as assigned)		.25
MUSE 305	Choral Union	0.25
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
MUSC 216	Voice Seminar: Performance Techniques II	0.0
FREN 101	Elementary French I	1
MUSC 218	French Diction	0.5
<b>Term Units</b>		<b>4.25</b>

## Third Year

Fall		Units
MUSC 271	Music Theory III	1
MUSE Course (Ensemble as assigned)		.25
MUSE 311	Stetson Opera Theatre	0.25
MUSA 313	Primary Upper-Division Lessons for Music Majors	1
MUSC 311	Music History I	1
FREN 102L or GERM 102L	Elementary French II Beginning German II	1
MUSX Elective (any non-Recital course)		0
<b>Term Units</b>		<b>4.5</b>

## Spring

MUSE Course (Ensemble as assigned)		.25
MUSE 311	Stetson Opera Theatre	0.25
MUSA 313	Primary Upper-Division Lessons for Music Majors	1
MUSX 362	Junior Recital	0.0
MUSC 312	Music History II (WE)	1
ITAL 101	Elementary Italian	1
MUSC Upper Division Literature Elective (WE)		1
<b>Term Units</b>		<b>4.5</b>

## Fourth Year

Fall		Units	
MUSE Course (Ensemble as assigned)		.25	
MUSE 311	Stetson Opera Theatre	0.25	
MUSA 313	Primary Upper-Division Lessons for Music Majors	1	
MUSC Upper Division Theory Elective		1	
General Education Requirement (any Q course)			1
MUSC 364	Voice Pedagogy I	0.25	
MUSC 277	Conducting I	0.5	
MUSX Elective (any non-Recital course)		0	
<b>Term Units</b>		<b>4.25</b>	

## Spring

MUSE Course (Ensemble as assigned)		.25	
MUSE 311	Stetson Opera Theatre	0.25	
MUSA 313	Primary Upper-Division Lessons for Music Majors	1	
MUSX 462	Senior Recital	0.0	
General Education Requirement (any S course) (WE)			1
MUSC 300	Career Skills for the Entrepreneurial Musician	0.5	
General Education Requirement (Any V course) (WE)			1
MUSC 369	Voice Pedagogy II	0.25	
<b>Term Units</b>		<b>4.25</b>	

**Total Unit: 33.5**

(WE) means a Writing Enhanced course. Any four courses with the WE designation are required for graduation. FSEM and JSEM are automatically WE designated. Students may select Gen Ed courses with or without the WE designation as long as four are taken at some point before graduation. More than four WE courses are suggested in this document, but more than four are not required.



# Bachelor of Music with Elective Studies in a Specific Outside Field

Code	Title	Units
<b>General Education Requirements</b>		
Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 may be used to count toward the Writing requirement.		
FSEM 100	First Year Seminar	1
Individuals, Societies, and Social Systems (any S course)		1
Quantitative Reasoning (any Q course)		1
Language (one language through the 102L level required)		1
Historical Inquiry (any H course)		1
Personal and Social Responsibility (any V course)		1
Free Elective (non-music, can be used for a 101-level language if required)		2
<b>Stetson Music Core</b>		
Theory/Keyboard bundle		5
Theory:		
MUSC 171	Music Theory I	
MUSC 172	Music Theory II	
MUSC 271	Music Theory III	
MUSC 272	Music Theory IV	
Functional Keyboard: <sup>1</sup>		
MUSC 175	Functional Keyboard I	
MUSC 176	Functional Keyboard II	
MUSC 275	Functional Keyboard III	
MUSC 276	Functional Keyboard IV	
Music History:		2
MUSC 311	Music History I	
MUSC 312	Music History II	
Aural Training:		2
MUSC 173	Aural Training I	
MUSC 174	Aural Training II	
MUSC 273	Aural Training III	
MUSC 274	Aural Training IV	
Lower-division lessons:		2
MUSA 112	Primary Lower-Division Lessons for Music Majors	
Music Culture:		.5
MUSC 151	Music Culture	
Conducting:		.5
MUSC 277	Conducting I	
Technology for Musicians		.5
MUSC 259	Technology for Musicians	
Career Skills:		.5
MUSC 300	Career Skills for the Entrepreneurial Musician	
<b>Major Requirements</b>		

External emphasis courses <sup>2</sup>		5
Upper-division lessons/Music Experience Bundle		2
MUSA 312	Primary Upper-Division Lessons for Music Majors (Four semesters)	
MUSX 462	Senior Recital	
Ten Ensembles:		2.5
Six semesters: large ensemble <sup>3</sup>		
Two semesters: elective ensemble		
Two semesters: chamber ensemble		
Upper-division theory or music literature elective		1
Select one from the following:		
MUSC 383	Wind Band Literature	
MUSC 387	Opera Literature	
MUSC 388	Piano Literature I	
MUSC 389	Piano Literature II	
MUSC 391	Symphonic Literature	
MUSC 392	Song Literature	
MUSC 394	Chamber Music Literature	
MUSC 371	Counterpoint	
MUSC 379	Orchestration and Arranging	
MUSC 471	Advanced Analysis	
Free elective <sup>4</sup>		1
<b>Other Requirements</b>		
Sophomore Decision		
Oral Communication Competency		
<b>Total Units</b>		<b>32.5</b>

<sup>1</sup> Functional Keyboard as required.

<sup>2</sup> A coherent group of courses, generally based on the courses required for a minor in the outside field, must be approved by the advisor and the department chair in the outside field.

<sup>3</sup> Satisfied by Orchestra, Band, Concert Choir, Stetson Chorale, Hatter Choir, Jazz Band.

<sup>4</sup> Not fulfilled by ensembles.

## Advising Course Plans

### Advising Course Plans

- Music Major with Elective Studies in a Specific Outside Field (p. 361)
- Music Major with Elective Studies in a Specific Outside Field with Theory Fundamentals (p. 362)

# Advising Course Plan - Music Major with Elective Studies in a Specific Outside Field

NOTE: This document is a courtesy advising plan only. It places the official catalog course requirements (but not all co-curricular or other requirements) in a suggested sequence. Please continuously consult the official catalog for all requirements. Honors Program students consult their advisor for Gen Ed course modifications.

First Year		
Fall		
		Units
FSEM 100 <sup>1</sup>	First Year Seminar (WE)	1
MUSC 171	Music Theory I	1
MUSC 173	Aural Training I	0.5
MUSC 175	Functional Keyboard I	.25
MUSC 151	Music Culture	0.5
MUSE Course (Ensembles as assigned)*		.5
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
<b>Term Units</b>		<b>4.25</b>
Spring		
MUSC 172	Music Theory II	1
MUSC 174	Aural Training II	0.5
MUSC 176	Functional Keyboard II	.25
Elective (non-Music)		1
MUSE Course (Ensembles as assigned)*		.5
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
<b>Term Units</b>		<b>3.75</b>
Second Year		
Fall		
MUSC 271	Music Theory III	1
MUSC 273	Aural Training III	0.5
MUSC 275	Functional Keyboard III	.25
MUSE Course (Ensemble as assigned)*		.25
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
MUSC 259	Technology for Musicians	0.5
Course in Outside Field		1
<b>Term Units</b>		<b>4</b>
Spring		
MUSC 272	Music Theory IV	1
MUSC 274	Aural Training IV	0.5
MUSC 276	Functional Keyboard IV	.25
MUSE Course (Ensemble as assigned)*		.25
General Education Requirement (Any S course) (WE)		1
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
Course in Outside Field		1
<b>Term Units</b>		<b>4.5</b>
Third Year		
Fall		
MUSC 311	Music History I	1
MUSE Course (Ensemble as assigned)*		.25
MUSA 312	Primary Upper-Division Lessons for Music Majors	0.5
MUSC 277	Conducting I	0.5
General Education Requirement (any V course) (WE) <sup>1</sup>		1
Course in Outside Field		1
<b>Term Units</b>		<b>4.25</b>
Spring		
MUSE Course (Ensemble as assigned)*		.25
MUSA 312	Primary Upper-Division Lessons for Music Majors	0.5
MUSC 312	Music History II	1

Course in Outside Field		1
General Education Requirement (any Q course)		1
<b>Term Units</b>		<b>3.75</b>
Fourth Year		
Fall		
MUSE Course (Ensemble as assigned)*		.25
MUSA 312	Primary Upper-Division Lessons for Music Majors	0.5
Course in Outside Field		1
Elective (Music or non-Music)		1
General Education Requirement (Language 101 Course) (uses free elective)		1
<b>Term Units</b>		<b>3.75</b>
Spring		
MUSE Course (Ensemble as assigned)*		.25
MUSC 300	Career Skills for the Entrepreneurial Musician	0.5
MUSA 312	Primary Upper-Division Lessons for Music Majors	0.5
MUSX 462	Senior Recital	0.0
General Education Requirement (any H course) (WE) <sup>1</sup>		1
General Education Requirement (L-Language, any 102L course)		1
MUSC Upper Division Literature or Theory Course <sup>2</sup>		1
<b>Term Units</b>		<b>4.25</b>
<b>Total Unit: 32.5</b>		

\* Many students receive music scholarship funds and may be required to perform in more than one ensemble during any semester they receive the scholarship funds. Scholarship requirements may be in addition to curricular requirements. Students consult the advisor and the Director of their primary area, Band, Choir, or Orchestra for which semesters to participate in the various ensembles. Students must consult the university catalog for chamber ensemble requirements, which differ for vocalists and instrumentalists, as well as consult with their ensemble director and adviser as to which semesters to participate in chamber ensembles.

<sup>1</sup> WE indicates a Writing Enhanced course. Four courses with the WE designation are required for graduation. FSEM and JSEM are automatically WE designated. Students may select General Education courses with or without the WE designation as long as four are taken at some point before graduation. More than four WE courses are suggested in this document, but more than four is not required.

<sup>2</sup> Select one from the following: MUSC 371, MUSC 379, MUSC 471, MUSC 383, MUSC 387, MUSC 388, MUSC 389, MUSC 391, MUSC 392, MUSC 394.

# Advising Course Plan-Music Major with Elective Studies-Specific Outside Field & Theory Fundamentals

First Year		
<b>Fall</b>		
FSEM 100	First Year Seminar	1
MUSC 160	Music Theory Fundamentals I	0.5
MUSC 173	Aural Training I	0.5
MUSC 175	Functional Keyboard I	.25
MUSC 151	Music Culture	0.5
MUSE Course (Ensembles as assigned)		.5
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
<b>Term Units</b>		<b>3.75</b>
<b>Spring</b>		
MUSC 161	Music Theory Fundamentals II	0.5
MUSC 174	Aural Training II	0.5
MUSC 176	Functional Keyboard II	.25
Free Elective (any non-Music course)		1
MUSE Course (Ensembles as assigned)		.5
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
General Education Requirement (any Q course)		1
<b>Term Units</b>		<b>4.25</b>
<b>Second Year</b>		
<b>Fall</b>		
MUSC 172	Music Theory II	1
MUSC 273	Aural Training III	0.5
MUSC 275	Functional Keyboard III	.25
MUSE Course (Ensemble as assigned)**		.25
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
MUSC 259	Technology for Musicians	0.5
Course in Outside Field		1
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
MUSC 272	Music Theory IV	1
MUSC 274	Aural Training IV	0.5
MUSC 276	Functional Keyboard IV	.25
MUSE Course (Ensemble as assigned)**		.25
General Education Requirement (any S course) (WE)		1
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
Course in Outside Field		1
<b>Term Units</b>		<b>4.5</b>
<b>Third Year</b>		
<b>Fall</b>		
MUSC 311	Music History I	1
MUSE Course (Ensemble as assigned)**		.25
MUSA 312	Primary Upper-Division Lessons for Music Majors	0.5
MUSC 277	Conducting I	0.5
MUSC 271	Music Theory III	1
Course in Outside Field		1
<b>Term Units</b>		<b>4.25</b>
<b>Spring</b>		
MUSE Course (Ensemble as assigned)**		.25
MUSA 312	Primary Upper-Division Lessons for Music Majors	0.5
MUSC 312	Music History II (WE)	1
Course in Outside Field		1
Free Elective (Music or Non-Music)		1
<b>Term Units</b>		<b>3.75</b>

Fourth Year		
<b>Fall</b>		
MUSE Course (Ensemble as assigned)**		.25
MUSA 312	Primary Upper-Division Lessons for Music Majors	0.5
Course in Outside Field		1
General Education Requirement (any V course) (WE)		1
General Education Requirement (any Language 101 course) (uses free elective)		1
<b>Term Units</b>		<b>3.75</b>
<b>Spring</b>		
MUSE Course (Ensemble as assigned)**		.25
MUSC 300	Career Skills for the Entrepreneurial Musician	0.5
MUSA 312	Primary Upper-Division Lessons for Music Majors	0.5
MUSX 462	Senior Recital	0.0
General Education Requirement (any H course) (WE)		1
General Education Requirement (any 102L course)		1
MUSC Upper Division Literature or Theory course <sup>1</sup>		1
<b>Term Units</b>		<b>4.25</b>
<b>Total Unit: 32.5</b>		

(WE) means a Writing Enhanced course. Any four courses with the WE designation are required for graduation. FSEM and JSEM are automatically WE designated. Students may select Gen Ed courses with or without the WE designation as long as four are taken at some point before graduation. More than four WE courses are suggested in this document, but more than four are not required.

\*\* Many students receive music scholarship funds and may be required to perform in more than one ensemble during any semester they receive the scholarship funds. Scholarship requirements may be in addition to curricular requirements. Students consult the advisor and the Director of their primary area, Band, Choir, or Orchestra for which semesters to participate in the various ensembles. Students must consult the university catalog for chamber ensemble requirements, which differ for vocalists and instrumentalists, as well as consult with their ensemble director and adviser as to which semesters to participate in chamber ensembles.

<sup>1</sup> Select one from the following: MUSC 371, MUSC 379, MUSC 471, MUSC 383, MUSC 387, MUSC 388, MUSC 389, MUSC 391, MUSC 392, MUSC 394.

# Bachelor of Music with Elective Studies in Business

Code	Title	Units
<b>General Education Requirements</b>		
Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 may be used to count toward the Writing requirement.		
FSEM 100	First Year Seminar	1
Individuals, Societies, and Social Systems (any S course)		1
Language (one language through the 102L level required)		1
Historical Inquiry (any H course)		1
Personal and Social Responsibility (any V course)		1
Quantitative Reasoning (any Q course)		1
Free Elective (non-music, can be used for a 101-level language if required)		2
<b>Stetson Music Core</b>		
Theory/Keyboard bundle		5
Theory:		
MUSC 171	Music Theory I	
MUSC 172	Music Theory II	
MUSC 271	Music Theory III	
MUSC 272	Music Theory IV	
Functional Keyboard: <sup>1</sup>		
MUSC 175	Functional Keyboard I	
MUSC 176	Functional Keyboard II	
MUSC 275	Functional Keyboard III	
MUSC 276	Functional Keyboard IV	
Music History:		2
MUSC 311	Music History I	
MUSC 312	Music History II	
Aural Training:		2
MUSC 173	Aural Training I	
MUSC 174	Aural Training II	
MUSC 273	Aural Training III	
MUSC 274	Aural Training IV	
Lower-division lessons:		2
MUSA 112	Primary Lower-Division Lessons for Music Majors	
Music Culture:		.5
MUSC 151	Music Culture	
Conducting:		.5
MUSC 277	Conducting I	
Technology for Musicians		.5
MUSC 259	Technology for Musicians	
Career Skills:		.5
MUSC 300	Career Skills for the Entrepreneurial Musician	
<b>Major Requirements</b>		
External emphasis courses		5
ECON 103S	Essentials of Economics I <sup>4</sup>	

ACCT 201	Fundamentals of Accounting	
SOBA 201	Fundamentals of Financial Analysis	
SOBA 202	Fundamentals of Organizations and Markets	
SOBA 203	Fundamentals of Marketing and Technology	
Upper-division lessons/Music Experience Bundle		2
MUSA 312	Primary Upper-Division Lessons for Music Majors (Four semesters)	
MUSX 462	Senior Recital (25-min.)	
Eight Ensembles:		2
Four semesters: large ensemble <sup>2</sup>		
Two semesters: elective ensemble		
Two semesters: chamber ensemble		
Upper-division theory or music literature elective		1
Select one from the following:		
MUSC 383	Wind Band Literature	
MUSC 387	Opera Literature	
MUSC 388	Piano Literature I	
MUSC 389	Piano Literature II	
MUSC 391	Symphonic Literature	
MUSC 392	Song Literature	
MUSC 394	Chamber Music Literature	
MUSC 371	Counterpoint	
MUSC 379	Orchestration and Arranging	
MUSC 471	Advanced Analysis	
Free elective <sup>3</sup>		1
<b>Other Requirements</b>		
Sophomore Decision		
Oral Communication Competency		
<b>Total Units</b>		<b>32</b>

<sup>1</sup> Functional Keyboard as required.

<sup>2</sup> Satisfied by Orchestra, Band, Concert Choir, Stetson Chorale, Hatter Choir, Jazz Band.

<sup>3</sup> Not fulfilled by ensembles.

<sup>4</sup> An additional S course is required within the General Education Requirements.

<sup>5</sup> An additional Q course is required within the General Education Requirements.

Completion of the requirements above does not guarantee admittance to the M.B.A. program. See your advisor for additional requirements.

## Advising Course Plan

### Advising Course Plans

- Music Major with Elective Studies in Outside Field of Business (p. 364)
- Music Major with Elective Studies in Outside Field of Business with Theory Fundamentals (p. 365)

# Advising Course Plan - Music Major with Elective Studies in Business

NOTE: This document is a courtesy advising plan only. It places the official catalog course requirements (but not all co-curricular or other requirements) in a suggested sequence. Please continuously consult the official catalog for all requirements. Honors Program students consult their advisor for General Education course modifications.

## First Year

Fall		Units
FSEM 100	First Year Seminar (WE)	1
MUSC 171	Music Theory I	1
MUSC 173	Aural Training I	0.5
MUSC 175	Functional Keyboard I	.25
MUSC 151	Music Culture	0.5
MUSE Course (Ensemble as assigned) *		.25
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
<b>Term Units</b>		<b>4</b>

## Spring

MUSC 172	Music Theory II	1
MUSC 174	Aural Training II	0.5
MUSC 176	Functional Keyboard II	.25
Elective (any non-Music course)		1
MUSE Course (Ensemble as assigned) *		.25
MUSC 259	Technology for Musicians	0.5
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
<b>Term Units</b>		<b>4</b>

## Second Year

Fall		Units
MUSC 271	Music Theory III	1
MUSC 273	Aural Training III	0.5
MUSC 275	Functional Keyboard III	.25
MUSE Course (Ensemble as assigned) *		.25
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
ECON 103S	Essentials of Economics I (Course in Outside Field)	1
<b>Term Units</b>		<b>3.5</b>

## Spring

MUSC 272	Music Theory IV	1
MUSC 274	Aural Training IV	0.5
MUSC 276	Functional Keyboard IV	.25
MUSE Course (Ensemble as assigned) *		.25
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
ACCT 201	Fundamentals of Accounting	1
SOBA 201	Fundamentals of Financial Analysis	1
<b>Term Units</b>		<b>4.5</b>

## Third Year

Fall		Units
MUSC 311	Music History I	1
MUSE Course (Ensemble as assigned) *		.25
MUSA 312	Primary Upper-Division Lessons for Music Majors	0.5
MUSC 277	Conducting I	0.5
Language 101 course (uses non-Music elective)(or free elective if language proficiency is met)		1
Q General Education Course		1
<b>Term Units</b>		<b>4.25</b>

## Spring

MUSE Course (Ensemble as assigned) *		.25
MUSA 312	Primary Upper-Division Lessons for Music Majors	0.5

MUSC 312	Music History II	1
SOBA 202	Fundamentals of Organizations and Markets	1
General Education Requirement (any 102L course)(or free elective if language proficiency is met)		1

**Term Units** **3.75**

## Fourth Year

### Fall

MUSE Course (Ensemble as assigned) *		.25
General Education Requirement (any V course) (WE)		1
MUSA 312	Primary Upper-Division Lessons for Music Majors	0.5
SOBA 203	Fundamentals of Marketing and Technology	1
MUSC Upper Division Literature or Theory elective <sup>1</sup>		1
MUSC 300	Career Skills for the Entrepreneurial Musician	0.5

**Term Units** **4.25**

### Spring

MUSE Course (Ensemble as assigned) *		.25
MUSA 312	Primary Upper-Division Lessons for Music Majors	0.5
MUSX 462	Senior Recital	0.0
General Education Requirement (any H course) (WE)		1
General Education Requirement (any S course) (can be WE if H course is not WE)		1
Free Elective (any music or non-music course) (can be used to augment business curriculum)		1

**Term Units** **3.75**

**Total Unit: 32**

WE indicates a Writing Enhanced course. Four courses with the WE designation are required for graduation. FSEM and JSEM are automatically WE designated. Students may select General Education courses with or without the WE designation as long as four are taken at some point before graduation. More than four WE courses are suggested in this document, but more than four is not required.

\* Many students receive music scholarship funds and may be required to perform in more than one ensemble during any semester they receive the scholarship funds. Scholarship requirements may be in addition to curricular requirements. Students consult the advisor and the Director of their primary area, Band, Choir, or Orchestra for which semesters to participate in the various ensembles. Students must consult the university catalog for chamber ensemble requirements, which differ for vocalists and instrumentalists, as well as consult with their ensemble director and adviser as to which semesters to participate in chamber ensembles.

<sup>1</sup> Select one from the following: MUSC 371, MUSC 379, MUSC 471, MUSC 383, MUSC 387, MUSC 388, MUSC 389, MUSC 391, MUSC 394.

# Advising Course Plan-Music Major with Elective Studies in Business with Theory Fundamentals

First Year		
<b>Fall</b>		
FSEM 100	First Year Seminar	1
MUSC 160	Music Theory Fundamentals I	0.5
MUSC 173	Aural Training I	0.5
MUSC 175	Functional Keyboard I	0.25
MUSC 151	Music Culture	0.5
MUSE Course (Ensemble as assigned)**		.25
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
<b>Term Units</b>		<b>3.5</b>
<b>Spring</b>		
MUSC 161	Music Theory Fundamentals II	0.5
MUSC 174	Aural Training II	0.5
MUSC 176	Functional Keyboard II	0.25
Elective (any non-Music course)		1
MUSE Course (Ensemble as assigned)**		.25
MUSC 259	Technology for Musicians	0.5
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
<b>Term Units</b>		<b>3.5</b>
<b>Second Year</b>		
<b>Fall</b>		
MUSC 172	Music Theory II	1
MUSC 273	Aural Training III	0.5
MUSC 275	Functional Keyboard III	0.25
MUSE Course (Ensemble as assigned)**		.25
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
ECON 103S	Essentials of Economics I (Course in Outside Field)	1
<b>Term Units</b>		<b>3.5</b>
<b>Spring</b>		
MUSC 272	Music Theory IV	1
MUSC 274	Aural Training IV	0.5
MUSC 276	Functional Keyboard IV	0.25
MUSE Course (Ensemble as assigned)**		.25
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
ACCT 201	Fundamentals of Accounting (Course in Outside Field)	1
SOBA 201	Fundamentals of Financial Analysis (Course in Outside Field)	1
<b>Term Units</b>		<b>4.5</b>
<b>Third Year</b>		
<b>Fall</b>		
MUSC 271	Music Theory III	1
MUSC 311	Music History I	1
MUSE Course (Ensemble as assigned)**		.25
MUSA 312	Primary Upper-Division Lessons for Music Majors	0.5
MUSC 277	Conducting I	0.5
General Education Requirement (any Q course)		1
<b>Term Units</b>		<b>4.25</b>
<b>Spring</b>		
MUSE Course (Ensemble as assigned)**		.25
MUSA 312	Primary Upper-Division Lessons for Music Majors	0.5
MUSC 312	Music History II	1
SOBA 202	Fundamentals of Organizations and Markets (Course in Outside Field)	1
General Education Requirement (any S course)		1

General Education Requirement (any V course)		1
<b>Term Units</b>		<b>4.75</b>
<b>Fourth Year</b>		
<b>Fall</b>		
MUSE Course (Ensemble as assigned)**		.25
MUSA 312	Primary Upper-Division Lessons for Music Majors	0.5
SOBA 203	Fundamentals of Marketing and Technology (Course in Outside Field)	1
MUSC Upper Division Literature or Theory Elective <sup>1</sup>		1
MUSC 300	Career Skills for the Entrepreneurial Musician	0.5
General Education Requirement (Language 101 - uses non-Music elective)		1
<b>Term Units</b>		<b>4.25</b>
<b>Spring</b>		
MUSE Course (Ensemble as assigned)**		.25
MUSA 312	Primary Upper-Division Lessons for Music Majors	0.5
MUSX 462	Senior Recital	0.0
General Education Requirement (any H course) (WE)		1
Free Elective (Music or non-Music)		1
General Education Requirement (Language - any 102L course)		1
<b>Term Units</b>		<b>3.75</b>
<b>Total Unit: 32</b>		

(WE) means a Writing Enhanced course. Any four courses with the WE designation are required for graduation. FSEM and JSEM are automatically WE designated. Students may select Gen Ed courses with or without the WE designation as long as four are taken at some point before graduation. More than four WE courses are suggested in this document, but more than four are not required.

\*\* Many students receive music scholarship funds and may be required to perform in more than one ensemble during any semester they receive the scholarship funds. Scholarship requirements may be in addition to curricular requirements. Students consult the advisor and the Director of their primary area, Band, Choir, or Orchestra for which semesters to participate in the various ensembles. Students must consult the university catalog for chamber ensemble requirements, which differ for vocalists and instrumentalists, as well as consult with their ensemble director and adviser as to which semesters to participate in chamber ensembles.

<sup>1</sup> Select one from the following: MUSC 371, MUSC 379, MUSC 471, MUSC 383, MUSC 387, MUSC 388, MUSC 389, MUSC 391, MUSC 394.

## Bachelor Of Music Education (Instrumental/General)

Graduates of this degree will have completed all of the coursework currently required for state teacher certification.

Students must meet general University requirements for admission to Education.

Code	Title	Units
<b>General Education Requirement</b>		
Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 may be used to count toward the Writing requirement.		
	Quantitative Reasoning (any Q course)	1
	Physical and Natural World (any P course)	1
	Personal and Social Responsibility (any V course)	1
EDUC 245H	Social Foundations of Education	1
EDUC 255S	Educational Psychology	1
MUED 265	Principles and Methods of Music Instruction for Diverse Learners*	1
<b>Education Core</b>		
EDUC 302	Improving Reading and Writing Skills in the Middle/Secondary School	1
EDUC 303	Cross-Cultural Communication for Educators	1
EDUC 429	Senior Intern Seminar	1
EDUC 430	Student Teaching	2
EDUC 474	Educational Management of Exceptional Students	1
<b>Stetson Music Core</b>		
Theory/Keyboard Bundle		5
Theory:		
MUSC 171	Music Theory I	
MUSC 172	Music Theory II	
MUSC 271	Music Theory III	
MUSC 272	Music Theory IV	
Functional Keyboard: <sup>2</sup>		
MUSC 175	Functional Keyboard I	
MUSC 176	Functional Keyboard II	
MUSC 275	Functional Keyboard III	
MUSC 276	Functional Keyboard IV	
Music History:		2
MUSC 311	Music History I	
MUSC 312	Music History II	
Aural Training:		2
MUSC 173	Aural Training I	
MUSC 174	Aural Training II	
MUSC 273	Aural Training III	
MUSC 274	Aural Training IV	
Lower-division lessons:		2

MUSA 112	Primary Lower-Division Lessons for Music Majors	
MUSC 151	Music Culture	0.5
MUSC 277	Conducting I	0.5
MUSC 259	Technology for Musicians	0.5

### Major Requirements

Upper-division lessons/Music Experience Bundle		1.5
MUSA 312	Primary Upper-Division Lessons for Music Majors (three semesters)	
MUSX 462	Senior Recital (25-min.)	
Fourteen Ensembles		3.5
Seven semesters: large ensemble <sup>3</sup>		
Five semesters: elective ensemble		
Two semesters: chamber ensemble		
Three Instrumental Techniques courses <sup>4</sup>		1.5
MUED 259	Vocal Techniques for Instrumentalists	0.5
MUSC 288	Conducting II: Instrumental	0.5
MUED 325	Elementary School Music Methods	0.5
MUED 359	Administering the School Music Program: Marching Band, Musicals, & Large Productions	0.5
MUED 354	Instrumental Methods I: Elementary/Middle School*	0.5
MUED 355	Instrumental Methods II: Middle/High School	0.5
MUSC 379	Orchestration and Arranging	1
MUED 350	Music Education Professional Development Hour (MEPD)	0.0

### Other Requirements

Sophomore Decision

Oral Communication Competency

**Total Units** **35**

Students must meet general University requirements for admission to Education.

<sup>1</sup> First Year seminars are not required for music education majors. In the event that a student changes majors after their first semester as a music education major, successful completion of MUED 265 will satisfy the First Year Seminar requirement for the new major.

<sup>2</sup> Functional Keyboard as required.

<sup>3</sup> Satisfied by Orchestra, Band, Concert Choir, Women's Chorale, Stetson Men, Jazz Band.

<sup>4</sup> Choose any 3 from MUSC 255, MUSC 256, MUSC 257, or MUSC 258.

<sup>5</sup> Alternate upper-division theory course allowed with approval from the Director of Music Theory and Director of Music Education.

\* Lab fee required.

## Additional Program Requirements

The School of Music works closely with Stetson's Department of Education. Both the School of Music and the Department of Education use a "tier structure" as students work through the college career. Moving between Tier 1, Tier 2, and Tier 3 is very important, and it is explained below. The Department of Education resides within the Division of Education. The approved programs offered by the School of Music and the Department of Education meet University requirements

for graduation, as well as the certification requirements of the Florida Department of Education.

The Department of Education at Stetson University is accredited by:

Council for the Accreditation of Educator Preparation (CAEP)  
1140 19th Street NW, Suite 400  
Washington, DC 20036  
202-223-0077

This accreditation covers undergraduate preparation programs in elementary education/ESOL K-6, K-12 programs in music, and graduate preparation programs in educational leadership. See Graduate Education in the Department of Education (p. 446) for detailed information on graduate programs.

Responsibility for education programs within the unit rests with the Chair of the Department of Education. The Undergraduate and Graduate Councils review program requirements, recommend policy and procedures, monitor student progress, and serve as a board of appeal for students seeking exceptions to established policy.

Admittance to undergraduate programs is determined by the Undergraduate Council. The Council considers numerous factors prior to making a determination of admittance. Admission may be contingent upon availability of space within the program. All students should apply for admission at the Undergraduate Education Office during the first semester of their tenure at Stetson.

More information can be found online at <http://www.stetson.edu/academics/programs/education.php>.

## The Nina B. Hollis Institute for Educational Reform

The Nina B. Hollis Institute for Educational Reform at Stetson University resides within the Department of Education. The Institute, established in 2000, is a comprehensive learning community. In collaboration with local community leaders, district personnel, educational agencies and Stetson University faculty, the Institute has created a model for reform that supports education. Through research and pedagogical assistance, the Institute provides assistance in developing research-based best practice in-service workshops and events to educators, families, businesses, universities and policymakers for the advancement of teaching and learning.

## Undergraduate Degrees and State Certifications

The Department of Education offers state-approved programs in elementary education/ESOL K-6 and K-12 programs in music. The Elementary Education/ESOL K-6 program provides ESOL endorsement, as mandated by the State of Florida.

In addition to its approved certification programs, the Department offers certain courses accepted by the Florida Department of Education for Florida certification. For specific courses, consult with the Office of Undergraduate Education.

## Admission Requirements

Music Education students must be admitted into the the Education program as part of staying on track for graduation and in preparation for taking certain classes. Admittance into the approved program is

also called entering "Tier 2." Students must strive to enter Tier 2 by the end of the third semester, or its equivalent for transfer students. To enter Tier 2, or the approved program, a student must:

1. complete an application for admission to a program of study leading to certification;
2. complete a Candidate Acknowledgement of Professional Expectations;
3. present a minimum 2.5 grade point average for all college work taken at Stetson;
4. present a grade of C or higher in at least one Writing Enhanced course;
5. present a passing score on all areas of the General Knowledge (GK) Test;
6. earn a grade of C or better in all credit-bearing EDUC and MUED courses;
7. present a minimum 2.5 grade point average in specialization courses (major field of study);
8. complete a successful interview with members of the Undergraduate Council, if a review of performance in foundation courses suggests weaknesses;
9. join the Florida Music Educators Association (FMEA), the state affiliate of the National Association for Music Education (NAfME) which includes NAfME membership, and the Collegiate National Association for Music Education (CNAfME) chapter at Stetson;
10. follow the degree audit planner (**ALL** students **MUST** meet with their education advisor every semester);
11. obtain a copy of *The Undergraduate Student Handbook*;
12. purchase a subscription to LiveText (department student management and assessment system).

Note: At any checkpoint within the student's program, if there is a concern about the student's appropriate progress, the student may be required to meet with an education faculty committee before continuing in the program. Background checks are required prior to any field placement.

## Admission Review by the Undergraduate Council

After considering all of these requirements, the Undergraduate Council will determine whether an individual student will be admitted. The Council may choose not to admit a student based on an interview, even though other requirements have been satisfied. Admission also may be contingent upon availability of space within the program.

Students should apply for admission to Education at the Undergraduate Education Office during the first semester of their first year. Transfer students must apply during the first semester of their residence.

## Admission to Student Teaching

Music Education students must apply for and be admitted to the student teaching internship, which is also called entering Tier 3. Eligibility requirements for student teaching, or Tier 3, include the following:

1. gain admittance into the Approved Education Program;
2. achieve satisfactory progress in the Danielson Domains;
3. meet expectations on Assessment of Professional Expectations;



4. complete the Student Teaching Application;
5. provide evidence of a passing score on all of the Florida Teacher Certification Examinations (FTCE), Professional Exam, and Subject Area Exam, in teaching major by December 1st for Spring admission and May 1st for Fall admission;
6. earn a grade of C or better in all credit-bearing EDUC and MUED courses;
7. earn a grade point average of 2.5 or better in major content area and overall;
8. obtain a satisfactory behavior recommendation from the Office of Campus Life at Stetson;
9. pass fingerprinting clearance and drug screening, if required by county school boards.

## Exit Requirements

In order to graduate from the University with a degree in music education, a student must satisfactorily complete the following requirements:

1. earn a cumulative grade point average of 2.5 or better;
2. earn a grade of C or better in all credit-bearing EDUC and MUED courses;
3. earn a grade point average of 2.5 or better in content teaching area;
4. demonstrate satisfactory performance in Danielson Domains;
5. demonstrate professional dispositions in all coursework and field experiences as outlined by the program.

**For information on graduate degrees in Education, see the Graduate Programs/Arts and Sciences (p. 439).**

## Advising Course Plans

### Advising Course Plans

- Music Education - Instrumental/General Major (p. 369)
- Music Education - Instrumental/General Major with Theory Fundamentals (p. 370)

# Advising Course Plan - Music Education - Instrumental/General

NOTE: This document is a courtesy advising plan only. It places the official catalog course requirements (but not all co-curricular or other requirements) in a suggested sequence. Please continuously consult the official catalog for all requirements. Honors Program students consult their advisor for General Education course modifications.

## First Year

Fall		Units
MUED 265 <sup>1</sup>	Principles and Methods of Music Instruction for Diverse Learners (WE)	1
MUSC 171	Music Theory I	1
MUSC 173	Aural Training I	0.5
MUSC 175	Functional Keyboard I	.25
MUSC 151	Music Culture	0.5
MUSE Course (Ensembles as assigned)*		.5
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
MUED 350	Music Education Professional Development Hour (MEPD)	0.0
<b>Term Units</b>		<b>4.25</b>

## Spring

EDUC 255S or 245H	Educational Psychology Social Foundations of Education	1
MUSC 255-258 Instrumental Techniques (select one)		0.5
MUSC 172	Music Theory II	1
MUSC 174	Aural Training II	0.5
MUSC 176	Functional Keyboard II	.25
MUSE Course (Ensembles as assigned)*		.5
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
MUED 350	Music Education Professional Development Hour (MEPD)	0.0
<b>Term Units</b>		<b>4.25</b>

## Second Year

Fall		Units
EDUC 255S or 245H	Educational Psychology Social Foundations of Education	1
MUSC 271	Music Theory III	1
MUSC 273	Aural Training III	0.5
MUSC 275	Functional Keyboard III	.25
MUSE Course (Ensembles as assigned)*		.5
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
MUSC 255-258 Instrumental Techniques (choose one not yet taken)		.5
MUSC 277	Conducting I	0.5
MUED 350	Music Education Professional Development Hour (MEPD)	0.0
<b>Term Units</b>		<b>4.75</b>

## Spring

MUED 325	Elementary School Music Methods	0.5
MUSC 255-258 Instrumental Techniques (choose one not yet taken)		.5
MUSC 272	Music Theory IV	1
MUSC 274	Aural Training IV	0.5
MUSC 276	Functional Keyboard IV	.25
MUSE Course (Ensembles as assigned)*		.5
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
MUSC 288	Conducting II: Instrumental	0.5
MUSC 259	Technology for Musicians	0.5
MUED 350	Music Education Professional Development Hour (MEPD)	0.0
<b>Term Units</b>		<b>4.75</b>

## Third Year

Fall		Units
EDUC 303	Cross-Cultural Communication for Educators	1
MUED 354	Instrumental Methods I: Elementary/Middle School	0.5
MUSC 311	Music History I	1
General Education Requirement (any Q course)		1
MUSE Course (Ensembles as assigned)*		.5
MUSA 312	Primary Upper-Division Lessons for Music Majors	0.5
MUED 350	Music Education Professional Development Hour (MEPD)	0.0
<b>Term Units</b>		<b>4.5</b>

## Spring

MUED 355 Instrumental Methods II		0.5
MUED 259	Vocal Techniques for Instrumentalists	0.5
General Education Requirement (any P course)		1
MUSC 312	Music History II	1
MUSE Course (Ensembles as assigned)*		.5
MUSA 312	Primary Upper-Division Lessons for Music Majors	0.5
MUED 350	Music Education Professional Development Hour (MEPD)	0.0
<b>Term Units</b>		<b>4</b>

## Fourth Year

Fall		Units
MUED 359	Administering the School Music Program: Marching Band, Musicals, Large Productions	0.5
EDUC 302	Improving Reading and Writing Skills in the Middle/Secondary School	1
MUSC 379	Orchestration and Arranging	1
General Education Requirement (any V course)		1
MUSE Course (Ensembles as assigned)*		.5
MUSA 312	Primary Upper-Division Lessons for Music Majors	0.5
MUSX 462	Senior Recital	0.0
MUED 350	Music Education Professional Development Hour (MEPD)	0.0
<b>Term Units</b>		<b>4.5</b>

## Spring

EDUC 429	Senior Intern Seminar	1
EDUC 430	Student Teaching	2
EDUC 474	Educational Management of Exceptional Students	1
<b>Term Units</b>		<b>4</b>

**Total Unit: 35**

\* Students must take two semesters of chamber ensemble as part of their "Ensembles as assigned" listed above. Students consult with their advisor and major ensemble conductors as to which semesters will contain chamber ensemble credit.

<sup>1</sup> WE indicates a Writing Enhanced course. Four courses with the WE designation are required for graduation. FSEM and JSEM are automatically WE designated. Students may select General Education courses with or without the WE designation as long as four are taken at some point before graduation. More than four WE courses are suggested in this document, but more than four is not required.

# Advising Course Plan - Music Education - Instrumental/General with Theory Fundamentals

## First Year

Fall		Units
MUED 265	Principles and Methods of Music Instruction for Diverse Learners (WE)	1
MUSC 160	Music Theory Fundamentals I	0.5
MUSC 173	Aural Training I	0.5
MUSC 175	Functional Keyboard I	.25
MUSC 151	Music Culture	0.5
MUSE Course (Ensembles as assigned)		.5
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
MUED 350	Music Education Professional Development Hour (MEPD)	0.0
<b>Term Units</b>		<b>3.75</b>

Spring		Units
EDUC 255S or 245H	Educational Psychology Social Foundations of Education	1
MUSC 255-258 (select one)		.5
MUSC 161	Music Theory Fundamentals II	0.5
MUSC 174	Aural Training II	0.5
MUSC 176	Functional Keyboard II	.25
MUSE Course (Ensembles as assigned)		.5
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
MUED 350	Music Education Professional Development Hour (MEPD)	0.0
<b>Term Units</b>		<b>3.75</b>

## Second Year

Fall		Units
EDUC 255S or 245H	Educational Psychology Social Foundations of Education	1
MUSC 255-258 (select one)		.5
MUSC 172	Music Theory II	1
MUSC 273	Aural Training III	0.5
MUSC 275	Functional Keyboard III	.25
MUSE Course (Ensembles as assigned)		.5
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
MUSC 277	Conducting I	0.5
MUED 350	Music Education Professional Development Hour (MEPD)	0.0
<b>Term Units</b>		<b>4.75</b>

Spring		Units
MUED 325	Elementary School Music Methods	0.5
MUSC 255-258 (choose one)		.5
MUSC 272	Music Theory IV	1
MUSC 274	Aural Training IV	0.5
MUSC 276	Functional Keyboard IV	.25
MUSE Course (Ensembles as assigned)		.5
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
MUSC 288	Conducting II: Instrumental	0.5
MUSC 259	Technology for Musicians	0.5
MUED 350	Music Education Professional Development Hour (MEPD)	0.0
<b>Term Units</b>		<b>4.75</b>

## Third Year

Fall		Units
EDUC 303	Cross-Cultural Communication for Educators	1
MUED 354	Instrumental Methods I: Elementary/Middle School	0.5

MUSC 311	Music History I	1
MUSC 271	Music Theory III	1
MUSE Course (Ensembles as assigned)		.5
MUSA 312	Primary Upper-Division Lessons for Music Majors	0.5
MUED 350	Music Education Professional Development Hour (MEPD)	0.0

**Term Units 4.5**

Spring		Units
MUED 355	Instrumental Methods II: Middle/High School (WE)	0.5
MUED 259	Vocal Techniques for Instrumentalists	0.5
General Education Requirement (any P course)		1
MUSC 312	Music History II (WE)	1
MUSE Course (Ensembles as assigned)		.5
MUSA 312	Primary Upper-Division Lessons for Music Majors	0.5
MUED 350	Music Education Professional Development Hour (MEPD)	0.0

**Term Units 4**

Summer II		Units
General Education Requirement (any Q course)		1
<b>Term Units</b>		<b>1</b>

Fourth Year		Units
<b>Fall</b>		
MUED 359	Administering the School Music Program: Marching Band, Musicals, Large Productions	0.5
EDUC 302	Improving Reading and Writing Skills in the Middle/Secondary School	1
MUSC 379	Orchestration and Arranging	1
General Education Requirement (any V course) (WE)		1
MUSE Course (Ensembles as assigned)		.5
MUSA 312	Primary Upper-Division Lessons for Music Majors	0.5
MUSX 462	Senior Recital	0.0
MUED 350	Music Education Professional Development Hour (MEPD)	0.0
<b>Term Units</b>		<b>4.5</b>

Spring		Units
EDUC 429	Senior Intern Seminar	1
EDUC 430	Student Teaching	2
EDUC 474	Educational Management of Exceptional Students	1
<b>Term Units</b>		<b>4</b>

**Total Unit: 35**

(WE) means a Writing Enhanced course. Any four courses with the WE designation are required for graduation. FSEM and JSEM are automatically WE designated. Students may select Gen Ed courses with or without the WE designation as long as four are taken at some point before graduation. More than four WE courses are suggested in this document, but more than four are not required.

ENSEMBLES: Students must take two semesters of chamber ensemble as part of their "Ensembles as assigned" listed above. Students consult with their advisor and major ensemble conductors as to which semesters will contain chamber ensemble credit.

## Bachelor Of Music Education (Vocal/General)

Graduates of this degree will have completed all of the coursework currently required for state teacher certification.

Students must meet general University requirements for admission to Education.

Code	Title	Units
<b>General Education Requirements</b>		
Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 may be used to count toward the Writing requirement.		
	Quantitative Reasoning (any Q course)	1
	Physical and Natural World (any P course)	1
	Personal and Social Responsibility (any V course)	1
EDUC 245H	Social Foundations of Education	1
EDUC 255S	Educational Psychology (serves as a course under "Knowledge of Human Cultures")	1
MUED 265	Principles and Methods of Music Instruction for Diverse Learners *	1
<b>Education Core</b>		
EDUC 302	Improving Reading and Writing Skills in the Middle/Secondary School	1
EDUC 303	Cross-Cultural Communication for Educators	1
EDUC 429	Senior Intern Seminar	1
EDUC 430	Student Teaching	2
EDUC 474	Educational Management of Exceptional Students	1
<b>Stetson Music Core</b>		
Theory/Keyboard bundle		5
Theory:		
MUSC 171	Music Theory I	
MUSC 172	Music Theory II	
MUSC 271	Music Theory III	
MUSC 272	Music Theory IV	
Functional Keyboard: <sup>2</sup>		
MUSC 175	Functional Keyboard I	
MUSC 176	Functional Keyboard II	
MUSC 275	Functional Keyboard III	
MUSC 276	Functional Keyboard IV	
Music History:		2
MUSC 311	Music History I	
MUSC 312	Music History II	
Aural Training:		2
MUSC 173	Aural Training I	
MUSC 174	Aural Training II	
MUSC 273	Aural Training III	
MUSC 274	Aural Training IV	
Lower-division lessons:		2

MUSA 112	Primary Lower-Division Lessons for Music Majors	
Music Culture:		.5
MUSC 151	Music Culture	
Conducting:		.5
MUSC 277	Conducting I	
Technology for Musicians		.5
MUSC 259	Technology for Musicians	
<b>Major Requirements</b>		
Upper-division lessons/Music Experience Bundle		1.5
MUSA 312	Primary Upper-Division Lessons for Music Majors (Three semesters)	
MUSX 462	Senior Recital (25-min.)	
Fourteen Ensembles:		3.5
Seven semesters: large ensemble <sup>3</sup>		
Four semesters: Choral Union		
Three semesters: elective ensemble		
MUED 260	Instrumental Techniques for Vocalists I	0.5
MUED 261	Instrumental Techniques for Vocalists II	0.5
MUSC 115	Italian Diction	0
MUSC 116	Voice Seminar: English Diction and Singing as a Profession	0
MUSC 118	German Diction	0.5
MUSC 218	French Diction	0.5
MUSC 289	Conducting II: Vocal	0.5
MUED 325	Elementary School Music Methods	0.5
MUED 356	Choral Methods I: Elementary/Middle School	0.5
MUED 357	Choral Methods II: Middle School/High School	0.5
MUED 359	Administering the School Music Program: Marching Band, Musicals, & Large Productions	0.5
MUSC 379	Orchestration and Arranging	1
MUED 350	Music Education Professional Development Hour 0.0 (MEPD)	

### Other Requirements

Sophomore Decision

Oral Communication Competency

**Total Units** **35**

Students must meet general University requirements for admission to Education.

<sup>1</sup> First Year seminars are not required for music education majors. In the event that a student changes majors after their first semester as a music education major, successful completion of MUED 265 will satisfy the First Year Seminar requirement for the new major.

<sup>2</sup> Functional Keyboard as required.

<sup>3</sup> Satisfied by Orchestra, Band, Concert Choir, Women's Chorale, Stetson Men, Jazz Band.

<sup>4</sup> Choose any 3 from MUSC 255, MUSC 256, MUSC 257, or MUSC 258.

<sup>5</sup> Alternate upper-division theory course allowed with approval from the Director of Music Theory and Director of Music Education.

\* Lab fee required.

## Additional Program Requirements

The School of Music works closely with Stetson's Department of Education. Both the School of Music and the Department of Education use a "tier structure" as students work through the college career.

Moving between Tier 1, Tier 2, and Tier 3 is very important, and it is explained below. The Department of Education resides within the Division of Education. The approved programs offered by the School of Music and the Department of Education meet University requirements for graduation, as well as the certification requirements of the Florida Department of Education.

The Department of Education at Stetson University is accredited by:

Council for the Accreditation of Educator Preparation (CAEP)  
1140 19th Street NW, Suite 400  
Washington, DC 20036  
202-223-0077

This accreditation covers undergraduate preparation programs in elementary education/ESOL K-6, K-12 programs in music, and graduate preparation programs in educational leadership. See Graduate Education in the Department of Education (p. 446) for detailed information on graduate programs.

Responsibility for education programs within the unit rests with the Chair of the Department of Education. The Undergraduate and Graduate Councils review program requirements, recommend policy and procedures, monitor student progress, and serve as a board of appeal for students seeking exceptions to established policy.

Admittance to undergraduate programs is determined by the Undergraduate Council. The Council considers numerous factors prior to making a determination of admittance. Admission may be contingent upon availability of space within the program. All students should apply for admission at the Undergraduate Education Office during the first semester of their tenure at Stetson.

More information can be found online at <http://www.stetson.edu/academics/programs/education.php>.

## The Nina B. Hollis Institute for Educational Reform

The Nina B. Hollis Institute for Educational Reform at Stetson University resides within the Department of Education. The Institute, established in 2000, is a comprehensive learning community. In collaboration with local community leaders, district personnel, educational agencies and Stetson University faculty, the Institute has created a model for reform that supports education. Through research and pedagogical assistance, the Institute provides assistance in developing research-based best practice in-service workshops and events to educators, families, businesses, universities and policymakers for the advancement of teaching and learning.

## Undergraduate Degrees and State Certifications

The Department of Education offers state-approved programs in elementary education/ESOL K-6 and K-12 programs in music. The Elementary Education/ESOL K-6 program provides ESOL endorsement, as mandated by the State of Florida.

In addition to its approved certification programs, the Department offers certain courses accepted by the Florida Department of Education for Florida certification. For specific courses, consult with the Office of Undergraduate Education.

## Admission Requirements

Music Education students must be admitted into the the Education program as part of staying on track for graduation and in preparation for taking certain classes. Admittance into the approved program is also called entering "Tier 2." Students must strive to enter Tier 2 by the end of the third semester, or its equivalent for transfer students. To enter Tier 2, or the approved program, a student must:

1. complete an application for admission to a program of study leading to certification;
2. complete a Candidate Acknowledgement of Professional Expectations;
3. present a minimum 2.5 grade point average for all college work taken at Stetson;
4. present a grade of C or higher in at least one Writing Enhanced course;
5. present a passing score on all areas of the General Knowledge (GK) Test;
6. earn a grade of C or better in all credit-bearing EDUC and MUED courses;
7. present a minimum 2.5 grade point average in specialization courses (major field of study);
8. complete a successful interview with members of the Undergraduate Council, if a review of performance in foundation courses suggests weaknesses;
9. join the Florida Music Educators Association (FMEA), the state affiliate of the National Association for Music Education (NAfME) which includes NAfME membership, and the Collegiate National Association for Music Education (CNAfME) chapter at Stetson;
10. follow the degree audit planner (**ALL** students **MUST** meet with their education advisor every semester);
11. obtain a copy of *The Undergraduate Student Handbook*;
12. purchase a subscription to LiveText (department student management and assessment system).

Note: At any checkpoint within the student's program, if there is a concern about the student's appropriate progress, the student may be required to meet with an education faculty committee before continuing in the program. Background checks are required prior to any field placement.

## Admission Review by the Undergraduate Council

After considering all of these requirements, the Undergraduate Council will determine whether an individual student will be admitted. The Council may choose not to admit a student based on an interview, even though other requirements have been satisfied. Admission also may be contingent upon availability of space within the program.

Students should apply for admission to Education at the Undergraduate Education Office during the first semester of their first year. Transfer students must apply during the first semester of their residence.

## Admission to Student Teaching

Music Education students must apply for and be admitted to the student teaching internship, which is also called entering Tier 3.

Eligibility requirements for student teaching, or Tier 3, include the following:

1. gain admittance into the Approved Education Program;
2. achieve satisfactory progress in the Danielson Domains;
3. meet expectations on Assessment of Professional Expectations;
4. complete the Student Teaching Application;
5. provide evidence of a passing score on all of the Florida Teacher Certification Examinations (FTCE), Professional Exam, and Subject Area Exam, in teaching major by December 1st for Spring admission and May 1st for Fall admission;
6. earn a grade of C or better in all credit-bearing EDUC and MUED courses;
7. earn a grade point average of 2.5 or better in major content area and overall;
8. obtain a satisfactory behavior recommendation from the Office of Campus Life at Stetson;
9. pass fingerprinting clearance and drug screening, if required by county school boards.

## Exit Requirements

In order to graduate from the University with a degree in music education, a student must satisfactorily complete the following requirements:

1. earn a cumulative grade point average of 2.5 or better;
2. earn a grade of C or better in all credit-bearing EDUC and MUED courses;
3. earn a grade point average of 2.5 or better in content teaching area;
4. demonstrate satisfactory performance in Danielson Domains;
5. demonstrate professional dispositions in all coursework and field experiences as outlined by the program.

**For information on graduate degrees in Education, see the Graduate Programs/Arts and Sciences (p. 439).**

## Advising Course Plans

### Advising Course Plan

- Music Education - Vocal/General Major (p. 374)
- Music Education - Vocal/General Major with Theory Fundamentals (p. 375)

# Advising Course Plan - Music Education - Vocal/General Plan

NOTE: This document is a courtesy advising plan only. It places the official catalog course requirements (but not all co-curricular or other requirements) in a suggested sequence. Please continuously consult the official catalog for all requirements. Honors Program students consult their advisor for General Education course modifications.

## First Year

Fall		Units
MUED 265 <sup>1</sup>	Principles and Methods of Music Instruction for Diverse Learners	1
MUSC 115	Italian Diction	0.0
MUSC 171	Music Theory I	1
MUSC 173	Aural Training I	0.5
MUSC 175	Functional Keyboard I	.25
MUSC 151	Music Culture	0.5
MUSE Course (Ensemble as assigned)		.25
MUSE 305	Choral Union	0.25
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
MUED 350	Music Education Professional Development Hour (MEPD)	0.0
<b>Term Units</b>		<b>4.25</b>

## Spring

EDUC 255S or 245H	Educational Psychology Social Foundations of Education	1
MUSC 116	Voice Seminar: English Diction and Singing as a Profession	0.0
MUSC 172	Music Theory II	1
MUSC 174	Aural Training II	0.5
MUSC 176	Functional Keyboard II	.25
MUSE Course (Ensemble as assigned)		.25
MUSE 305	Choral Union	0.25
MUSC 259	Technology for Musicians	0.5
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
MUED 350	Music Education Professional Development Hour (MEPD)	0.0
<b>Term Units</b>		<b>4.25</b>

## Second Year

Fall		Units
EDUC 255S or 245H	Educational Psychology Social Foundations of Education	1
MUSC 271	Music Theory III	1
MUSC 273	Aural Training III	0.5
MUSC 275	Functional Keyboard III	.25
MUSE Course (Ensemble as assigned)		.25
MUSE 305	Choral Union	0.25
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
MUSC 118	German Diction	0.5
MUSC 277	Conducting I	0.5
MUED 350	Music Education Professional Development Hour (MEPD)	0.0
<b>Term Units</b>		<b>4.75</b>

## Spring

MUED 325	Elementary School Music Methods	0.5
MUED 260	Instrumental Techniques for Vocalists I	0.5
MUSC 272	Music Theory IV	1
MUSC 274	Aural Training IV	0.5
MUSC 276	Functional Keyboard IV	.25
MUSE Course (Ensemble as assigned)		.25
MUSE 305	Choral Union	0.25

MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
MUSC 289	Conducting II: Vocal	0.5
MUSC 218	French Diction	0.5
MUED 350	Music Education Professional Development Hour (MEPD)	0.0
<b>Term Units</b>		<b>4.75</b>

## Third Year

### Fall

EDUC 303	Cross-Cultural Communication for Educators	1
MUED 356	Choral Methods I: Elementary/Middle School	0.5
MUSC 311	Music History I	1
General Education requirement (Q course recommended)		1
MUSE Course (Ensembles as assigned)		.5
MUSA 312	Primary Upper-Division Lessons for Music Majors	0.5
MUED 350	Music Education Professional Development Hour (MEPD)	0.0

**Term Units 4.5**

### Spring

MUED 357	Choral Methods II: Middle School/High School	0.5
MUED 261	Instrumental Techniques for Vocalists II	0.5
General Education requirement (P course recommended)		1
MUSC 312 <sup>1</sup>	Music History II	1
MUSE Course (Ensembles as assigned)		.5
MUSA 312	Primary Upper-Division Lessons for Music Majors	0.5
MUED 350	Music Education Professional Development Hour (MEPD)	0.0

**Term Units 4**

## Fourth Year

### Fall

MUED 359	Administering the School Music Program: Marching Band, Musicals, Large Productions	0.5
EDUC 302	Improving Reading and Writing Skills in the Middle/Secondary School	1
MUSC 379	Orchestration and Arranging	1
General Education Requirement (any V course) (WE) <sup>1</sup>		1
MUSE Course (Ensembles as assigned)		.5
MUSA 312	Primary Upper-Division Lessons for Music Majors	0.5
MUSX 462	Senior Recital	0.0
MUED 350	Music Education Professional Development Hour (MEPD)	0.0

**Term Units 4.5**

### Spring

EDUC 429	Senior Intern Seminar	1
EDUC 430	Student Teaching	2
EDUC 474	Educational Management of Exceptional Students	1

**Term Units 4**

**Total Unit: 35**

<sup>1</sup> WE indicates a Writing Enhanced course. Four courses with the WE designation are required for graduation. FSEM and JSEM are automatically WE designated. Students may select General Education courses with or without the WE designation as long as four are taken at some point before graduation. More than four WE courses are suggested in this document, but more than four is not required.

# Advising Course Plan - Music Education - Vocal/General Plan With Theory Fundamentals

## First Year

Fall		Units
MUED 265	Principles and Methods of Music Instruction for Diverse Learners (WE)	1
MUSC 115	Italian Diction	0.0
MUSC 160	Music Theory Fundamentals I	0.5
MUSC 173	Aural Training I	0.5
MUSC 175	Functional Keyboard I	.25
MUSC 151	Music Culture	0.5
MUSE Course (Ensemble as assigned)		.25
MUSE 305	Choral Union	0.25
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
MUED 350	Music Education Professional Development Hour (MEPD)	0.0
<b>Term Units</b>		<b>3.75</b>

## Spring

EDUC 255S or 245H	Educational Psychology Social Foundations of Education	1
MUSC 116	Voice Seminar: English Diction and Singing as a Profession	0.0
MUSC 161	Music Theory Fundamentals II	0.5
MUSC 174	Aural Training II	0.5
MUSC 176	Functional Keyboard II	.25
MUSE Course (Ensemble as assigned)		.25
MUSE 305	Choral Union	0.25
MUSC 259	Technology for Musicians	0.5
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
MUED 350	Music Education Professional Development Hour (MEPD)	0.0
<b>Term Units</b>		<b>3.75</b>

## Second Year

Fall		Units
EDUC 255S or 245H	Educational Psychology Social Foundations of Education	1
MUSC 172	Music Theory II	1
MUSC 273	Aural Training III	0.5
MUSC 275	Functional Keyboard III	.25
MUSE Course (Ensemble as assigned)		.25
MUSE 305	Choral Union	0.25
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
MUSC 118	German Diction	0.5
MUSC 277	Conducting I	0.5
MUED 350	Music Education Professional Development Hour (MEPD)	0.0
<b>Term Units</b>		<b>4.75</b>

## Spring

MUED 325	Elementary School Music Methods	0.5
MUED 260	Instrumental Techniques for Vocalists I	0.5
MUSC 272	Music Theory IV	1
MUSC 274	Aural Training IV	0.5
MUSC 276	Functional Keyboard IV	.25
MUSE Course (Ensemble as assigned)		.25
MUSE 305	Choral Union	0.25
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
MUSC 289	Conducting II: Vocal	0.5
MUSC 218	French Diction	0.5

MUED 350	Music Education Professional Development Hour (MEPD)	0.0
<b>Term Units</b>		<b>4.75</b>

## Third Year

Fall		Units
EDUC 303	Cross-Cultural Communication for Educators	1
MUED 356	Choral Methods I: Elementary/Middle School	0.5
MUSC 271	Music Theory III	1
MUSC 311	Music History I	1
MUSE Course (Ensemble as assigned)		.25
MUSE Course (Choral Union, Opera, Chamber)		.25
MUSA 312	Primary Upper-Division Lessons for Music Majors	0.5
MUED 350	Music Education Professional Development Hour (MEPD)	0.0
<b>Term Units</b>		<b>4.5</b>

## Spring

MUED 357	Choral Methods II: Middle School/High School	0.5
MUED 261	Instrumental Techniques for Vocalists II	0.5
General Education Requirement (any P course)		1
MUSC 312	Music History II (WE)	1
MUSE Course (Ensemble as assigned)		.25
MUSE Course (Choral Union, Opera, Chamber)		.25
MUSA 312	Primary Upper-Division Lessons for Music Majors	0.5
MUED 350	Music Education Professional Development Hour (MEPD)	0.0
<b>Term Units</b>		<b>4</b>

## Summer

General Education Requirement (any Q course)		1
<b>Term Units</b>		<b>1</b>

## Fourth Year

Fall		Units
MUED 359	Administering the School Music Program: Marching Band, Musicals, Large Productions	0.5
EDUC 302	Improving Reading and Writing Skills in the Middle/Secondary School	1
MUSC 379	Orchestration and Arranging	1
General Education Requirement (any V course) (WE)		1
MUSE Course (Ensemble as assigned)		.25
MUSE Course (Choral Union, Opera, Chamber)		.25
MUSA 312	Primary Upper-Division Lessons for Music Majors	0.5
MUSX 462	Senior Recital	0.0
MUED 350	Music Education Professional Development Hour (MEPD)	0.0
<b>Term Units</b>		<b>4.5</b>

## Spring

EDUC 429	Senior Intern Seminar	1
EDUC 430	Student Teaching	2
EDUC 474	Educational Management of Exceptional Students	1
<b>Term Units</b>		<b>4</b>

**Total Unit: 35**

(WE) means a Writing Enhanced course. Any four courses with the WE designation are required for graduation. FSEM and JSEM are automatically WE designated. Students may select Gen Ed courses with or without the WE designation as long as four are taken at some point before graduation. More than four WE courses are suggested in this document, but more than four are not required.



## Bachelor Of Arts in Music

The Bachelor of Arts degree with a major in music is a liberal arts degree offered jointly by the College of Arts and Sciences and the School of Music. The degree is designed for those students who have an equal interest both in music and in the traditional Arts and Sciences curriculum. Fifty percent of the courses in the BA Music curriculum are taken in music; the other fifty percent are taken in classes in the Arts and Sciences or Business.

### General Education Requirements (9 units)

The General Education requirements are divided into three categories: Foundations (3 units), Knowledge of Human Culture and the Natural World (5 units), and Personal and Social Responsibility (1 unit). For most of the requirements, you will have a selection of courses to choose from, so that you may satisfy the requirements with courses that appeal to your interests. For a more complete description, see the General Education (p. 38) section in the College of Arts and Sciences section of this *Catalog*.

### Cultural Events/Campus Engagement

As a student engaged in Music as well as the Arts and Sciences, you will join Stetson's intellectual and creative life outside the classroom by participating in cultural events as a graduation requirement. These events include lectures by distinguished visitors, musical performances, plays, and art shows. You will be required to enroll in MUSC 100 a minimum of four semesters, and for each semester you pass the course you will be awarded six cultural credits. Additional cultural credits may be earned by attending events on the University Calendar that have been approved for cultural credit. The total number of cultural credit events required for graduation is 24.

Code	Title	Units
<b>Courses to be taken in the College of Arts and Sciences - General Education Requirements</b>		
The student must complete the General Education Requirements of the College of Arts and Sciences.		9
Electives		6
<b>Courses to be taken in the School of Music - Stetson Music Core</b>		
Theory/keyboard bundle:		5
Theory		
MUSC 171	Music Theory I	
MUSC 172	Music Theory II	
MUSC 271	Music Theory III	
MUSC 272	Music Theory IV	
Functional Keyboard: <sup>1</sup>		
MUSC 175	Functional Keyboard I	
MUSC 176	Functional Keyboard II	
MUSC 275	Functional Keyboard III	
MUSC 276	Functional Keyboard IV	
Music History:		2
MUSC 311	Music History I	
MUSC 312	Music History II	
Aural Training:		2

MUSC 173	Aural Training I	
MUSC 174	Aural Training II	
MUSC 273	Aural Training III	
MUSC 274	Aural Training IV	
Lower-division lessons:		2
MUSA 112	Primary Lower-Division Lessons for Music Majors	
Music Culture:		.5
MUSC 151	Music Culture	
Career Skills		.5
MUSC 300	Career Skills for the Entrepreneurial Musician	
<b>Additional Music Requirements</b>		
Upper-division lessons/Music Experience Bundle		2
MUSA 312	Primary Upper-Division Lessons for Music Majors (four semesters)	
MUSX 462	Senior Recital (25-min)	
Six ensembles <sup>2</sup>		1.5
Music Elective <sup>3</sup>		1
MUSC 498	Senior Research Proposal	0.5
		or
		1
MUSC 499	Senior Research Project	1
<b>Other Requirements</b>		
Sophomore Decision		
Oral Communication Competency		
<b>Total Units</b>		<b>33-33.5</b>

<sup>1</sup> Functional Keyboard as required.

<sup>2</sup> Satisfied by Orchestra, Band, Concert Choir, Stetson Chorale, Hatter Choir, or Jazz Band.

<sup>3</sup> Choose any 1-unit MUSC course 300-level or higher or any 1-unit MUSC course with an 'A' designation.

## Advising Course Plans

### Advising Course Plans

- Bachelor of Arts in Music Major (p. 377)
- Bachelor of Arts in Music Major with Theory Fundamentals (p. 378)

# Advising Course Plan - Bachelor of Arts in Music Major

NOTE: This document is a courtesy advising plan only. It places the official catalog course requirements (but not all co-curricular or other requirements) in a suggested sequence. Please continuously consult the official catalog for all requirements. Honors Program students consult their advisor for Gen Ed course modifications.

First Year		
<b>Fall</b>		
FSEM 100 <sup>1</sup>	First Year Seminar (WE)	1
MUSC 171	Music Theory I	1
MUSC 173	Aural Training I	0.5
MUSC 175	Functional Keyboard I	0.25
MUSC 151	Music Culture	0.5
MUSE Course (Ensemble as assigned)*		.25
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
<b>Term Units</b>		<b>4</b>
<b>Spring</b>		
	General Education Requirement (any H course) (WE) <sup>1</sup>	1
	General Education Requirement (any Q course)	1
MUSC 172	Music Theory II	1
MUSC 174	Aural Training II	0.5
MUSC 176	Functional Keyboard II	0.25
MUSE Course (Ensemble as assigned)*		.25
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
<b>Term Units</b>		<b>4.5</b>
<b>Second Year</b>		
<b>Fall</b>		
MUSC 271	Music Theory III	1
MUSC 273	Aural Training III	0.5
MUSC 275	Functional Keyboard III	0.25
MUSE Course (Ensemble as assigned)*		.25
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
	General Education Requirement (any S course) (WE) <sup>1</sup>	1
	Elective (any non-Music course)	1
<b>Term Units</b>		<b>4.5</b>
<b>Spring</b>		
MUSC 272	Music Theory IV	1
MUSC 274	Aural Training IV	0.5
MUSC 276	Functional Keyboard IV	0.25
MUSE Course (Ensemble as assigned)*		.25
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
	Elective (any non-Music course)	1
<b>Term Units</b>		<b>3.5</b>
<b>Third Year</b>		
<b>Fall</b>		
	MUSE Course (Ensemble as assigned)*	.25
MUSA 312	Primary Upper-Division Lessons for Music Majors	0.5
	Junior Seminar (WE) <sup>1</sup>	1
	Elective (any non-Music course)	1
MUSC 300	Career Skills for the Entrepreneurial Musician	0.5
MUSC 311	Music History I (or Music Elective)	1
<b>Term Units</b>		<b>4.25</b>
<b>Spring</b>		
	MUSE Course (Ensemble as assigned)*	.25
MUSA 312	Primary Upper-Division Lessons for Music Majors	0.5
MUSC 312 <sup>1</sup>	Music History II (or Music Elective (WE))	1
	General Education Requirement (any P course)	1

Elective (any non-Music course)		1
<b>Term Units</b>		<b>3.75</b>
<b>Fourth Year</b>		
<b>Fall</b>		
MUSA 312	Primary Upper-Division Lessons for Music Majors	0.5
	General Education Requirement (any 102L course)	1
	General Education Requirement (any V course) (WE) <sup>1</sup>	1
	Elective (any non-Music course)	1
MUSC 498	Senior Research Proposal	.5 or 1
<b>Term Units</b>		<b>4 to 4.5</b>
<b>Spring</b>		
MUSA 312	Primary Upper-Division Lessons for Music Majors	0.5
MUSX 462	Senior Recital	0.0
	General Education Requirement (any B course)	1
	Elective (any non-Music course)	1
MUSC 499	Senior Research Project	1
<b>Term Units</b>		<b>3.5</b>
<b>Total Unit: 32 to 32.5</b>		

\* ENSEMBLES: Students must take two semesters of chamber ensemble as part of their "Ensembles as assigned" listed above. Students consult with their advisor and major ensemble conductors as to which semesters will contain chamber ensemble credit. Vocalists and Instrumentalists approach Chamber ensembles differently.

<sup>1</sup> WE indicates a Writing Enhanced course. Four courses with the WE designation are required for graduation. FSEM and JSEM are automatically WE designated. Students may select General Education courses with or without the WE designation as long as four are taken at some point before graduation. More than four WE courses are suggested in this document, but more than four is not required.

# Advising Course Plan - Bachelor of Arts in Music Major With Theory Fundamentals

First Year		
<b>Fall</b>		
FSEM 100	First Year Seminar	1
MUSC 160	Music Theory Fundamentals I	0.5
MUSC 173	Aural Training I	0.5
MUSC 175	Functional Keyboard I	0.25
MUSC 151	Music Culture	0.5
MUSE Course (Ensemble as assigned)		.25
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
<b>Term Units</b>		<b>3.5</b>
<b>Spring</b>		
General Education Requirement (any H course) (WE)		
General Education Requirement (any Q course)		
MUSC 161	Music Theory Fundamentals II	0.5
MUSC 174	Aural Training II	0.5
MUSC 176	Functional Keyboard II	0.25
MUSE Course (Ensemble as assigned)		.25
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
<b>Term Units</b>		<b>4</b>
<b>Second Year</b>		
<b>Fall</b>		
MUSC 172	Music Theory II	1
MUSC 273	Aural Training III	0.5
MUSC 275	Functional Keyboard III	0.25
MUSE Course (Ensemble as assigned)		.25
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
General Education Requirement (any S course) (WE)		
Non-Music Elective		
<b>Term Units</b>		<b>4.5</b>
<b>Spring</b>		
MUSC 272	Music Theory IV	1
MUSC 274	Aural Training IV	0.5
MUSC 276	Functional Keyboard IV	0.25
MUSE Course (Ensemble as assigned)		.25
MUSA 112	Primary Lower-Division Lessons for Music Majors	0.5
Non-Music Elective		
Non-Music Elective		
<b>Term Units</b>		<b>4.5</b>
<b>Third Year</b>		
<b>Fall</b>		
MUSC 271	Music Theory III	1
MUSE Course (Ensemble as assigned)**		.25
MUSA 312	Primary Upper-Division Lessons for Music Majors	0.5
Junior Seminar (WE)		
MUSC 311*	Music History I (or Music Elective)	1
<b>Term Units</b>		<b>3.75</b>
<b>Spring</b>		
MUSE Course (Ensemble as assigned)		
MUSA 312	Primary Upper-Division Lessons for Music Majors	0.5
MUSC 312	Music History II (WE)	1
MUSC 300	Career Skills for the Entrepreneurial Musician	0.5
General Education Requirement (any P course)		
Non-Music Elective		
<b>Term Units</b>		<b>4.25</b>
<b>Summer II</b>		

Non-Music Elective		1
<b>Term Units</b>		<b>1</b>
<b>Fourth Year</b>		
<b>Fall</b>		
MUSE Course (Ensemble as assigned)**		.25
MUSA 312	Primary Upper-Division Lessons for Music Majors	0.5
General Education Requirement (any 102L or higher course)		
General Education Requirement (any V course)		
Non-Music Elective		
MUSC 498	Senior Research Proposal	0.5 to 1
<b>Term Units</b>		<b>4.25 to 4.75</b>
<b>Spring</b>		
MUSE Course (Ensemble as assigned)**		.25
MUSA 312	Primary Upper-Division Lessons for Music Majors	0.5
MUSX 462	Senior Recital	0.0
General Education Requirement (any B course)		
Non-Music Elective		
MUSC 499	Senior Research Project	1
<b>Term Units</b>		<b>3.75</b>
<b>Total Unit: 33.5 to 34</b>		

(WE) means a Writing Enhanced course. Any four courses with the WE designation are required for graduation. FSEM and JSEM are automatically WE designated. Students may select Gen Ed courses with or without the WE designation as long as four are taken at some point before graduation. More than four WE courses are suggested in this document, but more than four are not required.

- \* Choose any 1-unit MUSC 300-level or higher course not yet taken, or any 1-unit MUSC course with an "A" designation not yet taken.
- \*\* Many students receive music scholarship funds and may be required to perform in ensembles during the senior year even though the curricular requirement does not indicate it. Scholarship requirements may be in addition to curricular requirements in any given semester, including the senior year.

## General Minor in Music

### Can only be added to a non-music degree

The requirements for the minor in music include the following: an audition in the primary area of performance and 6 units (completed with a 2.0 overall Music GPA) in the areas listed below.

Code	Title	Units
MUSC 151	Music Culture	.5
MUSC 171 & MUSC 172	Music Theory I and Music Theory II	2
Four semesters of ensembles <sup>1</sup>		1
MUSA 101	Private Lessons for Non-Music Majors (4 semesters are required even if substituting MUSA 112)	1
Music Elective <sup>2</sup>		1
<b>Total Units</b>		<b>5.5</b>

<sup>1</sup> Satisfied by Orchestra, Band, Concert Choir, Stetson Chorale, Hatter Choir, Jazz Band. Scholarship recipients may be required to register for additional ensembles based on the financial aid agreement. Inquire at the Dean's Office.

<sup>2</sup> Any MUSC course or combination of MUSC courses totaling 1 unit.

# Music Technology

## Minor in Music Technology - 6 Units

Code	Title	Units
MUSC 171	Music Theory I	1
MUSC/MUSA/MUSE Electives		1
DIGA 161A	Digital Audio Fundamentals	1
DIGA 361	Audio Recording and Production I	1
DIGA 365	Electronic Music and Sound Design I	1
DIGA 362	Audio Recording and Production II	1
or DIGA 366	Electronic Music and Sound Design II	
<b>Total Units</b>		<b>6</b>

# Honors Program

Stetson's University Honors Program (UHP) graduated its first class in 1957, making it one of the oldest in the Southeast. It aims to serve accomplished students with an unusual commitment to scholarship and autonomous learning. Admission to the program is by application. Interested students should contact the Director.

The Honors Program curriculum offers students an alternative to the General Education requirements. Faculty and students identified the following priorities in designing the program's unique curriculum:

- The Honors curriculum calls on both students and faculty members to conceive of themselves as members of an interdisciplinary community committed to integrated ways of thinking and learning.
- The Honors curriculum seeks to foster the kind of scholarly and creative work that, while strongly supported by faculty and staff mentors at Stetson, is ultimately independent and student-driven.
- The Honors curriculum encourages introspection and self-discovery through the Credo Project and active participation in scholarly and community affairs.

The Honors curriculum embraces the idea that education occurs inside and outside the classroom.

## The Curriculum

The following degrees can be earned through the Honors Program: Bachelor of Arts, Bachelor of Science, Bachelor of Business Administration, and Bachelor of Music.

## GENERAL EDUCATION REQUIREMENTS

In these courses, Honors Program students develop skills in analytical, critical, and quantitative thinking; in written and oral communication; and in problem-solving as individuals and as members of groups and communities.

- **Writing**  
Writing skills are critical for success in college and in life after graduation. Students in the UHP must fulfill the writing requirement of their degree.
- **Modern Languages**  
These courses enhance students' knowledge of the world by developing their proficiency in another modern language and by emphasizing the role of language in culture. All students are required to take a Modern Language class at the 102L or higher level. To be considered for Phi Beta Kappa, a modern language through the 201L level must be taken.
- The following 8 courses (3.5 units, plus non-credit courses) within the Honors Program:

Code	Title	Units
HONR 101	Honors First-Year Seminar "Enduring Questions"	1
HONR 102	Honors Project	0.5
HONR 201	Honors Workshop	0.5
HONR 202	Honors Tutorials	0.5
HONR 301	Honors Junior Seminar	1

The following courses are taken during each semester of the fourth year

HONR 401	Best Books Club
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HONR 402	Best Books Club	
HONR 499	Honors Oral Exam and Credo Presentation	0.0

## Additional Requirements for Students in the College of Arts and Sciences:

Natural World/Quantitative Reasoning (1 unit). Students in the College of Arts and Sciences must complete one course from one of these two areas:

- **Quantitative Reasoning:**  
Quantitative reasoning skills play an important role in analyzing the world and in choosing the best plans to address local, national, and global problems. Courses that meet this requirement develop students' understanding of the conceptual and theoretical tools used in quantitative reasoning and problem-solving. These courses are taught in a range of disciplines. Some majors, particularly in the Natural Sciences, require at least one specific math course to be taken, and that course may also be used to satisfy the Quantitative Reasoning requirement.

-or-

- **The Physical and Natural World:**  
Courses that satisfy the Physical and Natural World option ("P" courses) foster students' understanding of natural phenomena, through the examination of major concepts, theories, and scientific methods in the physical and life sciences. These courses include a laboratory experience that connects theory with observation.

## Additional Requirements for Students in the School of Business:

Students in the School of Business who complete a section of HON 201 that includes a business writing component are exempt from SOBA 200, Professional Communications. To fulfill their general education requirements, students pursuing a Bachelor in Business Administration, in addition to the Honors Curriculum, must take each of the following courses:

- **Math (1 unit).** Students must take one of the following three courses:
  - MATH 122Q Calculus for Business Decisions (recommended).
  - MATH 131Q Calculus I with Review-Part 2. (Note that MATH 130 is a prerequisite for MATH 131Q.)
  - MATH 141Q Calculus I
- **The Physical and Natural World (1 unit).**

Courses that satisfy the Physical and Natural World option ("P" courses) foster students' understanding of natural phenomena, through the examination of major concepts, theories, and scientific methods in the physical and life sciences. These courses include a laboratory experience that connects theory with observation.

- **ECON 104S Foundations of Economics I (1 unit).**

## Additional Requirements for Students in the School of Music, Listed by Major:

Composition Majors

Students in the composition major take the classes above, including a language course, plus:

- DIGA 365
- Q or P General Education class
- Non-Music Elective

Music Education Majors

Students in the state approved Music Education major take the above classes, including a language course, plus:

- EDUC 245H
- EDUC 255S
- Q or P General Education class

Voice Performance Majors

Students in the vocal performance major take the above courses, including the language course, plus:

- 3 Units in Language (must include German, French, Italian, or other language with approval of the voice area coordinator) for a total of 4 units in language to complete the general education
- Q or P General Education class

All other Music Majors

Students in all other majors in the School of Music take the above classes, including the language course, plus:

- Q or P General Education class
- HIST 103H (or other H class with approval of advisor)
- Non-Music Elective

## Discovery Program

What you pursue and learn in college can develop your values, shape your goals, and clarify your aspirations. At Stetson University, the curriculum is designed to allow students the opportunity to create a unique learning experience as they explore. The Discovery Program is a hub of active exploration and reflection with faculty, staff, and peers that can assist students in progressing successfully through their undergraduate career and beyond Stetson.

Students who want to explore majors before declaring can enroll in the Discovery Program. You will receive personalized guidance as you explore your areas of interest related to majors and careers. In addition, every semester, you will receive support to build a schedule that exposes you to potential majors and satisfies General Education requirements.

Program highlights include:

- Individual Discovery Advising appointments
- Specialized Discovery Presentations and Workshops
- Virtual Advising Labs
- Supplemental support from Career & Professional Development

For more information regarding the Discovery Program, please contact us at [academic.advising@stetson.edu](mailto:academic.advising@stetson.edu), 386-822-7345, or visit our webpage (<https://www.stetson.edu/administration/academic-success/academic-advising/discovery-program/>) for more details.



# WORLD: The David and Leighan Rinker Center for International Learning

Paula Hentz, Director of International Learning

## Study Abroad Exchange Programs

Stetson offers students semester and year-long exchange opportunities at a range of institutions around the world for in-residence credit. WORLD: The David and Leighan Rinker Center for International Learning at Stetson University administers the exchange programs of international study, providing opportunities for learning at 23 locations overseas:

- Universidad Carlos III (Spanish and English direct enrollment) in Madrid, Spain;
- Pädagogische Hochschule in Freiburg, Germany;
- Complutense University of Madrid (Spanish Language program) in Madrid, Spain;
- Burgundy School of Business in Dijon, France;
- University of East Anglia, Norwich, England;
- University of Hertfordshire, Hatfield, England;
- University of Leicester, Leicester, England;
- MCI Management Center, Innsbruck, Austria;
- Aarhus University, Aarhus, Denmark;
- Aix-Marseille University (French language program), Aix-en-Provence, France
- Multiple programs in Russia, Ukraine, and Poland through the School of Russian and Asian Studies;
- Mahidol International University International College in Nakhon Pathom, Thailand;
- Hanyang University in Seoul, South Korea;
- Korea University-Sejong Campus in Sejong, South Korea;
- Ewha Womans University, Seoul, South Korea;
- Kwansai Gakuin University, Nishinomiya/Osaka City, Japan;
- Hong Kong Baptist University in Hong Kong, China;
- National Chengchi University, Taipei, Taiwan;
- University of South Australia, Adelaide, Australia;
- Pontificia Universidad Católica de Valparaíso, Valparaíso, Chile;
- Zurich University of Applied Sciences, Winterthur, Switzerland;
- American University of Central Asia, Bishkek, Kyrgyzstan;
- University of Quebec in Montreal - School of Management, Montreal, Canada

**Please refer to** <http://www.stetson.edu/world> (<http://www.stetson.edu/world/>) **for the latest information.**

Exchange programs are designed to engender intercultural understanding through personal experience and first-hand, high-impact exposure to a country's language, literature, history, social institutions, and artistic and scientific development.

Juniors, seniors, and mature sophomores are encouraged to take part in one or more study abroad exchange programs. Students may earn one semester or one year of credit at the same tuition cost as study on

the home campus, plus international travel, visas, housing, etc. The exchange program at Complutense University of Madrid is supervised by a Resident Director who is a bilingual affiliate of the cooperating institution. The programs in all other locations are supervised by the international student office of the host university. The overall program is coordinated by WORLD: The David and Leighan Rinker Center for International Learning.

With careful planning, any student is able to study abroad. A study abroad experience is expected of world languages & cultures and international studies majors. It is *required* for majors in international business. Students in the School of Business Administration may use approved study abroad programs to fulfill one of their Experiential Learning Requirements.

Admission to the exchange program involves an application, which may be completed online at the WORLD: The David and Leighan Rinker Center for International Learning website at <https://www.stetson.edu/other/world/study-abroad/exchange-programs.php>.

The exchange program is competitive; meeting the requirements does not guarantee admission to the program.

## Faculty-Led Study Abroad

Stetson offers short courses abroad led by Stetson faculty including summer, winter, and spring break programs in many countries. These programs differ annually both in geographic location as well as academic foci. Students earn in-residence credit for these programs.

Information on programs, including requirements, is available on the WORLD: The David and Leighan Rinker Center for International Learning website at <https://www.stetson.edu/other/world/study-abroad/faculty-led-programs.php>.

## Affiliated Programs

Students who wish to study abroad in a program other than a Stetson University program may be able to do so for transfer credit. Information is available on the WORLD: The David and Leighan Rinker Center for International Learning website at <https://www.stetson.edu/other/world/study-abroad/affiliate-programs.php>.

## International Student and Scholar Services

Stetson University welcomes international students on its campuses. In recent years, students from as many as 56 countries have enrolled in Stetson programs. WORLD: The David and Leighan Rinker Center for International Learning assists these students as well as international scholars with their unique needs and concerns. This includes a comprehensive orientation upon arrival, assistance with immigration issues and paperwork, cultural adjustment, and familiarization with Stetson and DeLand. The staff of WORLD: The David and Leighan Rinker Center for International Learning continue to support international students while at Stetson with social and co-curricular programming, immigration services, and a multitude of other services. International students are encouraged to review the "Students" section of the WORLD: The David and Leighan Rinker Center for International Learning website at <https://www.stetson.edu/other/world/international-students/> for a wealth of resources and information prior to arriving, as well as during their time, at Stetson.

WORLD: The David and Leighan Rinker Center for International Learning serves as a liaison between international students and various governmental agencies, such as the US Citizenship and

Immigration Service and the State Department, to help students navigate immigration rules and regulations.

The WORLD: The David and Leighan Rinker Center for International Learning team also works with individual faculty and programs who are bringing international scholars, interns, etc., to the Stetson campus. They may be contacted at [world@stetson.edu](mailto:world@stetson.edu).

## International Transfers/Study Abroad Credit:

### STUDY ABROAD

There are three (3) types of study abroad programs at Stetson; please read this section carefully as the transfer of credits does vary by program type.

#### 1. Stetson Faculty-Led Programs

- Courses taken through Stetson's faculty-led programs (as listed on the WORLD: The David and Leighan Rinker Center for International Learning website) are treated as if they are taken at Stetson. Credits and grades do impact GPA.
- Courses offered on the Stetson campus which include a study abroad component (e.g. a spring semester course with a study abroad component during Spring Break) do not receive additional credit.

#### 2. Stetson Exchange Programs

- Courses taken through Stetson's study abroad exchange programs (as listed on the WORLD: The David and Leighan Rinker Center for International Learning website) are treated as if they are taken at Stetson. Credits and grades do impact GPA. Stetson exchange program credits do not count towards the maximum transfer credits allowed because they are considered Stetson credit, not transfer credit.
- Earning of academic credit for exchange programs is approved by the Academic Advisor and/or Chair of the relevant Department, not by WORLD: The David and Leighan Rinker Center for International Learning. Securing approval in writing is the sole responsibility of the student before departing for the study abroad program.
- Foreign grades for exchange programs are converted by WORLD: The David and Leighan Rinker Center for International Learning staff using standards in the field of international transcript evaluation from the foreign country/educational system.
- All of Stetson's Pass/Fail policies apply to exchange programs.

#### 3. Non-Stetson Study Abroad Programs (Affiliated or other)

- Earning of academic credit for non-Stetson programs is approved by the Academic Advisor and/or Chair of the relevant Department, not by WORLD: The David and Leighan Rinker Center for International Learning. Securing approval in writing is the sole responsibility of the student before departing for the study abroad program.
- Transfer and Pass/Fail rules apply to any study abroad course(s) taken through non-Stetson programs even if listed on a Stetson website(s). These could be "affiliated" programs (as listed on the WORLD: The David and Leighan Rinker Center for International Learning website) or other approved programs. Grades from these programs do not factor into the student's ongoing GPA but are

calculated into the cumulative GPA at graduation only if the student is eligible for academic honors based on Stetson's GPA. Transfer students are cautioned that study abroad course(s) taken through non-Stetson programs will count towards the maximum allowed transfer credits.

- Grades issued by another U.S. institution of record for a foreign partner or affiliate will be evaluated using the standard transfer evaluation process for grades from that institution.

**If a student attends a program without a U.S. institution of record, the student must provide, at his or her own cost, an official translation and a course-by-course evaluation/transcript which has been reviewed and approved by one of the following two evaluation services:**

World Education Services 22 Prince Street PMB #101 New York, NY 10012 <a href="http://www.wes.org">www.wes.org</a> ( <a href="http://www.wes.org">http://www.wes.org</a> )	Josef Silny & Associates 7101 SW 102 Ave. Miami, FL 33173 <a href="http://www.jsilny.com">www.jsilny.com</a> ( <a href="http://www.jsilny.com">http://www.jsilny.com</a> )
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## INTERNATIONAL TRANSFER STUDENTS

Grades issued by another U.S. institution of record for a foreign partner will be evaluated using the standard transfer evaluation process for grades from that institution.

**If a student attends a program without a U.S. institution of record, the student must provide, at his or her own cost, an official translation and a course-by-course evaluation/transcript which has been reviewed and approved by one of the following two evaluation services:**

World Education Services (<http://www.wes.org/>)  
22 Prince Street  
PMB #101  
New York, NY 10012

Josef Silny & Associates (<http://www.jsilny.com/>)  
7101 SW 102 Ave.  
Miami, FL 33173

## School of Music Student Policies

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## Admissions and Financial Assistance

### Admission to Music Degree Programs

In order to be admitted to the Stetson University School of Music, students must:

- successfully complete an audition/interview before a faculty committee and
- meet the general admissions standards for the University as outlined in the University Catalog. Although a live audition of prepared repertoire is preferred, a recording of such may be submitted. A live, synchronous skills test or interview is also required in person or via electronic means. The purpose of the audition/interview is to determine the applicant's potential for successful completion of a degree program in music.

**Transfer Students:** Transfer students must successfully complete an audition/interview before a faculty committee and meet the general admissions standards for the University as outlined in the University Catalog. Credits transferred from other colleges and universities are reviewed and assigned by the Dean of the School of Music and the University Registrar's office. Transfer students' applied music levels are verified by the audition committee, and these students must take diagnostic examinations in music theory, aural skills and keyboard. Transfer credits in these areas are then determined after completion of the tests.

Once the prospective student has applied to and been accepted by Stetson University and has thereafter completed an audition, the Admissions Office or the Music Recruiter will communicate the admissions decision and begin the work of determining financial aid packages.

**Music Major Only:** If the applicant is denied admission to the University but the audition has revealed truly exceptional musical talent and the student shows a strong likelihood of success in music, the Dean of the School of Music may recommend that the student be given special consideration. Admission to the University may be granted with the stipulation that the student major in a degree in the School of Music. If at a later time, the student wishes to change to a major outside the School of Music, satisfactory academic achievement at the University must be in evidence. A grade of C or better is required in at least one course from each of the following three areas: Writing; Quantitative Reasoning; and Personal, Social, and Environmental Responsibility course.

### Financial Assistance

Applications for financial aid are made through the Office of Student Financial Planning. Financial assistance is available to music students at Stetson University in two basic categories:

#### Talent-Based Awards

Music grants and scholarships are awarded to students based on their talent as exhibited by an audition. The number of awards available in any specific area is dependent upon the special needs of the School of Music to maintain a balanced program. Students have specific performance responsibilities, which must be maintained in order to continue to receive the award. Additionally, appropriate academic progress (generally indicated by maintaining a GPA of 2.00 or higher and passing the sophomore decision on time) is required to maintain the full amount of a talent award. The Dean and Associate Dean review the work of the students each year and make recommendations for renewal. Each student receives and signs a scholarship agreement form, either in print or by electronic signature, which indicates that student's particular scholarship obligations.

#### Need-Based Aid

Students are encouraged to apply for funds which are available on the basis of demonstrated financial need of the family. Applications needed for these funds include the FAFSA (Free Application for Federal Student Aid) and the CSS Profile, which must be made through the Office of Student Financial Planning (<https://www.stetson.edu/portal/financial-planning/>). Funds may take the form of grants, loans, or work study within the University. Students receiving work study funds are assigned a specific number of hours to work in the University each week. Each student who qualifies for student employment of any type at Stetson should contact the student employment manager in the School of Music, to assist with establishing a position in the school.

**Students are able to apply and be eligible for both Talent-Based Awards and Need-Based Aid within the same Financial Aid Packet. If you have any further questions, please contact the Office of Student Financial Planning at [finaid@stetson.edu](mailto:finaid@stetson.edu) or at 386-822-7120.**

### Outside Employment

Music students often have opportunities to perform off-campus. While these opportunities are valuable educational experiences, it is also important to ensure that students fulfill their primary responsibilities at Stetson University. Applied study, ensemble performances and rehearsals, and classroom responsibilities should be the first concern of music students.

# Applied Music Instruction - Juries and Accompanists

## Scheduling

At the beginning of each term, students schedule weekly lessons and make sure they are correctly registered for lessons. The student submits a class schedule to the applied teacher. When the teacher has gathered the schedules of all those students assigned to the studio, the teacher assigns a lesson time to each student based on the available hours indicated by the student's class schedule. This should be done as promptly as possible in order to meet the requisite number of lessons for the term (minimum of 14, including semester jury).

Each music major is entitled to 50 minutes of instruction per week on their major instrument during each semester. All other lessons (secondary, non-major lessons) are 25 minutes per week. Teachers are free to combine or distribute a student's lesson time provided that the student receives the required minimum amount of instruction. An applied music teacher is required to make up a lesson absence in only two cases: (1) if the teacher requests the lesson cancellation, or (2) if a student notifies the teacher of the intention to be absent due to illness or family emergency at least 24 hours in advance.

## Practice Requirements

Practice rooms are located on the third floor of Presser Hall. Reserving a practice room is accomplished through an online platform called Event Management, available under the resources tab of My Stetson ("Request an Event/Event Management"). Students may also access [calendar.stetson.edu](https://calendar.stetson.edu) to schedule practice rooms. Practice rooms with a grand piano (Presser Hall rooms 306, 321, 323, 336 and 338) are reserved for piano majors only during the hours of 2:00 pm-5:00 pm, Monday through Friday. Music majors (getting an hour lesson per week) are entitled to sign up for two practice hours per day. Minors and Secondary students (getting a half-hour lesson per week) are entitled to sign up for one hour per day. If a student does not show up for the reserved practice time within 10 minutes of the scheduled session, the room may be used by another student on a first come, first served basis. Students may not "hold" a room with books, music, or backpacks except for water or restroom breaks. Generally, any Stetson student can use any open practice room any time it is available, and therefore it is highly recommended that music students claim their practice room schedules by using the Event Manager system to reserve and record practice hours. Students may contact the front office with any questions regarding the Event Management system.

## Student Recital Performances

Student Recitals are normally held on Thursdays at 2:30 pm in Lee Chapel in Elizabeth Hall, and/or Tinsley Hall (Room 132) in Presser Hall, and/or Feasel Hall in McMahan Hall. Student Recitals are scheduled weekly during each academic term. Except for the first semester of the freshman year, each music major must appear at least once each semester in a Student Recital or an on-campus appearance approved by the individual's instructor, as a soloist in the major applied music area. Failure to meet this recital requirement without the approval of the applied faculty will result in a failing grade for the semester. In order to participate, students must complete the online Recital Request Form (<https://www.stetson.edu/forms/music/events/recital/>), found in the Faculty/Student Resources page of the School of Music. The music being performed should be listed properly

on this form, including all information necessary to properly represent that composition on the program. Timing for the performance must be exact to the second. Once you fill out the information and click 'submit', you will be emailed a copy of the request. Print out the email and bring it to your studio teacher to sign. The form should then be returned to the Music Office no later than 4:00 p.m. on the Monday prior to the Thursday recital. Rehearsal time for these recitals is scheduled in Lee Chapel and Tinsley Hall generally from 12:00 pm - 3:00 pm on Wednesdays, and the sign-up sheets are located in the front lobby of Presser Hall.

## Juries

During each semester, examinations in applied music are given before a jury consisting of three School of Music faculty members, one of whom must be the student's applied teacher. All students enrolled in applied lessons will appear before a jury at least once during each term. During the first semester of study, however, students enrolled in .25 unit elective or secondary courses may appear at the discretion of the teacher. At the discretion of the applied teacher, a jury may not be called in the semester in which a senior recital is given. Jury dates are posted well in advance on designated bulletin boards in Presser Hall. Appointment schedules are posted at least 24 hours before juries begin. The student should present a jury card to the jury when appearing for examination. This card, which may be obtained from the applied teacher, should list the current repertoire studied by the student, and it is the responsibility of the student to keep the information current and accurate. Jury cards are kept on file in the Music Office.

When a student appears for the jury, he/she submits the jury card to the chairperson. Jury appointments are normally for a 10 to 20 minute period. The procedure for hearing applied music juries is as follows: the applied teacher is designated as the jury chairperson. When a student appears for the jury, he/she submits the jury card to the chairperson. The jury members inspect the card and call for the performance of repertory studied, technical exercises, the self-prepared piece and/or sight-reading. Each jury member writes comments about the performance and presents them to the chairperson. The jury chairperson records on the jury card the material heard, excuses the student from the room, and requests a written grade from each jury member without discussion. The chairperson then averages the grades and records a jury grade on the card. The teacher is responsible for returning jury cards to the Music Office for filing. A final grade in the applied course is determined by the teacher, and it cannot be more than one letter grade higher or lower than the jury grade. If the teacher feels that exceptional circumstances justify a grade more than one letter grade higher or lower, he/she must clear it with the Dean. Each instrumental area may have additional requirements pertaining to the sophomore decision jury. These expectations will be communicated by the applied teacher.

## Accompanists

It is the responsibility of the student to arrange for the services of an accompanist, also known as a collaborating pianist. The faculty coordinator of accompanying can sometimes assist in locating an accompanist. There are both student and non-student accompanists. Student pianists may charge a fee as agreed upon between the pianist and the coordinator of accompanying. Student accompanists are paid for one hour of service for non-degree recital performances (including but not limited to student recitals, juries, master classes, and hearings),

and studio classes are charged at a half-hour rate. Students should contact non-student accompanists regarding their fees.

Instrumentalists may expect to use the services of an accompanist for approximately 6-10 hours per semester and vocalists may expect to use the services of an accompanist for approximately 20-25 hours per semester (depending on their applied instructor's requirements); students should budget accordingly. Non-payment will result in the School of Music placing a hold on the student account, which restricts registration and various other privileges, including graduation.

If student instrumentalists are needed to collaborate on their peer's performances, arrangements are made through the student's applied instructor in collaboration with the instrumentalists' teachers.

## **Music fees**

Music majors and minors are not charged additional fees for applied lessons required for their degrees. Students enrolled in instrumental techniques classes are charged a \$15.00 instrument rental fee.

## Awards, Grants, and Scholarships

Through the generosity of a number of friends and alumni of the School of Music, we are able to offer scholarships to talented students who are music majors or who declare other majors. In addition, generous donations allow for the awarding of several prizes at the end of each academic year.

The following scholarships and awards are given to support the work of students in the School of Music:

- Anna and Charles Salisbury Endowed Scholarship
- Barron String Orchestral Scholarship
- Bobby L. Adams Endowed Music Award
- Brenda Carole Jones Brown Endowed Organ Scholarship
- Chris Harkins Memorial Scholarship
- ConMur Scholarship
- David Getting Monroe Endowed Scholarship
- David H. Harshaw Endowed Scholarship
- Don Yaxley Memorial Scholarship
- Doris Williams Davis and William McClure Davis Endowed Award
- Douglas and Margaret Lee Endowed Music Scholarship
- Dr. Milton Jones Endowed Scholarship in Memory of Prof. Giffin
- Dr. Paul T. Langston Memorial Endowed Organ Scholarship
- Earnest & Katie Cochran Murphy Endowed Scholarship
- Edmund R. and Victoria Wirths Endowed Scholarship
- Elizabeth E. Larsen Scholarship
- Elizabeth Shindler Stetson Allen Endowed Piano Prize
- Erwin A. and Nathalie A. Krause Endowed Scholarship
- Faye Dietzen Doolittle Endowed Scholarship
- Frances and David Schafran Memorial Music Scholarship
- Frances Buxton Violin Scholarship
- Freda Webster Endowed Scholarship
- Gee Endowed String Music Scholarship
- George W. Greer Memorial Scholarship
- Gilliland Scholarship
- H.M. Giffin Endowed Scholarship
- Harold and Mabel VanNatta Scholarship
- Harry C. Garwood Endowed Scholarship
- Helen J. Kaiser Endowed Scholarship
- Inez and Geraldine Barron Gee Endowed Scholarship
- Katherine K. Davis Music Endowed Scholarship
- Lenvil Dicks Endowed Music Scholarship
- Lorri and Gary Reddick Endowed Music Scholarship
- Lynn and Ruth Clark Endowed Scholarship
- Lynn Ann Musco Endowed Clarinet Scholarship
- Marion and George Fronk Endowed Music Scholarship
- Marion J. Givens Scholarship
- Martha L. Bennett Music Scholarship
- Mattie M. Kelly Musical Education Scholarship
- Merridy Williams Memorial Flute Scholarship
- Michael L. Rickman Legacy Scholarship

- National League of American Pen Women of Daytona Beach Award
- Olive Tawney Rosa Endowed Scholarship
- Presser Foundation Scholarship
- Professor Harold M. Giffin Scholarship Fund
- Ralph B. Sorensen Endowed Scholarship
- Reverend Dr. G. Roy & Olive S. Bragg Scholarship
- Richard Simms Memorial Scholarship
- Roepke Endowed Music Scholarship
- Rutan-Smith Music Award
- Ruth H. Meinecke Endowed Scholarship
- S. Allen and Mary Ellen McAllister Endowed Scholarship
- Schmidt-Fix Scholarship
- Teckla M. Miller Endowed Memorial Scholarship
- Thomas A. Ingui Endowed Organ Scholarship
- Tinsley Endowed Scholarship
- Tippen Davidson Endowed Scholarships
- Van Natta Endowed Scholarship
- Vivian and Harry Boureau Family Endowed Scholarship

Students who have received scholarships since freshman entry need not re-apply each year. Students with transfer credit from other institutions and students seeking to extend their schedule (generally beyond 2 or 3 years) should contact the music administration regarding the number of years that their scholarship is available. Students whose work in academics, ensembles or performance is particularly exceptional may qualify for additional scholarships; likewise, students whose work in these areas is not up to the standards expected by the School of Music faculty may have their scholarship reduced or eliminated.

# Course Policies - Functional Keyboard, Aural Training, Music Technology

## Functional Keyboard Policies

Students in all music degrees take functional keyboard, a class designed to help students develop keyboard skills necessary to perform tasks required of musicians in any of the careers they may propose. Students will be placed into one of three sequences, determined by their incoming keyboard facility. The first is a two-semester course, the second is a three-semester course, and the third is a four-semester course. Students must enroll in Functional Keyboard every semester that the required course in a student's keyboard sequence is offered at Stetson until they have completed the required sequence.

## Aural Training Policies

Students must be enrolled in an aural training course until they have completed MUSC 274. On the recommendation of the aural training faculty, a student failing any aural training course will:

- Drop the aural training course *prior to* the date referred to as the "last day to drop course without academic penalty," **and**
- Enroll in MUSC 170: *Aural Training Review* – but continue to attend the aural training class they have been attending that semester, though they will be excused from certain exams. In the next available semester, the student re-enrolls in the class they had been failing. Students must post a passing grade for all four aural training courses in order through the four-course sequence. MUSC 170 serves as a vehicle to keep a student enrolled in aural training while they prepare to re-take courses and post passing grades in sequence order.

## Technology for Musicians Exemption Requirement

MUSC 259 *Technology for Musicians* is a course that introduces students to a variety of intersections between technology and music-making. In rare cases, a student may have sufficient prior experience to warrant an exemption from the course. Students should first consult their academic advisor to inquire about the likelihood of receiving such an exemption.

In order to receive an exemption for MUSC 259, a student must submit an electronic portfolio to the appropriate faculty for review. In order to receive an exemption for the upcoming semester, students must submit their portfolio before the first day of registration for that semester.

The student's portfolio must contain all of the following items to be considered complete:

- One page musical score prepared by the student for at least 6 distinct instruments (i.e. cannot be all one type) in PDF.
- One page musical score prepared by the student for SATB with lyrics in PDF.
- Three to five minute mastered stereo recording of the same student performance saved in both WAV and MP3 formats.
- Five (or more) minute original audiovisual presentation on a musical topic created using Powerpoint, Keynote or equivalent

software. The presentation must incorporate images and excerpts of musical recordings, include an audio voiceover by the student and be saved in a QuickTime compatible format.

## Music Fees

Music majors and minors are not charged additional fees for applied lessons required for their degrees. Students enrolled in instrumental techniques classes are charged a \$15.00 instrument rental fee.

# Community School of Music and Other Programs

## The Community School of Music

This outreach program of the School of Music began in 1985 with the aim of providing musical and artistic opportunities to community members of all ages and levels of ability, while offering teaching experience to University Music Students. If students are interested in being involved with the Community School, they should contact the Director of Community Outreach at [communitymusic@stetson.edu](mailto:communitymusic@stetson.edu).

Programs offered include:

- Orff-Schulwerk Classes
- Individual Lessons
- Young Singers
- Youth String Orchestra
- Teachers in the Community School include Stetson students and faculty, as well as community professionals.

## Artists and Lecturers Series

The University sponsors a series of programs featuring renowned individuals in a wide variety of fields from across the country. Music students are encouraged to attend these events and individual course syllabi may indicate a requirement to attend such events. A committee of faculty members and students coordinates these programs.

## Friends of The School of Music

We are fortunate to have a large number of "Friends" who support our programs by their attendance at concerts as well as through generous gifts to the School of Music. Those who make such gifts become members of the Friends of the School of Music organization. This financial support allows the School of Music to continue offering high caliber performances, obtain necessary equipment, and it satisfies many other needs for both faculty and students.



## Competitions

### Concerto Competition

1. The Concerto Competition will be open to all Juniors and Seniors enrolled at Stetson University during the semester of the competition.
2. There will be at least three judges from outside of the School of Music. The Conductor will not vote and will only participate as an advisor in the case of a tie.
3. Students must clear their competition repertoire with the Conductor before they begin working on it in order to determine whether the University Orchestra will be able to perform it. All students will provide the Conductor with an orchestra score (personal copies, library copies, or perusal scores are all acceptable) in order to determine factors that will allow for proper performance (such as instrumentation, degree of difficulty, etc). After approval, students must submit completed Concerto Competition entry forms by the posted deadline prior to the competition. Students will be assigned a time for the day of the competition by lottery.
4. Each member of the jury shall mark a ballot for each student according to the following scoring system:

16-20 Points	comparable to the best undergraduate student performances anywhere in the United States.
11-15 Points	comparable to the average undergraduate student concerto performance.
6-10 Points	comparable to below average student concerto performance.
1-5 Points	below acceptable for concerto performance.

Voting is tabulated in the following manner:

- The votes will be averaged.
- The two students with the highest scores will be declared winners. (The Jury reserves the right to declare fewer than two winners).
- Balloting will be based on performance at the audition, not on expectation of possible performance at a later date.
- The orchestra conductor shall place the winners on the remaining concerts of the season according to programming needs.
- A student's performance in the competition should not exceed 15 minutes duration without permission of the conductor.

Past winners of the competition are ineligible to compete again.

### Giffin Competition

1. Eligibility
  - A student must be enrolled as a voice principle (BM, BA, BME) in the School of Music.
  - A student must be enrolled in an Applied Voice Course and have passed the Sophomore Decision.
  - A student must have the permission of his/her voice instructor.
  - A student must submit a *Request to Perform* form at least two weeks prior to the event. This form will include the names of the pieces to be performed, performance times, the name of the accompanist, and the signature of the voice instructor.

- Students may compete in the Giffin Competition only one time during their study at Stetson University, regardless of the number of semesters of upper-division study.

#### 2. Competition

- The student must perform two compositions in contrasting languages, including one art song and either one aria from an opera/oratorio or an additional art song.
- The judges for the event will be three musicians from off campus chosen by the voice faculty.
- There is a 10-minute time limit for all competitors. Request for additional time must be made by the studio faculty member (not the student) in advance of the competition day and approved by the voice faculty.

#### 3. Winner

- The winner will be announced at the end of the competition.
- The award will be available to the winner in the fall of the following year, and is to be applied to the costs involved in attending Stetson University as a music major.
- It is a Stetson tradition that the winner will perform at the Baccalaureate ceremony at the conclusion of the academic year in which he/she has held the Giffin Scholarship award.

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### Stetson at Carnegie Hall Chamber Music and Solo Competition

The Stetson University School of Music is pleased to announce the first annual "Stetson at Carnegie Hall Chamber Music and Solo Competition." The first competition will take place on October 2, 2022, and winners of the competition will be featured in a performance at Carnegie's Weill Recital Hall on March 3, 2023.

Current Stetson music students, both chamber ensembles and soloists, will have the opportunity to compete for a slot on the concert in New York City. The competition will take place at Stetson University and will be judged by a panel of internationally acclaimed artists.

For more information please contact the Coordinator of Chamber Music in the School of Music.

## Ensemble Policies

The School of Music offers opportunities for experience in a wide variety of ensembles. All full-time music majors are required to enroll in an ensemble each semester (except intern or study abroad semester). Students with scholarship awards may be assigned participation in ensembles beyond the minimum required to graduate. See the catalog for the specific ensemble requirements for your degree. The primary ensemble directors (Band, Choir, Orchestra), in consultation with the deans, determine appropriate workloads for those receiving music scholarships.

### Large Ensembles

- Choral Union
- Concert Choir
- Jazz Ensemble
- Symphony Orchestra
- Stetson Chorale
- Stetson Hatter Choir
- Stetson Opera Theatre
- University Symphonic Band
- University Concert Band

### Small Ensembles

Small ensembles include conducted groups such as Brass Ensembles, Clarinet Choir, Flute Choir, Chamber Orchestra, Horn Ensemble, and Guitar Ensemble. These experiences may be viewed or structured by faculty ensemble directors as extensions of other studio work. Some ensembles may require an audition or permission of instructor to enroll. Students should contact individual directors for details.

### Chamber Music (MUSE 331)

A chamber music ensemble is a small, non-conducted student ensemble typically with three or more participants. Students approach the faculty and deans for approval of a duo/duet for MUSE 331. Ideally, an ensemble works together through a full academic year, *but a full semester's work is the minimum.*

Part of the experience in MUSE 331 is that of the students forming their own ensembles. The chamber music coordinator and other faculty are available for consultation, but students are encouraged to form their own ensembles, think in an entrepreneurial way, and get them approved with the chamber music coordinator. Students should form these ensembles many weeks before the actual semester starts so they can secure the needed peers, and so the faculty can plan time for weekly coaching sessions. Students bear the primary responsibility in obtaining a faculty member to coach them. A weekly schedule must be established and overseen by the faculty member. All university registration policies apply to MUSE 331, which include drop/add deadlines, and hourly workload requirements.

Each group enrolled in MUSE 331 is required to perform a chamber jury at the end of the semester. All ensembles perform off-campus at least once during the semester. Since performances include talking to audiences about the music being performed, all students signed up for Chamber Music must hand in outlines prior to their performances and do a run-through for their coach. Students enrolled in MUSE 331 will

not perform on a Thursday student recital to fulfill the performing requirement.

### Extra-Curricular Ensembles

Students are free to form extra-curricular ensembles if rehearsals and performances do not conflict with curricular activities. Limited and responsible use of Music School facilities is available to such groups where such a conflict does not exist. In no case are the rehearsal halls (Tinsley Hall - Presser or Feasel Hall - McMahan) to be used for rehearsals of extra-curricular ensembles without permission from the Music Office.

## Facilities

### Presser Hall and McMahan Hall

The University has provided excellent facilities for the School of Music in Presser Hall and McMahan Hall, and it is important that each of us treat the building and its equipment with respect. Guidelines for maintenance of the facilities, its pianos and other instruments, classrooms, technology resources, and the regulation regarding food, stands, chairs, the lab, and smoking, are established for the continued benefit of all students and faculty.

#### Stands

Music stands that are anchored in practice room spaces and kept on stand racks in select classrooms and rehearsal spaces are not to leave those spaces. A limited number of stands are available for students to borrow for personal practice in Presser or McMahan where stands are not kept. All students are encouraged to purchase their own portable stand to ensure that they have access to this equipment for individual practice, chamber ensemble rehearsals, and gigs.

#### Valuables

Students and faculty members are urged to not leave any valuables unattended, especially in the hallways and practice rooms. Instruments should remain in lockers when not in use; bicycles should be locked.

#### Building Hours

When school is in progress, Presser Hall and McMahan Hall are accessible by student ID card beginning at 6 a.m. Doors are open to the public from 7 a.m. to 7 p.m. Both buildings are closed at 1 a.m. each day and must be vacated at that time. During holidays and between sessions, building hours will vary.

#### Music Office

The Music Office houses the Offices of the Dean and Administrative Assistants in the School of Music. The office is located on the East Side of the first floor. Students needing information of any kind or wishing to see the Dean or his assistant should inquire at the Music Office. The office is open 8:00 a.m. to 4:30 p.m. weekdays.

#### Bulletin Board

Important announcements will be posted on the bulletin board in the north corridor of the first floor and on the monitor in the main lobby. Students should check daily for announcements.

#### Lockers

Lockers are available throughout the building. Staff in the Music Office will assign lockers. At the end of each academic year, lockers must be emptied, and locks must be removed, otherwise office personnel will remove the locks and dispose of locker contents.

#### Practice Rooms

Students should not leave personal belongings (including instruments, organ shoes, music, etc.) in practice rooms, and the university is not responsible for lost or stolen items.

#### Pianos

The grand pianos on the third floor are provided for the use of piano majors and principals. Other students requiring the use of a piano should use other practice rooms. All pianos that have damp-chasers (indicated by a power cord attached to the piano) should be plugged in at all times.

#### Organs

Practice organs are for the use of those students registered for organ lessons. Other students are not permitted to use these instruments.

#### Harpichords

The School of Music owns three harpichords of high quality, and their use is strongly encouraged for the performance of period music. The University Organist has been assigned the responsibility for oversight of these instruments and should be contacted if there is the need to move them. Those individuals permitted to perform on the harpichord are faculty members and those students who have studied harpichord. The performer will tune the instruments before rehearsals and performance, if possible, or by a piano technician.

#### Student Lounge

This lounge has been furnished for students' use and is located on the second floor of Presser Hall. Students are asked to take care that the furnishings remain usable. Individual practice is not allowed in the lounge.

#### Food

The only room in Presser Hall or McMahan Hall in which food can be served is Presser 132 (Tinsley). No food or drink (other than water) is permitted in any classrooms or rehearsal rooms other than P132 (Tinsley).

## H. Douglas Lee Chapel

Care must be taken in the scheduling of H. Douglas Lee Chapel since it is also used by other organizations on campus. All questions are to be referred to the Executive Assistant to the Dean.

- Most music events are scheduled prior to the beginning of each semester and appear on the master calendar.
  - Concerts and recitals
  - Special ensemble rehearsals
  - Performance classes
  - Recital hour
- Organ lessons and regular practice hours are scheduled through the organ professor at the beginning of each semester. This faculty member informs the Music Office of the times selected.
- Practice times for students performing on the Thursday Student Recital are established as 12:00 to 3:00 p.m. on Wednesdays. Students sign up for times on the bulletin board outside of the Music Office.
- Evening and weekend practice hours are available for additional organ practice and for faculty and student preparation for recital appearances. Please consult the Event Management system for available times. Students may reserve day or evening rehearsal times with the following limitations: 8-14 days preceding the recital, one hour per week; 1-7 days preceding the recital, two hours per week. A reasonable number of additional hours are available on weekends. Priority is given to those who have reserved times in advance according to these established procedures. Faculty will not preempt these scheduled times without prior consultation with those who have reserved the hall in advance.

## Music/Theater Rehearsal Hall

The Stetson Opera Theater Rehearsal Hall is located in Cummings Gym. Opera rehearsals may be held in this facility as well as various rooms in McMahan and Presser Hall.

## **Hollis Center**

Various Music Experience classes, such as Movement and Exercise for Musicians, are held in the Hollis Center Dance Studio.

## **Multimedia Laboratory and Music Studio**

Digital Arts classes for the music technology minor are held in the Davis Multimedia Lab (Flagler Hall) and the Presser Hall computer lab. The Multimedia Lab is available for lab work when it is not in use by classes.

## **Music Library**

All physical music instructional library materials -- CDs, DVDs, LPs, reference materials, books, and scores -- are housed in the DuPont Ball library. With the exception of reference material and collected edition scores, all materials are available for check-out by students. Access to information on the library holdings is available online. The University subscribes to or owns vast electronic resources, in addition to its substantial physical holdings. These resources, including Oxford Music Online (a reference toll including the Grove Dictionary), listening services (Naxos and Classical Music Library) and others, are highly desirable resources to be accessed frequently.

# Grading System and Progress Towards Graduation

## Grading System

Grades for music courses are A, B, C, D (+ and/or -), F (4-point system) with the exception of aural training courses. Grades for aural training courses (MUSC 173, MUSC 174, MUSC 273 and MUSC 274) are A, B, C (+ and/or -), F.

Mid-term Grades: Students access their student portal to view mid-term grade reports. At mid-term each semester, students receive evaluations of their achievement to that point. Courses in which they are receiving anything lower than a C grade are so indicated. Mid-term grades are not entered into any permanent record and do not affect the transcript. They are intended to inform students of progress up to that point.

## Incomplete Grades

A grade of "I" (Incomplete) is given when, because of illness or other extenuating conditions beyond the control of the student, he/she is unable to complete all of the requirements of the course. Neglected work or lack of preparation is not an acceptable reason for assigning an incomplete. The work of the course must be completed two weeks prior to the last day of classes in the next academic session of enrollment, excluding Summer Term or the "I" becomes an "F." For applied lessons, the student must complete the course work by the second week of the next semester to be able to continue in the next applied course that semester, otherwise the "I" becomes an "F."

## Course Exclusion Option

If you are an undergraduate, you may elect to have the grade and the credit earned, or attempted in the case of failure, for one course excluded from credit toward graduation and from inclusion in your GPA. An excluded course, with the grade earned, will remain on the transcript and be designated as "E" or "excluded from GPA." An excluded course may not fulfill any requirement, nor will it count toward credits/units needed for graduation. This may result in having to take additional courses to meet graduation requirements. Courses that you take during your final semester in which you are scheduled to graduate are NOT eligible for the Course Exclusion option.

Although an excluded course will not affect your cumulative GPA, the grade received and associated credit(s)/unit(s) will be used in the GPA calculation for academic honors. If you apply to a graduate program or a professional school, the school you are applying to may recalculate your GPA with the inclusion of the excluded grade. To exercise this option, you must apply for Course Exclusion after the grade for the course has been posted, and no later than the last day of classes of the next regular semester of enrollment (excluding summer) after the course was completed. Apply for the option using the Course Exclusion form available in the Office of the Registrar. This option requires the approval of your academic dean, so the Dean's office must receive the form prior to the deadline. The Dean's office will notify you if the request is approved, and will send approved forms to the Registrar's Office for processing.

## Pass/Fail Course Option

A student can take the a pass/fail option on a total of two courses that are not ordinarily pass/fail. To exercise this option, the student must

obtain a pass/fail form from the Office of the Registrar, have the form signed by the faculty advisor, and return it to the Registrar prior to the appropriate deadline (see the academic calendar for the specific date for each term). Once initiated, the pass/fail option may not be changed.

The pass/fail option may be used only for courses which are not applied toward a major or minor and not applied toward Writing, First Year Seminar, Junior Seminar, and Quantitative Reasoning course requirements. For music majors, the pass/fail option may be used for relatively few classes. Courses that are NOT ELIGIBLE to be taken pass/fail are:

- Any MUSC, MUSE, or MUSA that are degree requirements for your major.
- For BM Outside Field or BM Outside Field Business Leading to an M.B.A., classes that fulfill a requirement in the stated outside area.
- Writing, First Year Seminar, Junior Seminar, or Quantitative Reasoning general education courses.
- Courses that are required for your minor.

## Progress towards Degree Completion

Music majors are allowed to attempt each music course two times only. If both attempts to complete a course are not successful, whether through failure or withdrawal, it is possible for the student to appeal to the Dean for an exception to this ruling. Appeals will be considered only when based on circumstances beyond the control of the student or other exceptional circumstances.

## Credit Requirement for Music Degrees

Although each degree within the Music School requires the completion of prescribed courses, which total from 32 to 36 units, it is possible for students to reduce the number of courses by showing competency in some areas through exemption exams. The Stetson Catalog specifies the number of credits required and which courses are required for graduation in any specific degree. A student is bound to the catalog posted in the year they enter Stetson. If a student changes majors, the student is bound to the catalog posted in the year the major change occurs.

## Academic Honor System

As an institution of higher learning, Stetson University depends upon its members - students, faculty, staff, and administration - to uphold the highest standards of academic integrity. Without a commitment to this ideal, the foundation of our educational mission is undermined, and truth - the ultimate goal of our pursuits at the university - condemns rather than uplifts our character. The Honor System seeks to nourish a vital campus culture, one where students, faculty, administration, and staff are mutually committed to pursuing truth in a spirit of cooperation and respect. Laws and rules exist to protect a society and its members, but to flourish truly, a community relies upon the individual to take responsibility for his or her actions and to uphold certain bedrock principles. The Honor System specifies actions that are harmful to the community and establishes ways of reprimanding those who violate basic standards. The primary justification for the Honor System is that it challenges individuals to reflect upon the ethical issues they face as members of a university, and encourages them to take positive steps to maintain the integrity of themselves and their community. Moreover, by affirming student self-governance in the form of an Honor Council, this Honor System underscores the central roles that both students and faculty play in upholding academic integrity.

The Honor Pledge is a promise made by undergraduates to uphold high standards of integrity and honesty in their academic work. By enrolling in Stetson University, students commit themselves to abide by the principles and spirit of the Honor System. They will be asked to demonstrate that commitment by signing a written pledge that will be kept on file by the Honor Council. Faculty are encouraged to underscore the continuing vitality of the Honor Pledge by having students reaffirm their promise when turning in tests, quizzes, papers, or other assignments. For the purposes of assignments, a student who writes the word "Pledged" followed by her or his signature is understood to be reaffirming her or his commitment to the principles of the Honor System.

#### THE HONOR PLEDGE

*As a member of Stetson University, I agree to uphold the highest standards of integrity in my academic work. I promise that I will neither give nor receive unauthorized aid of any kind on my tests, papers, and assignments. When using the ideas, thoughts, or words of another in my work, I will always provide clear acknowledgment of the individuals and sources on which I am relying. I will avoid using fraudulent, falsified, or fabricated evidence and/or material. I will refrain from resubmitting without authorization work for one class that was obtained from work previously submitted for academic credit in another class. I will not destroy, steal, or make inaccessible any academic resource material.*

*By my actions and my example, I will strive to promote the ideals of honesty, responsibility, trust, fairness, and respect that are at the heart of Stetson's Honor System.*

## Language Placement Exams and Credits

When a student passes a language placement examination (<https://www.stetson.edu/artsci/languages/placement-exam.php>) administered by the Language Department, the student is given advanced placement in that language and has satisfied that portion of the language requirement for our music degrees. However, the student does not receive credits for the exempted language courses and must still take electives outside of the music school to earn their required 30 non-music course credits.

## Music Education

Graduates of the BME degree program, upon recommendation of the coordinator of music education and the director of student teaching, are certified by the State of Florida Department of Education to teach instrumental, vocal, and general music to grades K-12 in the public schools of Florida.

The Music Education curriculum at Stetson includes courses in the arts and sciences, professional education, music, and music education. Music education majors are required to present a senior recital. Entering first-year and transfer students are required to take MUED 265, Principles and Methods for Diverse Learning. All music education students are required to join the Collegiate National Association for Music Education (CNAfME) or the collegiate chapter of the American Choral Directors Association (ACDA) and become immediate and active participants in the profession.

Elementary and secondary music education methods courses at Stetson provide for pre-student teaching field experiences. The Community School of Music also provides opportunities for teaching in applied areas and for assistance in Orff programs, Young Singers, and Youth Strings. All proficiencies and the senior recital must be completed before internship. Except for students interning in a fall semester, all classwork should be completed prior to internship.

During the sophomore year, music education majors should apply in the Department of Education at Stetson for admission to teacher education. All students who apply for admission to the Approved Program must meet the requirements listed below.

**All students in the Music Education Major will register for and attend a weekly meeting/forum with the music education faculty. This meeting is every Friday at 2:30 p.m. Those with a Stetson course conflicting with this weekly meeting submit a waiver form in writing to the director of music education.**

## Teacher Education Course Sequence

In the first semester at Stetson:

- Join CNAfME or ACDA, and maintain active membership throughout Stetson career.
- Take the General Knowledge (GK) portion of the Florida Teacher Certification Exam. This test is offered at various times throughout the year, and it is the student's obligation to sign up for and post a passing score for this exam during the first year at Stetson.
- Become familiar with the requirements for admission to the Approved Teacher Education program (requirements listed in the University catalog).

In the sophomore (or second) year at Stetson:

- You must be approved for the Teacher Education program before you enroll in either MUED 325. Since this course is normally taken in the second-year spring, you must meet all necessary requirements before then. Students take responsibility for becoming familiar with these requirements, which are listed in the Catalog.

Students needing more time to be admitted into the approved teacher education program may apply to the Undergraduate Council for entrance into the Bachelor of Music with Elective Studies in a Specific Outside Field, with that outside field being Education, with

the understanding that they may continue to take classes required for the Music Education degree. In rare circumstances, students may be allowed to graduate in that degree, but it is not a state-certified music education degree and an internship is not guaranteed in that degree. Upon meeting the admission requirements, students may again apply to the Undergraduate Council to be placed again in the Music Education degree.

In the junior (or third) year at Stetson:

- Students must now have been approved for the Teacher Education program at Stetson in order to proceed in 300-level music education courses.
- During the fall semester, apply to take the Professional Education and Subject Area portions of the Florida Teacher Certification Exams. Like the GK test, these are offered at various times throughout the year, they require significant advance registration, and it is the student obligation to post a passing score.
- Become familiar with the requirements needed for admission to student teaching (listed below).

## Preparing for Your Internship

1. You must attend two meetings in the Department of Education prior to your internship. At the first required meeting, your student teaching application will be discussed. At the second required meeting, you will receive important internship information.
2. If you plan to intern in the fall semester, the first meeting will be in November of the previous fall semester, and the second meeting will be in April of the previous spring semester.
3. If you plan to intern in the spring semester, the first meeting will be in April of the previous spring semester, and the second meeting will be in November of the previous fall semester. Notices are posted in Presser and Davis Halls.
4. Student teaching applications are always due the semester prior to student teaching. For example, if you plan to intern in the fall semester, your application is due early in the previous spring semester. If you plan to intern in the spring semester, your application is due early of the previous fall semester.
5. All requirements for internship listed in the Undergraduate Handbook, must be met before you will be permitted to student teach; exceptions and extensions are not appropriate or acceptable.

**The School of Music works closely with Stetson's Department of Education. The mission of the Department of Education is to educate teachers and administrators to act as competent, effective, and knowledgeable facilitators of learning disposed to using technology and research practices to enhance K-12 education; to create a community of learners responsive to the developmental and social needs of diverse learners; to respond to those needs; and to advocate for change from the local to the global levels. The Department of Education resides within the Division of Education. The programs offered by the unit meet University requirements for graduation, as well as the certification requirements of the Florida Department of Education.**

The Department of Education at Stetson University is accredited by:

Council for the Accreditation of Educator Preparation (CAEP)  
1140 19th Street NW, Suite 400  
Washington, DC 20036

(202) 223-0077

This accreditation covers undergraduate preparation programs in elementary education/ESOL K-6, K-12 programs in music, and graduate preparation programs in educational leadership. See Graduate Education in the Department of Education (<https://catalog.stetson.edu/graduate/arts-sciences/graduate-education-education/>) for detailed information on graduate programs.

Program requirements are subject to change based on Florida Department of Education Mandates.

Responsibility for education programs within the School of Music rests with the Coordinator of Music Education, who consults regularly with the Chair of the Department of Education in the College of Arts and Sciences. The Undergraduate and Graduate Councils review program requirements, recommend policy and procedures, monitor student progress, and serve as a board of appeal for students seeking exceptions to established policy.

Admittance to undergraduate programs is determined by the Undergraduate Council. The Council considers numerous factors prior to making a determination of admittance. Admission may be contingent upon availability of space within the program. All students should apply for admission at the Undergraduate Education Office during the first semester of their tenure at Stetson.

**Admittance to graduate programs of study is determined by the Graduate Admissions Council. A description of graduate programs appears in the graduate section of this Catalog.**

More information can be found online at <http://www.stetson.edu/academics/programs/education.php>.

## The Nina B. Hollis Institute for Educational Reform

The Nina B. Hollis Institute for Educational Reform at Stetson University resides within the Department of Education. The Institute, established in 2000, is a comprehensive learning community. In collaboration with local community leaders, district personnel, educational agencies and Stetson University faculty, the Institute has created a model for reform that supports education. Through research and pedagogical assistance, the Institute provides assistance in developing research-based best practice in-service workshops and events to educators, families, businesses, universities and policymakers for the advancement of teaching and learning.

## Undergraduate Degrees and State Certifications

The Department of Education offers state-approved programs in elementary education/ESOL K-6 and K-12 programs in music. The Elementary Education/ESOL K-6 program provides ESOL endorsement, as mandated by the State of Florida.

In addition to its approved certification programs, the Department offers certain courses accepted by the Florida Department of Education for Florida certification. For specific courses, consult with the Office of Undergraduate Education.

## Requirements for Admission to Approved Teacher Education Program (also called Tier II)

To be considered for admission to the Education program, a student must:

1. complete an application for admission to a program of study leading to certification;
2. complete a Candidate Acknowledgement of Professional Expectations;
3. present a minimum 2.5 grade point average for all college work taken at Stetson;
4. present a grade of C or higher in at least one Writing Enhanced course;
5. present a passing score on all areas of the General Knowledge (GK) Test;
6. earn a grade of C or better in all credit-bearing EDUC and MUED courses;
7. present a minimum 2.5 grade point average in specialization courses (major field of study);
8. complete a successful interview with members of the Undergraduate Council, if a review of performance in foundation courses suggests weaknesses;
9. join the Florida Music Educators Association (FMEA), the state affiliate of the National Association for Music Education (NAfME) which includes NAfME membership, and the Collegiate National Association for Music Education (CNAfME) chapter at Stetson;
10. follow the degree audit planner (**ALL** students **MUST** meet with their education advisor every semester);
11. obtain a copy of The Undergraduate Student Handbook;
12. purchase a subscription to LiveText (department student management and assessment system).

Note: At any checkpoint within the student's program, if there is a concern about the student's appropriate progress, the student may be required to meet with an education faculty committee before continuing in the program. Background checks are required prior to any field placement.

## Admission Review by the Undergraduate Council

After considering all of these requirements, the Undergraduate Council will determine whether an individual student will be admitted. The Council may choose not to admit a student based on an interview, even though other requirements have been satisfied. Admission also may be contingent upon availability of space within the program.

Students should apply for admission to Education at the Undergraduate Education Office during the first semester of their first year. Transfer students must apply during the first semester of their residence.

## Admission to Student Teaching (also called Tier III)

Eligibility requirements for student teaching include the following:

1. gain admittance into the Approved Education Program;
2. achieve satisfactory progress in the Danielson Domains;



3. meet expectations on Assessment of Professional Expectations;
4. complete the Student Teaching Application;
5. provide evidence of a passing score on all of the Florida Teacher Certification Examinations (FTCE), Professional Exam, and Subject Area Exam, in teaching major;
6. earn a grade of "C" or better in all credit-bearing EDUC and MUED courses;
7. earn a grade point average of 2.5 or better in major content area and overall;
8. obtain a satisfactory behavior recommendation from the Office of Campus Life at Stetson;
9. pass fingerprinting clearance and drug screening, if required by county school boards.

## Exit Requirements

In order to graduate from the University with a degree in music education, a student must satisfactorily complete the following requirements:

1. earn a cumulative grade point average of 2.5 or better;
2. earn a grade of C or better in all credit-bearing EDUC and MUED courses;
3. earn a grade point average of 2.5 or better in content teaching area;
4. demonstrate satisfactory performance in Danielson Domains;
5. demonstrate professional dispositions in all coursework and field experiences as outlined by the program.

**For information on graduate degrees in Education, see the Graduate Programs/Arts and Sciences (<https://catalog.stetson.edu/graduate/arts-sciences/>).**

## Attendance - Recitals, Concerts, and Cultural Events

All full-time music majors are required to attend 15 recitals/concerts each semester as explained here: a minimum of 6 of the 15 must be Thursday student recitals, a minimum of 6 of the 15 must be School of Music concerts/recitals other than the Thursday student recital, and the remaining 3 of the 15 are at the student's discretion, as long as they are either Thursday student recitals or other School of Music concerts/recitals where attendance is taken. No concerts/recitals in which a student is a performer at any point may count toward the 15 required concerts/recitals, including those where multiple ensembles perform. All music majors should register for MUSC 100 each semester, and those who fail to do so will automatically be enrolled in MUSC 100. This class carries a zero credit load and its designation is Pass/Fail. 15 recitals/concerts (or more) is the only number that produces a passing grade. An F can adversely affect graduate school applications and employment opportunities upon graduation, therefore students are encouraged to adhere to this policy.

Optional Studio Requirement Introduced on Studio Teacher syllabi: Studio teachers may specify up to seven of the 15 music events a student is to attend in a semester. Studio teachers will list the required recitals/concerts in the Studio Syllabus, which will be given to the student by the end of the first week of classes.

Students are encouraged to constantly monitor their concert and recital attendance and to consult with the concert hall manager if there are questions.

If a student cannot attend Thursday recitals because of an official university class, it is possible to request a modification through the office of the associate dean. The student fills out and signs the Recital Exemption Request Form (<https://www.stetson.edu/music/media/Recital%20Exemption%20Request%20Form%20Course%20Conflict%20January%202022.pdf>) and gives it to the associate dean to sign.

The form will include the number of non-Thursday recitals/concerts required of that particular student. The exemption is not a waiver of all requirements as students will still have to attend a certain number of concerts/recitals. The student is still enrolled in MUSC 100.

Music majors (BM, BME) are not required to attend cultural credit events as the College of Arts and Sciences students and School of Business Administration students are. Students in the BA Music program have several options. They will elect to do the 24 cultural credit events during their time at Stetson, or they will elect to enroll in and pass a given number of semesters of MUSC 100, or they will elect to combine the two in a way that satisfies the 24 cultural credit events. BA Music students typically receive 6 cultural credits for each semester they pass MUSC 100. (Example: Student enrolls in and passes two semesters of MUSC 100 and thereby clears 12 cultural credit events, and then the student attends 12 additional cultural credit events, making the total 24. There are other possible combinations of these policies to produce the 24 necessary to graduate).

## Recitals - Junior and Senior

### ***Bachelor of Music, Orchestral Instrument, Voice, Organ, Piano, Guitar***

- A senior recital of 50 minutes of repertoire is required.
- A junior recital of 25 minutes is required.

### ***Bachelor of Music, Theory Major***

- A recital of 25 minutes the student's primary instrument or voice is required in the junior year.

### ***Bachelor of Music, Composition Major***

- A 25-minute recital on the student's primary instrument or voice in the junior year and a 25-minute composition recital in the senior year are required.

### ***Bachelor of Music Education and Bachelor of Music with Elective Studies in an Outside Field***

- A senior recital of 25 minutes in the student's performing area is required.

### ***Bachelor of Arts, Music Major***

- A 25-minute senior recital on the student's primary instrument or voice is required. This recital is in addition to the required Arts and Sciences senior project.

Any student whose prescribed curriculum does not require a 50-minute senior recital is free to request permission to present such a program. The request should be in the form of a brief letter to the student's applied teacher prior to the applied jury the semester before the recital. If the teacher supports the request, they will make arrangements for a double-length jury and submit the request to the jury members. The jury renders the decision. The recital is also contingent upon the availability of an appropriate time in the university schedule.

Any student whose prescribed curriculum does not require the 25-minute junior recital is free to request permission to present such a program in the appropriate semester. The studio teacher makes this determination and arranges for the performance to take place during the studio class time.

Please visit: <https://www.stetson.edu/music/about/resources.php> for recital forms.

## Junior Recital

A student whose curriculum requires the junior recital must receive approval from the applied teacher as to recital readiness and the date of the performance. The 25-minute recital is held during performance class whenever possible.

Douglas Lee Chapel can reserve time for junior recitals on Wednesdays between 5:30 and 7:00 p.m. Students are encouraged to find appropriate alternate venues for performance whenever possible.

Faculty can nominate students to perform their junior recital on Stetson Showcase day in Spring semesters, as part of the showcase. Student performers will be selected by a group of faculty as appointed by the Dean.

The student is responsible for printing the program for the junior recital. The program should be presented to the teacher for proofing

and approval. The student, with the teacher's approval, may choose to announce the program, with brief comments, in lieu of printing a program.

The student may publicize the recital in the student newspaper and with posters. The University Office of Public Relations will not handle publicity for junior recitals. The student may make arrangements to have the recital recorded; however, because of the large number of recitals held in Douglas Lee Chapel, the Recording crew will not be able to schedule recordings of junior recitals as part of their assigned duties.

## **Senior Recital: Major Recital Regulations**

### **Senior Recital Hearing**

Before performing the recital, the candidate must present the entire program as it will be performed for a faculty screening committee or jury composed of three faculty members. The applied teacher, in the role of chair, will set the time and place of the hearing, based on the schedule of performers and the faculty committee. The hearing must be passed at least two weeks prior to the scheduled recital date; therefore, it is advisable to schedule the hearing at least three weeks ahead so that, in the event the student fails to pass the hearing, a second hearing is possible before the two-week deadline. A second hearing will consist of the same faculty committee as the first. A third hearing will not be permitted during the same semester. Unanimous approval must be given, and publicity is not to be released until the hearing has been passed.

The student must read the Senior Recital Guidelines (below) prior to the hearing and have discussed the information with their applied teacher. At the recital hearing, the student must present three copies of the entire program, including program notes approved by the applied teacher. Illegal copies of copyrighted music are not allowed at any time in the School of Music. Recital hearings and public recitals may not take place with the use of such copies.

### **Senior Recital Scheduling**

Senior Recitals are scheduled in the Office of the Dean in consultation with the applied teacher. The various forms required to schedule the recital (Teacher Approval, Publicity, Stage Crew, Recording) can be found here: <https://www.stetson.edu/music/about/resources.php>.

### **Rescheduling Senior Recitals**

Times for senior recitals will be assigned in the Music Office once a student has passed the hearing. In all cases (except for those that require extensive stage changes such as percussion or music technology), there will be 15 minutes between senior recitals. Once recital dates have been put on the calendar, they will not be changed except for emergency or health reasons. Rescheduling can be accomplished only by petition of and approval from the Applied Instructor, and the Deans. Lack of preparation is not an acceptable reason for rescheduling. Therefore, it is extremely important that a date be chosen in careful consultation with the applied music teacher and collaborating musicians. Music Education students may not schedule their senior recital during their internship semester.

### **Recording Senior Recitals**

Arrangement for recording of senior recitals may be made through the music office.

## **Printed Program for Senior Recital**

Take three copies of the approved program and notes to your hearing for committee approval. See the Senior Recital Guidelines below for specific program information. You must e-mail it as a Microsoft Word attachment to the music office within 24 hours after a successful hearing. All programs for recitals must be printed by the Music Office. Senior recital program notes are to be prepared in collaboration with your studio teacher. The writing of program notes is a summative writing experience for music majors, therefore care, editing and planning will be necessary. The Senior Recital Guidelines below contain information and cost for printing. It is also the student's responsibility to arrange for ushers to distribute the programs.

## **Additional Recital Information**

### **Rehearsals in Lee Chapel**

Students must follow procedures for scheduling Senior Recital rehearsal times in Douglas Lee Chapel. Event Management is the online platform for requesting the use of Lee Chapel. This is found under the "Resources" tab in your My Stetson webpage. The following procedures will apply:

- Full recitals
  - 8-14 days preceding the recital, 1-1/2 hours; 1-7 days preceding the recital, 2-1/2 hours.
- Half recitals
  - 8-14 days preceding the recital, one hour; 1-7 days preceding the recital, 1-1/2 hours.

A reasonable number of additional hours may be available on weekends. If there are special reasons for not being able to rehearse on evenings or weekends, see the Dean's Executive Assistant.

### **Stage Crew**

If special instructions are necessary for the stage crew, the student should complete the appropriate form and submit it to the stage manager one week prior to the recital. The completed form can be placed in the Stage Manager's mailbox in the Music Office.

### **Recital Etiquette**

In order to focus attention on the musical performance and keep costs minimal for all students, the following guidelines have been established:

- UNDER NO CIRCUMSTANCES will floral arrangements or other decorations be permitted on stage before, during, or after a recital.
- The recital should not be preceded, interrupted, or followed by extraneous presentations of any kind.
- Photographs are not permitted during the performance.
- Encores are not allowed.
- Dress for recitals should be tasteful within in the tradition of classical music performances. Costumes, excessive jewelry, low-cut gowns, colored tuxedos, etc. are inappropriate.
- Students wishing to hold post-recital receptions should inquire in the Music Office for forms and policies. Receptions in other areas of Presser Hall require approval from the Dean's office. Food and drink is only permitted in Presser 132 (Tinsley Hall).

## Registration

Registration for courses takes place months before the semester begins, usually March for the Fall semester and October for the Spring semester. When the student reviews registration materials online, the student must contact his/her faculty advisor for an appointment. Registration is completed online through [my.stetson.edu](https://my.stetson.edu) once the faculty advisor has lifted the registration hold. The university-wide policy for course loads indicates the GPA and earned-credit-hour requirements for taking more than 19 credits. The Dean or the Associate Dean must approve course loads of 20 or higher as indicated in that policy. Entering students are pre-registered administratively prior to their entering term. Adjustments in class schedules and instructor assignments may be made during the orientation period at the beginning of each semester.

### Registration Steps:

- All students will be placed on Registration Hold (Meet with Advisor) each semester and can only register for courses for the following semester once they have met with their advisor.
- Discuss your progress and choose your classes for the upcoming semester.
- You can view the schedule of courses for the upcoming term through the Class Schedule Search ([https://ssb.stetson.edu/orders/ssb/prod/wwckdyna.p\\_disp\\_dyn\\_sched/](https://ssb.stetson.edu/orders/ssb/prod/wwckdyna.p_disp_dyn_sched/)) or log onto your [my.stetson.edu](https://cas.stetson.edu/cas/login/?TARGET=https%3A%2F%2Fmy.stetson.edu%2Fportal%2Findex.jsp&renew=true) (<https://cas.stetson.edu/cas/login/?TARGET=https%3A%2F%2Fmy.stetson.edu%2Fportal%2Findex.jsp&renew=true>) account and search through the Registration module.

## Security - Instruments and Ensembles

### Instrument Security Policy

Applied instructors will be responsible for checking in and out university-owned instruments to students in their studios. Each instrument will be returned to the applied instructor at the end of each semester. Should the student wish to keep the instrument between fall and spring terms or over the summer break, a security deposit (determined by the value of the instrument, with \$100.00 minimum), will be paid by the student to the School of Music.

At the end of each semester, the applied instructor will notify the Music Office of those students who have not returned their instruments. Those who fail to return instruments will receive an "I" or "F" in the course for which the instrument has been checked out (applied lesson, ensemble, or Instrumental Techniques). This grade will be changed to the appropriate grade when the instrument is returned. If the instrument is not returned by the first Monday after final exams, the student will be assessed the cost of the instrument plus a \$25 processing/handling charge. If the instrument is returned in good repair after the deadline, the instrument charge will be dropped but the processing/ handling charge will still be due.

### Ensemble Music Security Policy

Each ensemble conductor will be responsible for checking in and out university-owned music to students in their ensembles. At the end of each semester, students who have not returned their music

will receive an "I" or "F" in the ensemble. This grade will be changed to the appropriate grade when the music is returned. If the music is not returned by the first Monday after final exams, the student will be assessed the cost of the scores plus a \$15 processing/handling charge. If the music is returned in its original state, the music charge will be dropped but the processing/handling charge will still be due.

## Sophomore Decision and Oral Competency

At Stetson, there are two requirements of music degrees that fall outside of the course work. These proficiencies are designed to measure overall knowledge and thoroughness of understanding in certain significant areas of music.

### Sophomore Decision

Upon completion of the second semester of sophomore-level applied major study for first-time-in-college students, or in the semester approved by the faculty for transfer students, all students are examined by a faculty jury to determine eligibility for junior standing ("Sophomore Decision"). This jury is longer and more comprehensive than the normal jury, and includes performance of learned repertoire, sight-reading, and other items of general musical knowledge. A positive simple majority vote by the committee will constitute a pass. A music major is not enrolled in "upper division" applied courses until a favorable Sophomore Decision has been recorded. Students desiring to remain as music majors may continue to enroll in MUSA112 until the Sophomore Decision is passed. A student may not take a Sophomore Decision more than twice without a special approval given by the dean of the School of Music.

### Oral Communication Competency

The oral competency of each music major will be examined by a faculty committee, usually at the sophomore decision jury. At this time, each student will make a prepared oral presentation of approximately three minutes pertaining to the music performed (or another topic related to the performing area approved by the applied teacher). A positive simple majority vote by the committee will constitute a pass. Students may take the oral communication competency only once. Principal matters that are to be considered by the faculty are the following:

- proper grammar
- logical organization of materials
- clear and distinct speech
- effective stage presence

Those students who, in the judgment of the faculty, do not possess adequate skills in oral communication will be required to complete an established Public Speaking course in the university Communications department prior to graduation. Students should obtain a copy of the specific competencies as listed on the assessment/feedback sheet from their studio teacher so there is clarity on what is being assessed for oral competency.

# Student Advisory Council Constitution

## ARTICLE 1: Name

The name of this organization shall be the Student Advisory Council of the School of Music of Stetson University.

## ARTICLE II: Purpose

The purpose of the Student Advisory Council of the School of Music of Stetson University (henceforth called the Advisory Council) shall be to: 1) foster discussion about; 2) suggest improvements in; 3) present student opinion on; and 4) propose changes in any aspect of student life in the School of Music of Stetson University.

## ARTICLE III: Membership

Section 1: Membership on the Student Advisory Council shall be composed of the President, Vice President, Secretary, and representatives elected from and by the following areas: Vocal Performance, Orchestral Instrument Performance, Keyboard/Organ Performance, Guitar Performance, Theory and Composition, Music Education – Vocal, Music Education – Instrumental, Music Major with Emphasis in an Outside Field, and a Freshman/Transfer Student Representative. The membership shall not exceed 13 members representing each major offered at the Stetson School of Music, unless university officials add or remove a major.

Section 2: In order for an area to be represented on the Advisory Council, that area shall have at least five students enrolled at the time of election.

Section 3: Each representative shall represent and be elected by only one area.

Section 4: Each representative shall have and maintain a cumulative GPA of not less than 2.0 during his/her term of office and be enrolled as a full-time student.

Section 5: Each representative shall have officially declared the area he/she is representing as his/her major or principal.

Section 6: The term of office shall be one year.

## ARTICLE IV: Officers

Section 1: The President shall: 1) chair the meetings of the Advisory Council; 2) vote only in case of a tie; 3) appoint a representative-at-large to the Advisory Council for any area which has failed to elect one; 4) meet with the Dean of the School of Music, or appoint a committee to do so, in order to discuss any matter deemed necessary by the Advisory Council; 5) represent the Student Body of the School of Music on the Board of Advisors for the School of Music as may be appropriate and so requested; and 6) act as a spokes-person for the student body of the School of Music with the advice and consent of the Advisory Council.

Section 2: The President shall during his/her term of office: 1) be a candidate for either the Bachelor of Music; Bachelor of Music Education, of Bachelor of Arts (Music) degree; 2) have and

maintain a cumulative GPA of no less than 2.5; 3) be enrolled as a full-time student; 4) be a junior or senior.

Section 3: The Vice President shall during his/her term of office: 1) perform the duties of Treasurer for the Advisory Council; 2) assume the duties of the President in his/her absence; 3) succeed to the Office of President in the event that the President resigns or is otherwise removed from office; 4) have and maintain a cumulative GPA of no less than 2.5; and 3) be enrolled as a full-time student.

## ARTICLE V: Meetings

Section 1: The Advisory Council shall conduct its meetings according to Robert's Rules of Order, and hold no less than one meeting per month. A quorum of a majority of the membership shall be required for a vote. There shall be a 24 hour notice given before all meetings.

Section 2: The Advisory Council may appoint committees from outside the Council if the said committees are chaired by a Council member.

## ARTICLE VI: Committees

Section 1: The Advisory Council may appoint committees from outside the Council if the said committees are chaired by a Council member.

Section 2: A standing committee shall exist to produce a School of Music Newsletter. This committee will be chaired by an Advisory Council member or an ex-officio member that shall be appointed by the President.

## ARTICLE VII: Elections

Section 1: Elections for the President, Vice President, Secretary, and the representatives, except for the First Year representative, shall be held in the last full calendar month of the spring semester at a time determined by the Advisory Council and according to the manner established by the Constitution of the Commonwealth of Students of Stetson University.

Section 2: The election of the First Year representative shall be conducted according to the manner stated in Section 1 above, except that the election shall be held at the beginning of the fall semester.

Section 3: The President-elect shall hold at least one organizational meeting before the end of the spring semester.

## ARTICLE VIII: Impeachment and Removal of Members

Section 1: In the event of a need for the impeachment and removal of the President, it shall be handled in the following manner: to initiate the process, a petition calling for the removal of the President, signed by one third of the Advisory Council, shall be submitted to the Vice President. The Vice President shall immediately take over the chair from the President, ask for deliberations from the floor and, after giving the President time to state his/her defense, the Vice President shall then call for a vote after asking the President to leave the room. Only one recorded vote shall be taken. Removal shall require a two-thirds majority vote of the membership of the Advisory Council.

Section 2: If for any reason the President is removed from office, the Vice President shall succeed to the office of President and then shall schedule an election for a new Vice President according to the manner stated in Article VIII, Section 1 above except that the election shall occur immediately upon the vacancy of the position.

Section 3: Impeachment and removal of the Vice President shall be handled in the same manner as described in Section 1 above except that the petition shall be submitted to the President.

Section 4: The President shall call for the expulsion of any officer or representative who has missed three regular meetings in a semester without an excuse approved by the Advisory Council, or when an officer or representative is guilty of any impeachable offense. Expulsion shall require the approval of two-thirds of the membership of the Advisory Council. Each event officially sponsored by the Advisory Council shall be considered as a meeting.

Section 5: In the event of the expulsion of any officer or representative, the President shall appoint his/her replacement to the vacant position until the next scheduled election with the approval of two-thirds of the membership of the Advisory Council.

## ARTICLE IX: Amendments

Any member of the Advisory Council may propose an amendment to the Constitution. A proposed amendment shall be read at each of two consecutive meetings. Voting on said amendment shall take place after the second reading. In order to be ratified, a proposed amendment shall be approved by two-thirds of the membership of the Advisory Council. This Constitution may also be amended by a petition of fifty students in the School of Music and 60% of the students voting in a general School of Music election.

## ARTICLE X: Ratification

This constitution shall be ratified upon the approval of the present Advisory Council, the Dean of the School of Music, a majority of the students voting in a general School of Music election, and the Student Affairs Committee of Stetson University.

## ARTICLE XI: Bylaws

The Advisory Council shall, by two-thirds vote, enact suitable bylaws as it may deem necessary and wise.

(Constitution updated 05.07.2021)

# Student Organizations in the School of Music

## Pi Kappa Lambda

Pi Kappa Lambda is a national music honorary fraternity whose membership is open to juniors, seniors, and faculty by invitation only. Invitations are extended at the end of each academic year and announced at a School of Music social event.

## Collegiate National Association for Music Education (CNAfME)

This is an organization of students who are preparing for the music education field. Its regular meetings include guest speakers and other

programs of interest to those interested in teaching. Students majoring in Music Education are required to join this organization and take part in its activities.

## Society of Composers, Inc. Student Chapter

The Stetson Society of Composers, Inc. (SCI) Student Chapter was formed in 1995 and is affiliated with the International SCI. The Stetson Student SCI's goal is to provide a forum in which to perform, discuss, and promote the composition of new music. Students are eligible to participate in regional, national, and international conferences and competitions, and to submit original scores for possible publication, recording, and performance. Membership is open to all Stetson students.

## American Choral Directors Association (ACDA)

The Stetson University Chapter of the American Choral Directors (ACDA) was formed in 1996 with twenty-six charter members. The chapter is an integral part of the National ACDA and takes part in all state, divisional and national functions and conferences. Members receive all Divisional and National publications. The chapter's functional purpose is to help foster and promote choral singing, which will provide artistic experiences for all participants. Membership is open to all students with an interest in the choral arts.

## Student Advisory Council

This organization of students of the School of Music exists to keep lines of communication open between the student body and the administration. At its regularly scheduled meetings, members discuss items of interest among the students and relay significant information to the Dean of the School of Music. Elections are held each fall and results will be posted on the bulletin board.

## Sigma Alpha Iota

In 1990, women involved in music at Stetson University established a chapter of this international fraternity for women in music. Sigma Alpha Iota seeks to build a sense of sisterhood and philanthropy through which they support the advancement of music and the goals of the School of Music.

## Phi Mu Alpha Sinfonia

This professional music fraternity for men is an established chapter on campus. Its purposes are to enhance and promote the highest level of creativity, performance, education, and research in music.

## Mu Beta Psi

Mu Beta Psi is a national music honors fraternity that prides itself on its service to the greater music community. Musicians of all types are encouraged to join Mu Beta Psi recruitment, regardless of gender or major of study. We aim to unify those with a true passion for music and their community.

# Undergraduate Student Policy

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## Academic Affairs

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## Academic Honors

Undergraduate students who have attended Stetson University only and whose cumulative grade point average (GPA) is between 3.50 and 3.699 are graduated Cum Laude; if it is between 3.70 and 3.899, they are graduated Magna Cum Laude; and if it is 3.90 or higher, they are graduated Summa Cum Laude.

Undergraduates who have attended other academic institutions and have earned 60 or more credits at Stetson are also eligible for graduation academic honors. In such cases the academic requirements for honors must be met both on all graded work taken at Stetson, and on all the combined graded work taken at Stetson and at all other institutions.

Students may receive recognition for academic achievement during a particular semester. The Honor Roll includes undergraduates with a 3.0 GPA based on at least twelve credits work attempted with no grade below a "C." The Dean's List includes undergraduates with a 3.5 GPA based on at least twelve credits of work attempted and no grade below a "B."

## Academic Standing Policy

Every undergraduate student enrolled at Stetson University is expected to earn and maintain a grade point average of at least 2.0 on all coursework attempted. A cumulative grade point average (GPA) of 2.0 is required for graduation. The academic standing of a student is designated as **Good Standing** when the cumulative GPA is 2.0 or higher. A student also has a status of Good Standing during the first semester prior to there being any grades for the calculation of GPA. If the cumulative GPA falls below 2.0, the student's academic standing

is changed to **Academic Warning**. Once a student is on Academic Warning, the cumulative GPA must stay above a minimum threshold that is tied to the number of credits that the student has earned or the student will be **Suspended** for one semester. Students returning from Suspension are on **Academic Probation** and must make appropriate progress in restoring their cumulative GPA to the 2.0 level or they will be **Dismissed**. These policies are described in more detail below.

Academic standing is evaluated at the end of each semester immediately after the deadline for submission of final grades. Suspensions and dismissals are done at the end of the fall and spring semesters, but not at the end of the summer semester.

A grade of incomplete (I) has no impact on the cumulative GPA, thus has no impact on the academic standing. If a student has incompletes for all courses at the end of the semester, the academic standing is determined by the GPA of courses completed in previous semesters. When there are no courses that were completed previously, the student has no GPA and the status of Good Standing continues.

## Academic Warning

Any undergraduate student whose cumulative average falls below a C (2.0 GPA.) at the end of a grading period will be placed on academic warning. Students receiving a cumulative GPA that is below 0.5 during the first semester of enrollment at the University (not including summer) will be suspended.

The warning will be in effect until an overall C (2.0 GPA.) average is regained. Students on academic warning are encouraged to participate in Student Success Coaching with Academic Success.

## Academic Suspension

Students receiving a cumulative GPA that is below 0.5 during the first semester of enrollment at the University (not including summer) will be suspended.

An undergraduate student already on academic warning will be suspended from the University if the cumulative GPA at the end of the fall or spring grading periods falls below the minimum levels shown in the following table:

Total Earned Units	Stetson GPA
.25-7	1.5
7.25-16	1.6
16.25-24	1.7
24.25+	1.8

A student may improve the cumulative GPA to a level high enough to avoid suspension by using the course exclusion option, if still available, or by submitting work to change an incomplete (I) into a standard letter grade, but must do so prior to the deadline set for appealing the suspension.

The student may appeal a suspension. The suspension notification will include directions for submitting a written appeal, and a deadline for its submission. Appeals are reviewed by the Academic Appeals Committee, which makes a recommendation to the Provost. The Provost will notify the student of the decision to grant or deny the appeal. The decision of the Provost is final.

Students may only serve a single academic suspension. A student who has served one suspension and has returned to good academic standing, and then has fallen back to the level of qualifying for a second suspension will be automatically dismissed from the University.

### Serving an Academic Suspension

During an academic suspension, the student is not enrolled at the University. The student is allowed to continue work on any course that has a grade of Incomplete (I). Academic work taken at another institution during the time a student is on academic suspension will not be accepted for credit toward the requirements for graduation at Stetson University.

Academic suspension normally extends through one fall or spring semester.

- Students who are suspended at the end of fall semester must sit out the spring and may apply to return in the next summer or fall.
- Students who are suspended at the end of spring semester must sit out the summer and fall and may apply to return in the following spring semester.

### Returning from an Academic Suspension

Students wishing to return to Stetson University following an academic suspension can do so by submitting an application for re-entry (<http://www.stetson.edu/administration/admissions/apply/>) through the Office of Admissions. The application includes a letter written by the student to the Dean of the College/School presenting a plan for improved academic performance and noting any steps in the plan that have already been completed. Approval from the Dean of the College/School is required for re-entry.

Students returning from academic suspension are placed on academic probation.

## Academic Probation

Undergraduate students who are readmitted to the University following an academic suspension will be placed on academic probation.

A student who is on academic probation may not participate in activities which represent the student body or the college in public or official capacities, including debates, dramatic or musical performances, or other similar public appearances; intercollegiate athletics; student publications, elective or appointive positions in campus government, or other leadership positions on campus; managing athletic teams, cheerleading, or similar activities.

Students on academic probation are required to maintain a minimum grade point average of 2.0 for each fall and spring grading period until an overall C (2.0 GPA) average is regained. They are encouraged to participate in Success Coaching (<https://www.stetson.edu/administration/academic-success/success-coaching.php>) with Academic Success.

Any student on academic probation who fail to maintain a minimum grade point average of 2.0 for each fall and spring grading period will be dismissed from the University. A student may improve the semester GPA to a level high enough to avoid dismissal by using the course exclusion option, if still available, or submitting work to change an incomplete (I) into a standard letter grade, but must do so prior to the deadline set for appealing the dismissal.

## Academic Dismissal

A student is removed from the University when academically dismissed. A student who has been dismissed will typically not be considered for readmission to the University.

The student may appeal academic dismissal. The dismissal notification will include directions for submitting a written appeal, and a deadline for its submission. Appeals are reviewed by the Academic Appeals Committee, which makes a recommendation to the Provost. The Provost will notify the student of the decision to grant or deny the appeal. The decision of the Provost is final.

## Attendance/Engagement Policy

Instructors establish attendance/online engagement policies to support academic excellence in their courses, and students are expected to attend all class meetings of all courses for which they are registered. Regular attendance and regular class participation are significant factors that promote success in college.

Students who must miss classes, especially for Stetson-sanctioned activities, must discuss these in advance with the instructor. Examples of sanctioned activities include but are not limited to participation in Stetson-authorized athletic competitions or musical performances. Stetson University supports participation in and observance of religious and spiritual practices and will endeavor to make reasonable accommodation of the academic schedule to make such participation possible. The impact on academic excellence is always the central concern in any accommodation. In the event of absence from a classroom course or the inability to participate in an online or hybrid

course, the student should contact the instructor as soon as possible to indicate the reason for the absence.

## Course Syllabus Policy

Students will be provided with a syllabus on the first day of class, summarizing basic information about the course. This syllabus may take a variety of forms but must include the following information:

1. Course goals, objectives, and requirements as they relate to the goals of the academic program (major, minor, or General Education).
2. Methods of instruction to be used
3. Required and recommended texts, software, and other materials. It is generally assumed that students have access to email, a word processor, presentation software, spreadsheet software, a Blackboard-compatible web browser, and PDF reader. Hybrid and online courses should list any meeting software platforms that will be required outside of the Blackboard platform.
4. Plan for how learning will be assessed, including a grading scale
5. Attendance policy
6. Instructor's office hours and methods of contact (e.g., email and office telephone)
7. Final examination requirement
8. Statement of Stetson's Academic Integrity policy (Honor Code)
9. Possible recording of class: The course instructor may arrange for audio or video recording of all or part of a class and make it available to students enrolled in this class this semester. These recordings are intended to facilitate studying and notetaking and are not authorized for sharing with anyone who is not enrolled in this class this semester without written consent of the instructor.
10. Accommodations Statement: The ADA/504 Compliance Coordinator provides example statements for inclusion in course syllabi for faculty on the Academic Success Resources for Faculty Syllabi Statement webpage (<https://www.stetson.edu/administration/academic-success/faculty/syllabi-statement.php>).

## Final Exam Policy

Examinations or equivalent final projects are given in all courses at the end of each academic term. These examinations are scheduled by the Registrar's Office and students may not reschedule or miss any final examination without prior approval of the academic Dean. Students who miss a final examination without prior approval of the academic Dean are liable for failure of the course.

**Students scheduled to take more than two final exams in one day may request of the Dean's office that one examination be rescheduled. Final exams and student presentations will not be held on Reading Days.**

## Grading Scale and Interpretation

### Grade Point Average Calculation

Students' cumulative grade-point averages are based on a four-point scale. Letter grades are assigned the numerical equivalents per credits listed below. Grades are carried to the third decimal and are not rounded.

A+ = 4.00	B- = 2.67	D = 1.00
A = 4.00	C+ = 2.33	D- = 0.67
A- = 3.67	C = 2.00	F = 0.00
B+ = 3.33	C- = 1.67	XF = 0.00
B = 3.00	D+ = 1.33	

The grade-point average is determined by dividing the numerical equivalents of the grades earned by the total GPA credits, including all courses failed except for grades excluded under the Course Exclusion Policy (p. 418). *Recognize, however, that other universities, agencies, and employers may calculate GPA's using all grades that appear on the transcript, including grades excluded. Only courses taken at Stetson will be used by the University in computing the student's cumulative grade-point average.*

See Academic Honors (p. 408) for the method of determining graduation honors.

## Major GPA Calculation

A student's Stetson major GPA is calculated from the earned grades in all courses that are used to satisfy a requirement for the major. If a course that is satisfying a requirement was failed on an earlier attempt, the failing grade is included unless a course exclusion is used for this course. If the major includes a choice of electives, courses will be selected that produce the highest major GPA.

Courses in the major are defined as:

- College of Arts and Sciences- Courses required in the "Major Requirement" section under the degree requirements in the catalog.
- School of Business- Courses required in the "Required Courses" and "Elective Course in the Major" sections under the degree requirements in the catalog.
- School of Music- Courses required in the "Stetson Music Core" and "Major Requirements" sections under the degree requirements in the catalog.

## Interpretation of Grades

Grades represent the instructor's final estimate of the student's performance in a course. The grade of A (+ or -) may be interpreted to mean that the instructor recognizes exceptional capacity and exceptional performance. The grade of B (+ or -) signifies that the student has gained a significantly more effective command of material than is generally expected in the course. The grade of C or C+ is the instructor's certification that the student has demonstrated the required mastery of the material. A student is graded C- or D (+ or -) when his/her grasp of the course essentials is minimal. The F grade indicates failure to master the essentials and the necessity for repeating the course before credit may be earned. The following are additional grades that can be given:

- |   |                                                                                                                                                                                                                                                                                                                           |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| I | incomplete. This is the grade given when a student cannot complete the work of the course because of illness or other extenuating conditions, and the instructor's academic Dean has approved an extension of time for the completion of a course. See: Incomplete Grade Policy elsewhere in Undergraduate Student Policy |
| P | course passed. Credit is given. Does not affect grade-point average.                                                                                                                                                                                                                                                      |

W	an approved withdrawal from all courses at the University before mid-term. See the Academic Calendar for the actual date. No credit is earned and the grade-point average is not affected.
X	the grade received for the late drop of a course without academic penalty. No credit is earned and the grade-point average is not affected. The grade must be approved by the student's academic Dean.
XF	the grade received for the late drop of a course with academic penalty. No credit is earned, but the grade XF is treated as credits attempted and the grade-point average is affected. The grade must be approved by the student's academic Dean.
NR	grade not reported.

approved by the Chair of the department or program through which the major is administered and by the academic Dean. Students hoping to transfer in outside courses to substitute for Stetson course credit must follow the policies designed for the transfer of credits.

- A student who wishes to receive an additional undergraduate degree should contact the University Registrar for the requirements.
- Double Majors - Students wishing to work toward a double major are expected to fulfill the requirements for each major. Where major requirements such as the senior project may be sufficiently similar, students may seek accommodation to register for and complete a single senior project that includes work appropriate for both major fields and meets the requirement for both majors.

## Graduation Requirements

**It is the student's responsibility to ensure that all requirements for graduation have been met.**

Baccalaureate degrees in the College of Arts & Sciences, the School of Business Administration, and the School of Music are conferred upon completion of the prescribed academic program requirements and upon approval of candidates by the faculty. The University reserves the right to withhold a degree from any candidate if, in the opinion of the appropriate faculty, concrete evidence exists to indicate that the candidate's character or actions are incompatible with the purpose and ideals of the University.

## University Requirements

The following are requirements which must be met for all Schools and College:

- Each degree candidate must complete a General Education program of study.
- Each degree candidate must offer a major and must have a C (2.0) average in that major. A 2.0 cumulative average is also required.
- Each degree candidate must complete 32 units (128 credits) or more.
- At least 50% of credits for Stetson's traditional bachelors degrees must be completed through Stetson courses.
- A minimum of 6 of the last 8 units used to satisfy course or unit requirements for the degree must be completed at Stetson University. Transfer policies apply to any units not taken at Stetson, including the expectation that students use the Transient Student form to get pre-approval for the transfer of courses.
- Degrees are conferred upon students who have met all requirements for a major, even if work on another major is still in progress.
- Students may transfer in no more than 64 credits (16 units) towards their Program of study.
- Students must complete a total of 24 Cultural Event Credits.
- A student who fails to complete the degree within six years of matriculation may be required to satisfy new requirements in the current *Catalog*.
- Credit earned more than 10 years prior to degree completion is subject to review and may not count toward the degree.
- Course Substitutions - Under rare circumstances, students may request that a course requirement be fulfilled via another Stetson course (known as a course substitution). All such requests must be

## Awarding of Degree and Commencement

### Participation in Commencement

Commencement ceremonies are held once a year in May. The ceremonies are a celebration of student achievement. The guidelines for participating in Commencement are as follows:

- Application for Graduation - Undergraduate degree candidates are required to file an application for graduation in the Office of the Registrar, no later than the graduation application deadline within the semester in which they expect to complete their degree requirements. Upon receipt of the Application for Graduation, a fee in the amount of \$100.00 is applied to the student's account. A late fee in the amount of \$100.00 will be assessed for students who do not apply by the application date deadline (see the Academic Calendar (<http://www.stetson.edu/administration/registrar/academic-calendars.php>) for the exact date). Caps, gowns, announcements and accessories for graduation commencement are ordered through the University Bookstore. Graduates are required to be present for Commencement unless authorized to graduate "In Absentia" by the Registrar.
- Undergraduate candidates must have a 2.0 cumulative GPA and a major area GPA of 2.0 for all courses completed prior to commencement.
- Undergraduate candidates must have completed all academic degree requirements.
  - A student who is within two units from completing the degree may participate in commencement. Participation in the ceremony does not imply that the student has completed a course of study. No degree is awarded until such completion of all degree requirements. No honors will be awarded at commencement for those without all requirements completed. All Cultural Credits must be completed to participate in Commencement and the student must meet the GPA requirement at the time of application for participation.
    - School of Business, students must have completed at least 1 ELR in order to participate in commencement.
- Candidates must be in good financial standing with the University by the first day of final exams for the spring semester.
- Candidates must apply to graduate with the Registrar's Office. The Registrar determines eligibility to participate in commencement and will hear any appeals. Please review the Academic Calendar (<http://www.stetson.edu/administration/registrar/academic-calendars.php>) for application deadlines.

## Posthumous Recognition of Stetson Students In-Memoriam Degree, Posthumous Degree

Stetson University seeks to provide to the families of deceased students a meaningful symbol that reflects the achievements and legacy of the student and, at the same time, upholds academic and institutional integrity. To meet that need, the University may award a Posthumous Degree or an In-Memoriam Degree. This policy applies solely to the award of degrees to students enrolled in degree programs at Stetson University at the time of their death. It does not apply to honorary degrees, which may be awarded under applicable criteria and procedures.

### Conferring Posthumous Degrees

A Posthumous Degree recognizes academic work completed by a student who has made progress toward completion of a degree. The Posthumous Degree is a regular Stetson degree and is reported to the Board of Trustees, but awarded posthumously.

- Any member of the University community or member of the family of the deceased may recommend a student enrolled in a Stetson University degree program at the time of the student's death for consideration for posthumous award of the degree. If the request for consideration is initiated by someone who is not a member of the family of the deceased, the Office of the Provost must obtain from the student's family approval of the request for consideration.
- Departments should notify their college/school dean of a proposed degree to be awarded posthumously.
- The dean's office should consult with the student's degree program to review the student's academic record. If the student has completed at least 75% of the requirements for the degree program and the majority of the degree program faculty supports the awarding of the degree, the Dean's Office should request the approval of the degree by submitting a request to the Provost.
- The dean's letter should include the degree and the term for which the students should be awarded the degree posthumously.
- If the Provost approves the request, the college/school dean will be notified in writing, with a copy sent to the Office of the University Registrar.
- A posthumous degree will customarily be conferred at the next regularly scheduled commencement exercise and presented to a member of the student's family or their representative. The commencement program will note that the degree was presented posthumously. The graduation application fee shall be waived. A posthumous degree may also be presented by an appropriate University official to the family in a private gathering.

### Conferring In-Memoriam Degrees

An In-Memoriam Degree allows for recognition of a student's connection to Stetson University of their progress toward completion of degree requirements. The In-Memoriam Degree is not reported to the Board of Trustees. The resulting document is similar to a degree, is signed by the Provost and the Dean of the deceased student's college/school, and issued by the Office of the University Registrar. Undergraduate and graduate students who were registered in a degree program at the time of their death are eligible for an In-Memoriam Degree, without regard to the likelihood of completing the requirements for the degree program.

- Any member of the University community or member of the family of the deceased may recommend a student enrolled in a Stetson University degree program at the time of the student's death for consideration for In-Memoriam award of the degree. If the request for consideration is initiated by someone who is not a member of the family of the deceased, the Office of the Provost must obtain from the student's family approval of the request for consideration.
- The Dean's Office of the student's college/school consults with the student's degree program and the Dean of Students Office to review the student's academic record.
- The Dean's Offices forwards the request for an In-Memoriam Degree to the Provost for approval.
- If the Provost approves the request, the college/school dean will be notified in writing, with a copy sent to the Office of the University Registrar.
- The Dean's Office requests that the Office of University Registrar prepare an In-Memoriam Degree for the student's family.
- An In-Memoriam degree will customarily be conferred at the next regularly scheduled commencement exercise and presented to a member of the student's family or their representative. The commencement program will note that the degree was presented In-Memoriam. The graduation application fee shall be waived. An In-Memoriam degree may also be presented by an appropriate University official to the family in a private gathering.

### Extraordinary Circumstances

Requests for consideration for Posthumous/In-Memoriam recognition that do not meet the above criteria may also be considered when extraordinary circumstances, such as outstanding service to the University, prevail. In these situations, a request for award of the degree must be reviewed and favorably recommended by the appropriate department and/or dean or, as applicable, and the Provost. If these recommendations are favorable, the request will be referred through normal channels for approval and subsequently to the Board of Trustees to award the degree in due course.

## Grievance Policy

### Request for Review of Academic Policy

A Stetson University student who feels that an academic policy is unfair, inequitably applied, or arbitrary may request a review of the policy or may register a formal complaint ("grieve") about the policy in question. Students should initiate policy review requests by talking with the instructor and/or Department Chair. In the spirit of collegial problem-solving, all parties concerned should attempt to resolve the issue, adhering at all times to Stetson University's mission and values. If the student thinks that a complete or satisfactory explanation has not been provided by the instructor and/or the Department Chair, the student may then initiate a formal grievance by directing an appeal in writing to the Dean of the College or School. The appeal should be delivered to the office of the Dean of the College or School and should provide the Dean with the following additional data:

Full name, student number, academic major, academic advisor, local/campus address, local telephone number, and local/campus email address

The Dean will communicate his/her response to the formal appeal in writing to the local address provided by the student in a timely manner after consultation with the parties involved in the matter. A student

who feels that the Dean's decision is arbitrary, unfair, or has been reached by procedural error may appeal that decision to the Provost. This appeal must be in writing and must show why, in the view of the student, the decision of the Dean should be reconsidered. The appeal should be delivered to the Office of Academic Affairs, DeLand Hall, and should provide the Provost with the following additional data:

Full name, student number, academic major, academic advisor, local/campus address, local telephone number, and local/campus email address

The Provost will communicate his/her response to the formal appeal in writing to the local address provided by the student in a timely manner after consultation with the parties involved in the matter. The Provost is responsible for maintaining the integrity of all academic policies and regulations of the University and will make the final decision for the University.

## Grade Grievances

Students are entitled to full and clear explanations of their grades. The teacher of each course has authority over all academic matters pertaining to that course, including (but not limited to) establishing requirements, assigning grades, and communicating the reasons for those grades to the student. A student who feels that a final course grade has been inappropriately influenced by prejudice, arbitrariness, or nonacademic factors has the right to appeal that course grade, first to the teacher; then, if the grievance is not resolved, to the Chair of the Department in which the faculty member teaches; finally, if the grievance is not resolved, to the appropriate academic Dean. A grade grievance must adhere to the timelines and steps detailed in the procedure below:

1. The student shall request an explanation of the grade from the faculty member. The faculty member should be prepared to discuss and show records relating the disputed grade to both the course assignment(s) and grading scale as defined in the course syllabus. This disclosure must not include any revelation of another student's grade(s).
2. If, after communicating with the faculty member, the student thinks that a complete or satisfactory explanation has not been provided, the student may direct a formal written appeal summarizing the grievance to the appropriate Department Chair. This appeal must be initiated no later than 30 calendar days after the beginning of the subsequent regular semester (i.e., fall or spring). The student bears the burden of proof to demonstrate that prejudice, arbitrariness, or nonacademic factors have inappropriately influenced the disputed grade. The Chair shall investigate the matter by collecting a written report from the faculty member. The faculty report will provide appropriate documents and supporting evidence; a written defense of the disputed grade may be included. The Chair shall make a decision within ten working days. If the Chair sustains the appeal, the faculty member shall be advised to assign a new grade. The new grade may be higher or lower than the disputed grade. If the Chair denies the appeal, the student shall be informed in writing immediately and the grade in question remains in effect.
3. Following the Chair's decision, either the student or the faculty member may initiate an appeal of the Chair's decision to the appropriate academic Dean. The appeal must be in writing and explain the reasons for the appeal. The Dean shall then refer the grievance to the school's Grade Grievance Officer. The Officer shall enlist two senior faculty members of the school of the faculty

member concerned to constitute a three-person examining board. This board shall investigate the matter. The investigation must include a conference with both the student and faculty member present. If one or more of the parties involved in the proceedings is not available to attend in person, technology enabled remote conferencing may be used to conduct a hearing and/or a meeting. (If circumstances prevent the faculty member's participation, the Dean may appoint a representative or delay the proceedings until the faculty member can be present.) The board shall submit a report to the Dean within ten working days. The board may recommend that the grade be upheld, that the faculty member assign a different grade, or that the record of the course be removed from the student's transcript. A recommendation for the assignment of a different grade may result in a grade higher or lower than the disputed grade. The Dean shall review the report and all supporting data and report in writing to all parties within ten working days. The decision of the Dean will be final.

## Honor System

As an institution of higher learning, Stetson University depends upon its members--students, faculty, staff, and administration--to uphold the highest standards of academic integrity. Without a commitment to this ideal, the foundation of our educational mission is undermined, and truth - the ultimate goal of our pursuits at the University--loses its meaning and force. The Honor System seeks to nourish a vital campus culture, one where students, faculty, administration, and staff are mutually committed to pursuing truth in a spirit of cooperation and respect. Laws and rules exist to protect a society and its members, but truly to flourish, a community relies upon the individual to take responsibility for his or her actions and to uphold certain bedrock principles. The Honor System specifies actions that are harmful to the community and establishes ways of dealing with those who violate basic standards. But the primary justification for the Honor System is that it challenges individuals to reflect upon the ethical issues they face as members of a University and encourages them to take positive steps to maintain the integrity of themselves and their community. Moreover, by affirming student self-governance in the form of an Honor Council, this Honor System underscores the central roles that both students and faculty play in upholding academic integrity.

More information regarding Stetson's Honor System may be found at [www.stetson.edu/other/honor-system](http://www.stetson.edu/other/honor-system) (<http://www.stetson.edu/other/honor-system/>).

## Incomplete Grade Policy

A grade of Incomplete (I) is given when a student cannot complete the work of the course because of illness or other extenuating conditions, and the instructor's academic Dean has approved an extension of time for the completion of a course. There is an expectation that the student has been able to complete a substantial portion of the total work required for the course.

The student is not required to be enrolled to work on finishing the course. The coursework must be completed by the agreed-upon date between the faculty member and student or two weeks prior to the last day of classes in the next academic session of enrollment (excluding summer term); but in all cases, it must be removed within 24 months from the date issued regardless of enrollment status; otherwise the I

becomes an F. Note, an I grade cannot be removed by repeating the course.

A grade of Incomplete (I) has no impact on the grade-point average (GPA) calculation. Since the determination of academic standing is based on the cumulative GPA, there is no impact on academic standing. A student may improve the cumulative GPA to a level high enough to avoid suspension or dismissal by submitting work to change an Incomplete (I) into a standard letter grade but must do so prior to the deadline set for appealing the suspension or dismissal.

In general, the student initiates the request for an Incomplete by completing the upper portion of the form that is available on the Registrar's Forms Page (<https://www.stetson.edu/administration/registrar/forms.php>) and giving it to the instructor. The course instructor may start the process in situations where it is impractical for the student to do so in a timely manner. If the course instructor supports the request, then the instructor will tell the student what work will be accepted through the Incomplete and discuss the deadlines for that work. The instructor completes the part of the form listing the work and deadlines, and forwards it to the Dean for review and approval. In general, the request should be made prior to the start of exams for the semester, but in all cases should be completed prior to the deadline for submission of the final grades for the course.

## Independent Study Policy

Independent study courses are opportunities for students to propose topics of inquiry based on compelling interest and faculty expertise. Independent study courses are not intended to replace regularly offered or required courses in the majors. Independent study courses are arranged by approval of the faculty member, the Chair of the Department, and the academic Dean.

## Information Technology

Stetson's Office of Information Technology is here to help you succeed in your academic venture.

Our team manages and provides technical support services in and beyond the classroom. These services include network connectivity, Internet access, Canvas, e-mail services, printing, Wifi, broadcast services, and access to the My.Stetson/Banner ERP system which handles our students' and employees' administrative services.

We work together with faculty and administrators to provide classroom technologies that enhance collaboration and student learning. In an effort to maximize availability, we offer many applications through our virtual lab ([vlab.stetson.edu](https://vlab.stetson.edu) (<https://vlab.stetson.edu/>)) site. This enables students, faculty, and staff to access a lab environment at any time and from anywhere.

The Information Technology team is also a key member of the strategic leadership group that advocates for the integration of technology in support of the academic and administrative goals of the University. I.T. comprises a multi-talented team of professionals, spanning all three campuses, dedicated to delivering innovative technology to the entire University community.

More information is available at <http://www.stetson.edu/administration/information-technology/>

## Internships

### Internship Approval Criteria

Stetson University embraces internships as a powerful means to prepare students for post-graduation success and enhance on-campus learning.

An internship is a form of faculty-guided experiential learning that empowers students to integrate knowledge and theory learned throughout the curriculum with practical application and skills development in a professional setting. It is a partnership between Stetson University and an internship host site, collaboratively defined and guided by the student, a Faculty Internship Course Instructor, and an on-site supervisor from the host site, which provides the student the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths.

To ensure that an experience is educational and can be considered a for-credit internship by the student's academic department or school/college, the following criteria are recommended as best practices:

- The experience must be an extension of the curriculum: a learning experience that provides for applying the knowledge gained through the curriculum. It must not be simply to advance the operations of the host site.
- The internship must have a defined beginning and end.
- The functions and expectations of the internship must align with the student's course of study and/or career path.
- There are clearly developed learning objectives/goals related to the professional goals of the student's academic coursework.
- There is regular feedback by the intern's on-site supervisor.
- There are resources, equipment, and/or facilities provided by the host site that support learning.

### Hour Requirements

A full unit of internship credit requires a minimum of 140 hours, and a half unit requires a minimum of 70 hours. These hours can be achieved through a combination of work hours and time spent on reflective assignments.

### Internship Orientation

Any student who registers for an academic internship is required to complete Internship Orientation before they begin working at their internship site. Failure to do so may result in a student being administratively withdrawn from the internship course. Multiple Internship Orientation sessions will be offered each semester, including an online option.

The learning outcomes for Internship Orientation are:

- Students will develop an understanding of the acumen and skills needed to conduct themselves professionally in the workplace (i.e., attire, communication, punctuality, and dependability).
- Students will develop an understanding of the current legal considerations affecting internships.
- Students will develop a strategy for maximizing the internship experience such as networking and informational interviews.

## Academic Internships in the College of Arts and Sciences

A relevant internship is a powerful way for students to wed their passion for learning with world issues and challenges. Through internships, students in majors across the arts and sciences can enrich their classroom education while also building resumes and employment networks to support their candidacies for admission to graduate and professional schools, as well as for entrance into professions.

To encourage reflection on the connections between liberal learning and the professions, the College has established internship course 397 across its fields of study. (Under separate numbers, the program in Elementary Education similarly requires a student-teaching “block” of courses leading to certification). These internship courses follow guidelines for experiential learning and academic reflection to ensure that students have meaningful opportunities to explore the value of liberal education to professions and occupations. Typically, as part of the internship, the student is asked to keep a journal, write a reflective essay or report, or prepare a portfolio. An on-site supervisor provides a letter of evaluation, and the Faculty Internship Course Instructor determines the course grade.

Internship courses may be offered for a unit or half-unit of academic credit. In general, for a full unit of credit, an internship requires a total of 140 hours achieved through a combination of hours worked at the site and time spent on reflective assignments. In each discipline, the *Catalog* listing for 397 notes prerequisites, such as a minimum grade-point average or required class standing, as well as specific expectations for the internship and intellectual reflection. Each department also determines whether the internship course is letter-graded or pass/fail.

All internships for academic credit must be approved by the Faculty Internship Course Instructor and the Department Chair. The use of internship credit for a major may be limited by the department, but additional credits may be approved for elective credit.

Students are encouraged to work with the Office of Career and Professional Development for assistance with searching and applying for internships.

## Academic Internships in the School of Business Administration

The School of Business Administration encourages students to seek professional experience in the form of academic internships in their field of study. An academic internship is a faculty-guided experiential learning opportunity that helps students integrate the knowledge and theory learned throughout the curriculum with practical application and skills developed in a professional setting. Students may earn course credit for these experiences by registering for the internship courses available to all majors and minors in the School with the 397 designation. Academic internship courses taken during the Fall and Spring semesters are included in the regular price of tuition. In the Summer, students may register for internships at a reduced rate.

The following conditions must be met for students to be eligible to receive academic credit for internship experiences in the School of Business Administration:

- Students must be majors or minors within the School of Business Administration.
- Students must have an overall and major GPA of 2.0 or higher.
- Students must have completed the following course in their area of internship:
  - Accounting – ACCT 304
  - Business Administration – MGMT 305
  - Family Enterprise – FENT 235
  - Finance – FINA 311
  - International Business – INTL 201
  - Introductory Internship – SOBA 200
  - Management – MGMT 305
  - Marketing – MKTG 315
  - Sport Business – SPTB 201
- Individual departments may impose specific additional requirements for internships.
- A maximum of two internship courses for credit (i.e., two 1-unit, one 1-unit, and one 1/2-unit, or two 1/2-unit internships) may be applied as elective credit towards the BBA degree requirements, though more than one internship course may be taken.
- Stetson University guidelines require that for a full unit of academic credit, an internship requires at least a total of 140 hours (70 hours for half unit of academic credit) achieved through a combination of hours worked at the site and time spent on reflective assignments. Many departments in the School of Business require a higher number of total hours ranging from 180 to 240 hours for a full unit of academic credit and 90 to 120 hours for half unit of academic credit.
- The 397 designated internship courses for academic credit may be taken for a grade or on a pass/fail basis depending upon department policy and the instructor's preference. The grading policy should be decided by the instructor of the course before the start of the internship.

Students are encouraged to work with the Office of Career and Professional Development for assistance with searching and applying for internships.

## Learning Assessment Policy

Stetson University is committed to excellence in all academic programs. The University measures the success of all programs by regularly assessing student performance. While the outcomes of these assessments are primarily for internal use, Stetson University may occasionally report the results of these assessments in published research or academic conferences. These result reports will not include information that could identify the student or the instructor. The use of this information within the institution is part of normal educational practice; however, students may choose **not to allow** data derived from their own work to be used for published reports or presentations by signing an “opt out” form from Institutional Research & Effectiveness (<http://www.stetson.edu/iro/>).

## Major/Minor Declaration Policy

### Declaring and Changing a Major

A student who wishes to declare or change a major should first consult with his or her academic advisor. The change may then be made



in the office of the current academic Dean. Students who have not chosen a major (Discovery) may choose to be in the College of Arts and Sciences or the School of Business Administration. Students must meet the course requirements for the major in effect at the time it is declared or changed; see Catalog Requirements (p. 417) for additional details. View Student Resources for Choosing/Changing Majors (<https://www.stetson.edu/administration/career/choosing-major.php>).

## Declaring and Changing a Minor

A student who wishes to declare or change a minor should first consult with his or her academic advisor. The change may then be made using the **Adding or Dropping a Minor** online form available on the Registrar's Office Forms Page (<https://www.stetson.edu/administration/registrar/forms.php>).

Students must meet the course requirements for the minor in effect at the time it is declared or changed; see Catalog Requirements (p. 417) for additional details. View Student Resources for Choosing/Changing Majors (<https://www.stetson.edu/administration/career/choosing-major.php>).

## Declaring a Double Major or Dual Degree

Students with two majors in the same degree but with different fields of study (e.g. BA in two different fields) are pursuing a double major. Students with two majors in separate degrees (BBA, BA, BS, BM, BME) are pursuing a dual degree.

Students wishing to work toward a double major or dual degree are expected to fulfill the requirements for each major. Students should be aware that earning the credits required to complete both sets of requirements may require additional expense and time. Students should consult with academic advisors familiar with both majors before formally requesting a double major or dual degree. Where major requirements such as the senior project may be sufficiently similar, students may seek accommodation to register for and complete a single senior project that includes work appropriate for both major fields and meets the requirement for both majors. Chairs of the departments for both majors must approve any such accommodation. View Student Resources for Choosing/Changing Majors (<https://www.stetson.edu/administration/career/choosing-major.php>).

## Teaching Apprenticeship Policy

Undergraduate teaching apprentices (TAs) assist in an undergraduate course under the supervision of a faculty member. Apprenticeships are expected to have educational value for the apprentice and to enhance the learning experience of students enrolled in the course. Apprentices learn directly from the professor, observe the professor's pedagogy, and work with students under the professor's supervision. Students receive a half unit (2 credits) of P/F credit, or the equivalent in the School of Music, for undergraduate teaching apprenticeships. A half unit conveys the expectations of 5-6 hours of effort per week, on average, throughout the semester.

The following document provides complete guidelines for Teaching Apprenticeships to include minimum GPA requirements, faculty

responsibilities, and examples of typical teaching or teaching-related activities for undergraduate students:

Undergraduate Teaching Apprenticeship Guidelines and Policies (<https://www.stetson.edu/administration/provost/media/policies-and-guidelines/ug-teaching-apprentice-guidelines-policies.pdf>)

## Records, Grades and Registration

- Academic Advising (p. 417)
- Academic Records (p. 417)
- Catalog Requirements (p. 417)
- Classification of Students (p. 417)
- Course Evaluations (p. 418)
- Course Exclusion Policy (p. 418)
- Course Load Policy (p. 418)
- Course Retake Policy (p. 419)
- Credit Hour Policy (p. 419)
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- Placement and Proficiency (p. 420)
- Registration (p. 421)
- Student Responsibility (p. 421)
- Transfer (p. 421)
- Transient (p. 423)
- Withdrawals (p. 423)

## Academic Advising

Faculty serve as academic advisors to Stetson students. The assignment of advisors to new students is based on the student's area of academic interest. The Discovery Program (p. 383) provides support to students who have not declared a major. All faculty advisors help assess the student's interests and goals and provide counseling for course selection. Formal advising sessions are scheduled prior to registration for each new term, and advisors are also available for counseling throughout the academic year. Students may change advisors or declare majors or minors by filling out a request form in the Dean's Office of the appropriate College or School. While the faculty advisor assists each student in planning a course of study leading to graduation, the student himself or herself is responsible for meeting all stated degree requirements.

Further information may be obtained from the Academic Advising website: <http://www.stetson.edu/other/academic-advising/>

## Academic Records

Academic records, to include transcripts, are maintained in the Registrar's Office. Under the provisions of the Family Educational Rights and Privacy Act of 1974, as amended (often referred to as FERPA or the "Buckley Amendment"), students attending a post-secondary educational institution may examine their permanent record maintained by the institution to assure the accuracy of its content.

A charge is assessed for each transcript that is requested. Transcripts may be withheld if the student is not in good financial standing with the University or in default on any federal loan.

## Catalog Requirements

Students must meet the course requirements in the University Catalog for a major or minor in effect when the major or minor is declared; students must meet all other degree requirements of the University Catalog in effect at the time of entry to the university. After an absence of more than two regular semesters (not including summer terms), students must meet the degree requirements of the University *Catalog*, including course requirements for a major or minor, in effect at the time of their re-entry.

## Classification of Students

**Auditors** are students who enroll in a course but earn no academic credit. Participation in class work is at the option of the instructor. A course taken in audit status may not count for credit unless the course is repeated in a different semester. To view audit fees, please see the section in this Catalog on Expenses (p. 24). Prospective students wanting to audit a course should apply using the non-degree seeking application process. For more information, email [admissions@stetson.edu](mailto:admissions@stetson.edu) or call (386) 822-7100.

**Graduate Students** are those admitted to a graduate program and working toward a graduate degree. Graduate students in the School of Business Administration or the College of Arts and Sciences are full-time with 6 credits. To view tuition and fees, go to <http://>

[www.stetson.edu/financial-planning/tuition-and-fees.php](http://www.stetson.edu/financial-planning/tuition-and-fees.php) and click "Tuition and Fees for Graduate Students." Prospective graduate students should apply through the Office of Graduate Admissions. For more information, email [gradadmissions@stetson.edu](mailto:gradadmissions@stetson.edu) or call (386) 822-7100.

**Post Baccalaureate, Post-Master, or Post-Doctoral** students have already completed a degree and are taking courses for credit but are not admitted to a graduate program and are not working toward a degree at Stetson University. Post-Baccalaureate students are billed at the graduate level in regards to tuition and fees. Post-Baccalaureate students who are taking foundation course for the School of Business Administration or graduate level courses in the College of Arts and Sciences should apply using the Post-Baccalaureate application with the Office of Graduate Admissions. For more information, email [gradadmissions@stetson.edu](mailto:gradadmissions@stetson.edu) or call (386) 822-7100. Prospective students taking undergraduate courses as a post-baccalaureate student should apply using the non-degree seeking application process. For more information, email [admissions@stetson.edu](mailto:admissions@stetson.edu) or call (386) 822-7100.

**Second Degree** seeking students are classified as undergraduate students taking courses for credit to earn an additional undergraduate degree from Stetson University are billed at undergraduate tuition rates. To view tuition and fees for undergraduate students, please see the section in this Catalog on Expenses (p. 24). Prospective students wanting to a second bachelor's degree should apply using the transfer application at [www.stetson.edu/apply](http://www.stetson.edu/apply) (<http://www.stetson.edu/apply/>). For more information, email [admissions@stetson.edu](mailto:admissions@stetson.edu) or call (386) 822-7100.

**Transient Students** are those seeking a degree at another college but taking courses at Stetson for a limited time. These students are billed at undergraduate tuition rates. To view tuition and fees, please see the section in this Catalog on Expenses (p. 24). Prospective students wanting to take courses should apply using the non-degree seeking application process. For more information, email [admissions@stetson.edu](mailto:admissions@stetson.edu) or call (386) 822-7100.

**Non-Degree Seeking Students** are those who have no degree and are not seeking a degree but are taking courses for credit. These students are billed at undergraduate tuition rates. To view tuition and fees, please see the section in this Catalog on Expenses (p. 24). Prospective students wanting to take courses should apply using the non-degree seeking application process. For more information, email [admissions@stetson.edu](mailto:admissions@stetson.edu) or call (386) 822-7100.

**Undergraduate Students** are those admitted to an undergraduate degree program. They are full-time students if they carry at least 3 units of class work. Any student taking 3 units or more is charged the full tuition fee. During summer school, full-time is 2 units or more (except for federal and state funded programs). Regular undergraduate students are classified as follows:

0-6.5 Units	First-Year
6.75-14.75 Units	Sophomore
15-22.25 Units	Junior
>22.5 Units	Senior

## Course Evaluations

It is the responsibility of all Stetson University students to complete the official course evaluations for all courses in which they are enrolled. Course evaluations are to be completed within the designated period; for fall and spring semesters, the designated period is the last two weeks of classes, no later than the end of Reading Day.

## Course Exclusion Policy

A student may elect to have one course grade and the credit earned in that course -- or, the course credit attempted, in the case of course failure -- to be excluded from credit toward graduation and from the grade point average (GPA) calculations (cumulative and major, as applicable). An excluded course, with the grade earned, will remain on the transcript and be designated as "E" or "Excluded from GPA."

Although an excluded course will not affect a student's cumulative or major GPA, the grade received and associated credit(s)/unit(s) will be included in the GPA calculation to determine whether the student qualifies for graduation honors. An excluded course may not fulfill any requirement nor will it count toward credits/units needed for graduation. Using a course exclusion may result in a student having to take additional courses to meet graduation requirements.

The Course Exclusion option may not be used for:

- A First-Year Seminar course
- A course taken during the last semester prior to graduation
- A course with an Honor Council sanction that specifically states the Course Exclusion may not be used.

A student choosing to elect the Course Exclusion option must do so through the completion of a Course Exclusion form in the Office of the Registrar. The appropriate dean of the school or college overseeing the student's degree program must approve the request for a course exclusion. A student may declare a course for exclusion after the grade for the course has been posted and no later than the last day of class of their final semester of enrollment at the University. Once submitted, approved, and recorded on the student's record, the course exclusion option is finalized and, therefore, not reversible or transferable to a different course. Click here to access the Course Exclusion Form (<https://www.stetson.edu/administration/registrar/media/Course%20Exclusion%20Aug%2029.pdf>).

## Course Load Policy

Stetson University undergraduates typically carry a semester course load of 4 units (16 credits). All students are allowed a load as high as 4.75 units (19 credits). Once a student has earned 4 units (16 credits) at Stetson, the maximum credit load is determined by the total credits earned and the overall GPA, as shown in the table below:

Total Earned Credits	GPA	Maximum Course Load
0-3.75 Units (0-15 credits)	Any	4.75 Units (19 credits)
4-15.75 Units (16-63 credits)	0-3.49	4.75 Units (19 credits)
	3.5-4.0	5 Units (20 credits)
16-23.75 Units (64-95 credits)	3-3.29	4.75 Units (19 credits)

	3.3-4.0	5 Units (20 credits)
24 or more Units (96 or more credits)	0-1.99	4.75 Units (19 credits)
	2.0-4.0	5 Units (20 credits)

Students must have four or more units earned at Stetson to qualify for a load exceeding 4.75 units.

A course load exceeding the levels shown in the table is called a course overload, and it may be granted to allow a student to pursue an exceptional opportunity. A request for a course overload requires a recommendation from the student's academic adviser, and is made to the student's academic dean.

## Summer Course Load

- Undergraduate students may take up to 2 units at a time.
- The maximum undergraduate student course load for the entire summer is 3 units.
- A student desiring to transfer in more than 10 credits of summer school credit toward a degree at Stetson University in any year must have advance permission from the appropriate academic Dean.

## Course Retake Policy

Students may retake any course, if offered, in which they received a failing grade (F), which they dropped (X or XF), or from which they withdrew (W, WP, or WF). Students may also retake a course that they have used course exclusion on. Students who are planning to retake a course that has been failed or excluded must complete the on-line course retake form prior to registering.

In addition, students are allowed to retake one course, subject to the availability of seats, in which they have earned a passing grade and that they have not used course exclusion on. Only one such retake of a course will be permitted. This option may not be used for First-Year Seminar or Junior Seminar courses. A student who is registered to retake a course may be removed from the course prior to the first day of classes for the semester if there is an urgent need for another student who would be taking the course for the first time. The course must be taken at Stetson University. The credit(s)/unit(s) for the repeated course will count in the student's semester academic load. Upon completion of the repeated course, both grades earned will be listed on the transcript regardless of the repeated course grade being the same, higher, or lower than the first attempt. All credit(s)/unit(s) attempted and all grades earned will count in the student's cumulative GPA calculation and in the GPA calculation for graduation honors. Only the credit earned from one course will count toward required graduation credit(s)/unit(s). This may result in having to take additional courses to meet graduation requirements. Financial aid awards often depend on the number of new credits/units that a student is registered for, so students should discuss any plan to retake a course with Financial Aid. Students who are planning to retake a passed course must complete the on-line course retake form prior to registering.

It is strongly recommended that students only use the option to retake a passed course when they have not sufficiently mastered the skills that are needed for continued success in their academic plan. The GPA calculation that is done when a course is retaken, limits how much earning a higher grade will improve the GPA. Retaking a passed

course may cause added expense or a delay in the completion of the degree.

## Credit Hour Policy

This policy documents Stetson University's compliance with regional and national accrediting guidelines. The university's policy aligns with the SACSCOC (Southern Associate of Colleges and Schools Commission on Colleges) requirement as well as federal regulations defining credit hours as established in Section 600.2, which defines a credit hour as:

1. *One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or*
2. *At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.*

## Credit Hour at Stetson University (undergraduate)

Stetson University undergraduate courses are measured in units. Each unit is equivalent to four credits (or credit hours). Portions of units, such as  $\frac{1}{2}$  unit or  $\frac{1}{4}$  unit, are similarly equivalent to two and one credits, respectively. Clock hour time associated with course units are as follows:

1 unit (4 credits) = no less than 180 clock hours of instruction and student work

$\frac{1}{2}$  unit (2 credits) = no less than 90 clock hours of instruction and student work

$\frac{1}{4}$  unit (1 credit) = no less than 45 clock hours of instruction and student work

One possible application of the 180-clock hour requirement for a 1-unit class could be as follows:

- 42 hours of classroom activities and/or labs (i.e. 3 clock hours per week for 14 weeks), and
- 124 hours of coursework outside of the classroom (to include reading, research, and writing), and
- 14 hours of academic activities associated with the class, such as those listed below:
  - Cultural credit event attendance - concerts, plays, poetry, film, etc.
  - Rehearsals
  - Tutoring, supervised supplemental instruction
  - Colloquia
  - Conference attendance
  - Service learning
  - Field work
  - Class experiments, labs
  - Group projects

- Research presentations, Stetson Undergraduate Research Day
- Field trips
- Community work associated with the class
- Organized student conversations - blogs, chat rooms
- Individual meetings with the instructor

The 180 hours of instruction and student work listed in the example above may be divided differently given the pedagogy most appropriate for a course. Many classes (science courses with labs or music ensembles) have a higher balance of clock hours dedicated to instruction, while other courses (internships, music lessons, independent studies, senior projects and capstone courses) highly value independent work or time off-campus under the direction of a non-faculty supervisor.

## Compliance

New courses are reviewed for compliance with the Credit Hour Policy by the individual school and college curriculum committees, and again by the university policy committees (UCCAP: University Committee on Curriculum and Academic Planning; UGEC: University General Education Committee) prior to their approval. Review for established classes occurs through regular curriculum review in each school or college on a schedule established by the respective dean's office.

## Pass/Fail Policy

Most Stetson University courses award grades at the end of the course. Some courses are offered regularly that are credited on a Pass/Fail basis. In addition, students may elect to take as Pass/Fail two courses that normally award a letter grade of A through F. With the Pass/Fail option, a passing grade (D- or higher) is reported as a P, credit is earned, and the grade has no impact on the GPA, while a failing grade continues to be reported as an F, no credit is earned, and the F is included in the GPA. A student choosing to exercise this option must do so through completion of a Pass/Fail form available on the Registrar's Forms Page (<https://www.stetson.edu/administration/registrar/forms.php>) by the last day of classes. (see the Academic Calendar (<http://www.stetson.edu/administration/registrar/academic-calendars.php>) for the specific date for each semester). No changes to the Pass/Fail election may be made after this established deadline.

The Pass/Fail option may not be used for major, minor, or Foundation courses, or for Junior Seminars. In addition, the Pass/Fail option may be restricted in specific courses, as determined by a College/School or University curriculum committee.

## Placement and Proficiency

### Writing

All students at Stetson University must satisfy the **Writing Requirement**, which consists of **four (4) approved courses**, at least two of which must be from General Education.

Courses eligible to meet the **Writing Requirement** include:

- WE designated courses
- FSEMs
- JSEMs
- Writing Courses\*

Students who expect to receive transfer, dual enrollment, AP, IB, or AICE credit for writing courses may transfer up to two (2) writing courses. The remaining courses must be completed at Stetson.

Note: Some students will be placed in ENGL 100 on the basis of incoming test scores. Students placed in ENGL 100 must complete the course during their first semester at Stetson. ENGL 100 will count as one of the four required courses only if the grade earned is a C or above. Students who do not earn the minimum grade may not count this course toward the writing requirement.

\* Courses whose focus is on the theory and practice of writing.

## Quantitative Reasoning

All students must earn one unit in quantitative reasoning. Many courses in the Mathematics Department satisfy this requirement, as do select courses in other departments. Students should choose a course appropriate to their desired major and career plans, as outlined below. Students may receive credit for courses offered by the Mathematics Department or by receiving a satisfactory score on an AP, IB or AICE exam.

Mathematics courses numbered from 111-119 are designed for students who require a general course in quantitative reasoning (for instance, Bachelor of Arts and Bachelor of Music degrees). Students in Business or the sciences often have additional requirements and should consult with their major advisors on which courses are appropriate.

Some programs of study will require completion of an online placement exam. Scores on this exam will inform placement into specific math courses (MATH 122Q, MATH 130, or MATH 141Q) as well as guide students and their advisors in choosing an appropriate Q course.

Students scoring high enough on appropriate AP, IB or AICE exams may also receive credit for MATH 141Q and/or MATH 142Q. In general, students choosing majors in the School of Business Administration will take MATH 122Q in the freshman or sophomore year. Please note that this course has the following prerequisite: Math Placement Exam score of 11. Students seeking certification for teaching should consult with an advisor in Teacher Education to be certain of the latest State-mandated requirements in mathematics.

## Modern Languages

The Modern Language Department is prepared to evaluate proficiency for French, German, Russian, and Spanish for placement purposes. For other languages, the means for demonstrating proficiency must be arranged by the student and approved by the Department.

All students who have had two or more years of a modern language in high school and wish to study that language at Stetson must take a placement exam. If they have taken four years of that language in high school, they will be placed in a 102 level or above, depending on placement test results. Students with fewer than four years of high school modern language will be placed into an appropriate level of that language based on individual case evaluations of their placement scores and years of previous exposure.

For additional details on placement and credit, contact the Chair of the World Languages and Cultures Department in Sampson Hall.

## Registration

Students are expected to consult the Academic Calendar which is published on the Registrar's webpage for the exact dates for adding or dropping courses each term. Prior to making any changes to their registrations, students should consult with their advisors to ensure that they maintain enrollment in certain required courses and maintain compliance with any other academic and financial aid requirements. Student athletes should ensure that any changes to registration do not affect their NCAA eligibility.

## Adding Courses

Courses may be added online starting during pre-registration and running through the add period at the beginning of the semester. Under rare circumstances, students may request permission to add a course after the close of the add period. Students must obtain a change of registration form from the Registrar's Office and seek approval (signatures) first from the instructor of the course, then from their academic advisor, and finally from their academic dean.

## Dropping Courses

**Students may not drop FSEM 100 or ENGL 100.**

Students who wish to drop all courses without adding others do so by withdrawing from the University. See the section on Withdrawals (p. 423) for details.

Courses dropped after the first day of class carry a financial penalty (see "Important Refund Dates for Fall and Spring" in the Expenses (p. 24) section of this *Catalog*). Students with financial aid may also want to consult with the Office of Financial Aid before requesting permission to drop a course, as some forms of aid require a certain number of credits be earned each semester or academic year. If the credits are not earned, it can result in a reduction or even a loss of financial aid.

Courses may be dropped online starting during pre-registration and running through the end of the add period at the beginning of the semester. They may be dropped using the Add/Drop Form (<https://www.stetson.edu/administration/registrar/forms.php>) up until the deadline for dropping without academic penalty, which occurs two weeks before the end of classes for a full-term fall or spring semester course, and one week before the end of classes for half-term or summer courses. (See the Academic Calendar for specific dates for each semester). The form requires the signature of the student's advisor. Courses dropped prior to that deadline will not affect the student's GPA and will not appear on the student's transcripts.

## Cancellation of Registration

A student's registration for a given period of enrollment may be canceled only if the student has not participated in any academically-related activity during the period of enrollment being considered and the date of cancellation is prior to the last day to drop a course without financial penalty. Academically-related activity includes, but is not limited to, attendance at a class, tutorial, lesson, exam, study group related to a course for which the student is registered, or computer assisted instruction. Registered students participating in any academically-related activity during a period of enrollment may withdraw from the University in accordance with the established

withdrawal policy. The appropriate academic Dean is the final authority on granting cancellation status.

## Pre-Registration

- New students register prior to the start of orientation.
- Current students register a few weeks after mid-term for the courses they will take during the next semester. The order of registration is determined by the student's classification as a senior, junior, etc. based on the total credits earned to that date.
- Late Registration Fee - The timeliness of registration is important for the effective and efficient planning of all academic programs. A late registration fee will be charged to all currently enrolled undergraduate students who have not registered for the next academic semester by 4:30 pm on the last day of classes in any regular semester (fall for spring; spring for summer/fall). Please check the academic calendar to verify these dates. This fee will be in the amount of \$100.00. This fee will not be charged to students who could not register due to student account holds. Students who have not registered for their courses by the deadline will have a registration hold placed on their account and will be able to register only when the hold has been removed by the Bursar's office.
- First-year students with earned credits of 0-26 must have permission from the academic Dean to enroll in 300- and 400-level courses.

## Undergraduate versus Graduate level courses

Graduate courses are not open to undergraduates.

## Student Responsibility

It is the student's responsibility, with the assistance of a Faculty Advisor and the staff of Academic Success, to understand all requirements for the degree the student is pursuing, the progress the student is making toward earning that degree, and all relevant academic policies and deadlines. There are many resources available for assisting the development of that understanding, including this Catalog, the degree audit (available through the student's myStetson account at <http://my.stetson.edu>), and the staff of the Registrar's Office.

Students are expected to track their progress toward fulfilling all degree requirements through the online degree audit available at <http://my.stetson.edu> and to develop a plan for future semesters that ensures that all graduation requirements will be satisfied in a timely manner. They should promptly bring any questions to their faculty advisors and the Office of the Registrar.

## Transfer

### Transfer of Credits

### University Policies

- No transfer credit shall be given for courses taken at another institution during a term in which a degree-seeking student is enrolled at Stetson, excluding summer term.
- For traditional undergraduate degrees, Stetson University accepts credits from regionally accredited institutions.

- Transfer credits are awarded only for courses 1) which are equivalent to a Stetson offering and 2) in which the student has earned a grade of C (not C-) or better.
- A maximum of 64 credits may be transferred from other institutions or awarded on the basis of college courses or examinations.
- Students with transfer credits must complete all University requirements for their degrees and must earn at least one half of the credits required in their major and minor (if applicable) in courses taken at Stetson.
- Depending on the specific Stetson University degree program, transfer credits may be used to fulfill requirements in General Education, electives, the major, or a minor. Transferred courses are converted at the rate of 0.25 unit for every credit hour toward the 32 units required for graduation (e.g., a 3-credit course transfers as 0.75 unit). A 0.75-unit transfer course may be used to satisfy a one-unit requirement, resulting in the student needing to complete an additional 0.25 units in general electives.
- Academic departments and Deans will determine whether credits are applicable for specific degree programs.
- Courses completed at the 100/200 level elsewhere may not be used to complete advanced requirements (300/400 level) at Stetson.
- Students who have completed their high school degrees through dual enrollment are considered “first time in college” students and are subject to those expectations.
- Students who are “first time in college” or transfer to Stetson with fewer than 24 credits must complete a First-Year Seminar.
- All students, regardless of transferred credits, must complete a Junior Seminar at Stetson.
- Up to two writing courses can be transferred to meet the Writing Requirement. Each student must complete at least four writing or writing enhanced (WE) courses to complete the University Writing Requirement. At least two of these courses must be from General Education. Based upon Admissions application information, students may be placed in ENGL 100; ENGL 100 will count toward the Writing requirement if completed with a minimum grade of C.
- Courses taken through Stetson’s Study Abroad program are treated as if they were taken at Stetson; they are not counted as transfer courses. Credits and grades transfer and do impact GPA.
- Transfer rules apply to any Study Abroad course(s) taken through non-Stetson programs.
- A student desiring to transfer in more than 10 credits of summer school credit toward a degree at Stetson University in any year must have advance permission from the appropriate academic Dean.

## College/School Policies

Beyond the University policies, each College or School has specific guidelines for transfer credit:

- *The College of Arts & Sciences* The College of Arts & Sciences allows a maximum of 3 transferred courses (up to 12 credits) to be used for the 10-12 courses required for a major. This limit does not apply to courses listed as collateral requirements for the major. No more than 3 transferred courses (up to 12 credits) from a single discipline may be used to meet General Education requirements. To complete the Modern Language category in General Education, the student must successfully complete a language course at Stetson at the 102 or higher level.

- *The School of Business Administration* allows a maximum of 2 transferred courses (up to 8 credits) to be used to meet major requirements.
- *The School of Music* allows transfer credit for coursework required in the major (the music core or courses unique to a particular curriculum offered by the School of Music) based upon placement examination upon entry, portfolio review, and/or interview with the Dean of the School.

## Pre-College Credit and Transfer Policies

The Registrar of the University will, in consultation with the appropriate faculty, examine official transcripts from appropriately accredited institutions. The Registrar will also determine any allowable pre-college credit, including credit by AP, IB, AICE or other examination or through “dual enrollment,” using guidelines published on the Registrar’s webpage. A copy of the evaluation of credit eligible for transfer will be mailed to the student after admission to the University has been granted.

## Advanced Placement

Stetson University allows a maximum of 11.25 units (45 credits) to be awarded on the basis of approved pre-college Advanced Placement (<http://www.stetson.edu/administration/registrar/aice-ap-ib-credits.php>) examinations. Credit is not awarded in the same subject for two examinations (such as AP, IB and AICE).

## International Baccalaureate

Stetson University recognizes the achievement of students who have successfully completed rigorous pre-college courses through the International Baccalaureate Program (<http://www.stetson.edu/administration/registrar/aice-ap-ib-credits.php>). Students earning the IB Diploma with 30 or more total points will be granted sophomore status and guaranteed 7 course units or 28 academic credits determined on the basis of their IB scores. Students earning the IB Diploma with 24-29 points may earn course units for both Standard and Higher Level examinations with a score of 5 or higher. Students who have not earned the IB Diploma may earn course units for scores of 5 and above on individual Higher Level examinations. See our Registrar’s page for specific credit allocations. In general, a score of 5 on a Higher Level exam earns 1 unit (4 credits); scores of 6 or 7 earn 2 units (8 credits) in some disciplines. Scores on individual Standard Level examinations, absent the IB Diploma, are not eligible for credit, but are valuable to faculty advisors in determining appropriate placement in Stetson courses. Stetson allows a maximum of 11.25 units (45 credits) to be awarded on the basis of approved pre-college examinations. Credit is not awarded in the same subject for two examinations (such as AP, IB and AICE).

## Cambridge AICE

Stetson University recognizes the achievement of students who have successfully completed rigorous pre-college courses through the Cambridge Advanced International Certificate of Education (AICE) Diploma (<http://www.stetson.edu/administration/registrar/aice-ap-ib-credits.php>) program. Students earning an AICE Diploma with “Distinction” will be granted sophomore status and guaranteed 7 course units or 28 academic credits determined on the basis of their examination scores. Students earning the AICE Diploma with “Merit” may earn course units for both Advanced Subsidiary (AS) Level and Advanced (A) Level examinations with an AICE score of C or higher.

See our Registrar's page for specific credit allocations. In general, a score of C on an Advanced Level exam earns 1 unit (4 credits); scores of B or A earn 2 units (8 credits) in some disciplines; and a score of C or higher on an Advanced Subsidiary Level exam earns 1 unit (4 credits). Students who take AS and A Level exams in the same subject area may only receive credit for a single exam. Students who have not earned the AICE Diploma at the level of "Merit" or "Distinction" may earn course units for scores of C and above on individual Advanced Level examinations. See our Registrar's page for specific credit allocations. Scores on individual Advanced Subsidiary Level examinations, absent the AICE awarding of "Merit" or "Distinction," are not eligible for credit, but are valuable to faculty advisors in determining appropriate placement in Stetson courses. Stetson welcomes students who have taken the "Global Perspectives and Research Report" (GPR) curriculum from Cambridge. The independence of thought, critical thinking, and research and inquiry skills that are developed in the GPR curriculum are highly valued components of a Stetson education. Credit will be awarded on an individual basis for the AICE score on the GPR report. Stetson allows a maximum of 11.25 units (45 credits) to be awarded on the basis of approved pre-college examinations. Credit is not awarded in the same subject for two examinations (such as AP, IB and AICE).

## CLEP

For matriculation in Stetson's core undergraduate programs, Stetson does not award credit for College Level Examination Program (CLEP) tests. Strong performance on CLEP tests, however, may lead to waivers and placement in more advanced courses.

## Departmental Exemption Tests

Departmental exemption examinations are offered periodically in several basic areas, as are placement tests in modern languages. Information about these exemption tests may be obtained from departmental offices or Deans' offices.

## Articulation Agreements with Florida Community Colleges

Stetson University's academic programs are rigorous and challenging, requiring at least a "C" (2.0) average overall and in the major. The University General Education Requirements vary slightly by program and are detailed in the Stetson *Catalog*.

Students with an earned Associate of Arts degree from a Florida community college or state college may receive up to 64 credits at Stetson University from credits earned elsewhere. Stetson does not award credit for College Level Examination Program (CLEP). Transfer students entering Stetson with an A.A. will be required to take a Junior Seminar course and demonstrate essential competency for the Writing Requirement. In order to receive a diploma from Stetson University, all students must complete at least 50% of their coursework at Stetson University.

## Transient

Transient students are students who choose to take courses away from Stetson for a particular term, usually summer and transfer the course(s) back to Stetson.

Stetson students who choose to take courses away from Stetson must adhere to the transfer policies currently in place. They may include, but are not limited to:

- A minimum of 6 of the last 8 units used to satisfy course or unit requirements for the degree must be completed at Stetson University. Transfer policies apply to any units not taken at Stetson, including the expectation that students use the Transient Student form to get pre-approval for the transfer of courses.
- Credit will be allowed only for those courses in which the student has earned a grade of 'C' (not 'C-') or better and which are equivalent to courses offered at Stetson University.
- Students may not receive more than 10 credits in the summer without prior approval of their Academic Dean.
- Courses completed at the 100- or 200- level elsewhere may not be used to complete 300- or 400- level requirements at Stetson.
- A transient form should be completed in order to determine eligibility for the course to transfer back to Stetson.
- Department Chair approval is required for courses taken as a transient student to transfer back toward the major.
- An Official Transcript must be sent to the Registrar's Office upon completion of the course in order to receive credit.

## Withdrawals

### Academic Withdrawal

If an enrolled student wishes to withdraw from the University, dropping all courses and leaving campus, they must comply with the withdrawal process described below. The policy for dropping an individual course is described elsewhere in the *Catalog*. (See Dropping Courses (p. 421)).

A grade of F is recorded for all courses when a student stops attending or engaging online without prior approved withdrawal.

### Medical Withdrawal

Students seeking a medical withdrawal should contact the office of the Dean of Students Office, CUB 205, which serves as administrator of medical withdrawals for all students. Students must provide documentation from a medical or mental health care provider of continued care and need for a medical withdrawal. This documentation is subject to the approval of the Dean of Students. Students who are granted medical withdrawal will receive a grade of "W" assigned for each course. No credit is earned and the grade point average is not affected. Medical withdrawals have no effect on the student account balance other than the normal withdrawal policies stated under Student Withdrawal and Dropped Courses (p. 24). The medical withdrawal packet is available in the Dean of Students Office (CUB 205) or available online. Except for unusual circumstances, the decision will ordinarily be communicated within 7 business days.

Individuals wishing to return to Stetson University following a medical withdrawal must submit a re-entry form which can be found here:

<https://catalog.stetson.edu/undergraduate/student-policy/records-grades-registration/withdrawals/>.

The student requesting to return must submit documentation from a medical or mental health care provider outlining the treatment received while away from the university including an assessment of readiness to return to Stetson. This information is subject to approval by the



Dean of Students. The decision regarding re-entry will be based on an individualized assessment of the student's readiness to resume studies and be a successful member of the campus community, with or without a reasonable accommodation. If re-entry is granted following a medical withdrawal, students may be subject to specific, personalized conditions of return, including, but not limited to, a behavioral agreement. Requests for re-entry should be submitted no less than two weeks prior to the start of the semester for which the student is seeking re-entry. Except for unusual circumstances, the decision will ordinarily be communicated within 7 business days.

Students may appeal a decision on a medical withdrawal or request for re-entry from medical withdrawal through the Vice President of Campus Life and Student Success who will hear and decide upon the appeal provided there is a legitimate basis for it. Not being satisfied with the result of the process is not sufficient grounds to appeal. Appeals must be on the grounds that one of the following has occurred: a) new information has been obtained, or b) it is believed the proper process was not followed. Appeal requests must be submitted by the student through e-mail within three (3) business days of delivery of the decision. A formal outcome letter will be sent to the student, except for unusual circumstances, within 7 business days. The decision will be final.

### **Official Withdrawal Procedures:**

- The withdrawal process must be completed by the last day of classes (before final exams) of the semester in which the student wants to withdraw.
- The withdrawal process is initiated with the Withdrawal Form on the Registrar's Forms Page (<https://www.stetson.edu/administration/registrar/forms.php>) and must be approved by Financial Aid, Residential Living and Learning (if applicable). Once initiated, the withdrawal process must be completed within seven calendar days. No Withdrawal Forms will be accepted after 4:30 p.m. on the last day to officially withdraw during that semester.
- When a student completes the withdrawal process a grade of "W" will be assigned for each course
- Students wishing to return to Stetson University following a Withdrawal can do so through <http://www.stetson.edu/administration/admissions/apply> (<http://www.stetson.edu/administration/admissions/apply/>)
- Students are responsible for communicating with the Office of Student Financial Planning to see how their withdrawal will affect their financial aid. At different points in the academic semester, the impact will vary. Based on the same percentage and date ranges as tuition and fees, the university will refund a portion of the student's housing payment that is calculated according to the date of official withdrawal or official check-out from the assignment, whichever is later. See Student Withdrawal and Dropped Courses (p. 24) elsewhere in this catalog.

# Student Conduct and Community Standards

## Community Standards

In any society, large or small, there must be certain rules established to support the safety, rights, and freedom of all in the community. This is true of Stetson University, a community that acknowledges the existence of both rights and responsibilities and is dedicated to personal and academic excellence. Community members are individually and collectively responsible for their behavior and fully accountable for their actions.

Any student, professional staff, or faculty may submit to the Office of Community Standards a report about any student believed to be in violation of any University regulation concerned with personal behavior, academic honesty, traffic and security, or residence hall policy. Reports may be submitted at [stetson.edu/reportit](http://stetson.edu/reportit) (<http://stetson.edu/reportit/>). Students found in violation of the University's established policies or Student Code of Community Standards face varying degrees of disciplinary and educational sanctions. Student Conduct procedures of the University are explained in detail in the Student Code of Community Standards. The Office of Community Standards administers the University's student conduct proceedings. This office is located in the Carlton Union Building, room 207.

You can view the Student Code of Community Standards by going to [www.stetson.edu/administration/community-standards/code-of-community-standards.php](http://www.stetson.edu/administration/community-standards/code-of-community-standards.php) (<http://www.stetson.edu/administration/community-standards/code-of-community-standards.php>).

## Student Organizations

Student organizations are also held to high standards of conduct. You can view the complete manual on the guidelines and policies for registered student organizations by going to [www.stetson.edu/administration/vibrancy/orgs/org-manual.php](http://www.stetson.edu/administration/vibrancy/orgs/org-manual.php) (<http://www.stetson.edu/administration/vibrancy/orgs/org-manual.php>).

## Honor Council System

The Honor System Council, composed of students, administers the Honor System. Its primary tasks are to educate the campus community regarding issues of academic integrity and to serve as a peer hearing board in cases of alleged academic dishonesty.

For information on the undergraduate Honor System, please visit [www.stetson.edu/other/honor-system/](http://www.stetson.edu/other/honor-system/) (<http://www.stetson.edu/other/honor-system/>).

## Residential Living and Learning

Stetson University prides itself on being a residential university. The University is concerned not only with the formal education of its students, but also with their total development as persons. This effort toward personal growth and development is realized largely through the residential living experience. Approximately 2,100 undergraduate students reside on campus in university facilities. Graduate students may be housed if space is available. We do not offer any family housing at this time.

The Department of Residential Living and Learning (RLL), located in University Hall, is committed to providing a healthy, inclusive, and safe environment that supports the growth and development of all students. Programs and activities within the residential areas attempt to extend students' learning outside of the classroom and promote their responsibility of being members of the community in which Stetson students live. Members of Residential Living and Learning have been specifically trained to provide an environment on campus where students may feel welcomed and supported in their academic endeavors.

Therefore the University maintains a three-year residency requirement for all undergraduate students, including transfers and international students. However, new incoming transfer students who enter Stetson with 30 or more credit hours may be exempted from the Requirement.

To be exempt from residency requirement, all students must submit the Residency Exemption Request and receive approval from the Residential Living and Learning (RLL) staff. The form can be accessed on students' home page of Housing Central (RLL software). The exemptions are based the student's status in one or more of the identified categories by August 1st prior to the beginning of the academic year. These are explained in greater detail in the Residency Requirement listed below.

Residential students are responsible for policies and information found in the Guide to Residential Living (<http://www.stetson.edu/administration/housing/landing-guide.php>).

### University Residency Requirement

Stetson University has a three-year residency requirement for all undergraduate students (incoming, current, transfers and international).

However, there are exceptions to the residency requirement. If you meet any one or more of these exceptions, you may complete the Residency Exemption Request form provided by Residential Living and Learning:

- The student has earned 22.5 units (90 credits) or more by August 1 prior to the beginning of the academic year.
- Incoming new transfer student with 30 or more credit hours.
- The student is married or is in a same-sex domestic partnership by August 1 (documentation required).
- The student is 22 years of age or older by August 1.
- The student resides with immediate family (defined as parent(s), grandparent(s), guardian(s) or sibling(s) not also enrolled at Stetson University) within the approved 45 mile proximity to the campus. Proof of residency is required.
- The student can present compelling and extenuating circumstances as to why living on campus will be detrimental to their overall academic success.

Once the request is submitted, it will be reviewed by the staff within Residential Living and Learning. The final decision will be communicated to the student via their Stetson email. Students who do not adhere to the University Residency Requirement by not receiving prior approval to living off-campus and fail to physically occupy their rooms as determined by the RLL staff and remain enrolled at the University will be considered as failing to comply with the Residency Requirement and may be subject to both financial and disciplinary consequences.

## Other Policies

Health Services (p. 427)

Hollis Center Policies (p. 427)

Immunization Record/Insurance Policy (p. 429)

Parking and Safety (p. 429)

Animal Policy (p. 432)

Religious Observation Policy (p. 430)

Tobacco Use Policy (p. 431)

Weapons Policy (p. 432)

## Health Services

Stetson Health Service, a partnership between Stetson University and Advent Health Medical Group, is the on-campus resource for non-emergency health care needs. The mission of Stetson Health Service (SHS) is to promote optimal health and wellness, disease prevention, and high quality health care that is appropriate, affordable, inclusive, and accessible. SHS strives to empower students to be self-directed and well informed. SHS provides outpatient primary care, which includes sick/injured office visits, physical exams, sexual health exams for men and women, health and wellness education, limited immunizations, limited on-site testing, specialist referrals, and limited medication dispensing services. The professional staff includes a physician, a certified physician assistant, a registered nurse, a medical assistant and administrative support staff. All currently enrolled Stetson students and Stetson employees are eligible to receive medical services at SHS. All students are expected to have health insurance. Please see the Immunization Records/Insurance Policy (p. 429) section of this Catalog for more information about student insurance. Insurance will be billed for services and copays may apply. Appointments are required. All medical information is confidential and may not be released without written permission of the student or according to Florida statutes.

## Hollis Center Policies

### Hollis Center General Policies:

- It is required that all Stetson students/faculty/staff/alumni provide their Stetson University Identification Card to gain access to the Hollis Center facilities as well as all Wellness & Recreation programs.
- All Wellness & Recreation staff are fully authorized to deny entrance to the Hollis Center in the event someone does not present a valid ID.
- The Hollis Center Risk Acknowledgement Waiver form must be completed prior to first time use.
- Users must be 16 years of age or older, unless accompanied by an adult, and must provide proof of age upon request.
- Shirt and shoes must be worn at all times in the building, except the pool deck and locker rooms (see specific guidelines in all activity areas).

- Facility users, with or without compensation, other than Department Staff, are not permitted to provide instruction, and/or coaching without prior written approval from the Director of Wellness & Recreation.
- Abusive language and/or actions toward a staff person or fellow members may result in loss of privileges and/or suspension from the facility.
- Alcoholic beverages, weapons, smoking, and tobacco use of any type are not permitted in the Hollis Center.
- Eating and drinking are permitted only in designated areas.
- Personal music players are not permitted unless used with headphones.
- The utilization of bicycles, in-line skates, skateshoes, or skateboards is not allowed inside the Hollis Center.
- Animals are not allowed in the facility or pool areas unless they are specially trained to aid in the mobility of their owners.
- The department is not responsible for lost or stolen items.
- Wireless phone use is not permitted in workout areas or locker rooms.
- The Hollis Center does not allow photographs or videotaping in the facility, without prior approval from the Department of Wellness & Recreation.
- The Wellness & Recreation Department reserves the right to restrict and/or refuse admittance to its facilities and programs. All University and Departmental policies and procedures must be complied with including those for each area at all times. These rules are available upon request.
- All Hollis Center users are expected to be responsible, courteous, and safety conscious at all times. Users who disregard policy will be asked to leave the facility and may be suspended from use of the Hollis Center

### Hollis Center Fitness Spaces:

All participants are asked to follow the guidelines outlined in the policy below when using any fitness space in the facility, including, but not limited to the weight and cardio rooms, aerobic studio, spin studio, and Rinker Fieldhouse.

- Users must be 17 years of age or older and must provide proof of age upon request.

- All users are expected to aid in the cleanliness of the facility and wipe off equipment after use.
- Appropriate workout clothes and athletic shoes must be worn in the Fitness Room. Shirts should cover the entirety of the torso. Dress shoes or cleats are not permitted. Sandals, bare feet, and only socks/stocking feet are not permitted.
- User time on each piece of equipment is limited to thirty (30) minutes when someone is waiting.
- Users must return bars/weights/pins to proper place/rack after use.
- Weight belts are not permitted on exercise equipment where the belt buckles make contact with the upholstery.
- Personal property such as books and backpacks should be stored in the lockers provided. Personal items may not be taken onto the Fitness Space floors.
- Users work out at their own risk. If you have questions about the use of any piece of equipment, please ask a staff member for assistance.

## Hollis Center Pool Rules:

- Users must be 16 years of age or older, unless accompanied by an adult
- Appropriate swim attire must be worn in the pool. Jeans and/or non-swim clothes are not permitted.
- No running or diving.
- Disorderly conduct and disruptive behavior (dunking, fighting, profanity, etc.) will not be tolerated at any time.
- No spitting in water, blowing nose, or discharging bodily waste into pool.
- Towels and slippers must be used when exiting the pool area.
- Swimmers must leave pool upon lifeguard request (i.e. inclement weather or other hazard).
- All lounge furniture must remain on deck area.
- Food and drinks are not permitted except for beverages in closed containers.
- Animals are not allowed on the pool deck or in the pool unless they are specially trained to aid in the mobility of their owners.
- Users must be fully clothed before re-entering the Hollis Center.
- All Hollis Center users are expected to be responsible, courteous, and safety conscious at all times. Users who disregard policy will be asked to leave the facility.

## Eligible Users

It is required that all Stetson students/faculty/staff/alumni provide their Stetson University Identification Card to gain access to the Hollis Center facilities as well as all Wellness & Recreation programs. All Wellness & Recreation staff are fully authorized to deny entrance to the Hollis Center in the event someone does not present a valid ID. Misuse of ID's to gain access to the facility is considered fraud. Wellness & Recreation staff will confiscate misused or invalid IDs and may ask the person(s) to leave the facility. Misuse of IDs may also result in loss of privileges and may result in notification of the Office of Community Standards.

Eligible users include:

- Current Stetson students, alumni, faculty, staff, or employee dependents

- Stetson Alumni may use the Hollis Center by obtaining a current ID card from the Alumni Office at 386-822-7480.
- Guests must be accompanied by a student, alumnus, faculty or staff member at all times. Guests must exchange a valid photo ID for a guest card and sign in at the Hollis Center information desk. The number of users admitted to the facility may be restricted, based on facility demand.

All Hollis Center users and guests must sign a waiver before using the facility.

## Conduct of Hollis Center Users

All Hollis Center users are expected to be responsible, courteous, and safety conscious at all times. Users are expected to be respectful to other facility users and employees and to follow the rules, policies, and safety instructions outlined by Wellness & Recreation. Vulgar, obscene, derogatory, or demeaning language or behavior will not be tolerated in the Hollis Center. Users who disregard policy or engage in behavior/actions that might damage equipment or facilities, or be deemed hazardous to other participants may lose privileges as determined by a Wellness & Recreation professional staff member.

## Alumni Card Information

The Alumni Card provides use of the Hollis Center pool and fitness facilities, use of the library, including checkout privileges, and discounts for School of Music concerts and Theatre Arts performances. ID fees are \$75 annually for a single membership; \$140 annually for a family membership (up to four family members). Additional members are \$35 each.

ID Cards are available for purchase at the Meadows Alumni House, 217 E. Michigan Ave., DeLand. The first \$75 of your ID purchase (the single membership price) can be deducted from your taxes as a charitable contribution. Contact the Alumni Office at 386-822-7480 for further information.

## Hollis Center Guests

- All guests must be accompanied by a student, alumnus, faculty or staff member.
- Guests must check in at the information desk in the lobby, present a photo ID, sign a waiver, and be issued a guest card.
- The guest card is for use within the Hollis Center. The card is not applicable for other University facilities or programs.
- Hollis Center users must be 16 years of age or older, unless accompanied by an adult, and must provide proof of age on request.
- Students, alumni, faculty or staff are responsible for the conduct and actions of their guests and must accompany them at all times.
- A student, alumnus, faculty or staff member may bring a maximum of three (3) guests at one time. Dependents are not permitted to bring guests.
- Guests may not check out equipment. Students, alumni, faculty or staff must check out and be responsible for equipment used by their guests.
- Individuals seeking admittance to the Hollis Center may not solicit members to sponsor them as a guest.
- Hollis Center staff reserves the right to refuse admittance to a guest.

## Immunization Record/Insurance Policy

Prior to registration, all undergraduate students must complete a health history form including documentation of immunizations for measles, mumps and rubella. Florida law requires that all students living in campus housing must have had the Hepatitis B and Meningitis vaccines or sign a waiver stating that they have read the information provided and choose to decline these vaccinations.

All students enrolled at Stetson University are expected to have adequate health insurance to cover them while attending the University. If you are already insured under your parent's plan or another health plan, please check with your insurance company or agent to make sure that your current plan will provide you with coverage in the Stetson/Central Florida area. Some plans are only applicable in the state in which you reside. If you do not already have coverage to use when you begin attending Stetson University, please check our Student Insurance website or the National Healthcare Marketplace to find out what insurance plan options are available to you. The websites for these options are:

Student Insurance: <http://www.stetson.edu/administration/health-service/insurance-information/> (or see Stetson website under "Insurance, Student" in the A-Z Search)

National Health Insurance Marketplace: <https://www.healthcare.gov/>

International Students: Please see Insurance requirements under the International Students (<http://catalog.stetson.edu/undergraduate/general-information/admissions/international-students/>) section of this Catalog.

## Parking and Safety

### Vehicle Regulations

The person to whom a vehicle is registered is held fully responsible for any violation involving the vehicle, even if another person was using the vehicle at the time of the violation. It is the responsibility of the registrant to explain the applicable regulations to anyone who may be operating their vehicle.

Repeated violations of parking and traffic regulations may result in appropriate judicial action, including, but not necessarily limited to, revocation of driving privileges on university property.

Lack of familiarity with the traffic/parking regulations does not constitute a defense for failure to comply with any of the regulations.

Parking permits are non-transferable from one individual to another or from one vehicle to another.

All parking and traffic fines must be paid prior to the release of school records, diplomas, certificates, or before a student can register for classes or activate preregistration schedules.

Vehicles may not be left on Stetson University property during summer break. Abandoned vehicles will be towed away (at the owner's expense) to the hired towing company's impound facility.

Stetson University assumes no liability for damage to or theft of any vehicle or its contents and for any injury or death of anyone

involved in a vehicular accident while on Stetson University property. Stetson University will not be held liable for damage to vehicles as a consequence of any natural disaster or act of God, including but not limited to: falling trees, tree limbs, utility poles, signs, fences, etc.

### Proper Display of Parking Permits

Permits are required to be displayed on either the driver's side, rear bumper or the exterior of the lower left (driver's side) rear window. The following exceptions are permitted:

- For convertible vehicles, the parking permit may be displayed on the driver's side of the front windshield.
- Motorcycle and moped permits must be displayed, in a visible manner, on the front fork of the motorcycle or moped.

All permits must be clearly visible and properly affixed using the adhesive provided. Affixing the permit in any other manner than with the adhesive provided will result in a non-compliance citation. Permits are non-transferable and must be displayed only on the vehicle for which they are registered.

### Regulations for Student Employees

Registered students who also work on campus must obey the parking requirements of their specific permit. Preferential permits are not issued to allow students to park closer to their places of employment.

### Tow-Away Process

All vehicles are subject to being towed from university property when:

- The vehicle is parked in a fire lane.
- The vehicle is parked in a handicapped parking space without a permit.
- The vehicle is parked in a restricted space marked as a tow away zone.
- The vehicle is parked in such a manner as to create a hazard to other traffic, or it is blocking a roadway or gate.
- The registered owner has been warned via email that they have had numerous parking citations and any additional offenses will result in their vehicle being towed.
- The owner of the vehicle fails to register the vehicle and has already received four citations for non-registration.

If your vehicle has been towed, you are responsible for payment to the towing company for the towing fee and any additional storage fees.

### Parking Violations

The person to whom a vehicle is registered is held fully responsible for any violation involving the vehicle, even if another person was using the vehicle at the time of the violation. It is the responsibility of the registrant to explain the applicable regulations to anyone who may be operating their vehicle.

Repeated violations of these parking and traffic regulations may result in appropriate judicial action, including, but not necessarily limited to, revocation of driving privileges on university property.

Lack of familiarity with the traffic/parking regulations does not constitute a defense for failure to comply with any of the regulations.

Parking permits are non-transferable from one individual to another or from one vehicle to another.

All parking and traffic fines must be paid prior to the release of school records, diplomas, certificates, or before a student can register for classes or activate preregistration schedules.

Vehicles may not be left on Stetson University property during summer break. Abandoned vehicles will be towed away (at the owner's expense) to the hired towing company's impound facility.

## Prerequisites for Vehicle Registration

The applicant and the vehicle must meet all legal requirements for operation within the State of Florida. At the time of registration, you must present your:

- Driver's license
- Student ID

The following requirements must also be met:

1. The vehicle must be owned or leased by you or a member of your immediate family.
2. A completed vehicle registration form must be submitted at the time the permit is received. The make, model, year, license tag number, state and applicant's driver's license are required to register vehicles with the university.

## Steps to Register a Vehicle

1. Go to your MyStetson webpage and click on the Student section.
2. Open the Vehicle Registration page in the Forms section and fill out the vehicle registration request form.
3. Bring your Student ID to Public Safety at 405 North Amelia Avenue (<https://www.google.com/maps/place/405+N+Amelia+Ave/@29.03389,-81.299138,17z/data=!3m1!4b1!4m2!3m1!1s0x88e71b79a9a44db5:0x1abd1ed08f7a2e0b/>) to receive your decal

## Fees

Vehicle registration fees are \$100.00 for students.

Student parking permits are valid for one year and expire on August 15. All parking fees/fines are attached to each individual person's account and must be paid at the Office of Student Accounts in the Welcome Center. Residential students who change halls during the academic year must obtain a new parking permit if they change zones. In this case, there is no charge for a new permit.

## Replacement Parking Permits

Additional or replacement parking permits are available for a fee of \$100.00.

## Temporary Parking Permits

If you will have a vehicle on campus for a period of fewer than 14 days, you can obtain a temporary permit from the Office of Public Safety at no charge. This service applies to substitute vehicles when yours is being repaired, a parent's vehicle that was loaned to you at the beginning or end of the term and other, similar circumstances.

## BICYCLES

### Registration

Bicycles do not have to be registered with the Office of Public Safety but it is recommended you do so to aid in the recovery of a lost or stolen bicycle. This service is free and only requires you to fill out a registration card with your contact information, make and model of your bicycle along with the serial number. Public Safety will provide you with a decal to be placed on the frame of your bike.

### Regulations

For regulations concerning bicycles, please refer to the Rules and Regulations (<http://www.stetson.edu/administration/public-safety/parking/rules-and-regulations.php>) page.

### Bicycle Security

**All riders of bicycles are encouraged to take the following precautions in order to protect their property:**

- Always lock your bike. Use a high-security ULock as cables may be cut!
- Engrave your driver's license number or Stetson ID number onto the bike frame. Engravers are available for use at the Office of Public Safety.
- When you leave campus for extended periods, make certain your bike is safely stored or take it with you, and always park your bike in designated areas.

### Motorcycles and Mopeds

- Motorcycles and mopeds require a parking permit and may park in any standard space within their appropriate zone.
- Motorcycles and mopeds may not be driven on walkways or landscaped areas. They may not be parked on porches, walkways, landscaped areas or any other area not designated above.

### Safety

Stetson University's Public Safety is committed to providing the campus community with a safe environment, allowing for an enjoyable experience for our students, faculty and staff. We operate 24 hours a day, seven days a week all year round. Please visit our Public Safety (<https://www.stetson.edu/portal/public-safety/>) website for information on our staff, services, preparedness, prevention, vehicle registration, and Clery compliance.

## Religious Observation Policy

At Stetson, individual faculty members establish attendance policies to support academic excellence in their courses. Stetson also supports participation in and observance of religious and spiritual practices and endeavors to make reasonable accommodation to make such participation possible. The impact on academic excellence is always the central concern of any accommodation. Students who must miss classes for religious observances are expected to discuss these absences with the instructor in advance.

## Policy for Requesting Accommodation of Absences for Religious Spiritual Reasons

Students are permitted by Stetson University policy to be absent from class to observe an established religious/spiritual holiday or observance. This policy reflects the University's commitment to supporting our inclusive community and the fullest development of our students, including their understanding of religious or spiritual beliefs and practice. Accordingly, the University has established procedures to be followed by students for notifying their instructors of an absence necessitated by the observance of a religious holiday.

Students who must miss classes to observe a specified religious/spiritual holiday or observance are expected to make prior arrangements with their instructors. Typically, this will mean an agreement to complete work in advance or soon after the absence.

Given the time limitations for completing end-of-semester assignments or making up missed final examinations, this procedure cannot be used during the **final exam period**. All students are expected to take final examinations at the scheduled times and to complete end-of-semester work by the deadlines set by the instructor.

## Tobacco Use Policy

### I. Introduction and Scope

Stetson University has a vital interest in maintaining a safe and healthy environment for our students, employees, alumni and visitors. Research findings show that use of tobacco products constitutes a significant health hazard. The health care and health education programs of the University perform an important function by demonstrating and promoting healthy lifestyles through activities such as curtailment of the use of tobacco products. In addition, tobacco use is a serious safety concern and has been specifically listed as a contributing factor in a number of university facility fires across the nation, many of which have resulted in fatalities or major damage.

Effective August 1, 2014, Stetson University's residential campuses will be designated tobacco/smoke-free. The policy applies twenty-four (24) hours a day, seven (7) days a week.

### II. Definitions

A. "Smoking" means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, or pipe or any other lighted or heated tobacco or plant product, including marijuana, intended for inhalation in any manner or form. "Smoking" also includes the use of an e-cigarette that creates a vapor, in any manner or in any form, or the use of any oral smoking device for the purpose of circumventing the prohibition of smoking in this Policy.

B. "Tobacco Products" means all forms of tobacco, including but not limited to cigarettes, cigars, pipes, water pipes (hookah), e-cigarettes (any device intended to simulate smoking), and the variety of smokeless tobacco products.

C. "Members of the University community" include its faculty, staff, students, volunteers, customers, and visitors.

### III. Policy

This policy applies to all members of the University community as mentioned in II. C and to all areas located on the residential campuses of Stetson University in DeLand and Gulfport, Florida.

The policy prohibits the use of all tobacco products on all property that is owned, operated, leased, occupied, or controlled by the University, except as otherwise provided below (see Section IV - Exceptions and Limitations). "Property" for purposes of this paragraph includes buildings and structures, grounds, parking lots or structures, enclosed bridges and walkways, sidewalks, university carts, and vehicles, as well as personal vehicles in these areas.

### IV. Exceptions and Limitations

Tobacco use may be permitted for controlled research with prior approval of the provost, dean, or department chair, or the Institutional Review Board, and in addition, in the case of smoking, the Director of Public Safety. Smoke, like any other laboratory air contaminant generated, shall be controlled locally in a chemical hood or other exhaust system that provides 100% exhaust to the outside.

Tobacco use on campus may be permitted for educational or religious ceremonial purposes with prior approval of the dean or director responsible for the facility in which the use will occur, the Provost or appropriate director, and, in the case of smoking, the Director of Public Safety.

### V. Delegation/Responsibility

The success of this policy will depend on the thoughtfulness, consideration, and cooperation of smokers and nonsmokers. All students, faculty, and staff share in the responsibility for adhering to and enforcing this policy. Violation of this policy will be treated in accordance with general campus disciplinary procedures.

Responsibility is vested with the President's Cabinet with support from the Associate Vice President for Human Resources and the Dean of Students, or their designees.

### VI. Compliance

Authority for compliance with the policy rests with all members of the Stetson community. Community members are empowered to respectfully inform others about the policy and the ongoing effort to enhance awareness of and encourage compliance with this policy.

Violation of this regulation may result in corrective action under the Student Code of Community Standards (DeLand campus) or the Student Code of Conduct (Gulfport campus), Human Resources Policies and Procedures, or other applicable University Regulations or Policies. Visitors refusing to comply may be asked to leave campus.

### VII. Awareness, Education, and Cessation

The policy's implementation is augmented by an awareness and education campaign that includes but is not limited to:

A. Appropriate notification of all community members using the web and other communication tools.



B. Notification of this policy during admission and enrollment processes for students and/or during orientation for new hires of faculty or staff.

C. Communication through informational meetings, postings, signage and digital communication.

D. Establishment of tobacco cessation programs for all community members. The university is committed to supporting and assisting all community members who seek help through cessation programs by making nicotine replacement products available at a nominal cost.

## University Animal Policy

### Guidelines for Animals on Campus - Students, Faculty, and Staff

It is the policy of Stetson University to provide a safe, non-threatening, and healthy campus environment for our faculty, staff, students, vendors, and guests. To continue a tradition of being an animal-friendly campus, while at the same time recognizing that allowing animals on campus can create certain challenges, the following guidelines are adopted to effectuate a balanced approach to establishing an animal-friendly campus.

Please review the Animal Policy - DeLand Campus (<http://www.stetson.edu/administration/human-resources/media/animal-policy-for-students-faculty-and-staff.pdf>).

### Additional Guidelines for Residential Students

Residential students must comply with all Housing and Residential Life policies as stated in the Guide to Residential Living, the Animal Friendly Housing guide, and the Stetson University Animal Policy.

Policies will be adapted and posted online as appropriate.

Please review the Guide to Residential Living (<http://www.stetson.edu/administration/housing/landing-guide.php>).

Please review the Animal Friendly Housing Guide (<https://www.stetson.edu/administration/housing/media/Animal%20Housing%20Manual%202019.pdf>).

## Weapons Policy

Although Florida law recognizes that, under specific circumstances, an individual with a concealed weapon or firearm license may carry firearms in vehicles and into parking lots of college campuses, Stetson University, as a private institution of higher education, does not allow firearms on campus. Therefore, except as provided in Exceptions listed below, no person will be permitted to possess a concealed or unconcealed firearm, weapon, or other hazardous material:

- on the campuses of Stetson University;
- on premises owned or within the control of the University; or
- at functions sponsored by the University.

Items covered by this policy include, but are not limited, to:

- Guns and firearms of all types;
- Stun guns, air guns, and spear guns;

- Machetes, swords, and knives, except for pocket knives with blades less than four inches and knives normally used for cooking or dining;
- Billy clubs, stilettos, metallic knuckles, and martial arts weapons;
- Bows and arrows;
- Slingshots;
- Fireworks and incendiary devices, and explosives of any type; and
- Any other type of deadly weapon.

In addition, other than for use as props in official Stetson University activities, this policy also prohibits individuals from possessing replica or "toy" weapons on campus, and from possessing on campus component parts that can be readily assembled into a weapon. If a professor assigns a problem that will require students to use a replica or toy weapon in a class, the professor will notify the Director of Public Safety as far in advance as possible. If a student intends to bring a toy or replica weapon to campus for a class, program, or theatrical performance the student will notify the Director of Public Safety in advance. Under no circumstances will a weapon be approved for use or display without authorization from the Director of Public Safety. Questions about whether an item is covered by the policy should be directed to the Director of Public Safety.

### Exceptions

This policy does not apply to:

- Self-defense chemical spray. An individual may carry a chemical spray sold commercially solely for purposes of lawful self-defense that is compact in size, designed to be carried on or about the person, and contains not more than two ounces of chemical;
- Security or other College personnel specifically authorized by the University Administration;
- Qualified Law enforcement officers, or qualified retired law enforcement officers with the proper credentials; or
- Students whose law enforcement employer requires them to carry a weapon at all times as a condition of employment; this expectation must be provided in writing to the Director of Public Safety.

A student who possesses an item or material in violation of this policy will be subject to discipline under applicable University codes and policies.

An employee who possesses an item or material in violation of this policy will be subject to dismissal or other appropriate sanctions to be determined by the University.

Any person whose possession of a prohibited item or material constitutes a violation of the criminal laws will be referred to the appropriate police or governmental authorities and may be prosecuted to the extent allowed by law.

# Graduate and Professional Programs Catalog

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## College of Arts and Sciences (p. 439)

The College of Arts and Sciences offers a Master of Education degrees in Educational Leadership or Exceptional Student Education, an Educational Specialist degree in Curriculum and Instruction, a Master of Fine Arts in Creative Writing and Master of Science degrees in Higher Education Administration and Supervision; Clinical Mental Health Counseling; and Marriage, Couple and Family Counseling. For information on programs on the DeLand campus, contact the Office of Graduate Admissions at [gradadmissions@stetson.edu](mailto:gradadmissions@stetson.edu) or call 800-688-0101.

## School of Business Administration (p. 457)

The School of Business Administration offers various graduate-level business programs. A Master of Business Administration (M.B.A.) is offered online and in a cohort-based hybrid format in DeLand. A Master of Accountancy (M.Acc.) program is offered online. Additionally, a dual degree J.D./M.B.A. program is available online through cooperation with the Stetson University College of Law in Gulfport, an M.S.Pharm/M.B.A. program is available online through collaboration with the University of Florida College of Pharmacy, and a dual degree M.H.A./M.B.A. program is available online through collaboration with AdventHealth University. For more information on the programs, contact the Office of Graduate Admissions at [gradadmissions@stetson.edu](mailto:gradadmissions@stetson.edu) or call 800-688-0101.

## Message from the President

Stetson University dares its undergraduate and graduate students to go beyond success – to go instead to significance. For more than 135 years, Stetson’s mission has remained constant, engaging students with rigorous academics and instilling civic values for life.

Stetson is an independent university offering a comprehensive education in the arts and sciences, business, law, and music. Founded in 1883 as Florida’s first private university, Stetson today has three locations across Central Florida: DeLand, Tampa, and Gulfport. The College of Arts & Sciences, the School of Business Administration, and the School of Music are on the historic campus in DeLand, a community-minded city between Daytona Beach and Orlando. The university also includes the Tampa Law Center and the College of Law in the Gulfport and St. Petersburg area. The university has achieved national distinction through special programs and accreditations. Stetson was the first private university in Florida to be awarded a chapter of Phi Beta Kappa--the nation’s oldest and most prestigious undergraduate honor society – and consistently earns high national rankings for academic excellence and community-engaged learning.

Stetson University’s mission is to provide a transformational education in a creative community where learning and values meet. Committed to scholarship and the liberal arts tradition, Stetson seeks to foster the qualities of mind and heart that will prepare students to reach their full potential as individuals, informed citizens, and responsible participants in their local and global communities.

Stetson’s academic disciplines are unified by a profound commitment to interdisciplinary programs; teaching, values, and social responsibility; and the pursuit of intellectual excellence. The teaching-learning process focuses on the whole person, sustaining deep engagement and dialogue among students and faculty; active forms of citizenship; and social justice-based community engagement. The undergraduate student-faculty ratio is 13 to 1, which allows students and faculty to participate in innovative approaches to tackling complex challenges.

It is a privilege to serve as president of an institution that honors its heritage while embracing innovation in an ever-changing world.

I encourage you to make the most of your Stetson experience. We are glad to have you with us!

Christopher F. Roellke, Ph.D.  
President

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Stetson University College of Law publishes its own Viewbook. A copy may be obtained at the College of Law’s website (<https://www.stetson.edu/portal/law/>) or by emailing the Office of Admissions and Student Financial Planning at [lawadmit@law.stetson.edu](mailto:lawadmit@law.stetson.edu). Students may earn a J.D. degree by attending classes on a full-time or part-time basis. Those with a J.D. or foreign law equivalent may pursue an LL.M. degree in International Law, Advocacy (an online program), or Elder Law (an online program); foreign attorneys also may apply for advanced standing in the J.D. program. Additional information in regard to Stetson University College of Law can be found in this catalog (p. 479).

## General Information

Graduate Admissions (p. 434)

Graduate Financial Aid (p. 435)

Graduate Expenses (p. 437)

## Graduate Admissions

Stetson University offers several graduate programs in the College of Arts and Sciences, the School of Business Administration, and the College of Law.

### College of Arts and Sciences

The College of Arts and Sciences offers a Master of Education degree in Educational Leadership and a Modified Program in Educational Leadership; Master of Education in Exceptional Student Education; Educational Specialist Degree in Curriculum and Instruction, and a Master of Science in Higher Education Administration and Supervision.

Also offered is a Master of Fine Arts in Creative Writing. Lastly, we offer a Master of Science in Clinical Mental Health Counseling; Marriage, Couple and Family Counseling; and Counselor Education with Advanced Studies.

- Master of Education in Educational Leadership (p. 448)
- Modified Program in Educational Leadership (p. 453)
- Master of Education in Exceptional Student Education (<https://www.stetson.edu/administration/admissions/exceptional-student.php>)
- Education Specialist in Curriculum and Instruction (<https://catalog.stetson.edu/graduate/arts-sciences/graduate-education-education/educational-specialist/>)
- Master of Science in Higher Education Administration and Supervision (<https://catalog.stetson.edu/graduate/arts-sciences/graduate-education-education/master-science-higher-education-administration-supervision/>)
- Master of Fine Arts in Creative Writing (p. 454)
- Master of Science in Clinical Mental Health Counseling (p. 440)
- Master of Science in Marriage, Couple and Family Counseling (p. 440)
- Master of Science in Counselor Education with Advanced Studies (p. 440)

For more information about the admission requirements of these programs, contact the Office of Graduate Admissions at [gradadmissions@stetson.edu](mailto:gradadmissions@stetson.edu) ([jlvanter@stetson.edu](mailto:jlvanter@stetson.edu)) or call 386-822-7100.

### School of Business Administration

The School of Business Administration offers various graduate level business programs. A Master of Business Administration (M.B.A.) is offered online and in a cohort-based hybrid format in DeLand. A Master of Accountancy (M.Acc.) program is offered online. Additionally, a dual degree J.D./M.B.A. program is available online through cooperation with the Stetson University College of Law in Gulfport, a M.S.Pharm/M.B.A. program is available online through collaboration with the University of Florida College of Pharmacy, and a dual degree

M.H.A./M.B.A. program is available online through collaboration with AdventHealth University.

- Master of Accountancy (p. 458)
- Master of Business Administration (p. 460)

For more information about the programs, contact the Office of Graduate Admissions at [gradadmissions@stetson.edu](mailto:gradadmissions@stetson.edu) ([ddolbow@stetson.edu](mailto:ddolbow@stetson.edu)) or call 386-822-7100.

### College of Law

Stetson University College of Law publishes its own Viewbook. A copy may be obtained on the College of Law's website (<https://www.stetson.edu/law/admissions/home/publications.php>) or by emailing the Office of Admissions and Student Financial Planning at [lawadmit@law.stetson.edu](mailto:lawadmit@law.stetson.edu) (%20lawadmit@law.stetson.edu). Students may earn a J.D. degree by attending classes on a full-time or part-time basis. Those with a J.D. or foreign law equivalent may pursue an LL.M. degree in International Law, Advocacy (an online program), or Elder Law (an online program); foreign attorneys also may apply for advanced standing in the J.D. program. Additional information about Stetson University's College of Law can be found in this catalog (p. 479).

## Financial Aid

Students accepted on an unconditional basis to a graduate or eligible certificate program may submit a valid FAFSA for assessment of their eligibility for federal student aid. Students must be degree-seeking, must be enrolled in a minimum of 3 credit hours per term, and may be subject to additional eligibility requirements as determined by Department of Education regulations and the Office of Student Financial Planning at Stetson University. Graduate students should review all sections of the catalog relevant to financial aid for general Title IV provisions that may be applicable to their funding.

## Federal Loan Funding

Most graduate students will only be eligible to receive unsubsidized direct loans through the government in the amount of \$20,500.00 per academic year. To apply for a direct unsubsidized loan, students must file the Free Application for Federal Student Aid (FAFSA) through [www.fafsa.gov](http://www.fafsa.gov) (<http://www.fafsa.gov>). Students must be registered for at least half-time enrollment (3 credit hours) in order to be eligible for federal financial aid. Loan disbursements are split equally over the semesters in an academic year.

Unsubsidized loans are awarded regardless of a student's demonstrated financial need. These loans accrue interest from the date of disbursement, and although students may be able to defer payments, interest will be capitalized on these loans based on the original disbursement date. Detailed information about this loan, including interest rate, annual and aggregate borrowing limits, and current repayment plans are available at [www.studentloans.gov](http://www.studentloans.gov). (<https://studentloans.gov/myDirectLoan/index.action/>)

## Fees

All Federal Loans may be subject to an origination fee (up to 1.5%) taken from the value of the loan at the time it is disbursed to the school.

## Repayment

Loan repayment begins 6 months after the student graduates, leaves school, or drops below half-time enrollment. Repayment will initially be scheduled for fixed monthly payments over a 10-year period. Other repayment options may be available. Students are required to visit [https://nslds.ed.gov/nslds/nslds\\_SA/](https://nslds.ed.gov/nslds/nslds_SA/) to complete exit counseling prior to entering repayment and maintain their loans in good standing.

## Federal Graduate PLUS Loan

The Federal Graduate PLUS Loan is an available resource for graduate students based on approved credit. Approved students who have borrowed the maximum direct unsubsidized loan funding available for an academic year may borrow an amount equal to the difference between the cost of attendance for their program and all other resources applied to their student account. Borrowers should consider the fees charged by each lender when choosing a loan provider. Detailed information about this loan, including interest rate, annual and aggregate borrowing limits, and current repayment plans are available at [www.studentloans.gov](http://www.studentloans.gov) (<https://studentloans.gov/myDirectLoan/index.action/>).

## Applying for a Federal Grad PLUS Loan

Complete the following steps to apply for a Federal Grad PLUS Loan:

1. Complete the FAFSA
2. Complete a Grad PLUS Loan Application, Master Promissory Note and entrance counseling through [www.studentloans.gov](http://www.studentloans.gov) (<http://www.studentloans.gov>) (available after April 15th for the upcoming academic year)

## Alternative Educational Loans

Alternative student loans are loans offered through private lenders to assist with educational expenses. Since the loans are privately funded, the terms and conditions will vary based on the lender. This also means that interest rates and fees are not federally regulated and are therefore set by the individual lenders. Students are highly encouraged to carefully review the details of any loan they borrow for educational expenses.

## Alternative Loan Amounts

Available funding will vary based on credit approval, lender terms, the cost of attendance for the student's program, and the amount of other resources included in the student's financial aid package. The certified loan amount cannot exceed the student's cost of attendance less any other financial aid received. If the amount approved by the lender is higher than the allowable maximum, it will be reduced by the school.

## Applying for an Alternative Loan

Students should contact the lender of their choice for application instructions. While Stetson University does not recommend the use of any specific lender, a resource list is available at FASTchoice (<https://choice.fastproducts.org/FastChoice/home/153100/1/>) with the names of lenders commonly used by our students.

## Veterans' Affairs Education Benefits

Stetson University participates in the U. S. Veterans' Affairs Educational Benefits Program. The Office of Student Financial Planning coordinates verification of eligibility with the Registrar's Office and submits the appropriate forms. Current V.A. programs at Stetson include Chapters 30, 31, 34 (if any remaining entitlement/eligibility), 35, 1606, Post-9/11 GI Bill® (Ch. 33) and the Yellow Ribbon program. Please Note: Any scholarship provided by Stetson University (academic, talent, or athletic) will be applied toward tuition and fees and students eligible for V.A. benefits are encouraged to consult with a financial aid counselor about applicable institutional policies regarding refunds.

All recipients of V.A. Educational Benefits must complete a Veteran's Registration Information form and the V.A. Responsibilities form each year. Students who are requesting veterans' benefits for the first time at Stetson University must also submit the following: a copy of their Certificate of Eligibility or Award Letter, and a copy of their Application for Educational Benefits or Request for Change of Program/Place of Training. Once these are received, the V.A. Regional Office will be notified of your enrollment.

For additional information, please contact the V.A. Certifying Official in the Office of Student Financial Planning.

In accordance with Title 38 US Code 3679 subsection (e), Stetson University adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31)

benefits, while payment to the institution is pending from the VA. Stetson University will not:

- Prevent the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA Certificate of Eligibility (COE) by the first day of class;
- Provide a written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies

## Employer Reimbursement for Graduate Students

Many students in Stetson University's graduate programs are eligible for tuition reimbursement from their place of employment. The terms of each program are determined by the employer. Students utilizing employer reimbursement may be required to make alternative arrangements to cover their bill if reimbursement funds will be received after the billing due date for a given term.

## Student Budgets

Graduate student budgets vary based on numerous factors including the program in which the student is enrolled, the number of credit hours in which they enroll per term, and other unique factors such as housing choices. Stetson University uses a specific figure in calculating the cost of attendance for all graduate programs and does not approve changes to the cost of attendance based on actual costs incurred by students living off campus. The Office of Student Financial Planning may approve an increase in the cost of attendance to accommodate education related expenses such as computers or faculty sponsored trips. Any such adjustment is at the discretion of the Director of Financial Aid.

## Miscellaneous Information

### Graduate Assistantships and Financial Aid:

There are several graduate assistantships (GA) available to graduate students in good standing with the University. These opportunities generally require a commitment of 20 hours per week and provide compensation including a grant towards tuition costs and a monthly stipend. Accepting compensation from a GA position may reduce a student's eligibility for other forms of financial assistance and the student is considered responsible for discussing such effects with a financial aid counselor prior to acceptance of an offer to serve as a GA. In some cases, accepting compensation from a GA position may require the return of other forms of financial assistance such as loans.

### Financial Aid Award Notification

Students submitting applications and other supporting documentation are notified by mail or electronic means regarding an offer of estimated financial assistance.

## Changes in Financial Status

Students are responsible for reporting any change in family financial resources from extra income, gifts, or outside aid.

## Teacher In-Service Scholarship

In-Service Scholarship

Stetson University, College of Arts and Sciences, offers a 40% tuition scholarship for graduate-level and post bacc students enrolled in the Counselor Education and Education programs. Scholarship applications must be received by the first day of the semester, and a new application (<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=9540810e-4fb0-4107-95dc-981b76d68aa7&targetURL=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2fc609c70a-3f99-4433-8722-9c836eda8984>) is required each term to determine continued eligibility. Proof of employment is required.

- Employed full-time at a nonprofit or a private school as a teacher, academic coach, school counselor, paraprofessional, dean, or leadership position within the school or district.
- Employed full-time at a counseling center or rehab facility as an intake specialist, behavioral technician, case manager, or a position with direct patient contact and mentorship responsibilities.
- Employed full-time as a clergy member under contract.

## Expenses

### University Graduate Expenses 2022-2023 - DeLand Campuses

#### College of Arts & Sciences Graduate Programs (per credit hour)

Counselor Education	\$895
Graduate Education	\$927
Fine Arts - Creative Writing	\$753
A&S - General	\$960

#### School of Business Graduate Programs 2022-2023 (per credit hour)

MAcc Program	\$1,050
MBA Program	\$1,050
JD/MBA Program	\$1,050
MS/MBA (University of Florida)	\$1,050
MBA/MHA (AHU)	\$1,050

### College of Law Juris Doctorate Programs 2022-2023 - Gulfport/Tampa Campuses

Tuition (full-time JD Int'l LLM & Int'l MJ)	\$48,542
Tuition (part-time)	\$31,924
Student Fee (full-time)	\$496
Student Fee (part-time)	\$422
ElderLaw LLM (per credit hour)	\$1,400
Advocate LLM (per credit hour)	\$1,200
MJ (Aging & Healthcare)	\$1,008
Residence Halls (annual)	\$6,536
Rosa Apartments rent (per month)	\$1,005
Auxiliary Housing rent (per month)	\$1,124
Tuition - Summer (full-time)	\$12,564
Tuition - Summer (part-time)	\$8,276
Summer Abroad (per credit hour)	\$1,673

The University reserves the right to adjust the above expenses at the beginning of each term.

### Identification Cards (ID Cards)

ID cards are issued for new students at the beginning of each semester. These cards are used for meals, student discounts at local vendors, checking out books in the library, purchasing parking decals, a declining balance in some instances, and much more. If this card is lost or stolen, it must be reported to the ID/Meal Card office immediately. There is a \$20 charge for each re-print (no matter the reason). This charge can be paid for by cash, check, or debit/credit card (Visa, MasterCard, AMEX, or Discover).

### Insurance

All students enrolled at Stetson University are expected to have adequate health insurance to cover them while attending the University. In an effort to make affordable coverage available to those

who may not have any insurance, or those who have limited insurance, a student accident and sickness health plan will be offered to provide quality health care to Stetson students at a reasonable cost. The Student Insurance Plan policy runs annually from the fall semester to the end of the summer semester, and the Annual Plan will provide continuous coverage for that policy year, including when students are off campus or home during campus breaks, as per the policy terms. Semester-only plans may also be available.

For more information regarding the student insurance plan and how to enroll, please go to the 'Health Services and Insurance' Link on the Stetson Intranet.

### International Students

Please see insurance requirements under the "International Students" section of this catalog.

### University Bookstore

The bookstore accepts cash, personal checks with a student I.D., MasterCard, Visa, Discover and American Express credit cards.

### Student Billing

Tuition assessments will be based on the student's course load as of the last day of the add/drop period, excluding full withdrawals. The last day to drop a course without financial penalty is specified in the Academic Calendar. The bill must be paid in full before registration or establish Stetson's Monthly Payment Plan unless other arrangements have been made with the Bursar's Office. The University accepts cash and checks in the office. Credit and/or debit cards and e-checks are accepted online. **All accounts must be paid in full for a student to receive a diploma or request a transcript.**

### Policy on Student Accounts Receivable

Financial arrangements for the satisfaction of student account balances must be completed prior to the first day of classes.

### Late Payment Fee Policy

Late fees for the Fall/Spring semesters will be calculated based on 2.5% of the outstanding balance on student accounts for Graduate Programs. This percentage will be charged once per semester as long as an outstanding balance remains. Students who enroll in Stetson's Monthly Payment Plan (MPP) will be assessed fees according to the MPP plan. Please contact the Gulfport/Tampa campuses for their late payment fee policy on College of Law Juris Doctorate Programs.

The Bursar's Office and other university offices will no longer waive late fees. Late fees will not be waived for students anticipating financial aid payments. Pending financial aid must be Memo/Authorized to be applied towards the outstanding balance. The balance due on the account is the student's responsibility.

### Graduation - Book Charges

Upon graduation, balances must be **paid in full in order to receive or access** transcripts or a diploma.

Graduate degree candidates are required to file an application for graduation with the Office of the Registrar, no later than the graduation application deadline of the semester in which they expect to complete their degree requirements. Upon receipt of the Application for Graduation, a fee in the amount of \$100 is applied to the student's account. A late fee in the amount of \$100 will also be assessed for

students who do not apply within the application date deadline (see the Academic Calendar for the exact date). Caps, gowns, announcements and accessories for graduation commencement are ordered through the University Bookstore. Graduates are required to be present for Commencement unless authorized to graduate "In Absentia" by the Registrar.

**Students may not charge books to their student account**, except for fully-funded scholarship students. Please contact the Office of Student Financial Planning for assistance with your bookstore voucher.

If you have questions, you may contact the Office of the Bursar by phone at 386-822-7050, by e-mail at [stuacct@stetson.edu](mailto:stuacct@stetson.edu), or by visiting a student accounts representative in the OneStop Office.

## Student Withdrawal and Dropped Courses

Students officially withdrawing from their entire course load during the first half of a fall or spring semester will receive a prorated tuition, fees, meal plan, and housing credit as follows under Important Refund Dates.

### Important Refund Dates for Fall and Spring, 2022-2023

#### Traditional Programs

##### Fall Semester 2022

Refund	From	To
100%		August 18
75%	August 19	September 2
50%	September 3	September 16
25%	September 17	September 30

##### Spring Semester 2023

Refund	From	To
100%		January 9
75%	January 10	January 19
50%	January 20	February 2
25%	February 3	February 16

Graduate programs:

- Prior to the start of the first class – 100% credit
- After the end of the first day of classes, but on or before 20% of the term has elapsed – 75% credit
- After 20% but on or before 40% of the term has elapsed – 50% credit
- After 40% of the term has elapsed – no credit

In the summer term, students who withdraw within the first week will receive a tuition and residence hall refund of 50%. After one week, no refunds will be made.

- Any amount credited under this section will be applied first to any unpaid charges on the student's account. Students receiving federal assistance should read Return of Federal Funds.
- No adjustments - other than those described above - are made for any fees. Any appeal regarding withdrawals or drop refunds should be directed to the Vice President for Business.

- Courses dropped on or before the last day of the add/drop period, excluding official withdrawals, are credited at 100% if the student is billed on a per credit basis.
- No refund is given for courses dropped after the add/drop period. Note carefully that this schedule for financial adjustment does not coincide with the schedule for dropping of class registration for academic record purposes.

# College of Arts and Sciences

## Degree Programs

The College of Arts and Sciences offers a Master of Fine Arts degree in Creative Writing, Master of Education degree in Educational Leadership or Exceptional Student Education, and an Educational Specialist Degree in Curriculum and Instruction. The Master of Science degree is available in Higher Education Administration and Supervision, Clinical Mental Health Counseling; Marriage, Couple, and Family Counseling and Counselor Education with Advanced Studies.

### Master of Education (M.Ed.) in Educational Leadership

The Master of Education in Educational Leadership (p. 446) is designed for certified educators. The degree requires a minimum of 30 credits of coursework which includes an internship and action research project. Applicants are required to have a minimum of two years of professional teaching experience.

### Master of Education (M.Ed.) in Exceptional Student Education

The Master of Education in Exceptional Student Education (p. 446) is designed for certified educators. The degree requires a minimum of 30 credits of coursework which includes an action research project.

### Master of Science (M.S.) in Higher Education Administration and Supervision

The Master of Science in Higher Education Administration and Supervision (p. 446) prepares candidates to support, change, and enhance higher education through personal growth, intellectual development, and global citizenship by creating opportunities for self-reflection, creativity, and self-discovery, supporting academic inquiry through best practices, developing appropriate personal professional and ethical standards, and advancing opportunities for social justice, diversity, inclusion, and community engagement. Our program will supplement an already robust graduate education program and offer pathways for students to pursue an Educational Specialist (Ed.S.) degree in Curriculum and Instruction upon completion or also to pursue an Ed.D./Ph.D. from other institutions. The degree requires a minimum of 36 credits of coursework which includes an action research project.

### Educational Specialist (Ed.S.) in Curriculum and Instruction

The Educational Specialist (p. 446) (Ed.S.) degree is a 100% online degree completed in one year that either prepares educators for district-level positions, cultivates their leadership in current district-level positions, or prepares educators to transition into careers in research or academia. The degree is a post-masters degree; and requires 30 credits (6 of which may be transferred in from qualified masters programs, and requires an action research project to graduate.

### Master of Fine Arts (M.F.A.)

The Master of Fine Arts degree in Creative Writing (p. 454) (Prose or Poetry in an Expanded Field), encourages students to grow as both writers and global citizens. The program requires four "working" residencies as well as a fifth "graduation" residency in which the student offers both a public reading and craft lecture.

January residencies are held at the Atlantic Center for the Arts in New Smyrna Beach, Florida. June residencies are held abroad. Between residencies, students exchange "packets" of work with their instructor. The program culminates with a book-length or equivalent project.

### Master of Science (M.S.)

The Master of Science (p. 440) degree in counselor education is offered in three areas.

The Master of Science in Clinical Mental Health Counseling (p. 443) requires a minimum of 60 credits. No thesis is required, but students must enroll in a practicum, participate in two internships, pass the Counselor Preparation Comprehensive Examination, and successfully present their portfolio prior to graduating from the program.

The Master of Science in Marriage, Couple, and Family Counseling (p. 445) requires a minimum of 60 credits. No thesis is required, but students must enroll in a practicum, participate in two internships, pass the Counselor Preparation Comprehensive Examination, and successfully present their portfolio prior to graduating from the program.

The Master of Science in Counselor Education with Advanced Studies (p. 444) requires a minimum of 66 credits. Students must select a clinical specialization in either Clinical Mental Health Counseling or Marriage Couple and Family Counseling plus two to five additional courses that make up an advanced studies concentration. No thesis is required, but students must enroll in a practicum, participate in two or three internships, pass the Counselor Preparation Comprehensive Examination, and successfully present their portfolio prior to graduating from the program.



## Graduate Education in the Department of Counselor Education

The Department of Counselor Education offers three Master of Science Degrees: Clinical Mental Health Counseling, Marriage, Couple, and Family Counseling, and Counselor Education with Advanced Studies. These programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and the Southern Association of Colleges and Schools (SACS).

### Mission and Objectives of Counselor Education

The mission of the Department of Counselor Education is to educate counseling students—including those from diverse academic, geographic, religious/spiritual, ethnic, and cultural backgrounds—preparing them to accept and demonstrate their professional counseling responsibilities with distinction. Students learn to behave ethically, become aware of their personal strengths and resiliency, as well as their professional counseling responsibilities in an effort to apply these skills and self-knowledge to a culturally diverse clientele.

### Objectives of the Department of Counselor Education

- Objective 1: An ethically informed professional identity
- Objective 2: An awareness of personal strengths and resiliency
- Objective 3: An appreciation of diverse cultures
- Objective 4: Critical thinking and creative expression
- Objective 5: Efficacious commitment to professional and community service

### Master of Science Degrees

Judith Burnett Ph.D.; Jesse. Fox Ph.D.; Leila Roach Ph.D.; Bethany Russell Ph.D.; Page Thanasiu Ph.D.(Department Chair); and Jacqueline Williams Ph.D.

The Department of Counselor Education offers three Master of Science Degrees:

- Clinical Mental Health Counseling (p. 443)
- Marriage, Couple, and Family Counseling (p. 445)
- Counselor Education with Advanced Studies (p. 444)

Application guidelines are available through the Office of Graduate Admissions. Applicants are selected each semester based on undergraduate record, letters of recommendation, and an interview. As a requirement for graduation, students must pass the Counselor Preparation Comprehensive Examination, and present an academic portfolio according to departmental guidelines for the three programs.

### Admissions Process

The Graduate Council of Counselor Education sets the admissions standards for the Counselor Education Graduate Program based on standards from the program faculty, the Florida Department of Health, and the Graduate Council of the College of Arts & Sciences.

### Admissions Requirements

Admission to the Counselor Education Graduate Program requires:

- Application for Admission (<https://admissions.stetson.edu/apply/>)
- \$50 Application Fee
- College/University Transcripts: Official transcripts from all previous universities and/or colleges attended
- Recommendations: Three professional and/or academic letters of recommendation that can speak to your success in a graduate program
- Applicant Resume
- Applicant Statement: Applicants are provided with a prompt and upload a response to their application for admission online. Statements are typically 1-3 pages typed.
- Counselor Education Informational Video (<https://www.stetson.edu/administration/admissions/information-sessions/counselor-education.php>): Applicants must watch a 50-minute video as an introduction to Stetson's Counselor Education programs. This video covers important information that Stetson is required to share with program applicants.
- Interview and Timed Written Statement: Both requirements will be fulfilled by attending a mandatory Graduate Counseling Preview and Interview Day at Stetson University's main campus in Deland, Florida.

All international applicants whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL) and submit a combined score of 550 or better (new scoring of 213 or better) or the Internet-based test scoring of 80 or better.

International transcripts are required to be translated if the grading and evaluation system used differs from those used by the United States education system. Official translation and a course-by-course evaluation from all prior institutions and grade-point average computation must be provided to the Office of Graduate Admissions. Please use one of the following services for evaluation:

World Educational Services (<http://www.wes.org/>)  
22 Prince St.  
PMB 101  
New York, NY 10012

Josef Silny & Associates (<http://www.jsilny.com/>)  
7101 SW 102 Ave.  
Miami, FL 33173

## Students Seeking Certification and Licensure

Counselor Education accepts post-baccalaureate students for such purposes as satisfying certification or licensure requirements.

**Enrolling in Courses for Counselor Licensure in the State of Florida - Mental Health Counseling (LMHC) or Marriage & Family Therapy (LMFT).**

Professional counselors seeking licensure in the State of Florida sometimes need additional course work in order to complete the licensure application process. We do our best to support these professionals and must adhere to the following guidelines:

1. Students admitted for licensure or certification-only, must have completed a master's degree in counseling that meets CACREP's entry-level program requirements.
2. Non-degree seeking students are not permitted to enroll in the following courses without prior approval from the department chair:
  - COUN 503 Human Relations Methods & Skills
  - COUN 504 Group Counseling
  - COUN 517 Practicum in Counseling
  - COUN 518 Internship I
  - COUN 519 Internship II
3. Documentation from The Florida Board of Clinical Social Work, Marriage & Family Therapy, and Mental Health Counseling <http://floridasmmentalhealthprofessions.gov/> identifying the courses needed for licensure must be provided.
4. The number of non-degree seeking students approved to enroll in courses each semester varies and is dependent on individual faculty approval and overall faculty to student ratios.

## Six (6) Credit Rule

Non-degree seeking students may enroll in six credits of introductory coursework prior to admission into the graduate program.

Degree-seeking students may only take a maximum of two courses or six credit hours within their first semester.

## Advanced Studies Only Programs

If a person holds a master's degree in counseling or a related field, they may take Advanced Studies courses as a non-degree seeking student.

## Dual Major Option

Within the Advanced Studies Program, Dual Major options are available in Counseling. Students are eligible to apply for this option with adviser approval. If a student wishes to graduate from two counseling specialty areas concurrently, they must meet the degree requirements for both CACREP accredited specialties. This would include meeting the curricular requirements for each specialty and a minimum of a 600 clock hour internship for each specialty. The awarding of the dual majors must occur simultaneously.

## Internship Opportunities

A practicum or internship setting is a public or private community agency; elementary, middle, or secondary school; community or junior college; university; not-for-profit business; publicly or privately funded service program; or other appropriate setting that accepts a graduate student fully enrolled in a program in the Stetson University Department of Counselor Education for supervised professional experience.

## Portfolio

A comprehensive portfolio based on program and/or state and national standards must be completed and presented in the student's last semester (fall and spring). Information concerning the portfolio may be found in the Student Handbook and is discussed with program faculty throughout the program.

## Career Opportunities

Graduates are prepared to apply as a Registered Mental Health Counselor Intern and/or a Registered Marriage and Family Therapist Intern leading to state licensure as a LMHC and/or LMFT in the State of Florida. CACREP accreditation allows graduates to apply for licensure nationwide. Graduates may choose careers within the public and private sectors, school systems, inpatient and outpatient hospital settings, community mental health centers, as well as independent treatment settings.

## Degrees

### Degrees in Counselor Education

- Master of Science in Clinical Mental Health Counseling (p. 443)
- Master of Science in Marriage, Couple, and Family Counseling (p. 445)
- Master of Science in Counselor Education with Advanced Studies (p. 444)

## Faculty

### Counselor Education Faculty

Burnett, Judith

*Associate Professor of Counselor Education, 1999*

A.B., Brown University

M.S., Ph.D., University of Massachusetts - Amherst

Fox, Jesse

*Associate Professor of Counselor Education, 2017*

B.A., Cedarville University

M.A., Trinity Evangelical Divinity School

Ph.D., University of Central Florida

Roach, Leila F.

*Associate Professor of Counselor Education, 2005*

B.S., University of Tennessee, Knoxville

M.Ed., Vanderbilt University

Ph.D., University of Central Florida

Russell, Bethany

*Visiting Assistant Professor of Counselor Education, 2021*

B.A., M.A., University of Missouri

M.A., Ph.D., University of Central Florida

Thanasiu, Page

*Associate Professor and Chair of Counselor Education, 2008*

B.A., M.A., Ph.D., University of Central Florida

Williams, Jacqueline L.

*Assistant Professor of Practice, 2018*

B.S., University of Florida

M.S., Stetson University

Ph.D., Capella University

# Master of Science in Clinical Mental Health Counseling

The M.S. in Clinical Mental Health Counseling is designed to prepare students for careers as mental health counselors in the community; public and private human service agencies; inpatient, partial, outpatient, and other treatment settings; business and independent practices; as well as settings that provide human service consulting. Upon completion of the degree, students are eligible to apply as a Registered Mental Health Counselor Intern, leading to state licensure as an LMHC.

A minimum of 60 credits of coursework is required, 51 credits are considered core courses, and 9 credits are earned in practicum and internship. Students must pass the Counselor Preparation Comprehensive Examination and present an academic portfolio of their learning experiences to complete their degree.

Code	Title	Credits
<b>Core Courses</b>		
COUN 501	Evaluation and Assessment	3
COUN 502	Legal, Ethical, and Professional Issues	3
COUN 503	Human Relations Methods and Skills	3
COUN 504	Group Counseling	3
COUN 505	Theories of Counseling	3
COUN 506	Human Development	3
COUN 507	Career Counseling	3
COUN 508	Family Systems	3
COUN 509	Individual, Marital, and Family Psychopathology and Psychotherapy	3
COUN 513	Multicultural Counseling and Psychosocial Therapy	3
COUN 514	Sexuality Counseling	3
COUN 515	Statistical Analysis and Research Design	3
COUN 516	Addictions Counseling	3
COUN 521	Counseling Children and Adolescents	3
COUN 525	Advanced Individual, Couple, and Family Therapy, Techniques and Treatment Planning	3
COUN 526	Foundations of Clinical Mental Health Counseling	3
COUN 527	Counseling in a Community Setting	3
<b>Practicum and Internship</b>		
COUN 517	Practicum in Counselor Education	3
COUN 518	Internship I in Counseling	3
COUN 519	Internship II in Counseling	3
<b>Total Units</b>		<b>60</b>

3. Distinguish characteristics of human growth and development across the lifespan
4. Identify career development theories and models
5. Apply counseling and helping relationship theories and techniques in the counseling process
6. Demonstrate knowledge of group counseling and group work in counseling
7. Discuss the application of assessment and testing in counseling
8. Demonstrate knowledge of research and program evaluation in counseling
9. Demonstrate assessment, evaluation, and counseling skills in clinical mental health counseling practice

## Learning Outcomes

Student learning outcomes align with the eight core areas of curricular experience identified by the Council for Accreditation of Counseling and Related Educational Programs (CACREP):

1. Describe professional counseling orientation and the application of ethical practice in counseling
2. Demonstrate knowledge of social and cultural diversity in counseling practice

# Master of Science in Counselor Education with Advanced Studies

The M.S. in Counselor Education with Advanced Studies is designed to prepare students for careers as clinical mental health counselors or marriage, couple and family counselors working in a variety of community, public, and private settings focused on mental health and wellness. In addition, students gain advanced study in topics such as play therapy and spirituality in counseling. Upon completion of the degree, students are eligible to apply as a Registered Mental Health Counselor Intern or Registered Marriage & Family Therapist Intern leading to state licensure in the respective specialty.

Code	Title	Credits
<b>Major Requirements</b>		
COUN 501	Evaluation and Assessment	3
COUN 502	Legal, Ethical, and Professional Issues	3
COUN 503	Human Relations Methods and Skills	3
COUN 504	Group Counseling	3
COUN 505	Theories of Counseling	3
COUN 506	Human Development	3
COUN 507	Career Counseling	3
COUN 508	Family Systems	3
COUN 509	Individual, Marital, and Family Psychopathology and Psychotherapy	3
COUN 513	Multicultural Counseling and Psychosocial Therapy	3
COUN 514	Sexuality Counseling	3
COUN 515	Statistical Analysis and Research Design	3
COUN 516	Addictions Counseling	3
COUN 521	Counseling Children and Adolescents	3
COUN 525	Advanced Individual, Couple, and Family Therapy, Techniques and Treatment Planning	3
<b>Specialization Requirements</b>		
Choose one of the following two-course specializations:		6
<b>Clinical Mental Health Counseling</b>		
COUN 526	Foundations of Clinical Mental Health Counseling	
COUN 527	Counseling in a Community Setting	
<b>Marriage, Couple &amp; Family Counseling</b>		
COUN 510	Marriage and Relationship Counseling	
COUN 511	Marriage, Couple, and Family Counseling Seminar	
<b>Advanced Studies Requirements</b>		
Choose 2 to 5 electives from the list below for advanced studies: <sup>1</sup>		6 to 15
COUN 510	Marriage and Relationship Counseling	
COUN 511	Marriage, Couple, and Family Counseling Seminar	
COUN 512	Understanding Religious and Spiritual Themes in Counseling	
COUN 520	Internship in Counseling	

COUN 526	Foundations of Clinical Mental Health Counseling	
COUN 527	Counseling in a Community Setting	
COUN 531	Play Therapy Theories and Practices	
COUN 532	Play Therapy and Creativity with Families and Special Populations	
COUN 533	Utilizing Expressive Arts in Counseling	
<b>Clinical Requirements</b>		
COUN 517	Practicum in Counselor Education	3
COUN 518	Internship I in Counseling	3
COUN 519	Internship II in Counseling	3
<b>Total Units</b>		<b>66-75</b>

<sup>1</sup> Students may choose to take the unchosen Specialization Track courses as electives in this category.

# Master of Science in Marriage, Couple, and Family Counseling

The M.S. in Marriage, Couple and Family Counseling is designed to train therapists to work with individuals, couples, families, and groups across the lifespan to serve in community agencies, hospitals, churches, businesses, family treatment centers, and private practice settings. Upon completion of the degree, students are eligible to apply as a Registered Marriage & Family Therapist Intern, leading to state licensure as an LMFT.

A minimum of 60 credits of coursework is required, 51 credits are considered core courses, and 9 credits are earned in practicum and internship. Students must pass the Counselor Preparation Comprehensive Examination and present an academic portfolio of their learning experiences to complete their degree.

3. Distinguish characteristics of human growth and development across the lifespan
4. Identify career development theories and models
5. Apply counseling and helping relationship theories and techniques in the counseling process
6. Demonstrate knowledge of group counseling and group work in counseling
7. Discuss the application of assessment and testing in counseling
8. Demonstrate knowledge of research and program evaluation in counseling
9. Demonstrate assessment, evaluation, and counseling skills in marriage, couple, & family counseling practice

Code	Title	Credits
<b>Core Courses</b>		
COUN 501	Evaluation and Assessment	3
COUN 502	Legal, Ethical, and Professional Issues	3
COUN 503	Human Relations Methods and Skills	3
COUN 504	Group Counseling	3
COUN 505	Theories of Counseling	3
COUN 506	Human Development	3
COUN 507	Career Counseling	3
COUN 508	Family Systems	3
COUN 509	Individual, Marital, and Family Psychopathology and Psychotherapy	3
COUN 510	Marriage and Relationship Counseling	3
COUN 511	Marriage, Couple, and Family Counseling Seminar	3
COUN 513	Multicultural Counseling and Psychosocial Therapy	3
COUN 514	Sexuality Counseling	3
COUN 515	Statistical Analysis and Research Design	3
COUN 516	Addictions Counseling	3
COUN 521	Counseling Children and Adolescents	3
COUN 525	Advanced Individual, Couple, and Family Therapy, Techniques and Treatment Planning	3
<b>Practicum and Internship</b>		
COUN 517	Practicum in Counselor Education	3
COUN 518	Internship I in Counseling	3
COUN 519	Internship II in Counseling	3
<b>Total Units</b>		<b>60</b>

## Learning Outcomes

Student learning outcomes align with the eight core areas of curricular experience identified by the Council for Accreditation of Counseling and Related Educational Programs (CACREP):

1. Describe professional counseling orientation and the application of ethical practice in counseling
2. Demonstrate knowledge of social and cultural diversity in counseling practice

## Graduate Education in the Department of Education

The Department of Education graduate programs are accredited by the Southern Association of Colleges and Schools (SACS) and by the Council for the Accreditation of Educator Preparation (CAEP). In addition to SACS and CAEP, the Educational Leadership program is also accredited by the State of Florida.

*\*Due to State of Florida regulations, state approved programs may be subject to change during the academic year.*

### Graduate Degrees

- Educational Specialist (Ed.S.) - Curriculum and Instruction (p. 448)
- Master of Education (M.Ed.) - Educational Leadership (p. 448)
- Master of Education (M.Ed.) - Exceptional Student Education (p. 450)
- Master of Science (M.S.) - Higher Education Administration and Supervision (p. 452)

#### Graduate Council

*The Education Graduate Council determines whether an individual student will be admitted.*

Council Members: Patrick Coggins; Chris Colwell; Glen Epley; Elise Gruber; Kathy Piechura-Couture; Lou L. Sabina (*Graduate Council Chair*); Rajni Shankar-Brown; Debra Touchton.

### Admission Agreement Between the Department of Education and the Graduate Committee Concerning Stetson Graduates

Stetson University graduates who have successfully completed our undergraduate CAEP approved education program or our state-approved program (prior to our receiving CAEP accreditation) with at least a 3.00 GPA in their major and at least a 2.80 GPA for all work at Stetson and submit positive recommendations for graduate studies admission (two professional references and from the applicant's direct supervisor (principal) will not be required to take the GRE or MAT. Students who do not meet these criteria may apply for admission in the traditional fashion.

### Florida Department of Education Certification Requirements - Educational Leadership Program

Candidates who do not hold a valid Florida Professional Educator's Certificate will be required to pass the general knowledge test prior to admittance into any certification program.

In order to graduate from a state-approved teacher education program, students must present passing scores on all additional tests required for certification as a requirement for program completion. The tests required for certification and program completion include a professional skills test and a subject area test. The examinations required for certification and thus program completion (graduation) must be determined on an individual basis. The only examination required for certification and program completion for those candidates who already hold a valid Florida Professional Educators Certificate will be the appropriate subject area examination (FELE).

### Accreditation Management System for Educational Leadership

VIA by Watermark is an electronic portfolio and accreditation management system that is important to your success within the Education Program. Students are required to demonstrate that they have met the standards associated with their specific Florida Department of Education program. Students complete key assignments, known as critical tasks, and the faculty then assess these assignments within the VIA system. Moreover, the VIA system allows the school to generate data reports for both accreditation and assessment purposes. The VIA program cost is in addition to the cost of tuition. A one-time fee is assessed to the student's account within their first semester of the program. Contact the Office of Graduate Studies for additional information.

## Degrees

### Degrees in Education

- Educational Specialist Degree (Ed.S.) - Curriculum and Instruction (p. 448)
- Master of Education (M.Ed.) in Education Leadership (p. 448)
- Master of Education (M.Ed.) in Exceptional Student Education (p. 450)
- Master of Science (M.S.) in Higher Education Administration and Supervision (p. 452)
- Modified Program in Educational Leadership (Certification-only Program) (p. 453)

## Faculty

### Graduate Education Faculty

Coggins, Patrick C.

*Professor of Education, 1991*

B.S., Springfield College

M.S., Southern Connecticut State University

Ph.D., University of Connecticut

Colwell, Christopher

*Associate Professor and Chair of Education, 2011*

B.A., M.Ed., Stetson University

Ed.D., University of Central Florida

Epley, B. Glen

*Professor of Education, 2007*

B.S., M.Ed., University of Tennessee at Chattanooga

Ph.D., Duke University

Gruber, D. Elise

*Assistant Visiting Professor, 2018*

B.A., M.A., University of Central Florida

M.A., St. David's University College, U.K.

Ed.S., Stetson University

Ed.D., University of Florida

Piechura-Couture, Kathy Jo

*Professor of Education, 1993*

B.S., Eastern Michigan University

M.A., Ph.D., University of South Florida

Sabina, Louis L.

*Assistant Professor, 2016 and Graduate Chair, 2020*

B.S., M.S., Robert Morris University

M.S., Edinboro University

MBA, Oklahoma State University

Ph.D., University of Pittsburgh

Shankar-Brown, Rajni

*Professor of Education and Jessie Ball DuPont Chair of Social Justice Education, 2013*

B.A., George Mason University

M.A., Ph.D., University of North Carolina at Charlotte

Touchton, Debra

*Professor of Education*

B.A., M.A., Ph.D., University of South Florida



# Educational Specialist Degree (Ed.S.) - Curriculum and Instruction

## Admissions Requirements

- Earned undergraduate degree or master's degree from a college or university with institutional accreditation with a minimum grade point average of 2.5 on a 4.0 scale
- A GRE revised General Test score at or above the 50<sup>th</sup> percentile or a Miller's Analogy Test (MAT) score at or above the 50<sup>th</sup> percentile. The GRE or MAT requirement will be waived if an applicant earned a minimum graduate grade point average of **3.4** on a 4.0 scale from a college or university accredited by the appropriate regional association.
- Completion of application packet
- Application fee
- Official transcripts from all previous universities or colleges attended
- Three completed recommendation forms with one form completed by current principal
- Copy of a professional teaching certificate
- At least two years of teaching experience

Application materials should be sent to Stetson University:

Stetson University Office of Graduate Admissions  
421 N. Woodland Blvd.  
Unit 8289  
DeLand, Florida 32723  
Fax: 386-822-7112  
Email: gradadmissions@stetson.edu

Additionally, all international applicants whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL) and submit a combined score of 550 or better (new scoring of 213 or better) or the Internet-based test scoring of 80 or better. Please contact the Office of Graduate Admissions for additional information.

International transcripts are required to be translated if the grading and evaluation system used differs from those used by the United States education system. Official translation and a course-by-course evaluation from all prior institutions and grade-point average computation must be provided to the Office of Graduate Admissions. Please use one of the following services for evaluation:

World Educational Services (<http://www.wes.org/>)  
22 Prince St.  
PMB 101  
New York, NY 10012

Josef Silny & Associates (<http://www.jsilny.com/>)  
7101 SW 102 Ave.  
Miami, FL 33173

## Program Requirements

Code	Title	Credits
EDUC 544	Educational Management and Systems Planning	3
EDUC 567	Communications and Research Analysis for Educational Leaders	3
EDUC 629	Affirming and Leading for Cultural Diversity in Education	3
EDUC 650	Seminar: Education in an Era of Challenge	3
EDUC 665	Utilizing Educational Research	3
EDUC 663	Psychology of Instruction and Discipline	3
EDUC 667	The Exceptional Child in the Regular Classroom	3
EDUC 685	Directed Study	3
EDUC 575	Action Research - Theory to Practice	6
<b>Total Units</b>		<b>30</b>

## Learning Outcomes

1. Knowledge of conducting research to not only improve schools, but the entire county system
2. Knowledge of current trends in education and how they have impacted the structure of education in the past, present, and future
3. Knowledge of theoretical frameworks in education that can be used to better the organization of schools and districts
4. Knowledge of effective facilitation for the development of high-impact instructional practices to improve both schools and districts

## Final Degree Examination - Specialist

Scheduling for the final degree examination must be made well in advance. The final oral examination in the degree program includes a defense of the research project, work done in courses, and any other work prescribed by the Department. A candidate who fails the final degree examination may, at the discretion of the examining committee, be allowed to take a second examination. Normally, the student will be required to wait at least one term before taking a re-examination. A third examination will be allowed only in unusual circumstances and will require the approval of the Graduate Council. Final degree examinations will be given in the semester of graduation. However, summer examinations may be offered if faculty are available. Students should plan their programs to avoid summer examinations since there is a possibility that exams may not be available at that time.

## Master of Education (M.Ed.) in Educational Leadership

### Admissions Requirements

- Earned undergraduate degree or master's degree from a college or university with institutional accreditation with a minimum grade point average of 2.5 on a 4.0 scale
- Completion of application
- Application fee
- Official transcripts from all previous universities or colleges attended
- Three completed recommendation forms with one form completed by current principal
- Copy of a professional teaching certificate

- At least two years of professional teaching experience
- One of the following:
  - A minimum cumulative undergraduate grade point average of **3.0** on a 4.0 scale
  - A minimum undergraduate grade point average of **3.0** on a 4.0 scale in upper-division courses
  - A minimum undergraduate grade point average of **3.0** on a 4.0 scale in the last 60 credit hours earned
  - 12 or more credits of post-baccalaureate upper division course work with a minimum grade point average of **3.0** on a 4.0 scale from an accredited university
  - A GRE revised General Test score at or above the 50<sup>th</sup> percentile or a Miller's Analogy Test (MAT) score at or above the 50<sup>th</sup> percentile

Additionally, all international applicants whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL) and submit a combined score of 550 or better (new scoring of 213 or better) or the Internet based test scoring of 80 or better.

International transcripts are required to be translated if the grading and evaluation system used differs from those used by the United States education system. Official translation and a course-by-course evaluation from all prior institutions and grade-point average computation must be provided to the Office of Graduate Admissions. Please use one of the following services for evaluation:

World Educational Services (<http://www.wes.org/>)  
22 Prince St.  
PMB 101  
New York, NY 10012

Josef Silny & Associates (<http://www.jsilny.com/>)  
7101 SW 102 Ave.  
Miami, FL 33173

## Program Requirements

The program outlined here assumes that the student is fully certified in either elementary or secondary education and has completed a minimum of two full years of successful, professional teaching.

Code	Title	Credits
EDUC 530	Curriculum and Instructional Development	3
EDUC 540	Educational Finance	3
EDUC 542	Legal Aspects of School Operations	3
EDUC 543	Instructional Leadership and Supervision	3
EDUC 544	Educational Management and Systems Planning	3
EDUC 546	Human Resource Development	3
EDUC 567	Communications and Research Analysis for Educational Leaders	3
EDUC 591	Internship in Educational Leadership (Taken 3 times)	3
EDUC 529	Cultural Diversity Education/Multicultural Education	3
EDUC 575	Action Research - Theory to Practice (Taken 3 times)	3
<b>Total Units</b>		<b>30</b>

## Learning Outcomes

Graduates of the Master in Educational Leadership program will possess:

1. Knowledge of effective facilitation of positive achievement results aligned with student learning goals and state accountability measures
2. Knowledge of effective decision-making processes that are based on research, best practices, and leadership theory to support the mission, vision, and improvement priorities of schools
3. Knowledge of effective utilization of resources and fiscal management practices that maximize a safe and effective learning environment
4. Knowledge of effective prioritization of student learning through leadership actions that build and support a learning organization focused on student success and continuous improvement
5. Knowledge of effective development and implementation of an instructional framework that aligns school curriculum with state standards, effective instructional strategies, student learning needs, and assessments.
6. Knowledge of school legal practices and applications that assure a safe and effective learning environment
7. Knowledge of effective practices for the development and retention of high-performing, diverse faculty and staff
8. Knowledge of effective organizational theory, research, and management practices related to school operations that maximize a safe and effective learning environment
9. Knowledge of effective structuring and monitoring of a school environment that improves learning for all student populations
10. Knowledge of effective practices that cultivate, support, and develop leaders within the organization
11. Knowledge of effective induction, development, recruitment and induction practices to develop a high-performing, diverse faculty and staff

## Final Degree Examination - Educational Leadership

This program has Florida Department of Education approval. Students must complete and achieve a passing score on the K-12 Florida Educational Leadership Exam (FELE) to graduate and exit the program with Florida State Certification. Candidates not seeking certification may graduate from the MED Educational Leadership program without passing the FELE (Florida Educational Leadership Exam).

# Master of Education (M.Ed) in Exceptional Student Education

## Admissions Requirements

- Application for Admission (<https://admissions.stetson.edu/apply/>)
- \$50 application fee
- Earned undergraduate degree or master's degree from a college or university with institutional accreditation
- Official transcripts from all colleges and universities attended
- Copy of Resume
- Three letters of recommendation
- One of the following:
  - Undergraduate GPA of 3.0 or better OR,
  - Upper division GPA of 3.0 or better OR,
  - GPA of 3.0 or better in the last 60 credits in college OR,
  - 12+ credits of post-baccalaureate work at 300 level or above with a GPA of 3.0+ OR,
  - A GRE score in the 50th percentile or a MAT at or above the 50th percentile

Additionally, all international applicants whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL) and submit a combined score of 550 or better (new scoring of 213 or better) or the Internet based test scoring of 80 or better.

International transcripts are required to be translated if the grading and evaluation system used differs from those used by the United States education system. Official translation and a course-by-course evaluation from all prior institutions and grade-point average computation must be provided to the Office of Graduate Admissions. Please use one of the following services for evaluation:

World Educational Services (<http://www.wes.org/>)  
22 Prince St.  
PMB 101  
New York, NY 10012

Josef Silny & Associates (<http://www.jsilny.com/>)  
7101 SW 102 Ave.  
Miami, FL 33173

Application materials should be sent to Stetson University:

Stetson University Office of Graduate Admissions  
421 N. Woodland Blvd.  
Unit 8289  
DeLand, Florida 32723  
Fax: 386-822-7112  
Email: [gradadmissions@stetson.edu](mailto:gradadmissions@stetson.edu)

## Program Requirements

Code	Title	Credits
EDUC 501	Educational Assessment, Evaluation and Planning	3
EDUC 524	Diagnosis and Treatment of Reading Problems I	3
EDUC 547	Nature and Needs of Diverse Populations	3
EDUC 553	Social, Vocational, and Personal Skills for Diverse Populations	3

EDUC 558	Differentiated Instruction	3
EDUC 565	Instructional Design I and II	3
EDUC 570	Consultation Collaboration: The Role of the Teacher	3
EDUC 573	Instructional Strategies for Teaching Learning Disabled Students	3
EDUC 574	Classroom and Behavior Management	3
EDUC 595	Seminar	3
<b>Total Units</b>		<b>30</b>

## Learning Outcomes

1. Knowledge of foundations of exceptional student education
  - a. Identify state and federal legislation that govern the education of students with exceptionalities.
  - b. Classify the characteristics of students with exceptionalities using the eligibility criteria of categories included in current state and federal laws and regulations governing K–12 education programs.
  - c. Compare typical and atypical development of physical, cognitive, linguistic, social, and emotional stages of students in the K–12 educational system.
  - d. Interpret principles and practices in the provision of education for students with exceptionalities based on legal and ethical standards.
  - e. Apply knowledge of the requirements for developing individual educational plans (IEPs), educational plans (EPs), and transition IEPs.
  - f. Evaluate the role and function of systemwide models of support for assisting all students, including students with exceptionalities, in accessing the general education curriculum and achieving high expectations.
  - g. Apply effective methods of communication, consultation, and collaboration with students, parents, caregivers, and all other stakeholders, including those from culturally and linguistically diverse backgrounds, as equal members of educational teams.
  - h. Use effective methods for coaching and supporting paraprofessionals, tutors, and volunteers to assist students with exceptionalities across settings.
  - i. Determine the purposes and functions of professionals, advocacy organizations, and agencies relevant to educating students with exceptionalities.
  - j. Determine the factors associated with disproportionality in exceptional student education.
2. Knowledge of assessment and evaluation
  - a. Determine the purposes and characteristics of different types of assessments and the appropriate use.
  - b. Apply the legal requirements and ethical principles regarding assessment of students with exceptionalities.
  - c. Identify measurement concepts (e.g., reliability and validity), characteristics, and uses of norm-referenced and criterion-referenced assessments for students with exceptionalities.
  - d. Determine the purpose and requirements for participation of students with disabilities in the statewide assessment program and available accommodations, waivers, and exemptions.
  - e. Interpret and apply the results of formal, informal, and performance-based assessments to address specific needs of students with exceptionalities.

- f. Analyze assessment data to identify student needs and evaluate student progress in acquiring, generalizing, and maintaining skills across settings.
3. Knowledge of instructional practices in exceptional student education
    - a. Select reliable sources of evidence-based instructional practices and interventions.
    - b. Apply appropriate instructional approaches, strategies, and materials based on assessments of the student's educational needs (e.g., grade-level standards, academic and functional performance, effect of exceptionality).
    - c. Choose effective instructional strategies to promote a student's generalization of knowledge and skills across content areas, curriculum, and settings.
    - d. Identify the characteristics and purposes of the core curriculum, supplemental programs, and intensive interventions as they relate to language arts and mathematics in a multi-tiered system of supports.
    - e. Apply techniques for differentiating, accommodating, and modifying classroom instruction to meet the educational needs of individual students with exceptionalities.
    - f. Apply flexible grouping strategies (e.g., academic, behavioral, social) for specific instructional activities.
    - g. Use criteria for selecting and utilizing print and nonprint media for instructional use to match student needs and interests.
    - h. Analyze characteristics of specialized instructional approaches for students with significant disabilities.
  4. Knowledge of the positive behavioral support process
    - a. Identify and choose appropriate prevention and intensive intervention strategies for students who display challenging behaviors.
    - b. Distinguish the various concepts and models of positive behavior support.
    - c. Analyze the legal and ethical issues pertaining to positive behavior support strategies and disciplinary procedures for students with exceptionalities.
    - d. Interpret individual and group data to apply interventions that increase positive behavior.
    - e. Interpret the essential elements of a functional behavior assessment and measure the effects of the behavior intervention plan through data collection strategies.
  5. Knowledge of multiple literacies and communication skills
    - a. Identify language development and the components of language structure.
    - b. Distinguish characteristics of communication disorders and the impact on academic achievement and functional skills.
    - c. Identify appropriate assistive technology and alternative communication systems to facilitate communication across all educational settings.
    - d. Determine the sequence of reading development and the critical components of reading proficiency included in the state standards.
    - e. Apply specialized instructional methods and techniques to address deficits in phonological processing in students with exceptionalities.
    - f. Apply evidence-based instructional methods for increasing reading proficiencies in phonics, word recognition, and fluency that meets the specific educational and functional needs of individual students with exceptionalities.
  6. Knowledge of the transition process
    - a. Determine appropriate programs for career development and career and technical education that meet the needs of individual students with disabilities.
    - b. Use results of transition assignments to determine appropriate planning strategies to assist the student, parents, caregivers, and stakeholders in developing postsecondary education, career goals, and postschool outcomes.
    - c. Select instructional approaches to assist students with exceptionalities to engage in self-determination and self-advocacy practices.
    - d. Identify and compare resources and strategies that can assist individual students with disabilities to function independently in postsecondary education, home and community living, and employment.
  7. Knowledge of evidence-based instructional methods for increasing literacy (e.g., oral language, vocabulary, reading comprehension) in all content areas that meet the specific educational and functional needs of individual students with exceptionalities
    - a. Apply evidence-based instructional methods for increasing literacy (e.g., oral language, vocabulary, reading comprehension) in all content areas that meet the specific educational and functional needs of individual students with exceptionalities.
    - b. Determine and apply strategies for facilitating students' critical-thinking, executive functioning, and metacognition skills.
    - c. Select and use effective instructional methods and supports for teaching writing foundations, the writing process, and purposes of writing to meet specific educational and functional needs of individual students with exceptionalities across all content areas.
    - d. Apply evidence-based instructional methods for increasing mathematics skills in all content areas that meet the specific educational and functional needs of individual students with exceptionalities.

# Master of Science (M.S.) in Higher Education Administration and Supervision

## Admission Requirements

- Earned undergraduate degree or master's degree from a college or university with institutional accreditation with a minimum grade point average of 2.5 on a 4.0 scale
- Completion of application
- Application fee
- Official transcripts from all previous universities or colleges attended
- Three completed recommendation forms with one form completed by current supervisor
- One of the following:
  - A minimum cumulative undergraduate grade point average of **3.0** on a 4.0 scale
  - A minimum undergraduate grade point average of **3.0** on a 4.0 scale in upper-division courses
  - A minimum undergraduate grade point average of **3.0** on a 4.0 scale in the last 60 credit hours earned
  - **12 or more credits of post-baccalaureate upper division course work with a minimum grade point average of 3.0 on a 4.0 scale from an accredited university**
  - A GRE revised General Test score at or above the 50<sup>th</sup> percentile or a Miller's Analogy Test (MAT) score at or above the 50<sup>th</sup> percentile

Additionally, all international applicants whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL) and submit a combined score of 550 or better (new scoring of 213 or better) or the Internet based test scoring of 80 or better.

International transcripts are required to be translated if the grading and evaluation system used differs from those used by the United States education system. Official translation and a course-by-course evaluation from all prior institutions and grade-point average computation must be provided to the Office of Graduate Admissions. Please use one of the following services for evaluation:

World Educational Services (<http://www.wes.org/>)  
22 Prince St.  
PMB 101  
New York, NY 10012

Josef Silny & Associates (<http://www.jsilny.com/>)  
7101 SW 102 Ave.  
Miami, FL 33173

## Program Requirements

Code	Title	Credits
EDUC 503	History and Philosophy of Higher Education	3
EDUC 506	Higher Education Leadership Theory	3
EDUC 507	Student Personnel Services in Higher Education	3
EDUC 508	The Role of Faculty in Higher Education	3
EDUC 509	Higher Education Theories and College Student Development	3

EDUC 520	Internship I	3
EDUC 510	Student Retention	3
EDUC 511	Law and Ethics of Higher Education	3
EDUC 512	Finance in Higher Education	3
EDUC 513	International Education and Multiculturalism	3
EDUC 515	Higher Education Measurement and Evaluation	3
EDUC 521	Internship II	3
<b>Total Units</b>		<b>36</b>

## Learning Outcomes

1. Prepare for a rapidly changing and diverse workforce in higher education
2. Develop the necessary skills for visionary leadership and continual growth within the evolving structure of higher education
3. Identify regional, state-level, national, and international trends in higher education administration and supervision
4. Support faculty and senior-level administration to enhance the higher education institution's organizational mission and vision
5. Distinguish between administrative departments in higher education including student services, academic affairs, and campus support and how each administrative department serves each other to accomplish institutional goals
6. Assess how effective higher education institutions connect program, department, and institutional data to appropriate resource allocation specific for the institutional mission and vision

## Modified Program in Educational Leadership

The Modified Program in Educational Leadership is a non-degree seeking program for those who hold a master's degree and are seeking certification in Educational Leadership. Interested individuals meet with the program director to design a program that addresses the Florida Principal Standards and the Florida Educational Leadership Exam (FELE) Competencies. Students must take and pass the FELE to exit the program.

### Admissions Requirements

- Earned undergraduate degree or a master's degree from a college or university with institutional accreditation and a minimum grade point average of 2.5 on a 4.0 scale
- Earned graduate degree from a college or university accredited by the appropriate regional association
- Completion of application
- Application fee
- Official Transcripts from all previous universities or colleges attended
- One recommendation form completed by applicant's current principal
- Copy of a professional teaching certificate
- At least two years of professional teaching experience

### Program Requirements

Code	Title	Credits
EDUC 540	Educational Finance	3
EDUC 542	Legal Aspects of School Operations	3
EDUC 543	Instructional Leadership and Supervision	3
EDUC 544	Educational Management and Systems Planning	3
EDUC 546	Human Resource Development	3
EDUC 567	Communications and Research Analysis for Educational Leaders	3
EDUC 591	Internship in Educational Leadership	1
<b>Total Units</b>		<b>19</b>

# Graduate Education in the Department of English

## Master of Fine Arts (M.F.A.) in Creative Writing

The Stetson Low-Residency M.F.A. of the Americas is a two-year, pass/fail, hybrid program consisting of classroom and online work culminating in a master's degree in one of two genres: Prose or Poetry in the Expanded Field.

### Admission Requirements

- Earned undergraduate degree or master's degree from a college or university with institutional accreditation, with a minimum grade point average of 2.5 on a 4.0 scale
- Completion of application
- Application fee
- Official transcripts from all previous universities or colleges attended
- Two completed recommendation forms
- Work Sample – (Poetry in an Expanded Field: 8-10 pages or the equivalent) or (Prose: 15-25 pages of double-spaced prose)
- Personal Statement – 1-2 pages or a 1-3 minute video explaining why you want to be considered.

All international applicants whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL) and submit a combined score of 550 or better (new scoring of 213 or better) or the Internet-based test scoring of 80 or better. Please contact the Office of Graduate Admissions for additional information.

International transcripts are required to be translated if the grading and evaluation system used differs from those used by the United States education system. Official translation and a course-by-course evaluation from all prior institutions and grade-point average computation must be provided to the Office of Graduate Admissions. Please use one of the following services for evaluation:

World Educational Services (<http://www.wes.org/>)

22 Prince St.  
PMB 101  
New York, NY 10012

Josef Silny & Associates (<http://www.jsilny.com/>)

7101 SW 102 Ave.  
Miami, FL 33173

## Learning Outcomes

The MFA of the Americas is designed to develop writers whose creative practice embodies an expanded notion of inquiry, making, contexts, and kinships. Our curriculum emphasizes craft, experimentation, reading strategies, translation, site-specificity, and an exploration of the political, social, aesthetic and cultural constellations that form us and our work. Students create a textual work or body of work that reverberates within international contexts and spaces, culminating in a final presentation and performance. The MFA of the Americas forges a lively community of makers who can be exemplars, collaborators, and conduits to a larger creative life.

Program learning outcomes include:

1. Analysis: Compose a self-curated, self-directed series of textual works that demonstrate movement between detail and larger purpose.
2. Making: Choose and deploy the tools and strategies which build a sustained self-directed textual work or body of work.
3. Context: Articulate how your work participates in a contemporary (horizontal) conversation and in relation to work over time (vertical).
4. Kinships: Demonstrate work that expresses connections between fields, communities, nations, etc.

Note: Textual work or series of works may take a variety of forms: writing, image, performance, etc.

## Degrees

### Degree in Creative Writing

- M.F.A. in Creative Writing (p. 456)

## Faculty

### M.F.A. of the Americas in Creative Writing, Faculty

Carmody, Teresa  
Director, Core Faculty, *Prose*

B.A., The Evergreen State College  
M.F.A., Antioch University  
Ph.D., University of Denver

Crucet, Jennine Capó  
Affiliate Faculty, *Prose*  
B.A., Cornell University  
M.F.A., University of Minnesota

Diggs, LaTasha N. Nevada  
Affiliate Faculty, *Poetry in the Expanded Field*  
B.S., New York University  
M.F.A., California College of the Arts

Gonzalez-Peña, Veronica  
Affiliate Faculty, *Prose*  
B.A., University of California-San Diego  
M.A., New York University

Lopes, Cyriaco  
Affiliate Faculty, *Poetry in the Expanded Field*  
B.F.A., Federal University of Rio de Janeiro  
M.F.A., Visual Language, Federal University of Rio de Janeiro  
M.F.A., Digital Arts, University of Maryland, Baltimore County

Noel, Urayoán  
Affiliate Faculty, *Poetry in the Expanded Field*  
B.A., University of Puerto Rico, Río Piedras  
M.A., Stanford University  
Ph.D., New York University

Sauer, Stephanie  
Affiliate Faculty, *Prose*  
B.A., California State University  
M.F.A., School of the Art Institute of Chicago

Witek, Terri  
Core Faculty, *Poetry in the Expanded Field*  
B.S., Peabody College - Vanderbilt University  
M.A., Ph.D., Vanderbilt University



## M.F.A in Creative Writing

### Creative Writing - Prose

Code	Title	Credits
ENCW 612	Prose: Introductory Course	11
ENCW 614	Prose: Intermediate Course	11
ENCW 616	Prose: Advanced Course	11
		or
		12
ENCW 618	Prose: Final Project Course	11
		or
		12
<b>Total Units</b>		<b>44-46</b>

### Creative Writing - Poetry in an Expanded Field

Code	Title	Credits
ENCW 613	Poetry in the Expanded Field: Introductory Course	11
ENCW 615	Poetry in the Expanded Field: Intermediate Course	11
		or
		12
ENCW 617	Poetry in the Expanded Field: Advanced Course	11
		to
		12
ENCW 619	Poetry in the Expanded Field: Final Project Course	11
		or
		12
<b>Total Units</b>		<b>44-47</b>

Note: Any enrollment prior to January 2018 will have ENCW 618 or ENCW 619 reflected at 12 credit hours.

### Learning Outcomes

1. Analysis: Compose a self-curated, self-directed series of textual works that demonstrate movement between detail and larger purpose.
2. Making: Choose and deploy the tools and strategies which build a sustained self-directed textual work or body of work.
3. Context: Articulate how your work participates in a contemporary (horizontal) conversation and in relation to work over time (vertical).
4. Kinships: Demonstrate work that expresses connections between fields, communities, nations, etc.

Note: Textual work or series of works may take a variety of forms: writing, image, performance, etc.

# School of Business Administration

## Programs Offered

The School of Business Administration offers various graduate level business programs. A Master of Business Administration (M.B.A.) is offered online and in a cohort-based hybrid format in DeLand. A Master of Accountancy (M.Acc.) program is offered online. Additionally, a dual degree J.D./M.B.A. program is available online through cooperation with the Stetson University College of Law in Gulfport, an M.S.Pharm/M.B.A. program is available online through collaboration with the University of Florida College of Pharmacy, and a dual degree M.H.A./M.B.A. program is available online through collaboration with AdventHealth University.

- Master of Accountancy (p. 458)
- Master of Business Administration (p. 460)

For more information on the programs, contact the Office of Graduate Admissions at [gradadmissions@stetson.edu](mailto:gradadmissions@stetson.edu) or call 386-822-7100.

## Foundation Requirements

The M.Acc. program requires a basic foundation in accounting and business administration courses. Foundation requirements may be satisfied by courses taken at institutions accredited by the appropriate regional association. Coursework taken by applicants as part of their undergraduate curriculum may be applied to the foundation requirements if the coursework is comparable and if the applicant earned a course grade of a C or higher. After admission to a graduate program at Stetson, any foundation course may be satisfied by completion of a comparable course credit from an institution accredited by the appropriate regional association.

## Admissions Process

Stetson University's Business Graduate Admissions office accepts applications for all graduate business programs on a rolling basis. In order to prepare you for admission to your program of choice, the priority application date will secure first priority for class registration. The final application date ensures that your application will be reviewed in a timely fashion and given ample time for class registration and managing tuition and funding options.

## Admission Requirements for Graduate Business Programs

- Application for Admission (<https://www.stetson.edu/administration/admissions/graduate-applicants/apply-for-admission.php>)
- \$50 Application Fee
- GMAT or GRE Scores<sup>1</sup> (only required for MBA if applying for scholarships)
- Resume, listing your professional and educational history, including any honors, certifications, designations, etc.
- Official Transcripts from all previous universities/colleges attended
- Two letters of recommendation (<http://www.stetson.edu/administration/admissions/media/graduate/recommendation-for-graduate-study.pdf>) (professional or academic)

The M.B.A. program and M.Acc. program require a written **personal statement** addressing career goals and reasons for pursuing

the graduate degree at Stetson University School of Business Administration. Well-qualified candidates with an undergraduate degree from Stetson may qualify for "fast track" admission to the M.B.A. program or the M.Acc. program. Please contact the Office of Graduate Admissions for further information.

<sup>1</sup> GMAT/GRE is optional and is encouraged for candidates who wish to strengthen their credentials for admission.

Application materials should be submitted to Stetson University:

Stetson University  
Office of Graduate Admissions  
421 N. Woodland Blvd., Unit 8289  
DeLand, Florida 32723  
Fax: 386-822-7112  
Email: [gradadmissions@stetson.edu](mailto:gradadmissions@stetson.edu)

Additionally, all international applicants whose native language is not English are required to take the Internet-based Test of English as a Foreign Language (TOEFL) (<http://www.ets.org/toefl/>) and submit a score of 90 or better or take the International English Language Testing System (IELTS) (<https://www.ielts.org/>) and submit a score of 7.0 or better. International transcripts are required to be translated if the grading and evaluation system used differs from those used by the United States education system. Official translation and a course-by-course evaluation from all prior institutions and grade-point average computation must be provided to the Office of Graduate Admissions. Please use one of the following services for evaluation:

World Educational Services (<http://www.wes.org/>)  
22 Prince St.  
PMB 101  
New York, NY 10012

Josef Silny & Associates (<http://www.jsilny.com/>)  
7101 SW 102 Ave.  
Miami, FL 33173

## Master of Accountancy

The Master of Accountancy is designed to provide the range of knowledge and practical skills needed by the professional accountant. The program is also designed to meet the academic requirements for eligibility for the Florida CPA Examination. The MAcc program is offered online.

Since the Master of Accountancy requires an undergraduate degree and coursework equivalent to a major in accounting, candidates will normally have completed, as undergraduates, the equivalent of the Business and Accounting Foundation courses. If the student's undergraduate record indicates any deficiency in the Foundation areas or in accounting preparation, the Program Director will require additional Foundation or Accounting coursework before the Advanced Level courses are attempted.

Ethical conduct is a hallmark of the accounting profession. As such, students enrolled in the program must adhere to the program's Academic Honor Code. Any student enrolled in the program found to have committed an act of academic dishonesty will be subject to disciplinary action, which could include permanent dismissal from the program.

### Master of Accountancy - Total of 30 credits

#### The MAcc Foundation

Code	Title	Credits
<b>Business Foundation</b>		
ACCT 201 & ACCT 202	Fundamentals of Accounting and Fundamentals of Accounting II	2 or 1
or ACCT 211	Introduction to Financial Accounting	1
STAT 301Q	Business Statistics	1
FINA 311	Financial Management <sup>1</sup>	1
or SOBA 201	Fundamentals of Financial Analysis	1
<b>Accounting Foundation <sup>2</sup></b>		
ACCT 301	Federal Taxation of Individuals (or a blended individual/entities tax course)	1
ACCT 303	Financial Accounting I	1
ACCT 304	Financial Accounting II	1
ACCT 406	Auditing I	1
ACCT 410	Accounting Information Systems	1

#### The MAcc Core Experience - 5 courses (15 credits)

Code	Title	Credits
<b>Advanced Accounting Courses</b>		<b>12</b>
ACCT 508	Governmental and Not-For-Profit Accounting	
ACCT 509	Cases in Financial Accounting and Reporting	
ACCT 516	Advanced Auditing	
ACCT 563	Advanced Accounting Theory	
<b>Data Analytics/Technology Collateral Requirement</b>		<b>3</b>
ACCT 510	Data Analytics for Accountants	
<b>Total Units</b>		<b>15</b>

#### The MAcc Electives - 5 courses (15 credits)

Code	Title	Credits
Select five courses (minimum of 15 credits) from the following list, 15 no more than two of which may be at the 300/400-level, and at least one of which must be a graduate accounting course:		
ACCT 421	Managerial Cost Accounting <sup>3</sup>	
ACCT 502	Federal Taxation of Entities <sup>4</sup>	
ACCT 503	Tax Research	
ACCT 507	Financial Accounting III <sup>4</sup>	
ACCT 521	Contemporary Issues in Managerial Accounting	
ACCT 524	Principles of Business Valuation	
ACCT 530	Estate, Fiduciary, and Gift Taxation	
ACCT 533	Forensic Accounting and Fraud Examination	
ACCT 540	Taxation of U.S. Corporations	
ACCT 541	Taxation of U.S. Partnerships	
ACCT 542	Multijurisdictional Taxation	
ACCT 590	Special Topics in Accounting <sup>5</sup>	
ACCT 591	Information Technology and Business Strategy	
BSAN 383	Descriptive Analytics and Visualization	
BSAN 461	Business Process Management	
BSAN 465	Predictive Analytics	
BSAN 535	Databases and Big Data for Analysis	
BSAN 591	Technology for Business Transformation	
BSAN 593	Electronic Commerce <sup>6</sup>	
BSAN 594	Project Management	
FINA 412	Multinational Finance	
FINA 415	Financial Risk Management	
FINA 503	International Business and Finance	
FINA 511	Advanced Financial Management	
INTL 501	International Experience	
MGMT 519	Organizational Theory and Behavior	
MGMT 595	Strategic Management	
BLAW 407	Business Law I <sup>7</sup>	
BLAW 408	Business Law II <sup>7</sup>	
BSAN 501	Current Topics in Information Technology	
BLAW 507	Contemporary Issues in Business Law	
BSAN 525	Programming for Analytics	
BSAN 527	Machine Learning for Business Decisions	
<b>Total Units</b>		<b>15</b>

<sup>1</sup> Must be taken at a 4-year institution.

<sup>2</sup> Accounting Foundation courses must be taken at 4-year institution.

<sup>3</sup> Students planning to take the CPA exam in Florida who did not take an upper division cost/managerial accounting course prior to enrollment in the MAcc program should take ACCT 421 as part of the MAcc program or as an additional course outside of the MAcc program.

<sup>4</sup> MAcc students who did not take an advanced accounting (corporate tax) course prior to enrollment in the MAcc program are strongly advised to take ACCT 507 (ACCT 502) as a MAcc elective.

<sup>5</sup> With permission of the Director of the MAcc Program.

<sup>6</sup> Not an elective available to students having previously taken BSAN 360.

<sup>7</sup> MAcc students planning to take the CPA exam in Florida who did not complete at least three credits of business law prior to enrollment in the MAcc program are strongly advised to take BLAW 407 or BLAW 408 as a MAcc elective or as an additional course outside of the MAcc program.

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## Tax Concentration

Depending on adequate enrollment in courses when offered, students may pursue a tax concentration within the MAcc by taking three tax elective courses – Tax Research, U.S. Corporations, and U.S. Partnerships – that count toward the five elective courses required to complete the MAcc. Any of these courses could also be chosen as an elective even if not interested in pursuing the track.

Code	Title	Credits
Three courses:		9
ACCT 503	Tax Research	
ACCT 540	Taxation of U.S. Corporations	
ACCT 541	Taxation of U.S. Partnerships	
<b>Total Units</b>		<b>9</b>

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## Data Analytics Concentration

Depending on adequate enrollment in courses when offered, students may pursue a data analytics concentration within the MAcc by taking three data analytics courses that count toward the five elective courses required to complete the MAcc. Any of these courses could also be chosen as an elective even if not interested in pursuing the track.

Code	Title	Credits
Three courses:		9
BSAN 501	Current Topics in Information Technology	
BSAN 525	Programming for Analytics	
BSAN 527	Machine Learning for Business Decisions	
BSAN 535	Databases and Big Data for Analysis	
<b>Total Units</b>		<b>9</b>

## Program Details

Specific requirements and other details for M.Acc., are available on request from the Graduate Business Office of the School of Business 386-822-7410.

## Learning Outcomes

Student learning outcomes describe what students know, understand and are able to do as a result of completing a degree program. The learning outcomes for this program are:

1. Demonstrate the application of effective communication skills in an accounting context
2. Develop well-supported, clearly articulated arguments to support positions and justify conclusions within an accounting context.
3. Identify ethical considerations and draw professionally supportable conclusions in an accounting context.
4. Research appropriate authoritative sources and apply findings to specific facts and issues within an accounting context.

5. Gather, analyze, and interpret data into meaningful information for making decisions in an accounting context.

## Faculty

Amiri, Shahram  
*Professor of Decision and Information Sciences*  
 B.S., M.S., Old Dominion University  
 Ed.D., College of William and Mary

Bitter, Michael E.  
*Rinker Distinguished Professor of Accounting*  
 Chair, M.E. Rinker, Sr. Institute of Tax and Accountancy  
 B.B.A., Stetson University  
 M.Acc., University of Florida  
 Ph.D., University of Mississippi  
 C.P.A., C.G.M.A.

Chambers, Valrie  
*Associate Professor of Tax and Accounting*  
 B.S., University of Illinois  
 M.B.A., Houston Baptist University  
 Ph.D., University of Houston  
 C.P.A.

Nickell, Erin  
*Assistant Professor of Accounting*  
 B.S., University of Florida  
 M.S., Ph.D., University of Central Florida

Mendoza, Monica  
*Assistant Professor of Practice in Accounting*  
*Assistant Dean of Academic Services*  
 B.B.A., M.B.A., Stetson University  
 Ph.D., University of Florida

Rickling, Maria  
*Associate Professor of Accounting*  
*Director of the Master of Accountancy Program*  
 B.B.A., University of Cincinnati  
 M.Acc., Ph.D., Florida International University

## Master of Business Administration

The M.B.A. program is designed to provide the range of knowledge and practical skills needed by the professional manager. The program is ideal for those already in management positions who wish to enhance their career opportunities. It is equally valuable for those in non-management positions who wish to prepare themselves for a career shift into management. The program has successfully served both the new graduate and the person returning to academic work from a career. The course of study is specifically designed to accommodate the non-business as well as the business-degree holder.

Ethical conduct is a hallmark of the business profession. As such, students enrolled in the program must adhere to the program's Academic Honor Code. Any student enrolled in the program found to have committed an act of academic dishonesty will be subject to disciplinary action, which could include permanent dismissal from the program.

### The M.B.A. Curriculum

The M.B.A. program is designed to provide graduates with broad competence in administration and managerial decision-making. The full-time student should be able to complete the degree program in approximately sixteen months, while the part-time student could complete the program in about twenty-four months. Full-Time students' programs require four semesters (including one summer) to complete the degree requirements, and Part-Time students' programs require six semesters (including two summers) to complete the degree requirements.

The course of study is divided into three broad areas: the MBA Foundation, the MBA Core Experience, and the MBA Electives (or Concentration).

### The MBA Foundation - 2 courses

Successful completion of the following courses or their equivalents is required to satisfy the MBA Foundation requirement:

Code	Title	Credits
SOBA 506	Foundations of Business Analytics	3
SOBA 507	Foundations of Accounting and Finance	3
<b>Total Units</b>		<b>6</b>

The coursework required in the MBA Foundation is constructed to provide students with the basic concepts and techniques needed in the MBA Core Experience and the MBA Electives (or Concentration). Thus, the MBA Foundation coursework should be completed before the MBA Core Experience or the MBA Elective (or Concentration) coursework is attempted.

### The MBA Core Experience - 7 courses

Code	Title	Credits
ACCT 523	Financial & Mgrl Acct for Mgrs <sup>1</sup>	3
FINA 511	Advanced Financial Management	3
MKTG 516	Marketing Decision Making	3
MGMT 519	Organizational Theory and Behavior	3
BSAN 508	Managerial Decision Analytics	3

BSAN 591	Technology for Business Transformation	3
MGMT 595	Strategic Management	3
<b>Total Units</b>		<b>21</b>

<sup>1</sup> For students who have previously completed upper-division courses in intermediate accounting (ACCT 303 and 304) and cost/managerial accounting (ACCT 421), the ACCT 507 course or ACCT 533 course will be substituted for ACCT 523, which otherwise is a required course in the MBA program.

### The MBA Electives (or Concentration) - 3 courses

Code	Title	Credits
Business Electives (three 3-credit graduate business courses)		9
<b>Total Units</b>		<b>9</b>

### Accounting Concentration

Students wishing to pursue a more focused program of study can choose to concentrate in Accounting as part of the M.B.A. degree. Under this option, students will take three accounting courses as their electives in addition to the required accounting course for a total of four accounting or accounting-related courses. For this course of study, the accounting courses are to be selected from among the following:

Code	Title	Credits
ACCT 502	Federal Taxation of Entities *	
ACCT 503	Tax Research *	
ACCT 507	Financial Accounting III **	
ACCT 512	Taxation for Managers	
ACCT 524	Principles of Business Valuation	
ACCT 533	Forensic Accounting and Fraud Examination	
ACCT 540	Taxation of U.S. Corporations *	
ACCT 541	Taxation of U.S. Partnerships *	
BLAW 507	Contemporary Issues in Business Law	

\* Requires previous completion of the equivalent of ACCT 301 Taxation of Individuals.

\*\* Requires previous completion of the equivalent of ACCT 304 Financial Accounting II.

### Finance Concentration

Students wishing to pursue a more focused program of study can choose to concentrate in Finance as part of the M.B.A. degree. Under this option, students will take three finance courses as their electives in addition to the required finance course for a total of four finance or finance-related courses. All graduate-level elective courses with a finance (FINA) designation are acceptable for this course of study.

### Data Analytics Concentration

Code	Title	Credits
<b>Required Course</b>		
BSAN 508	Managerial Decision Analytics	3
<b>Analytics Courses</b>		
Choose 3 courses from the following:		9
BSAN 501	Current Topics in Information Technology	

BSAN 525	Programming for Analytics
BSAN 527	Machine Learning for Business Decisions
BSAN 535	Databases and Big Data for Analysis
BSAN 561	Introduction to Business Processes and ERP Systems

## M.B.A. Term Dates

The M.B.A. classes are offered during non-traditional terms. See the M.B.A. term dates in the Academic Calendar.

## M.B.A. Internships

An internship is an on-the-job learning experience intended to supplement the M.B.A. curriculum. Internships provide opportunities to strengthen interpersonal skills, use research design and methodology, organize and implement projects, and gain a greater understanding of organizational realities. Employers benefit from the new problem-solving techniques and approaches brought by students. Students have the opportunity to test their interest in prospective employers.

To be eligible to register, both the student's internship proposal and an information meeting with the Graduate Director must demonstrate that the application and leverage of graduate-level content will occur in depth. One, two or three credits may be approved. Approval to register conveys that the student's internship is credit-eligible. Actual credit is awarded based on fulfillment of all course requirements. The course will be numbered SOBA 597. Please contact the Office of Graduate Business Programs for internship procedures.

## The J.D./M.B.A. Curriculum

Students completing the J.D./M.B.A. program receive both an M.B.A. degree from the Stetson University School of Business Administration and a J.D. degree from the Stetson University College of Law. Holders of these degrees can use the J.D. to provide the legal context for their managerial activities and the M.B.A. to sharpen their administrative and managerial decision-making skills; in fact, many CEOs and upper-level managers possess law degrees. In this program, the M.B.A. accepts 9 credit hours from a list of directed electives in the law program, and the College of Law accepts 12 credit hours from the M.B.A. program of study. The net benefit is a 21 credit hour reduction when compared to pursuing the two degrees independently.

## The MBA Foundation - 2 courses

Successful completion of the following graduate courses or their equivalent is required to satisfy the MBA Foundation requirement:

Code	Title	Credits
SOBA 506	Foundations of Business Analytics	3
SOBA 507	Foundations of Accounting and Finance	3
<b>Total Units</b>		<b>6</b>

The coursework required in the MBA Foundation is constructed to provide students with the basic concepts and techniques needed in the MBA Core Experience and the MBA Electives (or Concentration). Thus, the MBA Foundation coursework should be completed before the MBA Core Experience or the MBA Elective (or Concentration) coursework is attempted.

## The MBA Core Experience - 7 courses

Code	Title	Credits
ACCT 523	Financial & Mgrl Acct for Mgrs	3
BSAN 508	Managerial Decision Analytics	3
BSAN 591	Technology for Business Transformation	3
FINA 511	Advanced Financial Management	3
MGMT 519	Organizational Theory and Behavior	3
MGMT 595	Strategic Management	3
MKTG 516	Marketing Decision Making	3
<b>Total Units</b>		<b>21</b>

## The MBA Electives - 3 courses

Code	Title	Credits
Business Electives (from list of directed elective courses from partner program)		9
<b>Total Units</b>		<b>9</b>

## The Master of Pharmacy/M.B.A. Curriculum

This online program is designed for individuals such as clinical pharmacists, pharmaceutical company sales representatives, and hospital directors, who either have progressed or wish to progress into a management position within the pharmaceutical industry and would benefit from graduate-level work in both pharmacy and business. Students completing the M.S.P./M.B.A. program receive both an M.B.A. degree from the Stetson University School of Business Administration and a Master of Science in Pharmacy degree from the University of Florida College of Pharmacy.

Students must be accepted into both the UF M.S. in Pharmacy program and the Stetson M.B.A. program. Students first enter the Master of Pharmacy program at the University of Florida. After completing a prescribed number of pharmacy courses, students then begin taking Stetson M.B.A. courses. In this program, the M.B.A. accepts 9 credit hours from a list of directed electives in the pharmacy program, and the University of Florida College of Pharmacy accepts 6 credit hours from the M.B.A. program of study. The net benefit is a 15 credit hour reduction when compared to pursuing the two degrees independently. The UF program requires students to pass an on-campus comprehensive examination prior to graduation.

## The MBA Foundation - 2 courses

Successful completion of the following courses or their equivalents is required to satisfy the Graduate Foundation requirement:

Code	Title	Credits
SOBA 506	Foundations of Business Analytics	3
SOBA 507	Foundations of Accounting and Finance	3
<b>Total Units</b>		<b>6</b>

The coursework required in the MBA Foundation is constructed to provide students with the basic concepts and techniques needed in the MBA Core Experience and the MBA Electives (or Concentration). Thus, the MBA Foundation coursework should be completed before

the MBA Core Experience or the MBA Elective (or Concentration) coursework is attempted.

### The MBA Core Experience - 7 courses

Code	Title	Credits
ACCT 523	Financial & Mgrl Acct for Mgrs	3
BSAN 508	Managerial Decision Analytics	3
BSAN 591	Technology for Business Transformation	3
FINA 511	Advanced Financial Management	3
MGMT 519	Organizational Theory and Behavior	3
MGMT 595	Strategic Management	3
MKTG 516	Marketing Decision Making	3
<b>Total Units</b>		<b>21</b>

### The MBA Electives - 3 courses

Code	Title	Credits
Business Electives (from list of directed elective courses from partner program)		9
<b>Total Units</b>		<b>9</b>

## The Master of Healthcare Administration/M.B.A. Curriculum

This online program is designed for individuals such as clinicians, administrators, hospital directors, and healthcare professionals who either have progressed or wish to progress into a management position within the healthcare industry and would benefit from graduate-level work in both healthcare administration and business. Students completing the M.H.A./M.B.A. program receive both an M.B.A. degree from the Stetson University School of Business Administration and a Master of Healthcare Administration degree from AdventHealth University.

Students must be accepted into both the AHU M.H.A. program and the Stetson M.B.A. program. In this program, the M.B.A. accepts 9 credit hours from a list of directed electives in the M.H.A program, and the AHU M.H.A. accepts 12 credit hours from the M.B.A. program of study. The net benefit is a 21 credit hour reduction when compared to pursuing the two degrees independently.

### The MBA Foundation - 2 courses

Successful completion of the following courses or their equivalents is required to satisfy the Graduate Foundation requirement:

Code	Title	Credits
SOBA 506	Foundations of Business Analytics	3
SOBA 507	Foundations of Accounting and Finance	3
<b>Total Units</b>		<b>6</b>

The coursework required in the MBA Foundation is constructed to provide students with the basic concepts and techniques needed in the MBA Core Experience and the MBA Electives (or Concentration). Thus, the MBA Foundation coursework should be completed before the MBA Core Experience or the MBA Elective (or Concentration) coursework is attempted.

### The MBA Core Experience - 7 courses

Code	Title	Credits
ACCT 523	Financial & Mgrl Acct for Mgrs	3
BSAN 508	Managerial Decision Analytics	3
BSAN 591	Technology for Business Transformation	3
FINA 511	Advanced Financial Management	3
MGMT 519	Organizational Theory and Behavior	3
MGMT 595	Strategic Management	3
MKTG 516	Marketing Decision Making	3
<b>Total Units</b>		<b>21</b>

### The MBA Electives - 3 courses

Code	Title	Credits
Business Electives (from list of directed elective courses from partner program)		9
<b>Total Units</b>		<b>9</b>

## Learning Outcomes

Student learning outcomes describe what students know, understand and are able to do as a result of completing a degree program. The learning outcomes for this program are:

1. Think Critically, Analyze and Solve Business Problems Effectively, and Make Decisions Across Functional Areas
2. Communicate Ideas and Information Effectively in the Business Context
3. Understand How Global Issues Impact Business Decision Making
4. Identify and Understand the Importance of Ethical Decision Making for the Organization and Society

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Ph.D., Michigan State University

# Graduate Student Policy

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## College of Arts and Sciences Graduate Programs Academic Honor Code

- CAS Graduate Programs Academic Honor Code (<http://www.stetson.edu/artsci/education/graduate/media/CAS%20Graduate%20Honor%20Code%20Policy.pdf>)

## School of Business Administration Graduate Programs Academic Honor Code

- Master of Accountancy Program Honor Code ([http://catalog.stetson.edu/graduate/student-policy/MAcc\\_Honor\\_Code\\_-\\_November\\_2021.pdf](http://catalog.stetson.edu/graduate/student-policy/MAcc_Honor_Code_-_November_2021.pdf))
- Master of Business Administration and Executive Master of Business Administration Program Honor Code ([http://catalog.stetson.edu/graduate/student-policy/MBA\\_Honor\\_Code\\_-\\_November\\_2021.docx](http://catalog.stetson.edu/graduate/student-policy/MBA_Honor_Code_-_November_2021.docx))

## Academic Affairs

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## Academic Standing, Academic Probation, Dismissal, and Readmission

### College of Arts and Sciences

#### General Policy for Education Graduate Program

Admission to the program allows you to pursue work toward the degree. A candidate in Education must complete at least ten hours of graduate work at Stetson University before you will be considered for advancement to candidacy for the degree. You will be notified when action has been taken by the Graduate Council.

To be advanced you must have at least a 3.0 GPA. To remain academically eligible for this program, standards must be maintained as part of the total program requirements.

Grades assigned to students in most graduate programs of the College of Arts and Sciences are as follows: A (distinction); B (quality expected of graduate students); C (below graduate standards); D (not accepted for graduate credit at Stetson); and F (fail). At the faculty member's discretion, pluses and minuses may be used to further refine a student's grade.

A student who fails to maintain an academic average of B (3.0) in graduate coursework will be placed on academic probation. A student on probation who does not attain a 3.0 overall GPA after completion of a maximum of nine additional credits of coursework will be dismissed from the program. Additionally, two or more grades of C+, C, or C- will result in program dismissal. Any grade of D+ or below will result in program dismissal. Furthermore, if a student is dismissed, they will not be considered for readmission to the University in the program from which they were dismissed without a formal written appeal to the department in which they were dismissed.

Educational Leadership and Educational Specialist courses are taken both sequentially and simultaneously. Failure in any sequential courses will result in an automatic dismissal in all enrolled courses.

This degree program must be completed within an eight-year period, with a possible extension contingent upon petition by the student and approval by the Graduate Committee. Failure to enroll in coursework

within one year of admittance will require you to reapply to the graduate program.

#### General Policy for Counselor Education Graduate Programs

Admission to the program allows you to pursue work toward the degree. After your eighteenth-semester hour of Stetson University coursework, you will be considered for advancement to candidacy for the degree.

To be advanced you must have at least a 3.0 GPA. Faculty will review each eligible student for advancement during the Annual Student Review. You will be notified when action has been taken by the Counselor Education Graduate Committee.

Grades assigned to students in most graduate programs of the College of Arts and Sciences are as follows: A (distinction); B (quality expected of graduate students); C (below graduate standards); D (not accepted for graduate credit at Stetson); and F (fail). At the faculty member's discretion, pluses and minuses may be used to further refine a student's grade.

A student who fails to maintain an academic average of B (3.0) in graduate coursework will be placed on academic probation. A student on probation who does not attain a 3.0 overall GPA after completion of a maximum of 12 additional credits of coursework will be dismissed from the program. Additionally, two or more grades of C+, C, or C- will result in program dismissal. Any grade of D+ or below will result in program dismissal. Furthermore, if a student is dismissed, they will not be considered for readmission to the University in the program from which they were dismissed without a formal written appeal to the department in which they were dismissed.

This degree program must be completed within an eight-year period, with a possible extension contingent upon petition by the student and approval by the Graduate Committee. Failure to enroll in coursework within one year of admittance will require you to reapply to the graduate program.

#### General Policy for Creative Writing Graduate Program

Admission to the program allows you to pursue work toward the MFA degree in Creative Writing.

Grades assigned to students in the MFA program in the College of Arts and Sciences are as follows: P (passed); and F (failed).

A single grade of F will result in academic dismissal from the program. Furthermore, if a student is dismissed, the student will not be considered for readmission to the University in the program from which they were dismissed without a formal written appeal to the department in which they were dismissed. Appeals will be reviewed by the Arts and Sciences Graduate Council.

This degree program must be completed within an eight-year period, with a possible extension contingent upon petition by the student and approval by the Graduate Committee. Failure to enroll in coursework within one year of admittance will require you to reapply to the graduate program.

## Advancement to Candidacy

Admission to a degree program does not imply 3.0-grade to candidacy for a degree.

A candidate in Education must complete at least eleven credits of graduate work at Stetson with at least a 3.0-grade point average, and the approval of the program coordinator who certifies that all program advancement requirements are met. Students are notified by letter when advanced to candidacy. Failure to meet the requirements for advancement to candidacy may result in the student being dropped from the graduate program.

Counselor Education students are advanced to candidacy after the faculty Annual Student Review. The student must have successful completion of 18 credits with the minimum of a 3.0 grade point average. Students are notified when advanced to candidacy. Failure to meet the requirement for advancement to candidacy may result in the student being dismissed from the graduate program.

## School of Business Administration

### School of Business Administration Graduate Programs

Policy for the Master of Business Administration (including J.D./M.B.A., the Master of Pharmacy/M.B.A., and the Master of Healthcare Administration/M.B.A.) and Master of Accountancy Programs: A graduate student enrolled in advanced level courses in the M.B.A. or M.Acc. program who maintains an overall 3.0 GPA is considered to be in good academic standing. A student whose overall GPA is below 3.0 GPA after completing a minimum of six credits of advanced-level coursework will be placed on academic probation. A student on probation who does not attain a 3.0 overall GPA after completion of a maximum of twelve additional credits of advanced-level coursework (completion of at least 18 total credits) will be dismissed from the program. A dismissed student may apply for re-admission after a one-year absence from the program but is not guaranteed acceptance. A student on probation who attains a 3.0 overall GPA in accordance with this policy will be removed from probation and be considered in good academic standing but must maintain a 3.0 overall GPA throughout the remainder of the program.

Policy for the Executive Master of Business Administration (E.M.B.A.) Program: An E.M.B.A. student who maintains an overall 3.0 GPA is considered to be in good academic standing. An EMBA student whose overall GPA is below 3.0 GPA after completing a minimum of twelve credits of coursework will be placed on academic probation. A student

on probation who does not attain a 3.0 overall GPA after completion of a maximum of twelve additional credits of coursework (completion of at least 24 total credits) will be dismissed from the program. A dismissed student may apply for re-admission after a one-year absence from the program but is not guaranteed acceptance. A student on probation who attains a 3.0 overall GPA in accordance with this policy will be removed from probation and be considered in good academic standing but must maintain a 3.0 overall GPA throughout the remainder of the program.

## Attendance Policy

Due to the nature of Graduate Programs, graduate students must adhere to the overall attendance policy set by their program of study, as well as the attendance policy for each course as set by the instructor in their syllabus.

## Graduate Audit Policy

### College of Arts and Sciences

Degree-seeking graduate students who are currently enrolled in the College of Arts and Sciences and are in good academic standing may audit a class on the recommendation of a faculty member as part of a remediation plan or preparation for professional placements (for example, Clinical Internships) and/or certification exams. This policy applies only to classes already taken, and students will not earn a grade or additional academic credit for an audited course.

A student may audit only one course in a given semester, but the department chair has discretion to alter this limit. Audited courses will not count toward the use of student loans, private or federal, and will not fulfill any degree requirements. No additional fee will be charged for auditing under the proposed outline.

## Grading Policies and Interpretations

### College of Arts and Sciences

#### College of Arts and Sciences Graduate Programs (Counselor Education, English, and Education)

Grades assigned to students in most graduate programs of the College of Arts and Sciences are as follows: A (distinction); B (quality expected of graduate students); C (below graduate standards); D (not accepted for graduate credit at Stetson); and F (fail). At the faculty member's discretion, pluses and minuses may be used to further refine a student's grade. Grades assigned to the MFA graduate program in Creative Writing are P (pass) and F (fail).

A student who fails to maintain an academic average of B (3.0) in graduate coursework will be dismissed from their academic program.

Additionally, two or more grades of C+, C, or C- will result in program dismissal. Any grade of D+ or below will result in program dismissal.

Furthermore, if a student is dismissed, they will not be considered for readmission to the University in the program from which they were dismissed without a formal written appeal to the department in which they were dismissed. Dismissal appeals are handled by the Department Chair for Counselor Education and Education programs.

Dismissal appeals for English, MFA, are handled at the Arts and Sciences Graduate Council level.

## Grade Point Average Calculation

Students' cumulative grade-point averages are based on a four-point scale. Letter grades are assigned the numerical equivalents per credits listed below. Grades are carried to the third decimal and are not rounded.

A+ = 4.00	B = 2.67	D = 1.00
A = 4.00	C+ = 2.33	D- = 0.67
A- = 3.67	C = 2.00	F = 0.00
B+ = 3.33	C- = 1.67	XF = 0.00
B = 3.00	D+ = 1.33	

The grade-point average is determined by dividing the numerical equivalents of the grades earned by the total GPA credits, including all courses failed except for grades excluded under the Course Exclusion Policy. *Recognize, however, that other universities, agencies, and employers may calculate GPA's using all grades that appear on the transcript, including grades excluded.* Only courses taken at Stetson will be used by the University in computing the student's cumulative grade-point average.

## Additional Grades

In addition to the grades identified above, the following are additional grades that can be given:

I	incomplete. This is the grade given when a student cannot complete the work of the course because of illness or other extenuating conditions, and the instructor's academic Dean has approved an extension of time for the completion of a course. The coursework must be completed by the agreed-upon date between the faculty member and student or two weeks prior to the last day of classes in the next academic session of enrollment; but in all cases, it must be removed within 24 months from the date issued regardless of enrollment status; otherwise, the I becomes an F. An I grade cannot be removed by repeating the course.
P	course passed. Credit is given. Does not affect grade-point average.
W	an approved withdrawal from all courses at the University before mid-term. See the Academic Calendar for the actual date. No credit is earned and the grade-point average is not affected.
X	the grade received for the late drop of a course without academic penalty. No credit is earned and the grade-point average is not affected. The grade must be approved by the student's academic Dean.
XF	the grade received for the late drop of a course with academic penalty. No credit is earned, but the grade XF is treated as credits attempted and the grade-point average is affected. The grade must be approved by the student's academic Dean.
NR	grade not reported.

## College of Arts and Sciences Graduate Programs - The Grade of Incomplete (I)

Graduate students are expected to complete all assignments by the assigned due dates on the course syllabus, and the instructor

must enter a final course grade by the date indicated on the University calendar. On occasion, because of illness or other serious circumstances late in a semester, a graduate student may request an extension of time for completing a reasonable amount of remaining work in a course. The request must be made by the student in writing to the instructor, and then receive Dean approval. A detailed list of assignments to be completed and timeline for completing them agreed on by the student and faculty member, must also be included. If the request is approved, the student will be granted an Incomplete or I grade. University guidelines on the Incomplete grade appear in the *Catalog* under "Interpretation of Grades." The request for an Incomplete must also specify a due date no later than two weeks prior to the end of classes at the next academic session, in which the student is enrolled (or two years, whichever comes first).

If the Incomplete is not removed by this date, the permanent grade of F will be issued. The incomplete deadline will be strictly observed.

In the case of serious extenuating circumstances, the student may request a written appeal for an extension. The appeal must outline the remaining work outstanding and address why the original due date was not honored. The appeal should also have a statement explaining what has changed, making the new due date ideal. The faculty member must approve the appeal before being sent to the Graduate Office. The Graduate Office will then coordinate with the Dean of the College for their approval. The appeal must include the instructor's approval and a new timeline for completing all remaining assignments.

The maximum extension allowed on appeal is 24 months from the original date the Incomplete was issued, regardless of enrollment status during that period.

## School of Business Administration

### School of Business Administration Graduate Programs

Grades assigned to students in graduate programs of the School of Business Administration are as follows: A-distinction; B-quality expected of graduate students; C-below graduate standards; D-not accepted for graduate credit; and F-failure. At the faculty member's discretion, plusses and minuses may be used to further refine a student's grade. Any graduate student receiving a D or F in an advanced-level class will be dismissed from the program. A dismissed student may apply for re-admission after a one-year absence from the program but is not guaranteed acceptance. Undergraduate foundation courses, completed at an institution other than the Stetson University School of Business Administration, in which a grade of D or F was earned, must be retaken.

A Post-Baccalaureate student enrolled in the School of Business Administration must earn a C or higher in all foundation courses. A Post-Baccalaureate student who fails to earn a C or better in any foundation course will not be permitted to enroll in future courses in the School of Business Administration.

## Grade Point Average Calculation

Students' cumulative grade-point averages are based on a four-point scale. Letter grades are assigned the numerical equivalents per credits listed below. Grades are carried to the third decimal and are not rounded.

A+ = 4.00	B = 2.67	D = 1.00
A = 4.00	C+ = 2.33	D- = 0.67

A- = 3.67	C = 2.00	F = 0.00
B+ = 3.33	C- = 1.67	XF = 0.00
B = 3.00	D+ = 1.33	

The grade-point average is determined by dividing the numerical equivalents of the grades earned by the total GPA credits, including all courses failed except for grades excluded under the Course Exclusion Policy. *Recognize, however, that other universities, agencies, and employers may calculate GPAs using all grades that appear on the transcript, including grades excluded.* Only courses taken at Stetson will be used by the University in computing the student's cumulative grade-point average.

## Additional Grades

In addition to the grades identified above, the following are additional grades that can be given:

I	incomplete. This is the grade given when a student cannot complete the work of the course because of illness or other extenuating conditions, and the instructor's academic Dean has approved an extension of time for the completion of a course. The work of the course must be completed two weeks prior to the last day of classes in the next academic session of enrollment (excluding summer term); but in all cases, except graduate thesis courses, it must be removed within 24 months from the date issued regardless of enrollment status; otherwise, the I becomes an F. An I grade cannot be removed by repeating the course.
P	course passed. Credit is given. Does not affect grade-point average.
W	an approved withdrawal from all courses at the University before mid-term. See the Academic Calendar for the actual date. No credit is earned and the grade-point average is not affected.
X	the grade received for late drop of a course without academic penalty. No credit is earned and the grade-point average is not affected. The grade must be approved by the student's academic Dean.
XF	the grade received for late drop of a course with academic penalty. No credit is earned, but the grade XF is treated as credits attempted and the grade-point average is affected. The grade must be approved by the student's academic Dean.
NR	grade not reported.

## School of Business Administration's Interpretation of a Grade of "I" for Non-Traditional Graduate Programs

Master of Accountancy Program – the “next academic session of enrollment” shall be defined as the seven or eight weeks immediately following the course in which the student received the grade of incomplete.

Master of Business Administration Program – the “next academic session of enrollment” shall be defined as the seven or eight weeks immediately following the course in which the student received the grade of incomplete.

Master of Science in Pharmacy/M.B.A. Program – the “next academic session of enrollment” shall be defined as the seven or eight weeks

immediately following the course in which the student received the grade of incomplete.

Master of Healthcare Administration/M.B.A. Program – the “next academic session of enrollment” shall be defined as the seven or eight weeks immediately following the course in which the student received the grade of incomplete.

Executive Master of Business Administration (E.M.B.A.) Program - the “next academic session of enrollment” shall be defined as the eight-session module that immediately follows the course module in which the student received the grade of incomplete.

## Graduation Requirements

### College of Arts and Sciences

Degree candidates must file an application for graduation, with a \$100.00 fee, by the graduation application deadline of the term in which they expect to graduate. Graduation application deadlines are listed in the Academic Calendar, and after the graduation application deadline, graduation fees are doubled. Students should file the form in the Office of the Registrar. A graduation application is **required** before a degree will be awarded.

### Participation in Commencement

Students must have completed or be within one course of completing the degree program and/or one degree completion requirement and must be able to complete this degree requirement by the end of the subsequent summer or fall term in order to participate in Commencement.

Candidates must apply to graduate with the Registrar's Office. Please review the academic calendar for application deadlines. Students must be in good financial standing with the University by the first day of final exams for the spring semester.

### College of Arts and Sciences Graduate Programs

Successful completion of all master degree programs in the College of Arts and Sciences requires the student to earn a minimum 3.0 overall GPA. The MFA requires (P) passing grades in all courses. The following additional graduation requirements by program are shown below.

**Master of Fine Arts in Creative Writing** - Minimum of 44 credit hours of coursework earning (P) passing grades, successful completion of open studio craft talk and final performance.

**Master of Education in Educational Leadership** - Minimum of 30 credit hours of coursework, 180 hours of internship, action research project and passing score on the K-12 Florida Educational Leadership Exam (FELE). Candidates not seeking certification may graduate from the MED Educational Leadership program without passing the FELE (Florida Educational Leadership Exam).

**Masters of Education in Exceptional Student Education** - Minimum of 30 credit hours of coursework and an action research project.

**Educational Specialist Degree in Curriculum and Instruction** - Minimum of 30 credit hours of coursework

**Master of Science in Higher Education Administration and Supervision** - Minimum of 36 credit hours of coursework

**Master of Science in Clinical Mental Health Counseling** - Minimum of 60 credit hours, practicum, two internships, pass the Counselor Preparation Comprehensive Exam (CPCE), successful present their portfolio.

**Master of Science in Marriage, Couple and Family Counseling** - Minimum of 60 credit hours, practicum, two internships, pass the Counselor Preparation Comprehensive Exam (CPCE), successful present their portfolio.

**School of Business Administration**

Degree candidates must file an application for graduation, with a \$100.00 fee, by the graduation application deadline of the term in which they expect to graduate. Graduation application deadlines are listed in the Academic Calendar, and after the graduation application deadline, graduation fees are doubled. Students should file the form in the Office of the Registrar. Attendance at Commencement is expected. A graduation application is **required** before a degree will be awarded.

**Participation in Commencement**

Students must have completed or be within one course of completing the degree program and/or one degree completion requirement and must be able to complete this degree requirement by the end of the subsequent summer or fall term in order to participate in Commencement.

Students must be in good financial standing with the University by the first day of final exams for the spring semester.

Candidates must apply to graduate with the Registrar's Office. Please review the academic calendar for application deadlines.

**School of Business Administration Graduate Programs**

Successful completion of all graduate programs in the School of Business Administration requires that the student earn a minimum of 3.0 overall GPA in all advanced-level courses. In addition, successful completion of the M.Acc. requires an overall minimum 3.0 GPA in all accounting courses in the program. A student who completes all required advanced-level courses in a graduate business program with an overall GPA lower than a 3.0 may petition the director of that graduate program for permission to retake a maximum of two courses in which a grade of less than B was earned. The new grade will replace the one originally earned, although the original grade will remain on the student's transcript.

Students needing to retake a required graduate-level elective course that is not currently offered will instead be permitted to take another graduate-level business elective course. This will count toward the two-course maximum. The new grade will count toward the student's overall GPA; the new grade, however, will not replace the previous grade.

Dual Degree Programs (Master of Pharmacy/M.B.A., Master of Healthcare Administration/M.B.A., J.D./MBA): Students **MUST** complete all graduation requirements for the partner school's program to be eligible to receive the transfer elective credits to the Master

of Business Administration, even if all MBA coursework has been completed.

**Grievance Policy****Request for Review of Academic Policy**

A Stetson University student who feels that an academic policy is unfair, inequitably applied or arbitrary may request a review of the policy or may register a formal complaint ("grieve") about the policy in question. Students should initiate policy review requests by talking with the instructor and/or Department Chair. In the spirit of collegial problem-solving, all parties concerned should attempt to resolve the issue, adhering at all times to Stetson University's mission and values. If the student thinks that a complete or satisfactory explanation has not been provided by the instructor and/or the Department Chair, the student may then initiate a formal grievance by directing an appeal in writing to the Dean of the College or School. The appeal should be delivered to the office of the Dean of the College or School and should provide the Dean with the following additional data:

Full name, student number, academic major, academic advisor, local/campus address, local telephone number, and local/campus email address

The Dean will communicate his/her response to the formal appeal in writing to the local address provided by the student in a timely manner after consultation with the parties involved in the matter. A student who feels that the Dean's decision is arbitrary, unfair, or has been reached by procedural error may appeal that decision to the Provost. This appeal must be in writing and must show why, in the view of the student, the decision of the Dean should be reconsidered. The appeal should be delivered to the Office of Academic Affairs, DeLand Hall, and should provide the Provost with the following additional data:

Full name, student number, academic major, academic advisor, local/campus address, local telephone number, and local/campus email address

The Provost will communicate his/her response to the formal appeal in writing to the local address provided by the student in a timely manner after consultation with the parties involved in the matter. The Provost is responsible for maintaining the integrity of all academic policies and regulations of the University and will make the final decision for the University.

**Grade Grievances**

Students are entitled to full and clear explanations of their grades. The teacher of each course has authority over all academic matters pertaining to that course, including (but not limited to) establishing requirements, assigning grades, and communicating the reasons for those grades to the student. A student who feels that a final course grade has been inappropriately influenced by prejudice, arbitrariness, or nonacademic factors has the right to appeal that course grade, first to the teacher; then, if the grievance is not resolved, to the Chair of the Department in which the faculty member teaches; finally, if the grievance is not resolved, to the appropriate academic Dean. A grade grievance must adhere to the timelines and steps detailed in the procedure below:

1. The student shall request an explanation of the grade from the faculty member. The faculty member should be prepared to discuss and show records relating the disputed grade to both the

course assignment(s) and grading scale as defined in the course syllabus. This disclosure must not include any revelation of another student's grade(s).

2. If, after communicating with the faculty member, the student thinks that a complete or satisfactory explanation has not been provided, the student may direct a formal written appeal summarizing the grievance to the appropriate Department Chair. This appeal must be initiated no later than 30 calendar days after the beginning of the subsequent regular semester (i.e., fall or spring). The student bears the burden of proof to demonstrate that prejudice, arbitrariness, or nonacademic factors have inappropriately influenced the disputed grade. The Chair shall investigate the matter by collecting a written report from the faculty member. The faculty report will provide appropriate documents and supporting evidence; a written defense of the disputed grade may be included. The Chair shall make a decision within ten working days. If the Chair sustains the appeal, the faculty member shall be advised to assign a new grade. The new grade may be higher or lower than the disputed grade. If the Chair denies the appeal, the student shall be informed in writing immediately and the grade in question remains in effect.
3. Following the Chair's decision, either the student or the faculty member may initiate an appeal of the Chair's decision to the appropriate academic Dean. The appeal must be in writing and explain the reasons for the appeal. The Dean shall then refer the grievance to the school's Grade Grievance Officer. The Officer shall enlist two senior faculty members of the school of the faculty member concerned to constitute a three-person examining board. This board shall investigate the matter. The investigation must include a conference with both the student and faculty member present. If one or more of the parties involved in the proceedings is not available to attend in person, technology enabled remote conferencing may be used to conduct a hearing and/or a meeting. (If circumstances prevent the faculty member's participation, the Dean may appoint a representative or delay the proceedings until the faculty member can be present.) The board shall submit a report to the Dean within ten working days. The board may recommend that the grade be upheld, that the faculty member assign a different grade, or that the record of the course be removed from the student's transcript. A recommendation for the assignment of a different grade may result in a grade higher or lower than the disputed grade. The Dean shall review the report and all supporting data and report in writing to all parties within ten working days. The decision of the Dean will be final.

## Time Limitations

### College of Arts and Sciences

#### College of Arts and Sciences Graduate Programs

All work toward a master's degree, must be completed within eight years of the first enrollment as a graduate student at Stetson. The student who is unable to complete all degree requirements within this time may appeal to the Graduate Council for an extension. Transfer courses will not be accepted after six years from the date of completion.

## School of Business Administration

### School of Business Administration Graduate Programs

All courses toward the M.B.A., E.M.B.A. or M.Acc. degrees, including transferred courses, must be completed within eight years of the first enrollment as a graduate student at Stetson. The student who is unable to complete all degree requirements within this time may appeal to the Graduate Committee of the School of Business Administration for an extension.

## University Policies Applicable to Graduate Programs

### Learning Assessment Policy

Stetson University is committed to excellence in all academic programs. The University measures the success of all programs by regularly assessing student performance. While the outcomes of these assessments are primarily for internal use, Stetson University may occasionally report the results of these assessments in published research or academic conferences. These result reports will not include information that could identify the student or the instructor. The use of this information within the institution is part of normal educational practice; however, students may choose **not to allow** data derived from their own work to be used for published reports or presentations by signing an "opt out" form in the Institutional Research Office.

### Attendance Policy

Instructors establish attendance policies to support academic excellence in their courses. Students who must miss classes, especially for Stetson-sanctioned activities, must discuss these in advance with the instructor. Stetson University supports participation in and observance of religious and spiritual practices and will endeavor to make reasonable accommodation of the academic schedule to make such participation possible. The impact on academic excellence is always the central concern in any accommodation.

### Final Exam Policy

Examinations or equivalent final projects are given in all courses. Due to the nature of Graduate Programs, graduate students must refer to their course syllabi for course expectations. Students who miss a final exam or project without prior faculty or Dean approval are liable for failure of the course.

### Course Syllabi Policy

Students will be provided with a syllabus on the first day of class, summarizing basic information about the course. This syllabus may take a variety of forms but must include the following information:

1. Course goals, objectives, and requirements as they relate to the goals of the academic program (major, minor, or General Education).
2. Methods of instruction to be used
3. Plan for how learning will be assessed, including a grading scale
4. Attendance policy
5. Instructor's office hours and methods of contact (e.g., email and office telephone)



6. Final examination requirement
7. Statement of Stetson's Academic Integrity policy (Honor Code)
8. Special Needs: Please see the Disability Services section (p. 19) of this Catalog for more information.

## Records, Grades and Registration

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Course Drop Dates (p. 473)

Credit Hour Policy (p. 473)

Graduate Audit Policy (p. 467)

Graduate Program Admissions (p. 474)

Registration, Course Loads, and Course Enrollment (p. 475)

Transfer of Courses/Credits (p. 476)

Withdrawals (p. 477)

## Course Drop Dates

### College of Arts and Sciences

### College of Arts and Sciences Graduate Programs

#### Department of Education - Graduate

M.Ed. Educational Leadership - A course may be dropped without academic penalty prior to the third day of class.

M.Ed. Exceptional Student Education - This program follows the University Calendar.

Ed.S. Education Specialist - A course may be dropped without academic penalty prior to the third day of class.

Modified Education Leadership - A course may be dropped without academic penalty prior to the third day of class.

M.S. Higher Education in Administration and Supervision - A course may be dropped without academic penalty prior to the third day of class.

#### Department of Counselor Education

M.S. Clinical Mental Health Counseling - This program follows the University Calendar.

M.S. Marriage, Couple and Family Counseling - This program follows the University Calendar.

M.S. Counselor Education with Advanced Studies - This program follows the University Calendar

#### Department of English - Graduate

MFA Creative Writing - A course may be dropped before completion of the sixth week in any term without academic penalty.

### School of Business Administration

### School of Business Administration Graduate Programs

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M.Acc. or M.B.A. (DeLand Cross-Listed): Follows the standard University calendar for the academic year and summer.

M.Acc. Fall, Spring, and Summer terms (7 or 8-week half-terms): A course may be dropped without academic penalty through the completion of the fourth week of the term.

M.B.A. Fall, Spring, and Summer terms (7 or 8-week half-terms): A course may be dropped without academic penalty through the completion of the fourth week of the term.

M.B.A. Summer term (3 or 4 weeks): A course may be dropped without academic penalty through the completion of the third week of the term for a four-week course or the second week of the term for a three-week course.

E.M.B.A. – All terms (4 full-day or 8 half-day meetings, starting on Fridays or Saturdays): A course may be dropped without academic penalty prior to the fourth day of class of an eight half-day course module or prior to the second day of class of a four full-day course module. From an academic standpoint, given that the Executive MBA is a lock-step program, withdrawal means that you are terminating your status with the program. Completed course credit may be transferable to another institution.

## Credit Hour Policy

This policy documents Stetson University's compliance with regional and national accrediting guidelines. The university's policy aligns with the SACSCOC (Southern Associate of Colleges and Schools Commission on Colleges) requirement as well as federal regulations defining credit hours as established in Section 600.2, which defines a credit hour as:

1. *One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or*
2. *At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.*

## Credit Hour at Stetson University (graduate)

Stetson University graduate courses are measured in credits and are typically 3-credit courses. Clock hour time associated with graduate courses are as follows:

- 3 credits = no less than 135 clock hours of instruction and student work
- 1 credit = no less than 45 clock hours of instruction and student work

## Compliance

New courses are reviewed for compliance with the Credit Hour Policy by the individual school and college curriculum committees, and again by the university policy committees (UCCAP: University Committee on Curriculum and Academic Planning; UGEC: University General Education Committee) prior to their approval. Review for established

classes occurs through regular curriculum review in each school or college on a schedule established by the respective dean's office.

## Graduate Program Admissions

### College of Arts and Sciences

#### Admission to the Graduate Programs in the College of Arts and Sciences

Any student who holds a baccalaureate degree from a regionally accredited college or university may apply for admission to graduate programs in the College of Arts and Sciences. Please refer to the specific program section for additional admissions requirements.

Materials submitted in support of an application are not released for other purposes and cannot be returned to the applicant.

#### Admission Standards

Admission to graduate programs in the College of Arts and Sciences is determined by the Department to which the applicant is applying. Applicants should refer to the academic program section for specific admissions requirements.

#### Provisional Admissions

Applicants not meeting admissions requirements may, under special and unusual circumstances, be admitted. Applicants granted provisional admission will be notified of the provisions under which they are admitted. A student failing to meet any provisions of his or her admission will not be allowed to continue in a degree program. Provisional status may affect financial aid.

#### Application

Information and application forms may be obtained from:

Office of Graduate Admissions  
Stetson University  
421 N. Woodland Blvd., Unit 8289  
DeLand, FL 32723  
gradadmissions@stetson.edu  
P: 386-822-7100

[www.stetson.edu/graduate](http://www.stetson.edu/graduate) (<http://www.stetson.edu/portal/graduate/>)

Students must apply prior to taking any graduate coursework in the College.

#### Enrollment as a Post-Baccalaureate Student (Non-degree status)

In the Departments of Education and Counselor Education, students who do not wish to pursue a degree program may enroll as post-baccalaureate (non-degree) students for such purposes as satisfying certification requirements, licensure requirements, or obtaining credit for transfer to another university. Students must present evidence of good standing at the last institution they attended; a transient student must have a statement from his or her university that he or she is a regularly enrolled graduate student in good standing. No more than six credits that were taken as a non-degree-seeking student may be applied to a degree program subsequently entered. Students desiring admission to graduate programs will be required to meet admission standards for the particular degree. Students may enroll in six credits of introductory coursework prior to admission to the graduate program

with permission of the program director. Only students who have earned a baccalaureate degree from an accredited institution may pursue programs in Education, Counselor Education, or Creative Writing.

### School of Business Administration

#### Admission to the Graduate Programs in the School of Business Administration

##### Master of Business Administration (M.B.A.)/ Executive Master of Business Administration (E.M.B.A.)

Graduates of accredited universities who have received the baccalaureate degree or a graduate degree are eligible to apply for admission to graduate study in the School of Business Administration. Students must have earned a baccalaureate degree or graduate degree from a college or university accredited by the appropriate regional association and present evidence of good standing at the last institution they attended. The degree need not be in business administration. Indeed, combining the M.B.A. with a non-business degree is considered outstanding career preparation in many fields.

A special exception may be granted to an individual applying to the EMBA program who lacks a baccalaureate degree, but who has attained substantial professional work experience (typically at least 15 years). No more than two special exceptions will be granted for a given EMBA cohort. The SOBA Graduate Committee will review applicants' credentials on a case-by-case basis to determine if a special exception is merited. Those admitted under this special exception will begin the program on academic probation (a "provisional" admit). The probation period will be 12 months. During this time, the student will be required to achieve a grade of B or better (not B-) in all courses taken. Furthermore, the student must complete all requirements for a course within the time frame specified in the course syllabus and will not be permitted to withdraw from a course or receive an Incomplete.

Upon successful completion of the probationary period, academic probation will be lifted and the student will then be subject to the same continuation and graduation requirements of all other EMBA students.

A student who has received either a Juris Doctor (J.D.), a Master of Science in Pharmacy (M.S.P.) degree, or a Master of Healthcare Administration (M.H.A.) from a partner school is eligible to enroll in the Stetson M.B.A. under the requirements of the respective dual degree program. In order to qualify, a student must apply for admission to the M.B.A. program within 60 months of the completion of the J.D., M.S.P., or M.H.A. degree.

##### Master of Accountancy (M.Acc.)

Applicants for admission to the Master of Accountancy program must be graduates of an accredited university and must have an undergraduate degree in accounting (or, must have the equivalent in academic coursework). Students must have earned a baccalaureate degree from a college or university accredited by the appropriate regional association and present evidence of good standing at the last institution they attended. Evidence of prior academic dishonesty during one's collegiate career will adversely impact the admissions decision.

#### Admission Procedures

Generally, a completed application must include official transcripts of all undergraduate and graduate work, official test scores of the

Graduate Management Aptitude Test (GMAT) or Graduate Record Examinations (GRE)<sup>1</sup>, two academic or professional letters of recommendation, current résumé, and a completed Stetson University application. All M.B.A. and M.Acc. applications must be accompanied by a nonrefundable application fee. A personal interview may be required.

<sup>1</sup> GMAT or GRE only required for M.B.A. if applying for scholarships and is encouraged for M.Acc. and M.B.A. candidates who wish to strengthen their credentials for admission.

International students must provide an official course-by-course evaluation of their transcripts from an approved evaluation service and official Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) scores.

Application for the M.Acc. may be made for admission for the fall, spring, or summer terms, and application for the M.B.A. may be made for admission for the fall, spring, or summer terms with the exception of the Flex MBA, which admits only for spring, and the E.M.B.A., which admits only for fall. Materials must be submitted to the appropriate office, and all materials submitted in support of an application are not released for other purposes and cannot be returned to the applicant.

All completed applications are evaluated based on standards established by the Graduate Committee of the School of Business Administration. Acceptance is based on undergraduate academic performance, scores of the GMAT or GRE (and TOEFL or IELTS for international students) if applicable, and evidence of leadership and experience. Students will be notified, in writing, of their admission status following an evaluation of their credentials. Evaluations are normally done on a rolling basis.

Admission procedures may vary between programs. For specific admission procedures, please see below.

Office of Graduate Admissions  
Stetson University  
421 N. Woodland Blvd., Unit 8289  
DeLand, FL 32723  
gradadmissions@stetson.edu  
386-822-7100

[www.stetson.edu/graduate](http://www.stetson.edu/graduate) (<http://www.stetson.edu/portal/graduate/>)

## Admissions Standards

For E.M.B.A. applicants, the GMAT/GRE may be waived at the discretion of the program director based on academic preparation and experience.

International students whose native language is not English must provide official Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) scores.

- The minimum acceptable TOEFL iBT score is 90.
- The minimum acceptable IELTS score is 7.0.

## 4/1 Program in Accounting

Outstanding Stetson undergraduate accounting majors will be granted automatic, conditional<sup>†</sup> admission to the Master of Accountancy program if they present the following credentials:

- Overall cumulative grade point average of 3.50 or above (as of no earlier than the final semester of enrollment)

- A grade point average of 3.50 or above on all upper-division accounting courses taken (as of no earlier than the final semester of enrollment)

† Conditional on completion of the Bachelor of Business Administration degree and a major in accounting.

Students must complete the Master of Accountancy application and present official transcripts but will **NOT** be required to do the following:

- Pay an application fee
- Present a GMAT or GRE score (encouraged for candidates who wish to strengthen their credentials for admission)
- Provide letters of recommendation
- Provide a resume
- Provide a personal statement

## Fast-Track Program for MBA Program Admission

Any Stetson University graduate with a final overall GPA of 3.3 or higher will receive automatic admission to the Online MBA program. All undergraduate majors qualify.

The automatic admission only requires an application and official transcript. All other application requirements are waived. This includes the application fee, two letters of recommendation, statement of purpose, and resume.

## Enrollment as a Post-Baccalaureate Student (Non-degree status)

In the School of Business Administration, students may enroll as post-baccalaureate (non-degree) students for such purposes as professional growth, personal development, or to satisfy graduate program undergraduate-level foundation courses. Post-baccalaureate students are not permitted to take graduate-level courses. Enrollment requires a post-baccalaureate application, non-refundable application fee, and official transcripts of all undergraduate and graduate coursework. Students must have earned a baccalaureate degree from a college or university accredited by the appropriate regional association and present evidence of good standing at the last institution they attended. International students must provide an official course-by-course evaluation of their transcripts from an approved evaluation service and official Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) scores.

## Registration, Course Loads, and Course Enrollment

### College of Arts and Sciences

### College of Arts and Sciences Programs

Specific course requirements and maximum credit hours per term are different for each program. Additional coursework may be required if the Department or the Graduate Council determines that the student's background is inadequate in the field in which he or she intends to major. Although students may take up to twelve credits during fall and spring semesters and nine credits during the summer term, students

are considered “full-time” when they take six credits in the fall and spring semesters, and six credits during the summer.

## School of Business Administration

### School of Business Administration Graduate Programs

#### Registration and Registration Deadlines

At each registration, courses must be selected with advice of the student’s academic advisor. Students are required to register online. Registration for a course obligates the student to pay tuition for the course unless an official drop or withdrawal is accomplished. Be advised some graduate courses do not follow the typical University calendar. Please refer to the MBA and MAcc academic calendar or contact the Office of Graduate Business Program for actual dates and times.

All new and continuing graduate business students should register for classes no later than two (2) weeks prior to the first day of classes for the semester for which they are registering. Following the registration deadline, course enrollments will be reviewed by the Graduate Business Office, and decisions on class cancellations due to low enrollments will be made at that time.

#### Enrollment Requirements for Graduate Business Courses

Only students admitted into a graduate business program are permitted to enroll in advanced-level coursework. The following general policy will be applied by all directors of graduate business programs in determining the eligibility of a Stetson undergraduate business student to enroll in advanced level courses:

- Generally, in order for a student to enroll in an advanced-level business course, that student will be enrolled in a Stetson graduate business degree program. [Note: completion of certain established prerequisites may be required for enrollment in a particular graduate course. Further, a director of a graduate business program may choose to deny enrollment in a graduate course that is unique to his/her program to students not enrolled in that degree program.]
- Students currently enrolled in the Stetson bachelor of business administration degree program may be permitted to enroll in an advanced level business course subject to the following requirements:
  - The student has been granted conditional admission to a Stetson graduate business degree program.
  - The student has completed the necessary prerequisite(s) for the graduate course(s) in which he or she intends to enroll.
  - The student is enrolled in his or her final semester of coursework for the bachelor of business administration degree program, needs two course units or less of undergraduate coursework to complete the degree program, is enrolled in all of the undergraduate courses needed to graduate, and intends to graduate at the end of that semester.
  - The student’s overall Stetson undergraduate grade point average is 3.2 or above. For students with conditional admission to the M.Acc. program, the student’s Stetson accounting (e.g., major) grade point average is also 3.2 or above.

- The student has presented a satisfactory GMAT score, if applicable.
- A petition to enroll in graduate courses prior to completing a bachelor’s degree program must be submitted to the appropriate graduate business program director prior to the commencement of the semester in which the student intends to enroll.
- The petition must be accompanied by a written recommendation from a faculty member teaching in the student’s undergraduate major that specifically addresses the student’s ability to successfully complete graduate work while simultaneously completing the undergraduate degree.
- A student with 1.5 course units (6 credit hours) or less remaining to complete the undergraduate degree program will be permitted to enroll in a maximum of six credit hours of graduate-level courses. A student with two course units (8 credit hours) remaining to complete the undergraduate degree program will be permitted to enroll in a maximum of three credit hours of graduate-level courses.
- Graduate hours earned (with a grade of C- or better) under this policy will be transferable into the selected graduate program upon final acceptance.
- This exception may only be applied once.

#### Master of Science in Pharmacy/Master of Business Administration Continuation Policy

Students enrolled in the dual degree program leading to a Master of Science in Pharmacy from the University of Florida and a Master of Business Administration from Stetson shall begin their studies in the Pharmacy program. After completing at least six hours of Pharmacy courses, students will be permitted to complete select Master of Business Administration courses while continuing to pursue the Master of Science in Pharmacy degree. Students must have their UF M.S.P. degree conferred in order to be awarded elective transfer credit toward the M.B.A. degree. If a student fails to complete a course within the designated sequence, the student’s graduation may be delayed.

## Transfer of Courses/Credits

### College of Arts and Sciences

#### College of Arts and Sciences Graduate Programs

Transfer of course credit is not automatic. For most programs, a maximum of six credits may be transferred from another regionally accredited graduate school provided these credits are approved by the Department as part of the student’s planned program. Note: Transfer credits expire six years after their completion.

For the MFA Program, students may transfer a maximum and minimum of eleven credits, provided the student has taken a combination of courses and credit hours equivalent to one MFA course (11 credits). Students coming to Stetson to earn a second MFA in another creative writing genre may transfer in their first degree as a semester’s worth of credits hours.

As with other programs, these courses must be taken at an accredited graduate school and the credits must be approved by the Department. Counselor Education transfer courses will only be considered if they were completed in a CACREP accredited program. No grade below

B will be accepted for transfer credit. The student must fill out an appropriate form requesting transfer credit.

An admitted student wishing to take coursework at another institution must first have the written approval of the Department before taking the course at the other institution. Upon completion of the approved course from the other institution, the following are required for Department final approval and processing:

- A Transfer Request Form available in the Office of Graduate Studies
- An official transcript from the other institution
- A copy of the course syllabus outlining work completed

## School of Business Administration

### School of Business Administration Graduate Programs

Advanced course requirements are ordinarily to be taken at Stetson. The following general policy will be applied by all directors of graduate business programs when awarding graduate transfer credit:

- A maximum of six hours of graduate credit is transferable upon entry into a graduate degree program, except for the Online MBA, for which a maximum of nine hours of graduate credit is transferable into the program.<sup>1</sup>
- Only business or economics courses taken at an AACSB-accredited university and in which the student earned a grade of B or above are eligible for transfer. Pass/fail and internship courses are not eligible for transfer credit. Exceptions will be granted at the discretion of the Executive Director.
- Courses may not be transferred from a previously completed degree program for credit; the student may choose to either re-take the applicable course at Stetson or select an alternative course in the same discipline, subject to director approval.
- Graduate credit must have prior approval by the director of the graduate program and the appropriate department chair. Students may be required to present course descriptions and/or course syllabi for review.
- The director of the graduate program, in consultation with the appropriate department chair(s), will determine if a course is the equivalent of a current graduate program advanced requirement. If the course is not determined to be equivalent, the course may be given credit as a graduate elective, if approved by the director of the graduate program.
- Students who graduated from a Stetson School of Business Administration graduate partner program within the last five years may transfer the eligible elective credits from that partner program to the Stetson graduate business program upon admission.
- Transfer or double-counting of courses/credits between the Stetson MAcc and MBA programs are at the director's discretion.

<sup>1</sup> In accordance with University policy, no transfer credit shall be awarded for courses taken at another institution during a term in which a degree-seeking student is enrolled at Stetson.

## Withdrawals

If an enrolled graduate student wishes to withdraw from the University, dropping all courses and leaving campus, he or she must comply with

the withdrawal process described below. Withdrawal covers all course enrollments for a given registration period regardless of their meeting schedule. The policy for dropping an individual course is described elsewhere in the *Catalog* (see Change of Registration (Drop/Add)).

Students who leave the University without proper permission automatically suspend themselves and can be re-admitted only by special approval of the Dean of the appropriate College or School. A grade of F is recorded for all courses when a student leaves without prior approved withdrawal.

### Medical Withdrawal

Students seeking a medical withdrawal should contact the office of the Vice President of Student Affairs, which serves as administrator of medical withdrawals for all students. Students who are granted medical withdrawal will receive a grade of "W" assigned for each course. No credit is earned and the grade point average is not affected. Medical withdrawals have no effect on the student account balance other than the normal withdrawal policies stated under Student Withdrawal and Dropped Courses. The medical withdrawal packet is available in the office of the Vice President of Student Affairs, CUB 201.

### Official Graduate Student Withdrawal Procedures

1. The student must complete the withdrawal process at least two weeks prior to the last day of classes in a semester (excluding summer term). Students may not withdraw during the last two weeks of a semester.
2. The withdrawal process is initiated in the office of the graduate program in which the student is enrolled. The Dean of the College or School in which the student is enrolled must approve it.
3. Graduate students receiving any type of University-administered financial aid (including scholarships, loans, or grants) must present the Withdrawal Form (<https://www.stetson.edu/administration/registrar/media/Withdrawal%20Form%20V2.pdf>) to the Office of Financial Aid (Rinker Welcome Center) for information and a signature. **Note:** If a student receives any federal and/or state need-based aid and withdraws prior to the completion of 60% of a term, the Office of Financial Aid is required to perform federal return of Title IV funds calculation. After this calculation is completed, most students will owe a balance to the University since some federal and state aid typically has to be returned due to a student's failure to complete the term.
4. Graduate students living on campus in any type of University housing must present the Withdrawal Form (<https://www.stetson.edu/administration/registrar/media/Withdrawal%20Form%20V2.pdf>) to the Office of the Vice President of Student Affairs (Carlton Union Building) for information and signature.
5. The Withdrawal Form (<https://www.stetson.edu/administration/registrar/media/Withdrawal%20Form%20V2.pdf>) must be returned to the office of the graduate program in which the student is enrolled to complete the withdrawal process. Once initiated, the withdrawal process must be completed within seven calendar days. No Withdrawal Forms will be accepted after 4:30 p.m. on the last day to officially withdraw during that semester.
6. When a student completes the withdrawal process, it will be recorded on the permanent academic record as follows:
  - a. If completed before the mid-term withdrawal date (see the Academic Calendar for specific date), a grade of W will be

assigned for each course. No credit is earned, and the grade point average is not affected.

- b. If completed after the mid-term withdrawal date, a grade of WP or WF will be assigned for each course according to the instructor's evaluation of the student's performance to that point. WFs are treated as credits attempted, and grade point average is affected.
7. Withdrawal affects all courses in a term of enrollment. To drop a single course, including a special format course beginning later in a semester, a graduate student would follow the drop policy, gaining approval from the graduate office and the Dean. Students receiving financial aid must consult with the Office of Financial Aid before completing a drop. There may be financial consequences for failure to maintain at least half-time enrollment, except for post-baccalaureate students for whom the minimal academic load is at least six credits (three credits for M.S., M.Ed., Ed.S., and six credits for post-baccalaureate (post-bacc.) students).
8. Please review the information on Student Withdrawal and Dropped Courses (p. 437) (bottom of the page) elsewhere in this catalog for additional information.

# College of Law

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## Message from the Interim Dean

Greetings to our newest Stetson students -

Welcome to Stetson University College of Law! We are excited that you have chosen to take the next step in your academic journey here, and we look forward to seeing all that you accomplish during your time at Stetson Law.

Stetson Law was the first law school established in Florida. It was home to the first clinical education program in the state. In the 100+ years since Stetson Law first came into existence, we have continued to honor the strengths we have developed while seeking to push forward with new visions of excellence in legal education.

As we move ahead following challenging times, we look forward to working with you and your classmates as you integrate into the Stetson Law community. I trust that you will find that the community—whether faculty members, students, staff members, or alumni—includes a variety of unique perspectives, talents, and interests. Stetson Law is united in our interest in developing professional, dedicated, practice-ready lawyers and leaders who will serve their communities and those in need of their assistance.

Your first year is an exciting and, yes, sometimes strenuous time in your academic journey. Know that as a community we are here to prepare you, to challenge you, and most of all to support you in this new endeavor.

Best regards,

*Theresa J. Pulley Radwan*  
Interim Dean and Professor of Law

## Associate Deans

**Jason R. Bent**, Associate Dean for Academic Affairs and Professor of Law

**Ann Mullins**, Associate Dean for Assessment and Professional Engagement and Professor of Law

**Darryl C. Wilson**, Associate Dean for Faculty and Professor of Law

## General Information

Founded in 1900 as Florida's first law school, Stetson University College of Law has educated outstanding lawyers, judges and other leaders for more than 100 years. Stetson University is accredited by the Southern Association of Colleges and Schools Commission on Colleges. The College of Law is fully accredited by the American Bar Association and has been a member of the Association of American Law Schools since 1931.

<http://www.stetson.edu/law/about/home/profile.php>

Stetson University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, masters, and doctorate degrees. Questions about the accreditation of Stetson University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website ([www.sacscoc.org](http://www.sacscoc.org) (<http://www.sacscoc.org>)).

## Overview of Degree Programs

### Juris Doctor (J.D.)

The College of Law offers full-time and part-time Juris Doctor graduate degree programs. Florida and most other states require a J.D. degree from an accredited U.S. law school before an individual may sit for the state bar examination.

### Juris Doctor - Master of Laws Joint Degree program

Beginning in Spring 2015, Stetson University College of Law will offer a joint-degree program, allowing qualified students the opportunity to earn both a J.D. degree and an LL.M. degree in advocacy from Stetson in as little as three years.

### Master of Laws (LL.M.)

Stetson Law's Master of Laws (LL.M.) degree programs are offered to students who have already received their first law degree at a law school accredited by the ABA or approved by the appropriate authority.

### Master of Jurisprudence (M.Jur.) Degree Programs

Stetson offers advanced degrees for non-lawyers who wish to obtain a greater understanding of legal systems and concepts in the areas of international business, elder law, and healthcare compliance. **Note:** Admission to the M.Jur. programs does not guarantee admission to the J.D.



program. Students who apply to the J.D. program after completing the M.Jur. may not transfer any M.Jur. courses or credits from that program to the M.Jur.

## The Accelerated 3+3 Bachelor's/J.D. programs

Stetson University College of Law has collaborated to offer certain high-performing undergraduate students an opportunity to reduce the time required to earn both a Bachelor's Degree and Juris Doctor degree. Students seeking a J.D. degree typically complete a four-year undergraduate program followed by three years of law school. This path allows qualified students to earn both their bachelor's and J.D. degrees in six years.

Stetson Law has Accelerated 3+3 Bachelor's/J.D. program agreements with:

- Stetson University (<http://www.stetson.edu/artsci/pre-law/special-programs.php>): College of Arts and Sciences, School of Business Administration
- University of South Florida (<http://www.stetson.edu/law/offices/registrar/accelerated-jd-bachelor-program.php>): Honors College Tampa
- University of West Florida (<http://www.stetson.edu/law/offices/registrar/accelerated-id-bachelor-west-florida.php>)
- Chatham University (<http://www.stetson.edu/law/offices/registrar/accelerated-jd-bachelor-chatham.php>)

## Accelerated Juris Doctor for Foreign Attorneys (<http://www.stetson.edu/law/international/home/accelerated-jd-program.php>)

Stetson University College of Law will allow qualified foreign-educated attorneys the opportunity to apply as transfer applicants. This will allow candidates to complete the J.D. in an accelerated manner, typically two years if attending on a full-time basis. Candidates may also apply for part-time consideration. Following graduation, candidates may sit for the Bar Examination in any state.

## Dual Degree Programs (<http://www.stetson.edu/law/offices/registrar/dual-degree-programs.php>)

Stetson University College of Law provides three dual degree programs for students to pursue two degrees simultaneously. JD/MBA (Master of Business Administration with Stetson University) JD/M.I.N.T.E.C. (Master in International Economic Law, in cooperation with Toulouse University, Toulouse, France), and JD/M.E.B.L. (Master in European Business Law, from the Comillas Pontifical University in Madrid, Spain).

## Degree Programs

### Degree Programs

#### Juris Doctor:

- Juris Doctor (J.D.) (p. 484)

#### Joint Degree in Advocacy

- Juris Doctor/LL.M. in Advocacy Joint Degree (p. 505)

#### Master of Laws (LL.M.)

- LL.M. in International Law (p. 508)
- Online LL.M. in Advocacy (p. 509)
- Online LL.M. in Elder Law (p. 510)

#### Master of Jurisprudence (M.J.)

- M.Jur. in International and Comparative Business Law (p. 512)
- M.Jur. in Aging, Law and Policy (p. 514)
- M.Jur. in Healthcare Compliance (p. 516)

## Concentrations

### Certificates of Concentration in the Stetson University College of Law

- Advocacy (p. 522)
- Business Law (p. 525)
- Elder Law (p. 530)
- Environmental Law (p. 532)
- International Law (p. 535)
- Social Justice Advocacy (p. 538)

## Clinics and Externships

### View Course Opportunities for Clinics and Externships

Stetson Law offers students **more than 300 clinic and externship opportunities annually**. With approximately 29 clinic and externship courses at 60 hosting organizations, Stetson joins a handful of other law schools across the country who guarantee that every student can participate in a clinic or externship course during law school. While this does not mean that every student is guaranteed his or her first choice of courses, it does mean that any student who has the prerequisites can participate in a clinical course involving real practice.

**Programs are designed to enhance classroom-based learning and give students opportunities to gain valuable, real-world experience while working closely with Stetson faculty.** These experiences allow students to observe and participate in the application of substantive law, and find solutions to problems that confront attorneys on a daily basis.

### For Students Who Wish to Apply

Please do the following:

1. Read the Frequently Asked Questions (<https://www.stetson.edu/law/academics/clinical-education/faq.php>).
2. Review the Course Opportunities (<https://www.stetson.edu/law/academics/clinical-education/outlines.php>).
3. Visit How to Apply (<https://www.stetson.edu/law/academics/clinical-education/how-to-apply.php>) to submit your application and supporting documents.

For assistance, please contact the Office of Clinical and Experiential Education at [clinicaled@law.stetson.edu](mailto:clinicaled@law.stetson.edu) or 727-562-7357.

## Study Abroad & Intersessions

### Study Abroad with Stetson University College of Law

Stetson's study abroad programs provide opportunities for exploring the world while also earning class credit and learning about foreign legal systems.

#### Study Abroad in Granada, Spain (<https://www.stetson.edu/law/international/home/>)

The Granada, Spain study abroad program is designed to prepare lawyers for the challenges of the international marketplace. The globalization of law practice and business is among the most significant developments shaping the legal profession. The development of multilateral trade agreements and increase in cross-border transactions will offer new opportunities for worldwide legal services, including resolution of disputes.

#### Study Abroad in The Hague, Netherlands (<https://www.stetson.edu/law/studyabroad/netherlands/>)

Get a front-row seat for the study of international courts and tribunals through study abroad in The Hague, Netherlands. The Hague is recognized globally as a center for international institutions and tribunals and is one of two capitals in the Netherlands.

#### Study Abroad in Oxford, England (<https://www.stetson.edu/law/studyabroad/oxford/>)

Stetson's study abroad program in Oxford, England is an intensive, two-week experience that teaches advocacy through practice, theory, and contemplation. Students will be exposed to the fundamental tenets of rhetoric, psychology, and storytelling. Local techniques and practices form an integral part of this course with multiple guest speakers from England, Scotland, and Ireland. These common law attorneys and judges will bring a different view point to the process — expanding the students understanding of the differences and similarities that stretch across legal systems.

#### Cayman Islands Fall Intersession Program (<https://www.stetson.edu/law/studyabroad/cayman/>)

The Cayman Islands Fall Intersession Program allows participants to study at the Truman Bodden Law School located in George Town, the capital city of the Cayman Islands.

## Spring Break - Stetson Students only

### Partner Programs

Barbados (<http://washburnlaw.edu/academics/international/barbados/>)

## Faculty

- Faculty Directory (<http://www.stetson.edu/law/faculty/home/>)
- Professor Emeriti (<http://www.stetson.edu/law/faculty/home/emeriti.php>)
- Adjunct Faculty (<http://www.stetson.edu/law/faculty/home/adjunct.php>)

## **Stetson University College of Law - Academic Calendar**

2022-2023 College of Law Academic Calendar (<https://www.stetson.edu/law/conferences/home/media/stetsonacademiccalendar2223.pdf>)

## Juris Doctor Degree

Florida and most other states require a J.D. degree from an accredited U.S. law school before an individual may sit for the bar examination.

All students in the Juris Doctor (J.D.) degree program must meet the following Required Curriculum in addition to specific Area Requirements with the major area of study. Furthermore, there are additional requirements for students who intend to complete a Certificate of Concentration (p. 521) along with the Juris Doctor degree. The Juris Doctor (JD) degree is conferred upon candidates who have successfully fulfilled the requirements outlined in the sections below:

Stetson University College of Law Juris Doctor candidate must earn at least 88 credit hours during 6 semesters in law school residence. Additionally, each Juris Doctor candidate is required to complete the Professional Responsibility course, as well as, one course in the area of Administrative Law, a Code or Statutory Law course, 6 credits of Experiential Learning, and a Scholarly Research and Writing Project. The candidate must also obtain an overall cumulative grade point average (CGPA) of at least 2.30 (for students who entering in or after Fall 2018) or at least 2.25 (for students who entered prior to Fall 2018), complete the pro bono/public service requirement, satisfy the 65 classroom credit-hour requirement, and be of good moral character, just to name a few.

### Transfer Students

New students entering on advanced standing as a transfer student must meet all the graduation requirements set forth by the College of Law, including all required courses (both first-year and upper-level), the area requirements, and a minimum of 88 credits. Students may also be required to complete, re-take, or substitute first-year courses offered by this Law School, for which they have or have not already completed in their first year. The Associate Dean for Academic Affairs will determine to what extent courses taken at the original institution will transfer to meet any of these requirements.

### Full-Time (Day) Curriculum

#### Required Curriculum (Full-time Program)

Most full-time students who enter the College of Law will complete the required curriculum using the following sequence:

Code	Title	Credits
First Semester		
LAW 1150	CIVIL PROCEDURE	4
LAW 1181	CONTRACTS	4
LAW 1200	CRIMINAL LAW	4
LAW 1270	RESEARCH AND WRITING I	4
Second Semester		
LAW 1195	CONSTITUTIONAL LAW I	4
LAW 1251	REAL PROPERTY	4
LAW 1290	TORTS	4
LAW 1275	RESEARCH AND WRITING II	3
Third Semester		
LAW 2350	PROFESSIONAL RESPONSIBILITY	3
LAW 2190	EVIDENCE <sup>1</sup>	4
<b>Total Units</b>		<b>38</b>

<sup>1</sup> Evidence is a prerequisite for Trial Advocacy, along with other upper level courses. However, this required course may be taken any time during a student's second or third year.

### Area Requirements

#### Administrative Law Requirement:

Code	Title	Credits
Select one of the following:		
LAW 3040	ADMINISTRATIVE LAW	
LAW 3045	ADMIN LAW FOR HEALTH CARE	
LAW 3238	CONSUMER LAW	
LAW 3333	EMPLOYMENT DISCRIMINATION	
LAW 3340	ENVIRONMENTAL LAW	

LAW 3370	ENVIRONMENTAL REGULAT OF WATER
LAW 3451	FEDERAL INDIAN LAW
LAW 3490	FLORIDA ADMINISTRATIVE LAW
LAW 3529	HEALTH CARE: OVERVIEW
LAW 3538	IMMIGRATION LAW
LAW 3545	HEALTH CARE: COMPLIANCE&ETHICS
LAW 3613	LABOR LAW
LAW 3633	LAND USE LAW
LAW 3771	POVERTY LAW

### Code Requirement:

Code	Title	Credits
Select one of the following:		
LAW 3152	BANKRUPTCY	
LAW 3190	COMMERCIAL TRANSACTIONS	
LAW 3449	FEDERAL INCOME TAXATION I	
LAW 3480	FED TAX OF EST, TRUSTS & GIFTS	
LAW 3587	INT'L SALES LAW & ARBITRATION	
LAW 3768	PAYMENT SYSTEMS	
LAW 3821	SALES & LEASES	
LAW 3832	SECURED TRANSACTIONS	

### Experiential (formerly Skills) Requirement:

The ABA has instituted a new requirement that JD students must complete one or more experiential courses totaling at least 6 credit hours.

- Students who matriculated prior to fall 2015 are required to complete at least one (1) of these courses.
- Students who matriculated fall 2015 or after are required to complete at least six (6) credits from the Experiential Education listing of courses.

Code	Title	Credits
Select from the following:		
LAW 3055D	ADV CIVIL TRIAL SKILLS-DAMAGES	1 credit
LAW 3055V	ADV CIV TRIAL SKILLS-VOIR DIRE	1 credit
LAW 3075	ADVANCED CRIMINAL TRIAL ADVOCACY	2 to 3 credits
LAW 3081	ADVANCED CROSS EXAMINATION	1 credit
LAW 3140	APPELLATE PRACT & ADVOC: CIVIL	3 credits
LAW 3140C	APPELLATE PRAC & ADV: CRIMINAL	3 credits
LAW 3145	ARBITRATION	2 credits
LAW 3155	BANKRUPTCY JUDICIAL EXTERNSHIP	4 credits
LAW 3161	CARIBBEAN LAW EXTERNSHIP	3 credits
LAW 4200	CHILD ADVOCACY CLINIC	5 credits
LAW 4500	CIVIL LEGAL SERVICES CLINIC	5 credits
LAW 4520	CIVIL ELDER LAW CLINIC	5 credits

LAW 56001	COMPARATIVE TRIAL ADVOCACY (Oxford Program)	3 credits
LAW 3317	CONSUMER PROTECT EXTERNSHIP	3 credits
LAW 3315	ELDER & DISABILITY LW EXTRNSHP	3 to 4 credits
LAW 3355	ENVIRONMENTAL ADVOCACY	2 credits
LAW 3342	ENVIRONMENTAL LAW EXTERNSHIP	1 to 4 credits
LAW 3349	ENVIRONMENTAL PRACTICE	2 to 3 credits
LAW 3415	FAMILY LAW EXTERNSHIP	3 credits
LAW 3414	FAMILY LAW MEDIATION	3 credits
LAW 3445	FED GOVT LITIGATION EXTERNSHIP	3 to 4 credits
LAW 3454	FEDERAL JUDICIAL EXTERNSHIP	2 to 4 credits
LAW 3635	LANDLORD TENANT EXTERNSHIP	1 to 4 credits
LAW 3874	FLA CRCT CRT (APPELL) EXTRNSHP	3 to 4 credits
LAW 3895	FLA CRCT CRT (TRIAL) EXTRNSHP	4 credits
LAW 3885	FLA DISTRICT CRT APPEAL EXTERN	4 credits
LAW 3537	HOMELESS ADVOCACY EXTERNSHIP	3 credits
LAW 3544	HUMAN TRAFFICKING	3 credits
LAW 4535	IMMIGRATION LAW CLINIC	5 credits
LAW 3539	IMMIGRATION LITIGAT & ADVOCACY	3 credits
LAW 3548	IN-HOUSE COUNSEL EXTERNSHIP	3 credits
LAW 3549	INDIVIDUAL EXTERNSHIP PROGRAM	2 to 12 credits
LAW 3561	INTELLECTUAL PROP EXTERNSHIP	1 to 3 credits
LAW 3592	INTERVIEWING AND COUNSELING	2 credits
LAW 3671	LAW & POLICY EXTERNSHIP	1 to 8 credits
LAW 4548	LOCAL GOVERNMENT CLINIC	5 credits
LAW 3718	MEDIATION SKILLS TRAINING	3 credits
LAW 3735	MILITARY JUSTICE EXTERNSHIP	3 credits
LAW 3753	MUNICIPAL&ADMIN LAW EXTERNSHIP	3 credits
LAW 3761	NEGOTIATION AND MEDIATION	2 credits

LAW 3773	PRE-TRIAL PRACTICE	4 credits
LAW 4550	PROSECUTION CLINIC	5 credits
LAW 4560	PUBLIC DEFENDER CLINIC	3 to 5 credits
LAW 3897	STATE LITIGATION EXTERNSHIP	2 to 3 credits
LAW 3506	STATE SUPREME COURT JUD EXTERN	7 to 12 credits
LAW 4565	TAMPA PROSECUTION CLINIC	5 credits
LAW 3297	THE DOCUMENT OF THE DEAL: CORPORATE CONTRACTS	2 credits
LAW 3920	TRIAL ADVOCACY	3 credits
LAW 4570	VETERAN'S ADVOCACY CLINIC	5 credits
LAW 3946	WHITE COLLAR ADVOCACY	2 to 3 credits

**All Externships count toward the Experiential Learning Requirement.** Advocacy Board credits (Dispute Resolution Board, Moot Court Board, and Mock Trial Board) qualify as credit toward the Experiential Requirement. However, no more than two experiential credits may be earned from each individual advocacy board. Thus, a student on two boards can earn up to four credits toward the experiential graduation requirement.

**The Writing Requirement may be satisfied by successfully completing a seminar paper, an Individual Research Project (IRP), or Law Review:**

**Seminar paper:** A student may earn upper-level writing requirement credit for completing a seminar paper. To do so, work submitted for the seminar paper must be of publishable quality, as determined by the faculty advisor. If a professor determines that a paper is not of publishable quality, a student may be denied upper-level writing credit, even if the professor determines that the student should receive course credit. Normally, a grade of 2.25 or higher reflects that the student has earned upper-level writing credit and a grade at or below 2.0 reflects that the student has not earned upper-level writing credit. If a professor determines that a student should not receive writing credit for a seminar paper, the professor should inform the Associate Dean for Academic Affairs and the Registrar as soon as practicable.

**Individual Research Project (IRP):** A student may earn upper-level writing requirement credit for completing an IRP. To do so, work submitted for the IRP must be of publishable quality, as determined by the faculty advisor. If a professor determines that a paper is not of publishable quality, a student may be denied upper-level writing credit, even if the professor determines that the student should receive course credit. Normally, a grade of S+ or S reflects that the student has earned upper-level writing credit and a grade of S- or U reflects that the student has not earned upper-level writing credit. If a professor determines that a student should not receive writing credit for an IRP, the professor should inform the Associate Dean for Academic Affairs and the Registrar as soon as practicable.

**Law Review:** *Stetson Law Review* members demonstrate high academic performance and exacting legal research and writing skills. Members collaborate in a firm-like environment to publish legal scholarship that addresses contemporary topics that are relevant both nationally and to Florida practitioners.

**Stetson Business Law Review:** *Stetson Business Law Review* members work as a team to deliver sustained excellence in the exceptionally competitive environment that is the legal community. *Stetson Business Law Review* offers a focused publication on the topic of business law, giving a competitive advantage in comparison to colleagues.

## Pro Bono Requirement

60 required hours (30 hours must be law related)

## Residency Requirement

By the end of the last semester, each full-time student is required to have completed:

- 6 semesters of residency (a minimum completion of 10 hours each) **OR**
- 5 semesters of residency (a minimum completion of 10 hours each **plus** 2 summer semesters of at least 5 hours each).



## Classroom Credits

Complete a minimum of 65 credits of regularly scheduled classroom hours. Please review the policy (<http://www.stetson.edu/law/policies/home/media/minimum-number-of-classroom-credits-required-for-graduation-pdf.pdf>) for more information regarding this requirement.

## Awarding of Diplomas

The College of Law will award diplomas three times each academic year: at the conclusion of the fall, spring semesters, and at the conclusion of the on-campus summer session. Absent extraordinary circumstances, as determined by the College of Law Dean or the Associate Dean for Academic Affairs, to receive a diploma, a student must have completed all graduation requirements by the date the Registrar establishes for faculty to submit grades for graduating seniors. In addition, absent extraordinary circumstances, the student must not have any pending honor code, conduct code, or criminal charges.

## Part-Time (Evening) Curriculum

Stetson's Part-Time J.D. Program is designed for working professionals or others with daytime commitments. By taking evening classes at the Tampa Law Center and the Gulfport campus, students can earn a law degree in as little as four years.

Students must complete 88 credit hours to graduate and **will be required to take classes at both the Gulfport campus and the Tampa Law Center**. The academic year begins in August, and the estimated time for completion is four years, including summer sessions. Part-time students typically will take eight to 10 credit hours in the fall and spring semesters and five to seven credit hours each summer session. There are short breaks between each academic session.

The first four semesters will be devoted primarily to completing required core courses. Most required classes are taken in the first two years (including the first summer session) and are held weekday evenings, generally Monday, Tuesday and Thursday, between 6:15 and 9:30 p.m. During summer sessions, students may also have required classes on Wednesdays. Usually, one or two evenings of required courses are held in Tampa, with the other evening(s) in Gulfport. During the final two years, students take electives and complete the area requirements. After completing the required core courses, students may select courses from throughout the curriculum, including morning, afternoon, weekend or evening courses. Students may take up to 45 total credit hours in Tampa (core courses and electives combined), with the remainder taken at the Gulfport campus. Additional information regarding area requirements, electives and other details are on the academics page (<https://www.stetson.edu/law/academics/home/>).

## Estimated time for completing the part-time program:

After completing 28 credit hours, part-time students meeting certain academic criteria may transfer to the full-time program after their second fall semester to finish in three years, including summer sessions. For more information, see the policy for conversion (<https://catalog.stetson.edu/law/law-student-policies/academic-programs/>) between Part-Time and Full-Time J.D. Programs:

Converting from PT to FT form (<https://connect.stetson.edu/registrar/media/convertingpttoftstatus.pdf>)

Converting from FT to PT from (<https://connect.stetson.edu/registrar/media/convertingfttopstatus.pdf>)

## Requirements

All students in the Juris Doctor (J.D.) degree program must meet the following Required Curriculum in addition to specific area requirements with the major area of study. Furthermore, there are additional requirements for students who intend to complete a Certificate of Concentration (p. 521) along with the Juris Doctor degree. The Juris Doctor (JD) degree is conferred upon candidates who have successfully fulfilled the requirements outlined in the sections below:

Stetson University College of Law JD candidates must earn at least 88 credit hours to become eligible to graduate. Additionally, each candidate must also complete the Professional Responsibility course, as well as, one course in the area of Administrative Law - Code or Statutory Law - 6 credits of Experiential Learning - and a Scholarly Research and Writing Project, obtain an overall cumulative grade point average (CGPA) of at least 2.30 (for students who entering in or after Fall 2018) or at least 2.25 (for students who entered prior to Fall 2018) complete the pro bono/public service requirement, satisfy the classroom credit hour requirement, be of good moral character, just to name a few.

## Part-time Curriculum by Entering Class:

The first four (4) semesters for each entering class are identical to one another:

1. First Fall – LAW 1181 and LAW 1290
2. First Spring – LAW 1150 or LAW 1251 and LAW 1270
3. First Summer – LAW 1150 or LAW 1251, depending on which course was offered in the previous spring semester.
4. Second Fall – LAW 1200, LAW 1275, and LAW 2350
  - Entering Class 2017 Curriculum (p. 493)
  - Entering Class 2018 Curriculum (p. 495)
  - Entering Class 2019 Curriculum (p. 497)

- Entering Class 2020 Curriculum (p. 499)
- Entering Class 2021 Curriculum (p. 501)
- Entering Class 2022 Curriculum (p. 503)

## Area Requirements

### Administrative Law Requirement:

Code	Title	Credits
Select one of the following:		
LAW 3040	ADMINISTRATIVE LAW	
LAW 3045	ADMIN LAW FOR HEALTH CARE	
LAW 3238	CONSUMER LAW	
LAW 3333	EMPLOYMENT DISCRIMINATION	
LAW 3340	ENVIRONMENTAL LAW	
LAW 3370	ENVIRONMENTAL REGULAT OF WATER	
LAW 3451	FEDERAL INDIAN LAW	
LAW 3490	FLORIDA ADMINISTRATIVE LAW	
LAW 3529	HEALTH CARE: OVERVIEW	
LAW 3545	HEALTH CARE: COMPLIANCE&ETHICS	
LAW 3538	IMMIGRATION LAW	
LAW 3613	LABOR LAW	
LAW 3633	LAND USE LAW	
LAW 3771	POVERTY LAW	

### Code Requirement:

Code	Title	Credits
Select one of the following:		
LAW 3152	BANKRUPTCY	
LAW 3190	COMMERCIAL TRANSACTIONS	
LAW 3449	FEDERAL INCOME TAXATION I	
LAW 3480	FED TAX OF EST, TRUSTS & GIFTS	
LAW 3587	INT'L SALES LAW & ARBITRATION	
LAW 3768	PAYMENT SYSTEMS	
LAW 3821	SALES & LEASES	
LAW 3832	SECURED TRANSACTIONS	

### Experiential (formerly Skills) Requirement:

The ABA has instituted a new requirement that JD students must complete one or more experiential courses totaling at least 6 credit hours.

- Students who matriculated prior to fall 2015 are required to complete at least one (1) of these courses.
- Students who matriculated fall 2015 or after are required to complete at least six (6) credits from the Experiential Education listing of courses.

Code	Title	Credits
Select from the following:		
LAW 3055D	ADV CIVIL TRIAL SKILLS-DAMAGES	1 credit
LAW 3055V	ADV CIV TRIAL SKILLS-VOIR DIRE	1 credit
LAW 3075	ADVANCED CRIMINAL TRIAL ADVOCACY	2 to 3 credits
LAW 3081	ADVANCED CROSS EXAMINATION	1 credit
LAW 3140	APPELLATE PRACT & ADVOC: CIVIL	3 credits

LAW 3140C	APPELLATE PRAC & ADV: CRIMINAL	3 credits
LAW 3145	ARBITRATION	2 credits
LAW 3155	BANKRUPTCY JUDICIAL EXTERNSHIP	4 credits
LAW 3161	CARIBBEAN LAW EXTERNSHIP	3 credits
LAW 3635	LANDLORD TENANT EXTERNSHIP	1 to 4 credits
LAW 4200	CHILD ADVOCACY CLINIC	5 credits
LAW 4500	CIVIL LEGAL SERVICES CLINIC	5 credits
LAW 4520	CIVIL ELDER LAW CLINIC	5 credits
LAW 56001	COMPARATIVE TRIAL ADVOCACY (Oxford Program)	3 credits
LAW 3317	CONSUMER PROTECT EXTERNSHIP	3 credits
LAW 3315	ELDER & DISABILITY LW EXTRNSHP	3 to 4 credits
LAW 3355	ENVIRONMENTAL ADVOCACY	2 credits
LAW 3342	ENVIRONMENTAL LAW EXTERNSHIP	1 to 4 credits
LAW 3349	ENVIRONMENTAL PRACTICE	2 to 3 credits
LAW 3415	FAMILY LAW EXTERNSHIP	3 credits
LAW 3414	FAMILY LAW MEDIATION	3 credits
LAW 3445	FED GOVT LITIGATION EXTERNSHIP	3 to 4 credits
LAW 3454	FEDERAL JUDICIAL EXTERNSHIP	2 to 4 credits
LAW 3874	FLA CRCT CRT (APPELL) EXTRNSHP	3 to 4 credits
LAW 3895	FLA CRCT CRT (TRIAL) EXTRNSHP	4 credits
LAW 3885	FLA DISTRICT CRT APPEAL EXTERN	4 credits
LAW 3537	HOMELESS ADVOCACY EXTERNSHIP	3 credits
LAW 3544	HUMAN TRAFFICKING	3 credits
LAW 4535	IMMIGRATION LAW CLINIC	5 credits
LAW 3539	IMMIGRATION LITIGAT & ADVOCACY	3 credits
LAW 3548	IN-HOUSE COUNSEL EXTERNSHIP	3 credits
LAW 3549	INDIVIDUAL EXTERNSHIP PROGRAM	2 to 12 credits
LAW 3561	INTELLECTUAL PROP EXTERNSHIP	1 to 3 credits

LAW 3592	INTERVIEWING AND COUNSELING	2 credits
LAW 3671	LAW & POLICY EXTERNSHIP	1 to 8 credits
LAW 4548	LOCAL GOVERNMENT CLINIC	5 credits
LAW 3718	MEDIATION SKILLS TRAINING	3 credits
LAW 3735	MILITARY JUSTICE EXTERNSHIP	3 credits
LAW 3753	MUNICIPAL&ADMIN LAW EXTERNSHIP	3 credits
LAW 3761	NEGOTIATION AND MEDIATION	2 credits
LAW 3773	PRE-TRIAL PRACTICE	4 credits
LAW 4550	PROSECUTION CLINIC	5 credits
LAW 4560	PUBLIC DEFENDER CLINIC	3 to 5 credits
LAW 3897	STATE LITIGATION EXTERNSHIP	2 to 3 credits
LAW 3506	STATE SUPREME COURT JUD EXTERN	7 to 12 credits
LAW 4565	TAMPA PROSECUTION CLINIC	5 credits
LAW 3297	THE DOCUMENT OF THE DEAL: CORPORATE CONTRACTS	2 credits
LAW 3920	TRIAL ADVOCACY	3 credits
LAW 4570	VETERAN'S ADVOCACY CLINIC	5 credits
LAW 3946	WHITE COLLAR ADVOCACY	2 to 3 credits

**All Externships count toward the Experiential Requirement.** Advocacy Board credits (Dispute Resolution Board, Moot Court Board, and Mock Trial Board) qualify as credit toward the Experiential Requirement. However, no more than two experiential credits may be earned from each individual advocacy board. Thus, a student on two boards can earn up to four credits toward the experiential graduation requirement.

**The Writing Requirement may be satisfied by successfully completing a seminar paper, an individual research project or Law Review:**

**Seminar paper:** A student may earn upper-level writing requirement credit for completing a seminar paper. To do so, work submitted for the seminar paper must be of publishable quality, as determined by the faculty advisor. If a professor determines that a paper is not of publishable quality, a student may be denied upper-level writing credit, even if the professor determines that the student should receive course credit. Normally, a grade of 2.25 or higher reflects that the student has earned upper-level writing credit and a grade at or below 2.0 reflects that the student has not earned upper-level writing credit. If a professor determines that a student should not receive writing credit for a seminar paper, the professor should inform the Associate Dean of Academics and the Registrar as soon as practicable.

**Individual Research Project (IRP):** A student may earn upper-level writing requirement credit for completing an IRP. To do so, work submitted for the IRP must be of publishable quality, as determined by the faculty advisor. If a professor determines that a paper is not of publishable quality, a student may be denied upper-level writing credit, even if the professor determines that the student should receive course credit. Normally, a grade of S+ or S reflects that the student has earned upper-level writing credit and a grade of S- or U reflects that the student has not earned upper-level writing credit. If a professor determines that a student should not receive writing credit for an IRP, the professor should inform the Associate Dean of Academics and the Registrar as soon as practicable.

**Law Review:** *Stetson Law Review* members demonstrate high academic performance and exacting legal research and writing skills. Members collaborate in a firm-like environment to publish legal scholarship that addresses contemporary topics that are relevant both nationally and to Florida practitioners.

**Stetson Business Law Review:** Stetson Business Law Review members work as a team to deliver sustained excellence in the exceptionally competitive environment that is the legal community. *Stetson Business Law Review* offers a focused publication on the topic of business law, giving a competitive advantage in comparison to colleagues.

## Pro Bono Requirement

60 required hours (30 hours must be law related)

## Classroom Credits

Complete a minimum of 65 credits of regularly scheduled classroom hours. Please review the policy (<http://www.stetson.edu/law/policies/home/media/minimum-number-of-classroom-credits-required-for-graduation-pdf.pdf>) for more information regarding this requirement.

## Awarding of Diplomas

The College of Law will award diplomas three times each academic year: at the conclusion of the fall, spring semesters, and at the conclusion of the on-campus summer session. Absent extraordinary circumstances, as determined by the College of Law Dean or the Associate Dean for Academic Affairs, to receive a diploma, a student must have completed all graduation requirements by the date the Registrar establishes for faculty to submit grades for graduating seniors. In addition, absent extraordinary circumstances, the student must not have any pending honor code, conduct code, or criminal charges.

## Graduation Requirements

### Graduation Requirements

Academic and Graduation Requirements Policies (<https://catalog.stetson.edu/law/law-student-policies/academic-graduation-requirements/>)

Graduation Requirement Checklist (pdf) (<http://catalog.stetson.edu/law/juris-doctor/graduation-requirements-checklist-pdf.pdf>)

Activities Recognized at Graduation (<https://connect.stetson.edu/registrar/media/activitiesrecognizedatgraduation.pdf>)

Degree Requirements for students who entered prior to Fall 2018 (<https://www.stetson.edu/law/policies/home/media/requirements-for-degree-and-maximum-time-to-complete-j-d-degree-pdf.pdf>)

Degree Requirements for students who entered in Fall 2018 or later (<https://www.stetson.edu/law/policies/home/media/requirements-for-degree-and-maximum-time-to-complete-j-d-degree-students-entering-Fall-2018-or-later.pdf>)

Request to change Graduation Date Form (<https://connect.stetson.edu/registrar/media/requesttochangegraduationdate.pdf>)

## Fall 2017 Part-Time Curriculum

### Fall 2017 - Year 1

Fall		Credits
LAW 1181	CONTRACTS	4
LAW 1290	TORTS	4
<b>Term Credits</b>		<b>8</b>

### Spring 2018 - Year 1

Spring		Credits
LAW 1150 or 1251	CIVIL PROCEDURE REAL PROPERTY	4
LAW 1270	RESEARCH AND WRITING I	4
<b>Term Credits</b>		<b>8</b>

### Summer 2018 - Year 1

Summer		Credits
LAW 1251 or 1150	REAL PROPERTY CIVIL PROCEDURE	4
<b>Term Credits</b>		<b>4</b>

### Fall 2018 - Year 2

Fall		Credits
LAW 1200	CRIMINAL LAW	4
LAW 1275	RESEARCH AND WRITING II	3
LAW 2350	PROFESSIONAL RESPONSIBILITY	3
<b>Term Credits</b>		<b>10</b>

### Spring 2019 - Year 2

Spring		Credits
LAW 1195	CONSTITUTIONAL LAW I	4
LAW 2190T or 2190	EVIDENCE* EVIDENCE	4
<b>Term Credits</b>		<b>8</b>

### Summer 2019 - Year 2

Summer		Credits
LAW 3592	INTERVIEWING AND COUNSELING	2
LAW 3270 or 3502	CRIM PROCEDURE-INVESTIGATION (or LAW 3265 CRIMINAL PROCEDURE-ADJUDICATION) FLORIDA CRIMINAL PROCEDURE	3
LAW 3761	NEGOTIATION AND MEDIATION	2
<b>Term Credits</b>		<b>7</b>

### Fall 2019 - Year 3

Fall		Credits
LAW 3154	BUSINESS ENTITIES	4
LAW 3040	ADMINISTRATIVE LAW	3
A SEMINAR OR COURSE THAT MEETS THE UPPER LEVEL WRITING REQUIREMENT		1 to 3
<b>Term Credits</b>		<b>8 to 10</b>

### Spring 2020 - Year 3

Spring		Credits
LAW 3810	REMEDIES	3
LAW 3773 or 3920	PRE-TRIAL PRACTICE (or LAW 3920T TETHERED TRIAL ADVOCACY) TRIAL ADVOCACY	3 or 4
LAW 3090 or 3696	ADVANCED LEGAL RESEARCH ADVANCED LEGAL WRITING	2 or 3
<b>Term Credits</b>		<b>8 to 10</b>

### Summer 2020 - Year 3

Summer		Credits
LAW 3270 or 3502	CRIM PROCEDURE-INVESTIGATION (or LAW 3265 CRIMINAL PROCEDURE-ADJUDICATION) FLORIDA CRIMINAL PROCEDURE	3

LAW 3487	FINANCIAL ADVOCACY	1
LAW 3685	LAW PRACTICE MANAGEMENT	2
<b>Term Credits</b>		<b>6</b>
<b>Fall 2020 - Year 4</b>		
<b>Fall</b>		
LAW 3412	FAMILY LAW	3
LAW 3501 or 3500	FLORIDA CONSTITUTIONAL LAW FLORIDA CIVIL PROCEDURE	3
LAW 3930	TRUSTS AND ESTATES	4
<b>Term Credits</b>		<b>10</b>
<b>Spring 2021 - Year 4</b>		
<b>Spring</b>		
LAW 3894	SURVEY OF FLORIDA LAW	3
LAW 3190	COMMERCIAL TRANSACTIONS	4
LAW 3751	MULTISTATE STRATEGIES	4
<b>Term Credits</b>		<b>11</b>
<b>Total Credit: 88 to 92</b>		

## Fall 2018 Part-Time Curriculum

### Fall 2018 - Year 1

Fall		Credits
LAW 1181	CONTRACTS	4
LAW 1290	TORTS	4
<b>Term Credits</b>		<b>8</b>

### Spring 2019 - Year 1

Spring		Credits
LAW 1150 or 1251	CIVIL PROCEDURE REAL PROPERTY	4
LAW 1270	RESEARCH AND WRITING I	4
<b>Term Credits</b>		<b>8</b>

### Summer 2019 - Year 1

Summer		Credits
LAW 1251 or 1150	REAL PROPERTY CIVIL PROCEDURE	4
<b>Term Credits</b>		<b>4</b>

### Fall 2019 - Year 2

Fall		Credits
LAW 1200	CRIMINAL LAW	4
LAW 1275	RESEARCH AND WRITING II	3
LAW 2350	PROFESSIONAL RESPONSIBILITY	3
<b>Term Credits</b>		<b>10</b>

### Spring 2020 - Year 2

Spring		Credits
LAW 1195	CONSTITUTIONAL LAW I	4
LAW 2190T or 2190	EVIDENCE* EVIDENCE	4
<b>Term Credits</b>		<b>8</b>

### Summer 2020 - Year 2

Summer		Credits
LAW 3685	LAW PRACTICE MANAGEMENT	2
LAW 3270 or 3502	CRIM PROCEDURE-INVESTIGATION (or LAW 3265 CRIMINAL PROCEDURE-ADJUDICATION) FLORIDA CRIMINAL PROCEDURE	3
LAW 3487	FINANCIAL ADVOCACY	1
<b>Term Credits</b>		<b>6</b>

### Fall 2020 - Year 3

Fall		Credits
LAW 3412	FAMILY LAW	3
LAW 3040	ADMINISTRATIVE LAW	3
LAW 3930	TRUSTS AND ESTATES	4
<b>Term Credits</b>		<b>10</b>

### Spring 2021 - Year 3

Spring		Credits
LAW 3190	COMMERCIAL TRANSACTIONS	4
LAW 3501 or 3500	FLORIDA CONSTITUTIONAL LAW FLORIDA CIVIL PROCEDURE	3
A SEMINAR OR COURSE THAT MEETS THE UPPER LEVEL WRITING REQUIREMENT		1 to 3
<b>Term Credits</b>		<b>8 to 10</b>

### Summer 2021 - Year 3

Summer		Credits
LAW 3270 or 3502	CRIM PROCEDURE-INVESTIGATION (or LAW 3265 CRIMINAL PROCEDURE-ADJUDICATION) FLORIDA CRIMINAL PROCEDURE	3
LAW 3592	INTERVIEWING AND COUNSELING	2



LAW 3761	NEGOTIATION AND MEDIATION	2
<b>Term Credits</b>		<b>7</b>
<b>Fall 2021 - Year 4</b>		
<b>Fall</b>		
LAW 3154	BUSINESS ENTITIES	4
LAW 3773 or 3920	PRE-TRIAL PRACTICE (or LAW 3920T TETHERED TRIAL ADVOCACY) TRIAL ADVOCACY	3 or 4
LAW 3090 or 3696	ADVANCED LEGAL RESEARCH ADVANCED LEGAL WRITING	2 or 3
<b>Term Credits</b>		<b>9 to 11</b>
<b>Spring 2022 - Year 4</b>		
<b>Spring</b>		
LAW 3810	REMEDIES	3
LAW 3894	SURVEY OF FLORIDA LAW	3
LAW 3751	MULTISTATE STRATEGIES	4
<b>Term Credits</b>		<b>10</b>
<b>Total Credit: 88 to 92</b>		

## Fall 2019 Part-Time Curriculum

### Fall 2019 - Year 1

Fall		Credits
LAW 1181	CONTRACTS	4
LAW 1290	TORTS	4
<b>Term Credits</b>		<b>8</b>

### Spring 2020 - Year 1

Spring		Credits
LAW 1150 or 1251	CIVIL PROCEDURE REAL PROPERTY	4
LAW 1270	RESEARCH AND WRITING I	4
<b>Term Credits</b>		<b>8</b>

### Summer 2020 - Year 1

Summer		Credits
LAW 1251 or 1150	REAL PROPERTY CIVIL PROCEDURE	4
<b>Term Credits</b>		<b>4</b>

### Fall 2020 - Year 2

Fall		Credits
LAW 1200	CRIMINAL LAW	4
LAW 1275	RESEARCH AND WRITING II	3
LAW 2350	PROFESSIONAL RESPONSIBILITY	3
<b>Term Credits</b>		<b>10</b>

### Spring 2021 - Year 2

Spring		Credits
LAW 1195	CONSTITUTIONAL LAW I	4
LAW 2190T or 2190	EVIDENCE* EVIDENCE	4
<b>Term Credits</b>		<b>8</b>

### Summer 2021 - Year 2

Summer		Credits
LAW 3592	INTERVIEWING AND COUNSELING	2
LAW 3270 or 3502	CRIM PROCEDURE-INVESTIGATION (or LAW 3265 CRIMINAL PROCEDURE-ADJUDICATION) FLORIDA CRIMINAL PROCEDURE	3
LAW 3761	NEGOTIATION AND MEDIATION	2
<b>Term Credits</b>		<b>7</b>

### Fall 2021 - Year 2

Fall		Credits
LAW 3154	BUSINESS ENTITIES	4
LAW 3040	ADMINISTRATIVE LAW	3
A SEMINAR OR COURSE THAT MEETS THE UPPER LEVEL WRITING REQUIREMENT		1 to 3
<b>Term Credits</b>		<b>8 to 10</b>

### Spring 2022 - Year 3

Spring		Credits
LAW 3810	REMEDIES	3
LAW 3773 or 3920	PRE-TRIAL PRACTICE (or LAW 3920T TETHERED TRIAL ADVOCACY) TRIAL ADVOCACY	3 or 4
LAW 3090 or 3696	ADVANCED LEGAL RESEARCH ADVANCED LEGAL WRITING	2 or 3
<b>Term Credits</b>		<b>8 to 10</b>

### Summer 2022 - Year 3

Summer		Credits
LAW 3270 or 3502	CRIM PROCEDURE-INVESTIGATION (or LAW 3265 CRIMINAL PROCEDURE ADJUDICATION) FLORIDA CRIMINAL PROCEDURE	3

LAW 3487	FINANCIAL ADVOCACY	1
LAW 3685	LAW PRACTICE MANAGEMENT	2
<b>Term Credits</b>		<b>6</b>
<b>Fall 2022 - Year 4</b>		
<b>Fall</b>		
LAW 3412	FAMILY LAW	3
LAW 3501 or 3500	FLORIDA CONSTITUTIONAL LAW FLORIDA CIVIL PROCEDURE	3
LAW 3930	TRUSTS AND ESTATES	4
<b>Term Credits</b>		<b>10</b>
<b>Spring 2023 - Year 4</b>		
<b>Spring</b>		
LAW 3894	SURVEY OF FLORIDA LAW	3
LAW 3190	COMMERCIAL TRANSACTIONS	4
LAW 3751	MULTISTATE STRATEGIES	4
<b>Term Credits</b>		<b>11</b>
<b>Total Credit: 88 to 92</b>		

## Fall 2020 Part-Time Curriculum

### Fall 2020 - Year 1

		Credits
LAW 1181	CONTRACTS	4
LAW 1290	TORTS	4
	<b>Term Credits</b>	<b>8</b>

### Spring 2021 - Year 1

<b>Spring</b>		
LAW 1150 or 1251	CIVIL PROCEDURE REAL PROPERTY	4
LAW 1270	RESEARCH AND WRITING I	4
	<b>Term Credits</b>	<b>8</b>

### Summer 2021 - Year 1

<b>Summer</b>		
LAW 1251 or 1150	REAL PROPERTY CIVIL PROCEDURE	4
	<b>Term Credits</b>	<b>4</b>

### Fall 2021 - Year 2

<b>Fall</b>		
LAW 1200	CRIMINAL LAW	4
LAW 1275	RESEARCH AND WRITING II	3
LAW 2350	PROFESSIONAL RESPONSIBILITY	3
	<b>Term Credits</b>	<b>10</b>

### Spring 2022 - Year 2

<b>Spring</b>		
LAW 1195	CONSTITUTIONAL LAW I	4
LAW 2190T or 2190	EVIDENCE* EVIDENCE	4
	<b>Term Credits</b>	<b>8</b>

### Summer 2022 - Year 2

<b>Summer</b>		
LAW 3685	LAW PRACTICE MANAGEMENT	2
LAW 3270 or 3502	CRIM PROCEDURE-INVESTIGATION (or LAW 3265 CRIMINAL PROCEDURE-ADJUDICATION) FLORIDA CRIMINAL PROCEDURE	3
LAW 3487	FINANCIAL ADVOCACY	1
	<b>Term Credits</b>	<b>6</b>

### Fall 2022 - Year 3

<b>Fall</b>		
LAW 3412	FAMILY LAW	3
LAW 3040	ADMINISTRATIVE LAW	3
LAW 3930	TRUSTS AND ESTATES	4
	<b>Term Credits</b>	<b>10</b>

### Spring 2023 - Year 3

<b>Spring</b>		
LAW 3190	COMMERCIAL TRANSACTIONS	4
LAW 3501 or 3500	FLORIDA CONSTITUTIONAL LAW FLORIDA CIVIL PROCEDURE	3
A SEMINAR OR COURSE THAT MEETS THE UPPER LEVEL WRITING REQUIREMENT		1 to 3
	<b>Term Credits</b>	<b>8 to 10</b>

### Summer 2023 - Year 3

**Summer**

LAW 3270 or 3502	CRIM PROCEDURE-INVESTIGATION (or LAW 3265 CRIMINAL PROCEDURE-ADJUDICATION) FLORIDA CRIMINAL PROCEDURE	3
LAW 3592	INTERVIEWING AND COUNSELING	2
LAW 3761	NEGOTIATION AND MEDIATION	2
<b>Term Credits</b>		<b>7</b>

**Fall 2023 - Year 4****Fall**

LAW 3154	BUSINESS ENTITIES	4
LAW 3773 or 3920	PRE-TRIAL PRACTICE (or LAW 3920T TETHERED TRIAL ADVOCACY) TRIAL ADVOCACY	3 or 4
LAW 3090 or 3696	ADVANCED LEGAL RESEARCH ADVANCED LEGAL WRITING	2 or 3
<b>Term Credits</b>		<b>9 to 11</b>

**Spring 2024 - Year 4****Spring**

LAW 3810	REMEDIES	3
LAW 3894	SURVEY OF FLORIDA LAW	3
LAW 3751	MULTISTATE STRATEGIES	4
<b>Term Credits</b>		<b>10</b>

**Total Credit: 88 to 92**

## Fall 2021 Part-Time Curriculum

### Fall 2021 - Year 1

Fall		Credits
LAW 1181	CONTRACTS	4
LAW 1290	TORTS	4
<b>Term Credits</b>		<b>8</b>

### Spring 2022 - Year 1

Spring		Credits
LAW 1150 or 1251	CIVIL PROCEDURE REAL PROPERTY	4
LAW 1270	RESEARCH AND WRITING I	4
<b>Term Credits</b>		<b>8</b>

### Summer 2022 - Year 1

Summer		Credits
LAW 1251 or 1150	REAL PROPERTY CIVIL PROCEDURE	4
<b>Term Credits</b>		<b>4</b>

### Fall 2022 - Year 2

Fall		Credits
LAW 1200	CRIMINAL LAW	4
LAW 1275	RESEARCH AND WRITING II	3
LAW 2350	PROFESSIONAL RESPONSIBILITY	3
<b>Term Credits</b>		<b>10</b>

### Spring 2023 - Year 2

Spring		Credits
LAW 1195	CONSTITUTIONAL LAW I	4
LAW 2190 or 2190	EVIDENCE EVIDENCE*	4
<b>Term Credits</b>		<b>8</b>

### Summer 2023 - Year 2

Summer		Credits
LAW 3592	INTERVIEWING AND COUNSELING	2
LAW 3265 or 3270	CRIM PROCEDURE - ADJUDICATION CRIM PROCEDURE-INVESTIGATION	3
LAW 3761	NEGOTIATION AND MEDIATION	2
<b>Term Credits</b>		<b>7</b>

### Fall 2023 - Year 3

Fall		Credits
LAW 3154	BUSINESS ENTITIES	4
LAW 3040	ADMINISTRATIVE LAW	3
SEMINAR COURSE THAT MEETS THE UPPER LEVEL WRITING REQUIREMENT		1 to 3
<b>Term Credits</b>		<b>8 to 10</b>

### Spring 2024 - Year 3

Spring		Credits
LAW 3810	REMEDIES	3
LAW 3773 or 3920	PRE-TRIAL PRACTICE (or LAW 3920T TETHERED TRIAL ADVOCACY) TRIAL ADVOCACY	3 or 4
LAW 3090 or 3696	ADVANCED LEGAL RESEARCH ADVANCED LEGAL WRITING	2 or 3
<b>Term Credits</b>		<b>8 to 10</b>

### Summer 2024 - Year 3

Summer		Credits
LAW 3270 or 3502	CRIM PROCEDURE-INVESTIGATION (or LAW 3265 CRIMINAL PROCEDURE ADJUDICATION) FLORIDA CRIMINAL PROCEDURE	3

LAW 3487	FINANCIAL ADVOCACY	1
LAW 3685	LAW PRACTICE MANAGEMENT	1 to 3
<b>Term Credits</b>		<b>5 to 7</b>
<b>Fall 2024 - Year 4</b>		
<b>Fall</b>		
LAW 3412	FAMILY LAW	3
LAW 3501 or 3500	FLORIDA CONSTITUTIONAL LAW FLORIDA CIVIL PROCEDURE	3
LAW 3930	TRUSTS AND ESTATES	3 to 4
<b>Term Credits</b>		<b>9 to 10</b>
<b>Spring 2025 - Year 4</b>		
<b>Spring</b>		
LAW 3894	SURVEY OF FLORIDA LAW	2 to 3
LAW 3190	COMMERCIAL TRANSACTIONS	4
LAW 3751	MULTISTATE STRATEGIES	4
<b>Term Credits</b>		<b>10 to 11</b>
<b>Total Credit: 85 to 93</b>		

## Fall 2022 Part-Time Curriculum

### Fall 2022 - Year 1

Fall		Credits
LAW 1181	CONTRACTS	4
LAW 1290	TORTS	4
<b>Term Credits</b>		<b>8</b>

### Spring 2023 - Year 1

Spring		Credits
LAW 1150 or 1251	CIVIL PROCEDURE REAL PROPERTY	4
LAW 1270	RESEARCH AND WRITING I	4
<b>Term Credits</b>		<b>8</b>

### Summer 2023 - Year 1

Summer		Credits
LAW 1150 or 1251	CIVIL PROCEDURE REAL PROPERTY	4
<b>Term Credits</b>		<b>4</b>

### Fall 2023 - Year 2

Fall		Credits
LAW 1200	CRIMINAL LAW	4
LAW 1275	RESEARCH AND WRITING II	3
LAW 2350	PROFESSIONAL RESPONSIBILITY	3
<b>Term Credits</b>		<b>10</b>

### Spring 2024 - Year 2

Spring		Credits
LAW 1195	CONSTITUTIONAL LAW I	4
LAW 2190 or 2190	EVIDENCE EVIDENCE*	4
<b>Term Credits</b>		<b>8</b>

### Summer 2024 - Year 2

Summer		Credits
LAW 3685	LAW PRACTICE MANAGEMENT	1 to 3
LAW 3270 or 3502	CRIM PROCEDURE-INVESTIGATION FLORIDA CRIMINAL PROCEDURE	3
LAW 3487	FINANCIAL ADVOCACY	1
<b>Term Credits</b>		<b>5 to 7</b>

### Fall 2024 - Year 3

Fall		Credits
LAW 3412	FAMILY LAW	3
LAW 3040	ADMINISTRATIVE LAW	3
LAW 3930	TRUSTS AND ESTATES	3 to 4
<b>Term Credits</b>		<b>9 to 10</b>

### Spring 2025 - Year 3

Spring		Credits
LAW 3190	COMMERCIAL TRANSACTIONS	4
LAW 3501 or 3500	FLORIDA CONSTITUTIONAL LAW FLORIDA CIVIL PROCEDURE	3
A Seminar or Course that meets the Upper Level Writing Requirement		1 to 3
<b>Term Credits</b>		<b>8 to 10</b>

### Summer 2025 - Year 3

Summer		Credits
LAW 3270 or 3502	CRIM PROCEDURE-INVESTIGATION (or LAW 3265 CRIMINAL PROCEDURE-ADJUDICATION) FLORIDA CRIMINAL PROCEDURE	3
LAW 3761	NEGOTIATION AND MEDIATION	2



LAW 3592	INTERVIEWING AND COUNSELING	2
<b>Term Credits</b>		<b>7</b>
<b>Fall 2025 - Year 4</b>		
<b>Fall</b>		
LAW 3154	BUSINESS ENTITIES	4
LAW 3773	PRE-TRIAL PRACTICE	4
LAW 3920	TRIAL ADVOCACY	3
LAW 3090 or 3696	ADVANCED LEGAL RESEARCH ADVANCED LEGAL WRITING	1 to 2
<b>Term Credits</b>		<b>12 to 13</b>
<b>Spring 2026 - Year 4</b>		
<b>Spring</b>		
LAW 3810	REMEDIES	3
LAW 3894	SURVEY OF FLORIDA LAW	2 to 3
LAW 3751	MULTISTATE STRATEGIES	4
<b>Term Credits</b>		<b>9 to 10</b>
<b>Total Credit: 88 to 95</b>		

## J.D. - LL.M. in Advocacy

Students in Stetson University's J.D. - LL.M. new program will save a semester of full-time study by applying up to 12 hours of prescribed J.D. courses towards the LL.M. degree, allowing them to complete the LL.M. degree by taking an additional 12 hours of LL.M. coursework. Students may opt to complete the program on a part-time basis, provided that the student completes the LL.M. program (12 credits) within 2 years.

### ***Joint J.D. - LL.M. in Advocacy Program --***

Statement of Interest (PDF) (<http://www.stetson.edu/law/academics/advocacy/llm/media/statement-of-interest-jd-llm.pdf>)

### ***Application for Admission --***

J.D. - LL.M. Application for Admission (PDF) (<http://www.stetson.edu/law/academics/advocacy/llm/media/llm-jd-application.pdf>)

## Center of Excellence in Advocacy Contact Information

1401 61st Street South  
Gulfport, FL 33707-3299  
Phone: 727-562-7317  
Email: [advocacy@law.stetson.edu](mailto:advocacy@law.stetson.edu)

## FAQs

### **Is this one degree or two?**

Students who complete the required curriculum will receive two degrees; a J.D. and an LL.M. in Advocacy degree.

### **Do I need to be a Stetson student to participate in this program?**

Yes, you must be enrolled in Stetson's J.D. program to participate.

### **Why should I participate in this joint degree program?**

While our Stetson students are capable of hitting the ground running with our current J.D. degree, the addition of the joint J.D./LL.M. degree would further advance your skill sets, making you potentially more attractive to both firms and government agencies. In the LL.M. portion of the program, you will create a portfolio that includes writing and performance samples for prospective employers.

### **When can a new Stetson student begin this program?**

An entering J.D. student may apply for the program in their third full-time semester pending successful completion of their courses. December graduates can start immediately after graduation in the next (spring) semester. May graduates can start in the fall. Courses in this program will not be offered in the summer. You must also be in good standing to be considered for this program.

### **How long do I have to complete this program?**

A student must begin the LL.M. program within two years of conferral of the J.D. degree. A student must complete the LL.M. program within two years of starting LL.M. course work.

### **What are the steps in the application process?**

Interested students must complete a Statement of Interest (<http://www.stetson.edu/law/academics/advocacy/llm/media/statement-of-interest-jd-llm.pdf>), which expresses a desire to enroll in the joint-degree program. Full-time students must complete this by the end of the spring semester of their first-year. Part-time students must submit a Statement of Interest by the end of the fall semester of their second year. Transfer students must submit their statement by the end of their first semester at the College of Law.

The second step is to complete an Application for Admission (<http://www.stetson.edu/law/academics/advocacy/llm/media/llm-jd-application.pdf>). Full-time students must complete the Application by the end of the spring semester of their second-year. Part-time students must submit the application by the end of the spring semester of their third year. Part-time students who convert to the full-time program must submit an Application for Admission no later than the end of the semester in which they convert from the part-time program to the full-time program.

In extraordinary circumstances, the Director of the Center for Excellence in Advocacy, with the concurrence of the Associate Dean for Academic Affairs, may allow a student to submit an Application for Admission when a student has failed to have previously submitted a Statement of Interest in a timely manner and/or does not submit the Application for Admission in a timely manner.

### **What is the cost of the program?**

The J.D. portion of the program is the same as standard J.D. tuition; the 12 hours of LL.M. coursework is \$1,100 per credit hour.

### **What courses do I need to take for the LL.M. portion of the program?**

Tethered Evidence (4-credits), Tethered Trial Advocacy (3-credits) and Pretrial Practice (4-credits). You must also take one or more elective courses from the list below to achieve a total of 12 credits to be applied toward the LL.M. requirement.

Code	Title	Credits
LAW 3055D	ADV CIVIL TRIAL SKILLS-DAMAGES	1 credit
or LAW 3055V	ADV CIV TRIAL SKILLS-VOIR DIRE	
LAW 3075	ADVANCED CRIMINAL TRIAL ADVOCACY	2 to 3 credits
LAW 3145	ARBITRATION	2 credits
LAW 3539	IMMIGRATION LITIGAT & ADVOCACY	3 credits
LAW 3587	INT'L SALES LAW & ARBITRATION	2 to 3 credits
LAW 3592	INTERVIEWING AND COUNSELING	2 credits
LAW 3761	NEGOTIATION AND MEDIATION	2 credits
LAW 3810	REMEDIES	3 credits
LAW 3825	SCIENTIFIC EVIDENCE WORKSHOP	2 to 3 credits

**Will I be taking the same classes as a J.D. student?**

Stetson will not have any LL.M. students sitting in J.D. classes. The 12 required credits for the LL.M. are only available to LL.M. students.

**Is this joint degree online?**

The vast majority of the LL.M. courses are asynchronous online courses, but some may be offered on campus. Most J.D. courses take place on campus.

**I graduated from Stetson a couple of years ago. Am I eligible to participate in the new J.D./LL.M. program?**

A Stetson University College of Law graduate is not permitted to participate in the new joint degree program. However, you have two years as a J.D. graduate to pursue our 24 credit Online LL.M. in Advocacy at a reduced rate of \$800 dollars per credit hour.

**What are the academic qualifications for admission?**

An enrolled student with a cumulative grade point average of 2.4 or above and not subject to the Further Required Curriculum is eligible to apply. Student below that grade point average must consult with the Director of the Center for Excellence in Advocacy and the Associate Dean for Academic Affairs.

## Master of Laws (LL.M.)

Stetson University College of Law-**Master of Laws (LL.M.)** degree programs are offered to students who have already received their first law degree at a law school accredited by the ABA or approved by the appropriate authority.

### Online LL.M. in Advocacy (p. 509) (24 credits)

- Complete online in less than two years
- Taught by national leaders in advocacy education and practice
- For those interested in criminal law, civil law or teaching
- In-person workshops once or twice a year

View website for additional information (<http://www.stetson.edu/law/academics/advocacy/llm/>)

### Online LL.M. in Elder Law (p. 510) (25 credits)

- Complete online in less than two years
- Access to library resources and quarterly law practice webinars
- Partial scholarships available to select students
- Includes attendance at Stetson's annual Special Needs Trust conference as part of three-day in-person course

View website for additional information (<http://www.stetson.edu/law/academics/elder/llm/>)

### LL.M. in International Law (p. 508) (24 credits)

- Intensive one-year program in St. Petersburg/Gulfport, Florida
- Two-week introduction to U.S. law for foreign attorneys
- Coursework offered in international public law and private law
- Emphasis program available in International Business Law and International Environmental Law
- Externship opportunity in international law
- Alumni in more than 50 countries

View website for additional information (<http://www.stetson.edu/law/international/llm/>)

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## LL.M. in International Law

### LL.M. in International Law Required Courses

Code	Title	Credits
<b>FALL</b>		
LAW 3583	INTERNATIONAL LAW	3 credits
LAW 3937	U.S. LGL RESEARCH & WRITING <sup>1</sup>	3 credits
LAW 3935	UNITED STATES LEGAL SYSTEMS <sup>1</sup>	3 credits
<b>SPRING</b>		
LAW 3571	INTERNATIONAL PRACTICUM <sup>2</sup>	3 credits
LAW 3585	INT'L LITIGATION & ARBITRATION	3 credits

<sup>1</sup> These two courses are required exclusively for foreign-trained students. Students that possess an American J.D. must enroll in elective courses in lieu of them and shall comply with the writing requirement through Independent Research or enrollment in a seminar.

<sup>2</sup> Any externship or clinic that does not have a certification requirement satisfies the International Practicum requirement. Current programs that qualify include: Veterans Advocacy Clinic, Immigration Clinic, In-House Counsel Externship, American/Caribbean Law Externship, Environmental Law Externship, Family Law Externship, Florida Circuit Court/District Court Externships, Homeless Advocacy Externship, and Intellectual Property Externship

### LL.M. in International Law Elective Courses

Listed below are a few recommended electives. Please contact the Office of International Programs regarding electives.

Code	Title	Credits
LAW 3090	ADVANCED LEGAL RESEARCH	2 credits
LAW 3544	HUMAN TRAFFICKING	3 credits
LAW 3538	IMMIGRATION LAW	3 credits
LAW 3539	IMMIGRATION LITIGAT & ADVOCACY	3 credits
LAW 3573	INT'L BUSINESS TRANSACTIONS	3 credits
LAW 3577	INT'L ENVIRONMENTAL LAW	2 to 3 credits
LAW 3587	INT'L SALES LAW & ARBITRATION	2 to 3 credits
LAW 3584	INTERN'L LAW HUMAN RIGHTS SEM	3 credits
LAW 3572	INT'L BANKING & FINANCE LAW	2 to 3 credits
LAW 3565	INT'L BUS/TRANSBRDRER CRIME SEM	3 credits

## Online LL.M. in Advocacy

Code	Title	Credits
<b>ENTERING FALL SEMESTER REQUIRED COURSE</b>		
LAW 6000	ADVANCED ADVOCACY I	6 credits
<b>ADDITIONAL REQUIRED COURSES:</b>		
LAW 6003	ADVANCED EVIDENCE	2 credits
LAW 6006	ADVANCED PRETRIAL ADVOCACY	2 credits
LAW 6009	CONDUCTING EFFECTIVE DISCOVERY	2 credits
LAW 6200	CAPSTONE PRACTICUM <sup>1</sup>	1 credits
LAW 6201	ADVOCACY PROJECT <sup>1</sup>	1 credits
<b>ELECTIVE COURSES:</b>		
LAW 6012	TEACHING ADVOCACY	2 credits
LAW 6015	EXPERT WITNESSES	2 credits
LAW 6018	MASTERING VOIR DIRE	2 credits
LAW 6103	LAW PRACT MANAGEMENT ADVOCACY	2 credits
LAW 6106	TECHNOLOGY ENHANCED ADVOCACY	2 credits
LAW 6109	COMPLEX COUNSELING&NEGOTIATION	2 credits
LAW 6112	DAMAGES	2 credits

<sup>1</sup> Student must be in final semester to take this course

## Online LL.M. in Elder Law

### Required courses

Code	Title	Credits
LAW 8000	AGING AND THE LAW	3 credits
LAW 8050	LONG TERM CARE PLANNING <sup>1</sup>	3 credits
LAW 8030	ETHICS IN THE PRACTICE OF ELDER LAW	3 credits
LAW 8035	GUARDIANSHIPS & ALTERNATIVES	3 credits
LAW 8055	RETIREMENT PLANNING	3 credits
LAW 8070	SELECT TOPICS IN ELDER LAW	1 credits
LAW 8080	TAX AND THE ELDER LAW CLIENT	3 credits

### Elective Courses

Code	Title	Credits
<b>Select six (6) credit hours from the following electives:</b>		
LAW 8020	DISABILITY LAW-LLM ELDER LAW	3 credits
LAW 8027	ESTATE PLANNING & DRAFTING FOR MIDDLE INCOME ELDER CLIENT	3 credits
LAW 8040	GOVT & PRIVATE HEALTH BENEFITS (3 credits)	3 credits
LAW 8090	VETERANS BENEFITS-LLM ELDER LAW (3 credits)	3 credits

<sup>1</sup> Long-Term Care Planning is required, but with the approval of the Director of the LL.M. in Elder Law, Disability Law may be substituted (effective Fall semester 2012).

By taking two courses per semester, students can complete the requirements for the LL.M. degree within four semesters. Candidates must satisfactorily complete 25 hours of academic credit, and will take no more than three classes per semester. Most classes are three credits.

## Master of Jurisprudence (M.Jur.)

Stetson offers advanced degrees for non-lawyers who wish to obtain a greater understanding of legal systems and concepts in the areas of international and comparative business law, elder law and healthcare compliance.

**Note:** Admission to the M.Jur. programs does not guarantee admission to the J.D. program. Students who apply to the J.D. program after completing the M.Jur. may not transfer any M.Jur. courses or credits from that program to the M.Jur.

### M.Jur. in Healthcare Compliance (p. 516)

- Four semester, 30-credit online program
- Gain the experience and skills needed to assume a leadership role in healthcare and regulatory compliance.
- Learn to assess and manage risk, analyze and solve compliance challenges, and effectively communicate legal issues.
- Improve patient outcomes and experiences with your knowledge of compliance and healthcare law.
- GRE not required with appropriate work experience

View website for additional information (<http://www.stetson.edu/law/academics/elder/llm/>)

### M.Jur. in International and Comparative Business Law

***We are not accepting applications for this program for the 2022-2023 academic year***

- Meet the demand of today's businesses and solve tomorrow's legal business challenges.
- Build a basic understanding of the legal system and how it impacts the successful operation of a business.
- Learn to analyze, research, and communicate legal issues to business colleagues and your legal team.
- Make better business decisions informed by your knowledge of the law.
- In-demand areas of study such as legal compliance and contract law
- GRE not required with appropriate work experience

### M.Jur. in Aging, Law and Policy

***We are not accepting applications for this program for the 2022-2023 academic year***

- Four semester, 25-credit online program
- In-demand areas of study such as disability law, gerontological healthcare, guardianship, taxes and estate planning, and ethics in elder care
- Courses taught by legal experts and leaders in the field of Aging Law and Policy
- Access to Stetson's online library resources for Aging Law and Policy
- GRE not required with appropriate work experience

View website for additional information



## M.Jur. in International and Comparative Business Law

Stetson Law's **Master of Jurisprudence in International and Comparative Business Law** is an intensive program designed for non-lawyer students and working professionals who wish to gain legal literacy, advance their careers, and address law-related matters related to their field. This residency program is located in beautiful Tampa Bay, Florida, on Stetson University College of Law's Gulfport campus.

### The Master of Jurisprudence at a Glance

In just one year, this comprehensive program will provide students with an understanding of international business law and how various entities and factors influence the decisions of successful businesses in the global marketplace, setting graduates up with the knowledge and skills needed to advance their business career.

### Open Doors With an Advanced Degree

- Meet the demand of today's businesses and solve tomorrow's legal business challenges.
- Build a basic understanding of the legal system and how it impacts the successful operation of a business.
- Learn to analyze, research, and communicate legal issues to business colleagues and your legal team.
- Make better business decisions informed by your knowledge of the law.

### International and Comparative Business Law Program Highlights

- Two semester, 24-credit program
- Part time option available for qualified students
- In-demand areas of study such as legal compliance and contract law
- GRE not required with appropriate work experience

An understanding of the law deeply benefits non-lawyers in the business world. Experienced business professionals and recent graduates grow successful careers from the foundation of the specialized curriculum, expert faculty, and extensive resources available only at Stetson.

- Meet the growing demand for business professionals with advanced legal literacy.
- Gain a competitive edge for career advancement and job placement.
- Build an understanding of the U.S. legal system.
- Pursue more interesting cross-border assignments or expand your clientele outside the U.S.
- Increase conversational and legal English proficiency for non-native English speakers.
- Get access to the Stetson Law alumni network, connecting with professionals who assist students and fellow graduates with career placement.

The fields of law and business are linked in everyday transactions. A basic understanding of international law will better prepare you for today's global market challenges.

## Curriculum

### Required Courses

**LAW 3935. UNITED STATES LEGAL SYSTEMS. 3 Credits.**

**LAW 3937. U.S. LGL RESEARCH & WRITING. 3 Credits.**

U.S. Legal Research and Writing is a one-semester, three-credit course. This course is required for any student enrolled in the International LLM program, unless the student has a JD from an ABA accredited law school or a law degree from a common law jurisdiction. USLRW is a skills course. Students study the approaches to legal research in the U.S., using both print and electronic sources, with an emphasis on Westlaw, Lexis, and free internet research. Students also write at least four documents, of varying length, to demonstrate their acquisition of the skills required to engage in substantive legal analysis in the U.S. Students write objective predictive memoranda, persuasive arguments, and client advice or demand letters. A final project requires students to research, write, and engage in oral arguments in a moot appellate court setting. Fundamental concepts of professional responsibility are emphasized in every aspect of the course.

**LAW 3583. INTERNATIONAL LAW. 2 to 3 Credits.**

This course provides an introduction to the system of norms, rules, institutions and procedures that regulates interaction among states, and between states and individuals. Three fundamental areas will be explored (1) the source and nature of international legal rules, (2) the associated international legal processes, and (3) the relationship of these international rules and processes to individuals, organizations, and states. (r).

**LAW 3585. INT'L LITIGATION & ARBITRATION. 2 to 3 Credits.**

A study of the various modes of dispute resolution involving international transactions or foreign parties. This course will cover jurisdictional issues in U.S. and foreign courts, the various international arbitration programs, forum selection, provisional remedies, international discovery procedures, enforcement of foreign court judgments and arbitration awards. (r).

**LAW 3573. INT'L BUSINESS TRANSACTIONS. 3 Credits.**

This course will consider selected problems in international trade, surveying some of the many issues encountered in private international transactions and emphasizing the options available to counsel engaged in the "preventive" practice of law. As such, the primary focus will be on recognizing and anticipating potential problems, and choosing the most appropriate form or structure for the business from among a range of equally viable or legally correct approaches, in order to manage the increased risk inherent in international transactions. Three major areas will be explored (1) the sale of goods across national borders, primarily through "letter of credit" transactions, (2) establishing foreign means of production or distribution through "licensing" or "franchising" operations, and (3) direct investment in foreign means of production or distribution "onshore" in another country. (r).

**The successful completion of an Externship.**

**Elective Courses**

- Copyright Law
- Drafting Business Entity and Transactional Documents
- Entertainment Law
- European Union Business Law
- International Banking and Finance
- International Business and Transborder Crime Seminar
- International Intellectual Property
- International Joint Ventures
- International Sales and Arbitration
- International Taxation
- International Trade Regulation
- Patent Law
- Sports Law

## Master of Jurisprudence in Aging, Law and Policy

The U.S. population is aging, and as it does the need for health and human service professionals with legal experience increases. Stetson Law's **Master of Jurisprudence in Aging, Law and Policy** is a unique, online program designed to give non-lawyer students and working professionals an advanced understanding of elder law, policies, and ethics.

### The Master of Jurisprudence at a Glance

In as little as two years, professionals from nursing, social work, and other human services fields will cultivate a strong foundation of Aging, Law and Policy. Gain a practical knowledge of elder law and policies, as well as the leadership and communication skills needed to advance your career, without having to interrupt your career or relocate.

### Advance Your Career in a Growing Field

- Earn your degree on your schedule.
- Enhance your résumé and discover new career opportunities.
- Develop an in-depth understanding of the legal system and how it impacts the elderly and those who advocate and care for them.
- Make better business decisions informed by your knowledge of the law.

### Aging, Law and Policy Program Highlights

- Four semester, 25-credit online program
- In-demand areas of study such as disability law, gerontological healthcare, guardianship, taxes and estate planning, and ethics in elder care
- Courses taught by legal experts and leaders in the field of Aging, Law and Policy
- Access to Stetson's online library resources for Aging, Law and Policy
- GRE not required with appropriate work experience

### Why pursue a Master of Jurisprudence in Aging, Law and Policy?

An advanced comprehension of Aging, Law and Policy provides valuable benefits for non-lawyers working in human service fields. Experienced professionals and recent graduates can meet the growing demand for specialized resources adept at evaluating and communicating legal issues, while increasing their skill set in this in-demand field. A basic understanding of Aging, Law and Policy will better prepare you to serve this vulnerable population.

- Gain a competitive edge for new career opportunities and advancement
- Become part of Stetson Law's alumni network and connect with professionals who assist students and fellow graduates with career placement.

## Curriculum

Candidates for the Master of Jurisprudence in Aging, Law and Policy must satisfactorily complete four full academic semesters for a total of at least 25 credit hours. Students may enroll in additional coursework with additional approval from the Associate Dean for Academic Affairs.

### Required Courses

#### First Fall

##### **LAW A110. FUNDAMENTALS OF CONTRACT LAW. 2 Credits.**

This course will provide a basic overview of the fundamentals of contract law, including formation, defenses and consideration.

##### **LAW A130. PROFESSIONALISM & THE CRT SYS. 1 Credit.**

This course would provide an overview of what it means to be a professional, how to act professionally on a daily basis, the regulation of professionals and well as provide a survey of the legal system, explaining the difference between federal and state, court and regulatory systems.

##### **LAW A150. HEALTHCARE PROGRAMS AND BENEFITS. 2 Credits.**

This course will examine the various government and private health care programs. The course will look at the structure of the programs, eligibility, benefits, costs, coverages and legal relationships between the participants. The course will also examine the hearings and appeals process, as well as current top issues. The primary focus will be on the federal health care system.

#### First Spring

##### **LAW A120. ETHICS AND PROFESSIONALISM. 2 Credits.**

This course will include the ethical issues faced by professionals when working within their respective professions. Some of the topics of ethics will include mandatory and optional disclosures, whistleblowing, applicable laws and industry standards, regulatory compliance, etc. The course will also cover professionalism for those individuals and how to conduct themselves within their chosen fields.

**LAW A180. LAW & AGING. 2 Credits.**

This course will provide an overview of the more common issues in an elder law practice, including Medicare, Social Security, SSI, Medicaid, Nursing Homes, and end of life issues.

**LAW A220. GUARDIANSHIPS & ALTERNATIVES. 3 Credits.****Second Fall****LAW A170. LONG TERM CARE PLANNING. 3 Credits.**

This course examines the issues concerning long term care, including planning for long-term care, services, paying for care, including long-term care insurance, provisions of services including in-home and institutional care and the policies concerning long term care.

**LAW A190. HOUSING AND HOME OWNERSHIP. 3 Credits.**

This course surveys housing options, including home ownership, choice of tenancies, reverse mortgages, aging in place, Naturally Occurring Retirement Communities, shared housing options, assisted living facilities, long-term care facilities, planned communities, age-restricted communities, laws and regulations and innovative options in providing housing and financing housing options.

**LAW A210. LEGAL RESEARCH. 2 Credits.**

This course will provide an introduction to research, both legal and non-legal, and include how to research and read the law, including cases, statutes and regulations.

**Second Spring\*****LAW A200. ADMINISTRATIVE LAW. 3 Credits.**

This course covers federal and state administrative laws and regulations for certain government benefits programs, including Social Security, Medicare and Medicaid, the administrative hearings and appeals processes and other remedies.

\*During the Second Spring semester students will be required to complete a thesis for 2 credits.

*Note: Curriculum offering and sequencing are subject to change.*

# Master of Jurisprudence in Healthcare Compliance

Stetson Law's **Master of Jurisprudence in Healthcare Compliance** is an intensive, online program designed for healthcare professionals without a legal background who wish to gain an advanced understanding of healthcare laws and regulatory compliance issues.

## The Master of Jurisprudence at a Glance

This comprehensive, two-year program provides non-lawyers working in the healthcare field with an in-depth understanding of regulatory compliance law as it pertains to healthcare practice, administration and clinical research. Gain experience through practical learning opportunities, increase your regulatory compliance literacy, and discover new potential for your career.

## Become Tomorrow's Compliance Leader

- Enhance your existing skill set in this highly regulated industry.
- Gain the experience and skills needed to assume a leadership role in healthcare and regulatory compliance.
- Learn to assess and manage risk, analyze and solve compliance challenges, and effectively communicate legal issues.

## Healthcare Compliance Program Highlights

- Four semester, 30-credit online program
- In-demand areas of study such as risk management, regulatory science, and healthcare compliance
- GRE not required with appropriate work experience

## Why pursue a Master of Jurisprudence in Healthcare Compliance?

- Experienced healthcare professionals and recent graduates benefit from an interdisciplinary program that combines legal philosophy with relevant, practical learning opportunities.
- 100% online program means you don't have to relocate.
- Meet the growing demand for healthcare professionals with an understanding of the legal system.
- Gain a competitive edge for career advancement and discover new career opportunities.
- Build an understanding of the U.S. legal system and its impact on healthcare.
- Get access to Stetson Law's alumni network, connecting with professionals who assist students and fellow graduates with career placement.

Compliance and regulation affect every aspect of the healthcare field. A thorough understanding of healthcare law will better prepare you to navigate the evolving landscape and solve tomorrow's healthcare compliance challenges.

## Curriculum

Candidates for the Master of Jurisprudence degree in Healthcare Compliance must satisfactorily complete four full academic semesters for a total of at least 30 credit hours. Students may enroll in additional coursework with additional approval from the Associate Dean of Academic Affairs.

## Required Courses

### **First Fall**

#### **LAW H110. FUNDAMENTALS OF CONTRACT LAW. 2 Credits.**

This course will provide a basic overview of the fundamentals of contract law, including formation, defenses and consideration.

#### **LAW H150. HEALTH CARE PROGRAMS & BENEFITS. 2 Credits.**

This course will examine the various government and private health care programs. The course will look at the structure of the programs, eligibility, benefits, costs, coverages and legal relationships between the participants. The course will also examine the hearings and appeals process, as well as current top issues. The primary focus will be on the federal health care system.

#### **LAW H210. LEGAL RESEARCH. 2 Credits.**

This course will provide an introduction to research, both legal and non-legal, and include how to research and read the law, including cases, statutes and regulations.

### **First Spring**

#### **LAW H120. ETHICS AND PROFESSIONALISM. 2 Credits.**

This course will include the ethical issues faced by professionals when working within their respective professions. Some of the topics of ethics will include mandatory and optional disclosures, whistleblowing, applicable laws and industry standards, regulatory compliance, etc. The course will also cover professionalism for those individuals and how to conduct themselves within their chosen fields.

**LAW H140. COMPLIANCE 101. 3 Credits.**

This course will provide an overview of and foundation in compliance in health care settings. The course will include an overview of compliance regulations such as HIPPA, EMTALA and others and focus on the eight elements of a compliance program. The course will follow the outline of HCCA's book, Compliance 101 (4th ed.).

**LAW H160. RISK MANAGEMENT IN HEALTHCARE PROGRAMS. 3 Credits.**

This course will cover risk management in the field of health care, including how to monitor and manage risks and to respond when a problem occurs. The course will also cover essentials of research methods, design and data analytics. This course will also explore various risk assessment models.

**Second Fall****LAW H130. PROFESSIONALISM & THE CRT SYS. 1 Credit.**

This course would provide an overview of what it means to be a professional, how to act professionally on a daily basis, the regulation of professionals and well as provide a survey of the legal system, explaining the difference between federal and state, court and regulatory systems.

**LAW H250. UNDERSTANDING HEALTHCARE PAYMENT SYSTEMS & REIMBURSEMENTS. 2 Credits.**

This course will look at the various payment models for health care programs. The course will examine the private insurance model, compared to managed care models of payment. The course will examine the Medicare payment systems and how Parts A and B are financed and how payments are made.

**LAW H270. TECHNOLOGY IN HEALTHCARE COMPLIANCE. 2 Credits.**

This course will examine the multi-faceted role technology plays in health care compliance. The course will focus on the compliance issues faced with tele-medicine, hospital cyber-security, protection of patient and employee information, medical identity theft, and within litigation, responses to subpoenas and e-discovery.

**Second Spring****LAW H220. HUMAN RESOURCES AND MANAGEMENT ISSUES. 2 Credits.**

From a compliance focus, this course will examine the HR and management issues that an organization will face. The course will include both corporate and internal investigations, looking at employment and labor issues as well.

**LAW H230. HEALTHCARE ORGANIZATIONAL CULTURE OF COMPLIANCE & ETHICS. 2 Credits.**

This course will examine the organizational structure of health care programs, including horizontal and vertical integration and how an organization's culture can lead to success or indictments. The course will stress the eighteen element of compliance, that of a culture of compliance, and will offer an in-depth examination of corporate and individual ethics.

**LAW H240. FRAUD & ABUSE 1: KICKBACKS, STARK, FALSE CLAIMS. 3 Credits.**

This course will provide an in-depth look at specific issues of fraud and abuse that organizations face with focused on compliance. This first course will focus on the Anti-kickback laws, STARK and the False Claims Act.

**LAW H260. FRAUD & ABUSE 2: TAX & ANTITRUST. 2 Credits.**

This course will provide an in-depth look at specific issues of fraud and abuse that organizations face with focused on compliance. This second course will focus on antitrust and tax issues.

**LAW H280. FRAUD & ABUSE HIPAA. 2 Credits.**

This course will provide an in-depth look at specific issues of fraud and abuse that organizations face with focused on compliance. This third course will focus on EMTALA and HIPAA.

*Note: Curriculum offering and sequencing are subject to change.*

## Dual and Joint Degree Programs

### J.D./M.B.A. (Dual Degree) (<https://www.stetson.edu/law/offices/registrar/jd-mba-dual-degree.php>)

The College of Law and Stetson's AACSB-accredited School of Business Administration offer an accelerated course of study leading to **Juris Doctor** and **Master of Business Administration** degrees. This program is designed to broaden career opportunities in the fields of law and business. Students must be admitted to both programs. Full-time students typically complete both degrees within three years, including one summer. Part-time students are also eligible for this program.

### J.D./LL.M. in Advocacy (Joint Degree) (<https://www.stetson.edu/law/academics/advocacy/llm/jd-llm.php>)

Stetson University College of Law offers a **J.D./LL.M. in Advocacy joint-degree program**, allowing qualified students the opportunity to earn both a J.D. degree and an LL.M. degree in advocacy from Stetson in as little as three years.

### International Student Exchange and International Dual-Degree Programs (<http://www.stetson.edu/law/international/exchange/>)

The **International Student Exchange Program** provides opportunities for Stetson students to study abroad at the following partner schools with single-semester exchanges and dual-degree programs: The link below provides additional information.

## Special Programs

Students in all of Stetson University's undergraduate majors can prepare for admission to the Stetson University College of Law or at distinguished law schools around the nation. The university organizes special programs, such as a law school recruiting fairs, visiting lectures by law faculty and LSAT preparation sessions. The university also provides resources that guide students through the admissions process.

All Stetson University undergraduates interested in legal careers benefit from the strong relationship between undergraduate faculty in DeLand and law faculty at the College of Law in Gulfport and Tampa. Through collaborative effort, undergraduate and law faculty have established two noteworthy opportunities for Stetson University undergraduate students to earn a law degree: the 3+3 B.A./J.D. accelerated program and the 4+3 program with direct admission to the College of Law.

### 3+3 Bachelor's/J.D. Accelerated Admission to the College of Law

Stetson University College of Law has collaborated to offer certain high-performing undergraduate students an opportunity to reduce the time required to earn both a Bachelor's Degree and Juris Doctor degree. Students seeking a J.D. degree typically complete a four-year undergraduate program followed by three years of law school.

The **Accelerated 3+3 Bachelor's/J.D.** path allows qualified students to earn both their bachelor's and J.D. degrees in six years. Stetson Law has Accelerated 3+3 Bachelor's/J.D. program agreements with:

- Stetson University (<http://www.stetson.edu/artsci/pre-law/special-programs.php>): College of Arts and Sciences, School of Business Administration
- University of South Florida (<http://www.stetson.edu/law/offices/registrar/accelerated-jd-bachelor-program.php>): Honors College
- University of West Florida (<http://www.stetson.edu/law/offices/registrar/accelerated-id-bachelor-west-florida.php>)
- Chatham University (<http://www.stetson.edu/law/offices/registrar/accelerated-jd-bachelor-chatham.php>)

### Direct Admission Programs (4+3 Bachelor's/J.D.)

Stetson University College of Law has partnered with several institutions to offer Direct Admission opportunities, commonly known as 4+3 programs.

Students who meet program requirements are automatically admitted to Stetson's J.D. program upon completion of their bachelor's degree. Students admitted under these agreements will receive a generous partial tuition scholarship.

## Partnerships:

### Stetson University

Learn more about Direct Admission program requirements with Stetson University (<http://www.stetson.edu/artsci/pre-law/special-programs.php>)

### Eckerd College

Requirements:

- Be a student in any major at Eckerd College who has completed at least 90 semester hours of coursework, with at least 30 semester hours completed through Eckerd College;
- Complete all requirements for the Eckerd College Bachelor's degree before matriculating at the College of Law;
- Earn a minimum cumulative G.P.A. of 3.3 in courses taken at Eckerd College;
- Earn a minimum score on the LSAT at the 50th percentile of the most recent class to matriculate at the College of Law;
- Apply to the College of Law for admission into the full-time J.D. program between October 1st and May 15th in the academic year before the student intends to begin J.D. study; and
- Meet the College of Law's character and fitness requirements and comply with the College of Law's general admissions policies.

### University of South Florida Sarasota-Manatee

Requirements:

- Be a student in any major at USF Sarasota-Manatee who has completed at least 90 semester hours of coursework, with at least 30 semester hours completed through USF Sarasota;
- Complete all requirements for the USF Sarasota-Manatee Bachelor's degree before matriculating at the College of Law;
- Earn a minimum cumulative G.P.A. of 3.3 in courses taken at USF Sarasota-Manatee;
- Earn a minimum score on the LSAT at the 50th percentile of the most recent class to matriculate at the College of Law;
- Apply to the College of Law for admission into the full-time J.D. program between October 1st and May 15th in the academic year before the student intends to begin J.D. study; and
- Meet the College of Law's character and fitness requirements and comply with the College of Law's general admissions policies.



## University of West Florida

### Requirements:

- Be a student in any major at UWF who has completed at least 90 semester hours of coursework;
- Complete all requirements for the UWF Bachelor's degree before matriculating at the College of Law;
- Earn a minimum cumulative G.P.A. of 3.3 in courses taken at UWF;
- Earn a minimum score on the LSAT at the 50th percentile of the most recent class to matriculate at the College of Law;
- Apply to the College of Law for admission into the full-time J.D. program between October 1st and May 15th in the academic year before the student intends to begin J.D. study; and
- Meet the College of Law's character and fitness requirements and comply with the College of Law's general admissions policies.

## Concentrations

To help students prepare for the practice of law in specialized settings, Stetson University College of Law permits students to focus their studies in the elective curriculum and earn a **Certificate of Concentration** along with the Juris Doctor degree.

The certificate programs are a way for student to distinguish themselves and show employers that they have the necessary knowledge and skills to practice in that area. Certificates are available in:

- Advocacy (p. 522)
- Business Law (p. 525)
- Elder Law (p. 530)
- Environmental Law (p. 532)
- International Law (p. 535)
- Social Justice Advocacy (p. 538)

### With whom should I speak for additional information?

- Advocacy: Professor Elizabeth Boals (eboals@law.stetson.edu) or Katherine E. Donoghue (kdonoghue@law.stetson.edu)
- Business Law: Professor Andrew Appleby (aappleby@law.stetson.edu)
- Elder Law: Professor Roberta Kemp Flowers (flowers@law.stetson.edu)
- Environmental Law: Professor Gardner (gardner@law.stetson.edu), Professor Boudreaux (boudreaux@law.stetson.edu), or Professor Long (lalong@law.stetson.edu)
- International Law: Associate Dean Darryl Wilson (wilson@law.stetson.edu)
- Social Justice Advocacy: Professor Judith A.M. Scully (jscully@law.stetson.edu) or Professor Kristen Adams (adams@law.stetson.edu)

# Advocacy Certificate of Concentration

## Objective

To help prepare those students planning a career in litigation by ensuring that they take courses particularly applicable to litigation, receive mentoring from members of the faculty or alumni with experience and interest in this field and rewarding such students who have demonstrated high degrees of ethics and competence in litigation matters.

## Requirements

In order to receive at graduation the Certificate of Concentration in Advocacy, a student must make a timely application (<http://www.stetson.edu/law/offices/registrar/media/concentration-program-application-form-pdf.pdf>) for inclusion in the program, be accepted into the program, and do the following:

- Complete at least 21 hours in the Approved Curriculum, including successful completion of the Mandatory Curriculum requirements, with an average G.P.A. of at least 3.0 among all of those courses taken from the Approved Curriculum. Further, the student shall not have received a grade of less than 2.5 (or "S" in any course not graded on the 4.0 scale) in any of those courses taken in the Approved Curriculum;
- Students must have achieved at least a 2.0 in the following courses: Evidence, Torts, Criminal Law, and R & W I and II and at least a 2.5 in Professional Responsibility. A student, who has not completed any of these courses must be enrolled in the course at the time of acceptance in to the concentration, and must achieve the required grade in these courses or the student will be dropped from the concentration;
- Participate in the Required Mentoring;
- Fulfill the advocacy pro bono requirement; and
- Fulfill his/her writing requirement by writing a paper in the area of litigation on a topic approved by the Center for Excellence in Advocacy.

## Advocacy Pro Bono

To receive the Certificate of Concentration in Advocacy, students must perform at least 10 hours of pro bono work on behalf of the Center for Excellence in Advocacy, *in addition to* meeting Stetson University College of Law's graduation requirement for pro bono work.

## Advocacy Certificate of Concentration Approved Mandatory Curriculum

Code	Title	Credits
LAW 3920	TRIAL ADVOCACY	
<b>Select one of the following: credits range from 2 TO 4</b>		
LAW 3052	ADVANCED APPELLATE ADVOCACY	
LAW 3140	APPELLATE PRACT & ADVOC: CIVIL	
LAW 3140C	APPELLATE PRAC & ADV: CRIMINAL	
LAW 3773	PRE-TRIAL PRACTICE	
<b>Select one of the following: credits range from 2 TO 3</b>		
LAW 3145	ARBITRATION	
LAW 3414	FAMILY LAW MEDIATION	
LAW 3592	INTERVIEWING AND COUNSELING	
LAW 3718	MEDIATION SKILLS TRAINING	
LAW 3761	NEGOTIATION AND MEDIATION	
<b>Select one of the following: credits range from 2 TO 12</b>		
LAW 4200	CHILD ADVOCACY CLINIC	
LAW 4520	CIVIL ELDER LAW CLINIC	
LAW 4500	CIVIL LEGAL SERVICES CLINIC	
LAW 3415	FAMILY LAW EXTERNSHIP	
LAW 3445	FED GOVT LITIGATION EXTERNSHIP	
LAW 3454	FEDERAL JUDICIAL EXTERNSHIP	
LAW 3874	FLA CRCT CRT (APPELL) EXTRNSHP	
LAW 3895	FLA CRCT CRT (TRIAL) EXTRNSHP	
LAW 3537	HOMELESS ADVOCACY EXTERNSHIP	
LAW 4535	IMMIGRATION LAW CLINIC	
LAW 4548	LOCAL GOVERNMENT CLINIC	
LAW 4550	PROSECUTION CLINIC	
LAW 4560	PUBLIC DEFENDER CLINIC	
LAW 3897	STATE LITIGATION EXTERNSHIP	

LAW 3506	STATE SUPREME COURT JUD EXTERN
LAW 4565	TAMPA PROSECUTION CLINIC
LAW 4570	VETERAN'S ADVOCACY CLINIC

## Approved Elective Curriculum

Any courses listed under the Mandatory Curriculum section taken in addition to those necessary to satisfy the Mandatory Curriculum requirements.

Any Stetson externship program in addition to those referenced in the Mandatory Curriculum section.

Code	Title	Credits
LAW 3052	ADVANCED APPELLATE ADVOCACY	3 credits
LAW 3055D	ADV CIVIL TRIAL SKILLS-DAMAGES	1 credit
LAW 3055V	ADV CIV TRIAL SKILLS-VOIR DIRE	1 credit
LAW 3075	ADVANCED CRIMINAL TRIAL ADVOCACY	2 to 3 credits
LAW 3081	ADVANCED CROSS EXAMINATION	1 credit
LAW 56001	COMPARATIVE TRIAL ADVOCACY (Oxford Program)	3 credits
LAW 3204	COMPLEX LITIGATION	2 to 3 credits
LAW 3213	CONFLICT OF LAWS	2 to 3 credits
LAW 3225	CONSTITUTIONAL LITIGATION	2 to 3 credits
LAW 3265	CRIM PROCEDURE - ADJUDICATION	3 credits
LAW 3270	CRIM PROCEDURE-INVESTIGATION	3 credits
LAW 3289	DEPOSING MEDICAL EXPERTS	1 credit
LAW 3355	ENVIRONMENTAL ADVOCACY	2 credits
LAW 3405	EVIDENTIARY FOUNDAT&OBJECTIONS	3 credits
LAW 3500	FLORIDA CIVIL PROCEDURE	3 credits
LAW 3502	FLORIDA CRIMINAL PROCEDURE	3 credits
LAW 3512	FLORIDA MEDICAL MALPRACTICE	2 credits
LAW 3539	IMMIGRATION LITIGAT & ADVOCACY	3 credits
LAW 3585	INT'L LITIGATION & ARBITRATION	3 credits
LAW 3587	INT'L SALES LAW & ARBITRATION	3 credits
LAW 3587A	INTERNATIONAL SALES LAW & ARBITRATION ADVOCACY	3 credits
LAW 3608	JURY SELECTION	2 credits
LAW 3731	MODERN AMERICAN MILITARY JUSTICE (formerly Military Law)	2 to 3 credits

LAW 3753	MUNICIPAL&ADMIN LAW EXTERNSHIP	3 credits
LAW 3784	POSTCONVICTION REMEDIES	3 credits
LAW 3810	REMEDIES	3 credits
LAW 3824	SCIENTIFIC AND EXPERT EVIDENCE	3 credits
LAW 3825	SCIENTIFIC EVIDENCE WORKSHOP	2 to 3 credits
LAW 3876	SOCIAL JUSTICE ADVOCACY&THE LW	3 credits
LAW 3946	WHITE COLLAR ADVOCACY	2 to 3 credits
LAW 3947	WHITE COLLAR CRIME	2 to 3 credits
ADVOCACY BOARD (Dispute Resolution Board, Moot Court Board, or Mock Trial Board)		1 to 2 credits

# Business Law Concentration

## Objective

To help prepare those students planning a career in business law, whether in litigation or transactional work, by ensuring that they take courses particularly applicable to business law; develop skills and knowledge outside of classwork relating to business law; receive mentoring from members of the faculty with experience and interest in business law; and recognizing students who have demonstrated high degrees of ethics and competence in business law.

## Eligibility

Any Stetson law student in good standing who has completed not less than 30 credits and not more than 45 credits may apply for acceptance into the Concentration. The Concentration Advisors will consider all applications for acceptance into this program based upon consideration of the student's demonstrated commitment to the program and the likelihood that they will be able to successfully complete the requirements of the program.

## Application Deadlines

The general concentration guidelines require that a student apply to a concentration program when a student has earned at least 30, but no more than 45, credit hours. While the program has some flexibility to consider students who apply after this time, students will not be accepted into the concentration unless the student has three full semesters (including the semester of application and not including summer sessions) remaining in law school. For a full-time student taking six full (fall/spring) semesters and graduating in May of the student's third year, this policy requires application no later than the spring semester of the student's 2L year (by February 15 as noted below). For a part-time student taking eight full (fall/spring) semesters and graduating in May of the student's third year, this policy requires application no later than the spring semester of the student's 3L year (by February 15 as noted below). Students not graduating in May or converting between programs may speak with the concentration advisors for more information regarding the deadline under this procedure.

Applications for the Business Law Concentration are considered once per semester. Students seeking to be considered in the fall semester must apply no later than September 15. Students seeking to be considered in the Spring semester must apply no later than February 15. Students seeking to be considered in the summer session must apply no later than June 15. Applications are available through, and are submitted to, the Office of the Registrar.

## Requirements

In order to receive the Certificate of Concentration in Business Law at graduation, a student must make a timely application for inclusion in the program, be accepted into the program, and do the following:

- Complete at least 21 hours in the Approved Curriculum, including successful completion of each course in the Required Curriculum, with an average G.P.A. of at least 3.0 among those courses taken from the Approved Curriculum. Further, the student shall not have received a grade of less than 2.5 (or "S" in any course not graded on the 4.0 scale) in any of those courses taken in the Approved Curriculum;
- Demonstration of proficiency in financial/accounting documents, through degree in accounting or finance, completion of accounting course with grade of pass/C/70%, or completion of Accounting for Lawyers course with grade of pass/2.25;
- Demonstration of proficiency in Excel;
- Participate in the Required Mentoring;
- Fulfill the Concentration Pro Bono requirements.

## Required Mentoring

Upon being selected into the Business Law Concentration, a student will be assigned a Mentor who is a member of the College of Law faculty. The student will be expected to meet regularly with such Mentor, no less than one time each semester, for the purpose of discussing their advancement toward completion of the requirements for receipt of the Certificate in Concentration. Further, such students, as a prerequisite for registration for each upcoming semester, will be required to obtain the approval of their Mentor regarding their course selection. It is the goal of this Required Mentoring that the participating members of the faculty will pass along to the students the benefit of their own experience and/or expertise in the field of business law. Prior to the student's receipt at graduation of the Certificate of Concentration, the Mentor will have to attest to the student's successful completion of all requirements for the certificate listed above.

## Pro Bono

The College of Law requires each student, before graduating, to have completed 60 hours of Pro Bono work. To receive the Certificate of Concentration in Business Law, 20 of those 60, must be in business law. Completion of this requirement includes any of the following experiences:

- Volunteer Income Tax Assistance program
- Bankruptcy project with Community Law Program/Bay Area Legal Services

- Florida Business Law Section Law School Pro Bono Challenge
- Other qualified pro bono projects approved by Concentration

## Business Law Certificate of Concentration Approved Required Curriculum

Required Courses (14-19 credits):

Code	Title	Credits
LAW 3449	FEDERAL INCOME TAXATION I	3 credits
LAW 3154	BUSINESS ENTITIES	4 credits
<b>Commercial Law (select one)</b>		
LAW 3190	COMMERCIAL TRANSACTIONS	4 credits
LAW 3573	INT'L BUSINESS TRANSACTIONS	3 credits
LAW 3587	INT'L SALES LAW & ARBITRATION	2 to 3 credits
LAW 3768	PAYMENT SYSTEMS	3 credits
LAW 3821	SALES & LEASES	3 credits
LAW 3832	SECURED TRANSACTIONS	3 credits
<b>Experiential (select one)</b>		
LAW 3155	BANKRUPTCY JUDICIAL EXTERNSHIP	3 to 4 credits
LAW 3172	CHAPTER 11 BANKRUPTCY REORGANIZATIONS	3 credits
LAW 3548	IN-HOUSE COUNSEL EXTERNSHIP	1 to 3 credits
LAW 3561	INTELLECTUAL PROP EXTERNSHIP	1 to 3 credits
LAW 3297	THE DOCUMENT OF THE DEAL: CORPORATE CONTRACTS	2 credits
LAW 3145	ARBITRATION	2 credits
LAW 3761	NEGOTIATION AND MEDIATION	2 credits
Other course approved by Concentration Advisor		
<b>Advanced Writing (select one)</b>		
LAW 3065	ADVANCED CORPORATE LAW SEMINAR	2 to 3 credits
LAW 3083	ADV EMPLOYMENT DISCRIM SEMINAR	2 to 3 credits
LAW 3156	BANKRUPTCY SEMINAR	2 to 3 credits
LAW 3279	CYBERLAW SEMINAR	3 credits
LAW 3325	ELECTRONIC COMMERCE SEMINAR	2 to 3 credits
LAW 3511	FOOD LAW AND POLICY SEMINAR	2 to 3 credits
INDIVIDUAL RESEARCH PROJECT ON BUSINESS-RELATED TOPIC APPROVED BY CONCENTRATION ADVISOR		1 to 2 credits

LAW 3565	INT'L BUS/TRANSBRDR CRIME SEM	2 to 3 credits
LAW 3580S	INTL INTELLECTUAL PROPERTY SEM	2 credits
LAW 3716	MEDIA LAW SEMINAR	3 credits
LAW 3752	MULTIJURISDICTIONAL TAXATION SEMINAR	2 to 3 credits
LAW 3765	NONPROFITS SEMINAR	2 to 3 credits
LAW 3785	PRIVATE INTERNATIONAL LAW SEMINAR	2 credits
LAW 3902	TAX POLICY SEMINAR	2 credits
LAW 3918	TRANSNATIONAL BANKRUPTCY SEMINAR	2 credits

Law Review Note or Paper Written for Another Seminar on Business-Related Topic approved by Concentration Advisor (counts for advanced writing requirement, but credits do not count toward concentration total)

\*This course may be waived if student demonstrates proficiency in financial/accounting documents through degree in accounting or finance or completion of accounting course with grade of pass/C/70%.

### Elective Courses (to extent not used to complete requirements):

Code	Title	Credits
LAW 3053	ADMIRALTY	2 to 3 credits
LAW 3063	ADV CONTRACTS: COMM AGREEMENTS	2 to 3 credits
LAW 3063I	Adv. Contracts: Issues, Concepts and Methods	2 to 3 credits
LAW 3065	ADVANCED CORPORATE LAW SEMINAR	2 to 3 credits
LAW 3083	ADV EMPLOYMENT DISCRIM SEMINAR	2 to 3 credits
LAW 3130	ANTITRUST LAW	2 to 3 credits
LAW 3131	ANTITRUST SEMINAR	2 to 3 credits
LAW 3145	ARBITRATION	2 credits
LAW 3152	BANKRUPTCY	3 credits
LAW 3156	BANKRUPTCY SEMINAR	2 to 3 credits
LAW 3159	BUSINESS ETHICS	2 to 3 credits
LAW 3172	CHAPTER 11 BANKRUPTCY REORGANIZATIONS	3 credits
LAW 3190	COMMERCIAL TRANSACTIONS	4 credits
LAW 3198	COMPARATIVE CORPORATE LAW	1 to 3 credits
LAW 3230	CONSTRUCTION LAW	2 to 3 credits
LAW 3238	CONSUMER LAW	2 to 3 credits



LAW 3243	COPYRIGHT LAW	2 to 3 credits
LAW 3245	CORPORATE FINANCE	2 to 3 credits
LAW 3247	CORP GOVERNANCE GLOBAL MARKET	3 credits
LAW 3246	CORPORATE TAXATION	2 to 3 credits
LAW 3279	CYBERLAW SEMINAR	3 credits
LAW 3285	DELAWARE INFLUENCE ON CORP LW	1 to 3 credits
LAW 3325	ELECTRONIC COMMERCE SEMINAR	2 to 3 credits
LAW 3330	EMPLOYEE BENEFITS	2 to 3 credits
LAW 3333	EMPLOYMENT DISCRIMINATION	2 to 3 credits
LAW 3334	EMPLOYMENT LAW	2 to 3 credits
LAW 3337	ENTERTAINMENT LAW	3 credits
LAW 3395	EUROPEAN UNION BUSINESS LAW	1 to 3 credits
LAW 3450	FEDERAL INCOME TAXATION II	2 to 3 credits
LAW 3480	FED TAX OF EST, TRUSTS & GIFTS	3 credits
LAW 3487	FINANCIAL ADVOCACY	1 credits
LAW 3511	FOOD LAW AND POLICY SEMINAR	2 to 3 credits
LAW 3525	HEALTH INSURANCE LAW	2 to 3 credits
INDIVIDUAL RESEARCH PROJECT ON BUSINESS-RELATED TOPIC APPROVED BY CONCENTRATION ADVISOR		1 to 2 credits
LAW 3552	INSIDER TRADING SEMINAR	2 credits
LAW 3553	INSURANCE LAW	2 to 3 credits
LAW 3567	INTERNATIONAL ENERGY LAW	2 to 3 credits
LAW 3560	INTELLECTUAL PROPERTY	3 credits
LAW 3572	INT'L BANKING & FINANCE LAW	2 to 3 credits
LAW 3573	INT'L BUSINESS TRANSACTIONS	3 credits
LAW 3580	INTERNAT'L INTELLECT PROPERTY	2 to 3 credits
LAW 3580S	INTL INTELLECTUAL PROPERTY SEM	2 credits
LAW 3581	INTERNATIONAL JOINT VENTURES	2 to 3 credits
LAW 3587	INT'L SALES LAW & ARBITRATION	2 to 3 credits

LAW 3591	INTERNATIONAL TRADE REGULATION	2 to 3 credits
LAW 3613	LABOR LAW	2 to 3 credits
LAW 3685	LAW PRACTICE MANAGEMENT	2 to 3 credits
LAW 3715	MEDIA LAW	2 to 3 credits
LAW 3716	MEDIA LAW SEMINAR	3 credits
LAW 3729	MERGERS AND ACQUISITIONS	3 credits
LAW 3752	MULTIJURISDICTIONAL TAXATION SEMINAR	2 to 3 credits
LAW 3765	NONPROFITS SEMINAR	2 to 3 credits
LAW 3766	ORG OF BUSINESS ENTERPRISE	3 credits
LAW 3769	PARTNERSHIP TAX	3 credits
LAW 3767	PATENT LAW	2 to 3 credits
LAW 3768	PAYMENT SYSTEMS	3 credits
LAW 3775	PRODUCTS LIABILITY	3 credits
LAW 3800	REAL PROPERTY FINANCE	2 to 3 credits
LAW 3821	SALES & LEASES	3 credits
LAW 3832	SECURED TRANSACTIONS	3 credits
LAW 3863	SECURITIES REGULATION	2 to 3 credits
LAW 3875	SPORTS LAW	2 to 3 credits
LAW 3785	PRIVATE INTERNATIONAL LAW SEMINAR	2 credits
LAW 3880	STATE AND LOCAL TAXATION	2 to 3 credits
LAW 3899	TAX OF EXEMPT ORGANIZATIONS	2 to 3 credits
LAW 3902	TAX POLICY SEMINAR	2 credits
LAW 3907	TAXATION OF BUSINESS ENTITIES	4 credits
LAW 3915	TRADEMARKS & UNFAIR COMP	2 to 3 credits
LAW 3946	WHITE COLLAR ADVOCACY	2 to 3 credits
LAW 3947	WHITE COLLAR CRIME	2 to 3 credits
LAW 3960	WORKERS' COMPENSATION	2 to 3 credits

# Elder Law Certificate of Concentration

## Objective

To help prepare those students planning a career in elder law by ensuring that they take courses particularly applicable to elder law, receive mentoring from members of the faculty with experience and interest in elder law, and rewarding such students who have demonstrated high degrees of ethics and competence in elder law.

## Eligibility

Any Stetson law student in good standing who has completed not less than 30 credits and not more than 45 credits may apply for acceptance into the Elder Law concentration. The Co-directors of the Center for Excellence in Elder Law will make final determinations on all applications for acceptance into this program based upon consideration of the student's demonstrated commitment to the program and the likelihood that they will be able to successfully complete the requirements of the program.

## Requirements

In order to receive at graduation the Certificate of Concentration in Elder Law, a student must make a timely application (<http://www.stetson.edu/law/offices/registrar/media/concentration-program-application-form-pdf.pdf>) for inclusion in the program, be accepted into the program, and do the following:

- Complete at least 21 hours in the Approved Curriculum, including successful completion of each course in the Required Curriculum, with an average G.P.A. of at least 3.0 among all of those courses taken from the Approved Curriculum. Further, the student shall not have received a grade of less than 2.5 (or "S" in any course not graded on the 4.0 scale) in any of those courses taken in the Approved Curriculum;
- Students must have achieved at least a 2.25 in Professional Responsibility. A student who has not completed the course must achieve the required grade in this course or the student will be dropped from the concentration;
- Participate in the Required Mentoring;
- Demonstrate to the satisfaction of the assigned Mentor his/her commitment to the ethical and professional practice of law;
- Fulfill the Elder Law Pro Bono requirements;
- Fulfill the administrative hours requirement; and
- Fulfill his/her writing requirement by writing a paper in the area of elder law to the satisfaction of Professors Flowers or Morgan.

## Required Mentoring

Upon being selected into the Elder Law Concentration, a student will be assigned a Mentor who is a member of the College of Law faculty. The student will be expected to meet regularly with such Mentor, no less than one time each semester, for the purpose of discussing their advancement toward completion of the requirements for receipt of the Certificate in Concentration. Further, such students, as a prerequisite for registration for each upcoming semester, will be required to obtain the approval of their Mentor regarding their course selection. It is the goal of this Required Mentoring that the participating members of the faculty will pass along to the students the benefit of their own experience and/or expertise in the field of elder law. Prior to the student's receipt at graduation of the Certificate of Concentration, the Mentor will have to attest to the student's successful completion of all requirements for the certificate listed above.

## Pro Bono

The College of Law requires each student, before graduating, to have completed 60 hours of Pro Bono work. To receive the Certificate of Concentration in Elder Law, 30 of those 60, must be in elder law (20 legal and 10 non-legal).

## Administrative Hours

Each student selected for membership into the Elder Law concentration program will be required to provide at least 10 hours on administrative activities of the Center for Excellence in Elder Law, serving as Elder Law ambassadors at Center events, assisting in preparation of Center events and working on Center projects.

## Elder Law Certificate of Concentration Approved Required Curriculum

Code	Title	Credits
<b>Required Courses</b>		<b>21 Credits</b>
LAW 3320	ELDER LAW SEMINAR	3 credits
LAW 3592	INTERVIEWING AND COUNSELING	2 credits
LAW 3115	INTRO TO AGING AND THE LAW	3 credits

LAW 3712	LONG TERM CARE PLANNING (JD)	2 or 3
LAW 3781	PUBLIC BENEFITS LAW	2 or 3
LAW 3930	TRUSTS AND ESTATES	4 credits

**Select one of the following:**

LAW 4520	CIVIL ELDER LAW CLINIC	5 credits
LAW 4500	CIVIL LEGAL SERVICES CLINIC	5 credits
LAW 3315	ELDER & DISABILITY LW EXTRNSHP	3 to 4 credits
LAW 3895	FLA CRCT CRT (TRIAL) EXTRNSHP (probate judge placement only)	4 credits
LAW 4570	VETERAN'S ADVOCACY CLINIC (up to 4 credits towards concentration)	1 to 5 credits

**Elder Law Additional Curriculum**

Courses from this list are only required and/or considered for minimum GPA, if needed to complete the 21 hour requirement.

<b>Code</b>	<b>Title</b>	<b>Credits</b>
LAW 3040	ADMINISTRATIVE LAW	3 credits
or LAW 3490	FLORIDA ADMINISTRATIVE LAW	
LAW 3045	ADMIN LAW FOR HEALTH CARE	2 to 3
LAW 3090	ADVANCED LEGAL RESEARCH (pathfinder in Elder Law)	2 credits
LAW 3296	DISABILITY LAW	2 to 3 credits
LAW 3316	ELDER LAW DRAFTING & PRACTICE	2 credits
LAW 3318	ELDER LAW LITIGATION	1 credit
LAW 3319	ELDER LAW PRACTICE MANAGEMENT	2 credits
LAW 3390	ESTATE PLANNING	3 credits
LAW 3480	FED TAX OF EST, TRUSTS & GIFTS	3 credits
LAW 3541	INDIVIDUAL RESEARCH PROJECT (topic must be approved by Elder Law Faculty Advisor )	1 to 2 credits
LAW 3761	NEGOTIATION AND MEDIATION	2 credits

Any course listed in the required curriculum that was not used to fulfill the required course portion of the concentration

# Environmental Law Certificate of Concentration

## Objective

This concentration will help prepare those students planning for a career in environmental law by ensuring that they take courses particularly applicable to environmental law and receive mentoring from members of the faculty with experience and interest in environmental law. The certificate of concentration recognizes students who have demonstrated a high degree of ethics and competence in the study of environmental law.

## Eligibility

Any Stetson law student in good standing who has completed not less than 30 credits and not more than 45 credits may apply for acceptance into the Environmental Law Concentration Program. The Director of the Institute for Biodiversity Law and Policy will make final determinations on all applications for acceptance into this program based upon consideration of the student's demonstrated commitment to the program and the likelihood that the student will be able to successfully complete the requirements of the program.

## Requirements

In order to receive the certificate of concentration in environmental law at graduation, a student must make a timely application (<http://www.stetson.edu/law/offices/registrar/media/concentration-program-application-form-pdf.pdf>) for inclusion in the program, be accepted into the program, and carry out the following:

- Complete at least 21 hours in the Approved Curriculum, including successful completion of the Mandatory Curriculum requirements, with an average G.P.A. of at least 3.0 among all of those courses taken from the Approved Curriculum. Further, the student shall not have received a grade of less than 2.25 (or "S" in any course not graded on the 4.0 scale) in any of those courses taken in the Approved Curriculum;
- Participate in an approved experiential learning opportunity related to environmental law (e.g., a skills course or externship);
- Complete additional mentoring, pro-bono service, and administrative requirements; and
- Write a paper in the area of environmental law that would fulfill the upper-level writing requirement.

## Required Mentoring

Upon being selected into the Environmental Law Concentration Program, a student will be assigned a mentor who is a member of the College of Law faculty. It is anticipated that no member of the faculty will be assigned more than five such students at any one time. The student will be expected to meet regularly with such mentor, no less than one time each semester, for the purpose of discussing advancement toward completion of the requirements for receipt of the certificate in concentration. Further, as a prerequisite for registration for each upcoming semester, such students will be required to obtain the approval of their mentor regarding their course selection. It is the goal of this required mentoring that the participating members of the faculty will pass along to the students the benefit of their own experience and/or expertise in the field of environmental law.

## Pro Bono

To receive the Environmental Law Certificate of Concentration, a student must perform at least 30 hours of pro bono work related to environmental protection or environmental law. These hours may overlap with the 60 hours required of all Stetson students.

## Administrative Hours

To receive the Environmental Law Certificate of Concentration, a student must perform at least 10 hours assisting with the Stetson International Environmental Moot Court Competition, International Wildlife Law Conference, or other Biodiversity Institute activities.

## Approved Mandatory Curriculum

Code	Title	Credits
LAW 3040	ADMINISTRATIVE LAW	3 credits
or LAW 3490	FLORIDA ADMINISTRATIVE LAW	
LAW 3340	ENVIRONMENTAL LAW	3 credits
<b>Select one of the following:</b>		
LAW 3511	FOOD LAW AND POLICY SEMINAR	2 to 3 credits
LAW 3759	NATURAL RESOURCES LAW SEMINAR	2 to 3 credits
LAW 3945	WETLANDS SEMINAR	2 to 3 credits

LAW 3132	ANIMAL LAW SEMINAR	2 to 3 credits
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## Elective Curriculum

Code	Title	Credits
LAW 3053	ADMIRALTY	2 to 3 credits
LAW 3171	CLIMATE JUSTICE: U.S. AND INTERNATIONAL PERSPECTIVE	1 to 2 credits
LAW 3355	ENVIRONMENTAL ADVOCACY	2 credits
LAW 3339	ENVIRONMENTAL HAZARDS ASSOCIATED WITH REAL PROPERTY	2 to 3 credits
LAW 3342	ENVIRONMENTAL LAW EXTERNSHIP	1 to 4 credits
LAW 3349	ENVIRONMENTAL PRACTICE	2 to 3 credits
LAW 3451	FEDERAL INDIAN LAW	3 credits
LAW 3370	ENVIRONMENTAL REGULAT OF WATER	2 to 3 credits
LAW 3504	FLORIDA REAL ESTATE LAW	2 to 3 credits
LAW 3511	FOOD LAW AND POLICY SEMINAR	2 to 3 credits
LAW 3567	INTERNATIONAL ENERGY LAW	3 credits
LAW 3577	INT'L ENVIRONMENTAL LAW	2 to 3 credits
LAW 3597	JOURNAL-INTL WILDLIFE LW & POL (maximum of 4 credits)	1 credit
LAW 3633	LAND USE LAW	3 credits
LAW 3693	LAW REVIEW WRITING CREDIT (if paper has environmental focus)	1 to 2 credits
LAW 3699	LEGISLATION	3 credits
LAW 3759	NATURAL RESOURCES LAW SEMINAR (if not taken to satisfy Mandatory Curriculum)	2 to 3 credits
LAW 3763	OCEAN & COASTAL LAW & POLICY	3 credits
LAW 3782	PUBLIC MARITIME LAW	2 credits
LAW 3810	REMEDIES	3 credits
LAW 3909	TOPICS IN BIODIVERSITY LAW	1 to 2 credits
LAW 3945	WETLANDS SEMINAR (if not taken to satisfy Mandatory Curriculum)	2 to 3 credits
LAW 3947	WHITE COLLAR CRIME	2 to 3 credits

STETSON SUMMER-ABROAD COURSES (AS LONG AS IT'S AN ENVIRONMENTAL LAW FOCUS)

DIRECTED RESEARCH PROJECT (THE PAPER MUST HAVE ENVIRONMENTAL FOCUS)

INDIVIDUAL RESEARCH PROJECT (THE PAPER MUST HAVE ENVIRONMENTAL FOCUS)

DISPUTE RESOLUTION BOARD (IF COMPETITION HAS ENVIRONMENTAL FOCUS)

MOOT COURT BOARD (IF COMPETITION HAS ENVIRONMENTAL FOCUS)

CLINIC (IF CLINIC HAS ENVIRONMENTAL FOCUS; REQUIRES APPROVAL OF FACULTY MENTOR)

EXTERNSHIP (OTHER THAN ENVIRONMENTAL LAW EXTERNSHIP AND HAS ENVIRONMENTAL FOCUS; REQUIRES APPROVAL OF FACULTY MENTOR)

# International Law Certificate of Concentration

## Objective

To help prepare those students planning a career in International Law by ensuring that they take courses particularly applicable to this area, receive mentoring from members of the faculty with experience and interest in this field and rewarding such students who have demonstrated high degrees of ethics and competence in the areas of International Law. This is intended to be a competitive program with (except for extraordinary circumstances) no more than five (5) students per year admitted to the program.

## Eligibility

Any Stetson law student in good standing who has completed not less than 30 credits and not more than 45 credits may apply for acceptance into the International Law concentration program. The Assistant Dean of International Programs will make final determinations on all applications for acceptance into this program based upon consideration of the student's demonstrated commitment to the program and the likelihood that they will be able to successfully complete the requirements of the program.

## Requirements

- In order to receive at graduation the certificate of concentration in International Law, a student must make a timely application (<http://www.stetson.edu/law/offices/registrar/media/concentration-program-application-form-pdf.pdf>) for inclusion in the program, be accepted into the program, and do the following:
- Complete at least 21 hours in the Approved Curriculum, including successful completion of each course in the Mandatory Curriculum, with an average G.P.A. of at least 3.0 among all of those courses taken from the Approved Curriculum. This requirement may be waived by the Assistant Dean of International Programs under exceptional circumstances after consultation with the Associate Dean for Academic Affairs). Further, the student shall not have received a grade of less than 2.0 (or "S" in any course not graded on the 4.0 scale) in any of those courses taken in the Approved Curriculum;
- Obtain at least a 2.0 in Professional Responsibility;
- Participate in the Required Mentoring;
- Demonstrate to the satisfaction of the assigned Mentor his/her commitment to the ethical and professional practice of law;
- Fulfill the International Law Pro Bono requirements;
- Fulfill his/her writing requirement in the area of International Law by writing a paper in the area of International Law to the satisfaction of the assigned Mentor.

## Required Mentoring

Upon being selected into the International Law Concentration Program, a student will be assigned a Mentor who is a member of the College of Law faculty. It is understood that no member of the faculty will be assigned more than three such students at any one time. The student will be expected to meet regularly with such Mentor, no less than one time each semester, for the purpose of discussing their advancement toward completion of the requirements for receipt of the certificate in concentration. Further, such students as a prerequisite for registration for each upcoming semester will be required to obtain the approval of their Mentor regarding their course selection. It is the goal of this Required Mentoring that the participating members of the faculty will pass along to the students the benefit of their own experience and/or expertise in the field of International Law. Prior to the student's receipt at graduation of the certificate of concentration, the Mentor will have to attest to the student's successful completion of all requirements for the certificate listed above.

## Pro Bono

The College of Law requires each student before graduating to have completed 60 hours of Pro Bono work. To receive the International Law certificate of concentration, however, a student needs to have completed a total of 20 hours dedicated to Pro Bono work in the International area. These hours can be satisfied by providing assistance in the International Programs Office of the law school. **These hours may overlap with the 60 hours required of all Stetson students.**

## Approved Mandatory Curriculum

Code	Title	Credits
LAW 3583	INTERNATIONAL LAW	2 to 3 credits
<b>Select one of the following courses:</b>		
LAW 3573	INT'L BUSINESS TRANSACTIONS	3 credits
LAW 3587	INT'L SALES LAW & ARBITRATION	2 to 3 credits



LAW 3587A	INTERNATIONAL SALES LAW & ARBITRATION ADVOCACY	3 credits
<b>Select one of the following courses</b>		
LAW 3761	NEGOTIATION AND MEDIATION	2 credits
LAW 3754	MOOT COURT BOARD <sup>1</sup>	1 to 2 credits
LAW 3124	DISPUTE RESOLUTION BOARD <sup>2</sup>	1 to 2 credits

Courses in the International Economic Law dual degree program (Toulouse, France) may be substituted for any of the courses in the Mandatory Curriculum with the prior approval of the Assistant Dean of International Programs in consultation with the Associate Dean for Academic Affairs.

<sup>1</sup> Includes participation in International Environmental Moot Court Competition<sup>2</sup> and Jessup International Moot Court Competition.

<sup>2</sup> Includes participation in VIS International Commercial Arbitration Moot.

## Elective Curriculum

Code	Title	Credits
LAW 3090	ADVANCED LEGAL RESEARCH (pathfinder in International Law)	2 credits
LAW 3171	CLIMATE JUSTICE: U.S. AND INTERNATIONAL PERSPECTIVE	1 to 2 credits
LAW 3396	EUROPEAN UNION LAW	2 to 3 credits
LAW 3544	HUMAN TRAFFICKING	3 credits
LAW 4535	IMMIGRATION LAW CLINIC	5 credits
LAW 3538	IMMIGRATION LAW	3 credits
LAW 3539	IMMIGRATION LITIGAT & ADVOCACY	3
LAW 3541	INDIVIDUAL RESEARCH PROJECT (topic must be approved by the Assistant Dean of International Programs. In addition, a student may receive up to 3 credits.)	1 to 2 credits
LAW 3572	INT'L BANKING & FINANCE LAW	2 to 3 credits
LAW 3567	INTERNATIONAL ENERGY LAW	2 to 3 credits
LAW 3564	INTERNATIONAL SPACE LAW	1 credit
LAW 3565	INT'L BUS/TRANSBRDRER CRIME SEM	3 credits
LAW 3575	INT'L CRIMINAL LAW	2 to 3 credits
LAW 3577	INT'L ENVIRONMENTAL LAW	2 to 3 credits
LAW 3580	INTERNAT'L INTELLECT PROPERTY	2 to 3 credits
LAW 3580S	INTL INTELLECTUAL PROPERTY SEM	2 credits
LAW 3585	INT'L LITIGATION & ARBITRATION	2 to 3 credits
LAW 3584	INTERN'L LAW HUMAN RIGHTS SEM	2 to 3 credits
LAW 3588	INT'L SECURITY LAW & POLICY	2 to 3 credits
LAW 3595	JOURNAL OF AGING LAW & POLICY	1 to 2 credits

LAW 3597	JOURNAL-INTL WILDLIFE LW & POL	1 credit
LAW 3752	MULTIJURISDICTIONAL TAXATION SEMINAR	2 or 3
LAW 3785	PRIVATE INTERNATIONAL LAW SEMINAR	2 credits
LAW 5001	HEALTH LAW ISSUES AND HUMAN RIGHTS IN AFRICA	1 credit
LAW 5002	REPRODUCTIVE RIGHTS: AN INTERNATIONAL HUMAN RIGHTS APPROACH	1 credit
LAW 5003	THE ETHICS OF ADVOCACY IN THE U.S., ENGLAND AND WALES: A COMPARATIVE APPROACH	1 credit

Also including any Stetson sponsored Study Abroad Program

Any course listed in the mandatory curriculum that was not used to fulfill the required course element

American Caribbean Law Initiative

Approved - (condensed) Visiting International Scholar Courses

# Social Justice Advocacy Certificate of Concentration

## Objective

The certificate of concentration in Social Justice Advocacy is intended for a select group of students who aspire to use their legal advocacy skills to address social justice issues.

## Eligibility

Preference for admission to this program is given to Stetson law students in good standing who have completed a minimum of 30 semester credit hours and not more than 45 semester credit hours. The co-directors (Professor Scully, Professor Adams, and Professor Piccard) of the concentration program will make final determinations on all applications for acceptance into this program based upon consideration of the student's application materials, the student's demonstrated commitment to the program and the likelihood that the student will be able to successfully complete the requirements of the program.

## How to Apply

Interested students should download and complete the Concentration Application (PDF) (<http://www.stetson.edu/law/offices/registrar/media/application-social-justice-advocacy-concentration.pdf>) and deliver the completed application to the Faculty Support Services Office.

## Requirements

In order to receive the Social Justice Advocacy (SJA) Certificate of Concentration at graduation, a student must be formally accepted into the program, and must complete the following requirements:

- The student must complete at least 21 hours in the specifically approved curriculum listed below, including both mandatory and elective curriculum requirements, with an average/cumulative GPA of at least 3.0 in all courses taken in the Approved Curriculum. Students must also achieve at least a 2.25 in any course taken in the approved curriculum which is to be included in the 21 hour requirement;
- Each student must participate in an approved experiential learning opportunity related to social justice advocacy law (e.g., a clinic, internship, or other experiential learning unit approved by a director of the Social Justice Advocacy Program);
- Each student must complete additional mentoring, *pro bono* service, and assigned administrative tasks, as approved by her/his faculty mentor (<http://www.stetson.edu/law/academics/advocacy/home/social-justice-advocacy-mentors.php>) and the co-directors of the Social Justice Advocacy Concentration Program; and
- In addition to any elective Seminar, each student must complete a separate Independent Study Project or Directed Research Project approved by her/his faculty mentor in an area of social justice advocacy that would fulfill the experiential and/or writing requirements of an IRP or DRP.

## Required Mentoring

Upon being selected into the Social Justice Advocacy Certificate of Concentration program, a student will be assigned a mentor who is a member of Stetson Law's faculty or a practicing member of the bar. The student will be expected to meet regularly with her/his mentor, no less than twice each semester, for the purpose of discussing advancement toward completion of SJA requirements. Further, as a prerequisite for registration for each upcoming semester, each student accepted into the concentration program will be required to obtain the approval of her/his mentor regarding her/his elective course selections. In keeping with this goal, students in the Social Justice Advocacy Certificate of Concentration Program should not select elective courses simply because they are listed as qualifying courses, but will be expected to present an elective course plan that is directly related to their career plan.

## Pro Bono Service

To receive the Social Justice Advocacy Certificate of Concentration, at least 30 hours of the 60 hours of *pro bono* service required for graduation must be related to the student's approved area of social justice advocacy.

## Administrative Hours

To receive the Certificate of Concentration in Social Justice Advocacy, a student must perform any administrative hours requested by a co-director of the SJA program to plan, or participate in planning, programs at or sponsored by the Stetson University College of Law that are directly related to the SJA Concentration Program.

## Approved Mandatory Curriculum

Although all areas of social justice advocacy are inter-related, the Social Justice Advocacy Certificate of Concentration program will encourage students to focus on coursework that advances their interest in the criminal justice system or their interest in civil law subjects that relate to a specific field of practice or law-related service that furthers the public interest and social equality.

## Mandatory Curriculum (Criminal Law Emphasis)

Students who wish to pursue a criminal law emphasis must complete nine (9) credit hours related to criminal law which are the following courses:

Criminal Procedure- Investigation (3 credit hours) and two other three (3) credit hour criminal law or criminal procedure courses from the Approved Elective Course list below that have been specifically approved by a Social Justice Advocacy mentor.

Each student in the Social Justice Advocacy Certificate of Concentration Program **must** complete the Independent Research Project (IRP) or the Directed Research Project (DRP) requirement.

## Mandatory Curriculum (Civil Law Emphasis)

Students who wish to pursue a civil law emphasis must complete one of the following courses: *Administrative Law, Administrative Law for Health Care, Consumer Protection Law, Employment Discrimination, Environmental Law, Environmental Regulation of Water, Florida Administrative Law, International Trade and the Environment, Labor Law, Land Use Law, Poverty Law, or Water Law: Public and Private Rights.*

Each student in the Social Justice Advocacy Certificate of Concentration Program **must** complete the Independent Research Project (IRP) or the Directed Research Project (DRP) requirement.

Elective Courses: Faculty mentors will counsel students to maintain a focus on electives that are related to students' areas of special interest. Additional elective classes may be approved by the co-directors upon written explanation from a student who wishes to take such a class based on her/his area of emphasis within the SJA Concentration Program.

Code	Title	Credits
LAW 3040	ADMINISTRATIVE LAW (Civil)	3 credits
LAW 3045	ADMIN LAW FOR HEALTH CARE (Civil)	2 to 3 credits
LAW 3052	ADVANCED APPELLATE ADVOCACY	3 credits
LAW 3054	ADOPTION LAW SEMINAR (Civil)	3 credits
LAW 3075	ADVANCED CRIMINAL TRIAL ADVOCACY (Criminal)	3 credits
LAW 3129	AMERICAN LEGAL HISTORY (Civil)	3 credits
LAW 3162	CHILDREN AND THE LAW (Civil)	3 credits
LAW 3217	THE FIRST AMENDMENT (Civil/Criminal)	3 credits
LAW 3238	CONSUMER LAW (Civil/Criminal)	2 to 3 credits
LAW 3265	CRIM PROCEDURE - ADJUDICATION (Criminal)	3 credits
LAW 3270	CRIM PROCEDURE-INVESTIGATION (Criminal)	3 credits
LAW 3296	DISABILITY LAW (Civil)	2 to 3 credits
LAW 3296S	DISABILITY LAW SEMINAR	2 to 3 credits
LAW 3298	DIVERSE ISSUES IN ADVOCACY I (Civil/Criminal)	1 credit
LAW 3334	EMPLOYMENT LAW (Civil)	3 credits
LAW 3324	ELECTION LAW SEMINAR (Civil/Criminal)	3 credits
LAW 3333	EMPLOYMENT DISCRIMINATION (Civil)	3 credits
LAW 3412	FAMILY LAW (Civil)	3 credits

LAW 3414	FAMILY LAW MEDIATION	3 credits
LAW 3430	FED COURTS & FEDERAL SYSTEM (Civil/Criminal)	3 credits
LAW 3485	FEMINIST JURISPRUDENCE SEMINAR (Civil)	3 credits
LAW 3490	FLORIDA ADMINISTRATIVE LAW (Civil)	3 credits
LAW 3502	FLORIDA CRIMINAL PROCEDURE (Criminal)	3 credits
LAW 3511	FOOD LAW AND POLICY SEMINAR (Civil)	2 credits
LAW 3513	FLA LEGIS & POL ADVOCACY PRACT	2 credits
LAW 3943	HIST/WESTRN LW&LEG THOUGHT SEM (Civil/Criminal)	3 credits
LAW 3544	HUMAN TRAFFICKING (Civil/Criminal)	3 credits
LAW 3538	IMMIGRATION LAW (Civil/Criminal)	3 credits
LAW 3539	IMMIGRATION LITIGAT & ADVOCACY (Civil/Criminal)	3 credits
LAW 3584	INTERN'L LAW HUMAN RIGHTS SEM (Civil/Criminal)	3 credits
LAW 3115	INTRO TO AGING AND THE LAW (Civil)	3 credits
LAW 3600	JURISPRUDENCE (Civil)	3 credits
LAW 3611	JUVENILE LAW SEMINAR (Criminal)	2 credits
LAW 3613	LABOR LAW (Civil)	3 credits
LAW 3216	LW & THE CIVIL RIGHTS MOVEMENT (Civil/Criminal)	2 credits
LAW 3219	LAW & THE CIVIL RIGHTS MOVEMENT TRAVEL CRSE	3 credits
LAW 3550	THE IMPACT OF COVID-19 ON THE CRIMINAL LEGAL SYSTEM AND HUMAN RIGHTS	2 credits
LAW 3551	THE IMPACT OF COVID-19 ON THE CIVIL LEGAL SYSTEM	1 credit
LAW 3665	LAW & HIGHER EDUCATION POLICY	2 to 3 credits
LAW 3675	LAW & SEXUAL ORIENTATION SEM (Civil)	3 credits
LAW 3684	LW THROUGH THE LENS/POETRY SEM (Civil/Criminal)	3 credits
LAW 3710	LOCAL GOVERNMENT LAW	3 credits
LAW 3771	POVERTY LAW (Civil)	3 credits
LAW 3778	NATIVE AMERICAN TREATY LAW	3 credits
LAW 3779	POLITICAL CIVIL RIGHTS LAW	1 credit
LAW 3784	POSTCONVICTION REMEDIES	3 credits

LAW 3788	RACE AND THE LAW SEMINAR (Civil/Criminal)	3 credits
LAW 3870	SEXUAL RIGHTS AND THE LAW SEM	2 credits
LAW 3876	SOCIAL JUSTICE ADVOCACY&THE LW (Civil/Criminal)	3 credits

NOTE: The elective courses listed above may not be offered in a particular semester, and some may not be offered regularly in the academic year. Note also that courses may be listed as mandatory (for the criminal or civil track) and also listed as "elective courses." Thus a student in the criminal track may, with approval of the faculty mentor, enroll in an appropriate elective course in civil law. However, no course may be "double-counted," toward the total credit hour requirement for the SJA Concentration. Each student who is in the Social Justice Advocacy Certificate of Concentration program will receive academic counseling from Professor Scully, Professor Adams, or Professor Piccard, or the student's assigned mentor regarding preferred electives prior to registration for each term that the student is in the program. Students in the SJA Concentration Program should take the initiative in contacting their mentor as soon as the elective course offerings are released for each semester, regarding their proposed course schedule for each term.

## Externships and Clinics

Internships and clinics that qualify for the concentration program:

Code	Title	Credits
LAW 4200	CHILD ADVOCACY CLINIC	5 credits
LAW 4500	CIVIL LEGAL SERVICES CLINIC	5 credits
LAW 4520	CIVIL ELDER LAW CLINIC	5 credits
LAW 3315	ELDER & DISABILITY LW EXTRNSHP	3 to 4 credits
LAW 3317	CONSUMER PROTECT EXTERNSHIP	3 credits
LAW 3332	EMPLOYMENT & LABOR LW EXTERN	3 or 4
LAW 3415	FAMILY LAW EXTERNSHIP	3 credits
LAW 3454	FEDERAL JUDICIAL EXTERNSHIP	2 to 4 credits
LAW 3537	HOMELESS ADVOCACY EXTERNSHIP	3 credits
LAW 4535	IMMIGRATION LAW CLINIC	5 credits
LAW 4550	PROSECUTION CLINIC	5 credits
LAW 4560	PUBLIC DEFENDER CLINIC	3 to 5 credits
LAW 4565	TAMPA PROSECUTION CLINIC	5 credits
LAW 4570	VETERAN'S ADVOCACY CLINIC	5 credits

Other Selected Externships

## Student Organization Component:

Each student will be encouraged to maintain active membership, and participate in the programming of at least one of the following approved student organizations, which advance social justice dialogue and student development in the specific field related to the student's course area:

- American Association for Justice
- American Constitution Society
- Amnesty International
- Asian American Law Student Association
- Black Law Student Association

- Disability Allied Law Student Association
- Dream Defenders
- Education Law Association
- Environmental Law Society
- Equal Justice Works
- Hispanic Bar Association
- Immigration Law Student Association
- Innocence Initiative at Stetson Law
- International Law Society
- Jewish Law Students Association
- Juvenile Justice Initiative
- Labor and Employment Law Association
- Lambda Legal Society
- Leadership Development Committee
- Mental Health Law Association
- National Association for Women Campus Action Network
- National Lawyers Guild
- Public Service Fellows
- Student Animal Legal Defense Fund
- Student Veterans Association
- The Pillars

## Law Student Policies

### Academic Policies (<https://www.stetson.edu/law/policies/home/>):

- Academic Accommodations
- Academic and Graduation Requirements
- Academic Credit
- Academic Programs
- Admissions Policies
- Classes and Course Selections
- Exams and Grades
- Exclusions, Withdrawals, and Leave of Absence
- LL.M. and M.J.-Specific Policies
- Experiential and Seminar Policy

### Other Policies (<https://www.stetson.edu/law/policies/home/>):

- College Resources
- Concerns and Grievances
- Copyright and Intellectual Property
- Tuition, Fees and Business-Related Policies
- Financial Aid
- Honor and Conduct Codes
- Residential Life
- Safety, Security and Health
- Student Health
- Miscellaneous Policies



## Academic Accommodations or Modifications

- Class Recording Procedures for Students (<http://catalog.stetson.edu/law/law-student-policies/academic-accommodations/class-recording-procedures-for-students-pdf.pdf>)
- Testing Modifications for Foreign Students ([http://catalog.stetson.edu/law/law-student-policies/academic-accommodations/Testing\\_Modifications\\_for\\_Foreign\\_Students.pdf](http://catalog.stetson.edu/law/law-student-policies/academic-accommodations/Testing_Modifications_for_Foreign_Students.pdf))
- Registering For and Requesting Accommodations (<http://www.stetson.edu/law/accessibility/register-request.php>) or Modifications (<http://www.stetson.edu/law/accessibility/register-request.php>)
- Reasonable Accommodations and Standards for Law Study (<http://catalog.stetson.edu/law/law-student-policies/academic-accommodations/Reasonable-Accommodation-and-Standards.pdf>)
- Students with Disabilities - Policies and Procedures ([http://catalog.stetson.edu/law/law-student-policies/academic-accommodations/Students\\_with\\_Disabilities\\_policies\\_and\\_procedures\\_.pdf](http://catalog.stetson.edu/law/law-student-policies/academic-accommodations/Students_with_Disabilities_policies_and_procedures_.pdf))

## Academic Credit

- Credit Hour Policy ([http://catalog.stetson.edu/law/law-student-policies/academic-credit/Stetson\\_Credit\\_Hour\\_Policy\\_160912.pdf](http://catalog.stetson.edu/law/law-student-policies/academic-credit/Stetson_Credit_Hour_Policy_160912.pdf))
- Credit Overloads During Required Curriculum (<http://catalog.stetson.edu/law/law-student-policies/academic-credit/credit-overloads-during-required-curriculum-eff-fall-2010-pdf.pdf>)
- Maximum J.D. Credit Hours (<http://catalog.stetson.edu/law/law-student-policies/academic-credit/maximum-j-d-credit-hours-effective-summer-2010-pdf.pdf>)
- Interscholastic Advocacy Competition Teams (<http://catalog.stetson.edu/law/law-student-policies/academic-credit/interscholastic-advocacy-competition-teams-pdf.pdf>)
- Independent and Directed Research Projects and Seminar Papers (<http://catalog.stetson.edu/law/law-student-policies/academic-credit/independent-and-directed-research-projects-and-seminar-papers-pdf.pdf>)
- Research Assistant for Credit (1-2 credits) (<http://catalog.stetson.edu/law/law-student-policies/academic-credit/research-assistant-for-credit.pdf>)
- Stetson Law Review Writing Credit (<http://catalog.stetson.edu/law/law-student-policies/academic-credit/stetson-law-review-writing-credit-pdf.pdf>)
- Teaching Assistant for Credit (1-2 credits) (<http://catalog.stetson.edu/law/law-student-policies/academic-credit/teaching-assistant-for-credit.pdf>)
- Transfer Policy (<https://www.stetson.edu/law/policies/home/media/transfer-policy-022620.pdf>)

## Academic Programs

- Certificate Programs (<http://catalog.stetson.edu/law/law-student-policies/academic-programs/certificate-programs-pdf.pdf>)
- Class and Field-Trip Attendance in Study-Abroad Programs (<http://catalog.stetson.edu/law/law-student-policies/academic-programs/class-and-field-trip-attendance-in-study-abroad-programs.pdf>)
- Conversion Between Part-Time and Full-Time J.D. Programs (<http://catalog.stetson.edu/law/law-student-policies/academic-programs/conversion-between-part-time-and-full-time-j-d-programs-pdf.pdf>)  
(J.D. students enrolled before Fall 2015)
- Conversion Between Part-Time and Full-Time J.D. Programs (<http://catalog.stetson.edu/law/law-student-policies/academic-programs/conversion-pt-ft-in-or-after-fall2015.pdf>)  
(J.D. students enrolled in or after Fall 2015)
- Dual-Degree Programs (<http://catalog.stetson.edu/law/law-student-policies/academic-programs/dual-degree-programs-pdf.pdf>)
- Honors Program (<http://catalog.stetson.edu/law/law-student-policies/academic-programs/honors-programs1-pdf.pdf>)
- J.D. Admissions Policy (<http://catalog.stetson.edu/law/law-student-policies/academic-programs/jd-admissions-policy.pdf>)
- J.D. Program Learning Outcomes ([http://catalog.stetson.edu/law/law-student-policies/academic-programs/JD\\_Program\\_Learning\\_Outcomes\\_Policy.pdf](http://catalog.stetson.edu/law/law-student-policies/academic-programs/JD_Program_Learning_Outcomes_Policy.pdf))
- J.D./LL.M. in Advocacy Joint-Degree Program (<http://catalog.stetson.edu/law/law-student-policies/academic-programs/joint-degree-jd-llm-advocacy-policy.pdf>)
- J.D./M.B.A. Dual-Degree Program (<http://catalog.stetson.edu/law/law-student-policies/academic-programs/j-d-m-b-a-dual-degree-program-pdf.pdf>)  
(Applies to J.D. students who enrolled in the M.B.A. program before Fall 2019)
- J.D./M.B.A. Dual-Degree Program ([http://catalog.stetson.edu/law/law-student-policies/academic-programs/JDMBA\\_Policy\\_starting\\_with\\_students\\_who\\_entered\\_MBA\\_program\\_in\\_Fall\\_2019\\_or\\_after.pdf](http://catalog.stetson.edu/law/law-student-policies/academic-programs/JDMBA_Policy_starting_with_students_who_entered_MBA_program_in_Fall_2019_or_after.pdf))  
(Applies to J.D. students who enrolled in the M.B.A. program Fall 2019 or after)
- Participation in Stetson Study Abroad Programs (<http://catalog.stetson.edu/law/law-student-policies/academic-programs/participation-in-stetson-study-abroad-programs-pdf.pdf>)

- Study Abroad Programs at Other Law Schools (<http://catalog.stetson.edu/law/law-student-policies/academic-programs/study-abroad-programs-at-other-law-schools-pdf-rev11-18-09.pdf>)

## Academic and Graduation Requirements

- Attendance Requirements for Electronic Education Courses (<http://catalog.stetson.edu/law/law-student-policies/academic-graduation-requirements/attendance-requirements-for-electronic-education-courses-pdf.pdf>)
- Awarding Diplomas (<http://catalog.stetson.edu/law/law-student-policies/academic-graduation-requirements/awarding-diplomas-pdf.pdf>)
- Class Attendance (<http://catalog.stetson.edu/law/law-student-policies/academic-graduation-requirements/class-attendance-pdf.pdf>)
- Course Selection (<http://catalog.stetson.edu/law/law-student-policies/academic-graduation-requirements/course-selection-eff-8-1-10-pdf.pdf>)
- Course Withdrawals (<http://catalog.stetson.edu/law/law-student-policies/academic-graduation-requirements/course-withdrawals-pdf.pdf>)
- Drop/Add Policy (<http://catalog.stetson.edu/law/law-student-policies/academic-graduation-requirements/drop-add-policy-pdf.pdf>)
- Full-Time Student Work Schedule Limitations ([http://catalog.stetson.edu/law/law-student-policies/academic-graduation-requirements/full-time-student-work-schedule-limitations\\_1617.pdf](http://catalog.stetson.edu/law/law-student-policies/academic-graduation-requirements/full-time-student-work-schedule-limitations_1617.pdf))  
(updated 2/15)
- Further Required Curriculum ([http://catalog.stetson.edu/law/law-student-policies/academic-graduation-requirements/further-required-curriculum\\_before\\_2017.pdf](http://catalog.stetson.edu/law/law-student-policies/academic-graduation-requirements/further-required-curriculum_before_2017.pdf))  
(for J.D. students entering prior to Fall 2017 and elect this policy)
- Further Required Curriculum ([http://catalog.stetson.edu/law/law-student-policies/academic-graduation-requirements/Further\\_Required\\_Curriculum\\_Proposal\\_as\\_Adopted.pdf](http://catalog.stetson.edu/law/law-student-policies/academic-graduation-requirements/Further_Required_Curriculum_Proposal_as_Adopted.pdf))  
(for J.D. students who enter in or after Fall 2017 and elect this policy)
- Interim Policy for Externships to count as Experiential credit (<http://catalog.stetson.edu/law/law-student-policies/academic-graduation-requirements/policy-for-externships-to-count-as-experiential-credit.pdf>)
- Minimum Number of Classroom Credits Required for Graduation ([http://catalog.stetson.edu/law/law-student-policies/academic-graduation-requirements/minimum-number-of-classroom-credits-required-for-graduation-\\_rev2-15\\_.pdf](http://catalog.stetson.edu/law/law-student-policies/academic-graduation-requirements/minimum-number-of-classroom-credits-required-for-graduation-_rev2-15_.pdf))
- Pro Bono Requirement (<http://catalog.stetson.edu/law/law-student-policies/academic-graduation-requirements/pro-bono-policy-for-students-entering-before-fall-2018.pdf>)  
(for J.D. students who entered before Fall 2018)
- Pro Bono Requirement (<http://catalog.stetson.edu/law/law-student-policies/academic-graduation-requirements/ProBonoPolicyNov2018.pdf>)  
(For J.D. students who enter in or after Fall 2018)
- Pro Bono Requirement (<http://catalog.stetson.edu/law/law-student-policies/academic-graduation-requirements/pro-bono-policy-for-students-entering-in-or-after-fall-2014.pdf>)  
(for J.D. Students who enter in or after Fall 2014)
- Required Courses (<http://catalog.stetson.edu/law/law-student-policies/academic-graduation-requirements/required-courses-pdf.pdf>)
- Requirements for Degree and Maximum Time to Complete J.D. Degree (<http://catalog.stetson.edu/law/law-student-policies/academic-graduation-requirements/requirements-for-degree-and-maximum-time-to-complete-j-d-degree-pdf.pdf>)  
(For J.D. students who entered prior to Fall 2018)
- Requirements for Degree and Maximum Time to Complete J.D. Degree (<http://catalog.stetson.edu/law/law-student-policies/academic-graduation-requirements/requirements-for-degree-and-maximum-time-to-complete-j-d-degree-students-entering-Fall-2018-or-later.pdf>)  
(For J.D. students entering Fall 2018 or later)
- Residency Requirement (<http://catalog.stetson.edu/law/law-student-policies/academic-graduation-requirements/residency-requirement-pdf.pdf>)

## Classes and Course Selections

- Advising and Counseling (<http://catalog.stetson.edu/law/law-student-policies/classes-course-selections/advising-and-counseling-pdf.pdf>)
- Auditing Courses ([http://catalog.stetson.edu/law/law-student-policies/classes-course-selections/Auditing-Courses\\_030618.pdf](http://catalog.stetson.edu/law/law-student-policies/classes-course-selections/Auditing-Courses_030618.pdf))
- Class Cancellation by Professor (<http://catalog.stetson.edu/law/law-student-policies/classes-course-selections/class-cancellation-by-professor-pdf.pdf>)
- Course Cancellations (<http://catalog.stetson.edu/law/law-student-policies/classes-course-selections/course-cancellations-pdf.pdf>)
- Course Selection (<http://catalog.stetson.edu/law/law-student-policies/classes-course-selections/course-selection-eff-8-1-10-pdf.pdf>)
- Credits Taken at the Tampa Law Center (<http://catalog.stetson.edu/law/law-student-policies/classes-course-selections/credits-taken-at-the-tampa-law-center-pdf.pdf>)

- Electronic Education During the COVID-19 Pandemic (<https://www.stetson.edu/law/policies/home/media/electronic-education-policy-for-pandemic-july-2020.pdf>)
- Electronic Education (Distance Learning) Plan (<http://catalog.stetson.edu/law/law-student-policies/classes-course-selections/electronic-education-plan.pdf>)
- Enrollment in Electronic Education Courses (International LL.M. Students) (<http://catalog.stetson.edu/law/law-student-policies/classes-course-selections/enrollment-in-electronic-education-courses-pdf.pdf>)
- Public Health Crisis and Natural Disaster Relief Class Attendance Policy (<https://www.stetson.edu/law/policies/home/media/public-health-crisis-and-natural-disaster-relief-attendance-policy-july-2020.pdf>)

## Exams and Grades

- Class Rank for J.D. Students (<http://catalog.stetson.edu/law/law-student-policies/exams-grades/class-rank-for-j-d-students-pdf.pdf>)
- Grade Change Policy (<http://catalog.stetson.edu/law/law-student-policies/exams-grades/grade-change-policy-pdf.pdf>)
- Grade Normalization ([http://catalog.stetson.edu/law/law-student-policies/exams-grades/grade-normalization-effective-fall-2018-pdf\\_1\\_.pdf](http://catalog.stetson.edu/law/law-student-policies/exams-grades/grade-normalization-effective-fall-2018-pdf_1_.pdf))
- Grade Records and Reports (<http://catalog.stetson.edu/law/law-student-policies/exams-grades/grade-records-and-reports-pdf.pdf>)
- Grades (<https://www.stetson.edu/law/policies/home/media/grades-policy-032920.pdf>)
- Grading Deadlines ([http://catalog.stetson.edu/law/law-student-policies/exams-grades/grading-deadlines-pdf\\_5-21-18.pdf](http://catalog.stetson.edu/law/law-student-policies/exams-grades/grading-deadlines-pdf_5-21-18.pdf))
- Open-Book Examinations (<http://catalog.stetson.edu/law/law-student-policies/exams-grades/open-book-examinations-pdf.pdf>)
- Posting of Grades (<http://catalog.stetson.edu/law/law-student-policies/exams-grades/posting-of-grades-pdf.pdf>)
- Privacy of Student Records (<http://catalog.stetson.edu/law/law-student-policies/exams-grades/scholastic-honors-effective-October-17.pdf>)
- Scholastic Honors (<http://catalog.stetson.edu/law/law-student-policies/exams-grades/scholastic-honors-effective-October-17.pdf>) (Revised policy effective October 17, 2017)
- Severe Examination Distress ([http://catalog.stetson.edu/law/law-student-policies/exams-grades/Severe\\_Examination\\_Distress\\_Policy\\_rev\\_11-14-17\\_.pdf](http://catalog.stetson.edu/law/law-student-policies/exams-grades/Severe_Examination_Distress_Policy_rev_11-14-17_.pdf))
- Use of Computers for Taking Examinations (<http://catalog.stetson.edu/law/law-student-policies/exams-grades/use-of-computers-for-taking-examinations-pdf.pdf>)

## Exclusions, Withdrawals, and Leave of Absence

- Academic Exclusion and Readmission for Students Entered Prior to Fall 2018 (<http://catalog.stetson.edu/law/law-student-policies/exclusions-withdrawals-leave-absence/academic-exclusion-and-readmission-eff-fall-2009-rev11-18-09.pdf>)
- Academic Exclusion and Readmission for Students Entering Fall 2018 or Later ([http://catalog.stetson.edu/law/law-student-policies/exclusions-withdrawals-leave-absence/Academic-Exclusion-and-Readmission-students-entering\\_Fall-2018-or-later\\_.pdf](http://catalog.stetson.edu/law/law-student-policies/exclusions-withdrawals-leave-absence/Academic-Exclusion-and-Readmission-students-entering_Fall-2018-or-later_.pdf))
- Academic Probation for Students Entered Prior to Fall 2018 ([http://catalog.stetson.edu/law/law-student-policies/exclusions-withdrawals-leave-absence/Academic-Probation-Policy\\_030618.pdf](http://catalog.stetson.edu/law/law-student-policies/exclusions-withdrawals-leave-absence/Academic-Probation-Policy_030618.pdf))
- Academic Probation for Students Entering Fall 2018 or Later (<http://catalog.stetson.edu/law/law-student-policies/exclusions-withdrawals-leave-absence/academic-probation-for-students-who-matriculate-fall-2018-and-after1.pdf>)
- Leaves of Absence And Withdrawals from School (<https://www.stetson.edu/law/policies/home/media/leaves-of-absence-and-withdrawals-from-school.pdf>)

## Honor and Conduct Codes

- Academic Honor Code (<http://www.stetson.edu/law/policies/home/media/academic-honor-code-pdf.pdf>)
- Amendment to Admission Application (<http://www.stetson.edu/law/policies/home/media/amendment-to-admission-application-pdf.pdf>)
- Code of Student Professionalism and Conduct (<http://www.stetson.edu/law/policies/home/media/code-of-student-professionalism-and-conduct-pdf.pdf>)

## LL.M.and M.Jur. - Specific Policies

- Approved LL.M. Admission Policy (<http://catalog.stetson.edu/law/law-student-policies/llm-specific-policies/approved-llm-admissions-policy.pdf>)
- Approved M.J. Admissions Policy (<http://catalog.stetson.edu/law/law-student-policies/llm-specific-policies/MJ-admissions-policy.pdf>)
- Attendance Requirements for Electronic Education Courses (<http://catalog.stetson.edu/law/law-student-policies/llm-specific-policies/attendance-requirements-for-electronic-education-courses-pdf.pdf>)
- Grading, Academic Exclusion and Readmission, and Graduation Honors for LL.M. and M.J. Students (<http://catalog.stetson.edu/law/law-student-policies/llm-specific-policies/grading-academic-exclusion-and-readmission-and-graduation-honors-for-ll-m-students-pdf.pdf>)
- Maximum and Minimum Credit Hours for Elder Law LL.M. Program and Maximum Time to Complete Degree (<http://catalog.stetson.edu/law/law-student-policies/llm-specific-policies/Maximum-Minimum-Credit-Hours-for-Elder-Law-LLM-and-Max-Time-to-Complete-Degree-pdf.pdf>)

- Maximum and Minimum Credit Hours for International Law LL.M. Program and Maximum Time to Complete Degree (<http://catalog.stetson.edu/law/law-student-policies/llm-specific-policies/Maximum-Minimum-Credit-Hours-for-International-Law-LLM-and-Max-Time-to-Complete-Degree-pdf.pdf>)
- Withdrawal and Leave for Electronic Education LL.M. and M.J. Students (<http://catalog.stetson.edu/law/law-student-policies/llm-specific-policies/withdrawal-and-leave-for-electronic-education-ll-m-and-m-j-students-pdf.pdf>)

## Skills and Seminar Policies

- Clinical Programs (<http://catalog.stetson.edu/law/law-student-policies/skills-seminar-policies/clinical-programs-pdf.pdf>)
- Preferred Clinic Model (<http://catalog.stetson.edu/law/law-student-policies/skills-seminar-policies/preferred-clinic-model-pdf.pdf>)
- Scholarly Writing Series (<http://catalog.stetson.edu/law/law-student-policies/skills-seminar-policies/scholarly-writing-series-pdf.pdf>)
- Seminars (<http://catalog.stetson.edu/law/law-student-policies/skills-seminar-policies/seminars-pdf.pdf>)
- Miscellaneous Policies that Relate to the Experiential or Clinical Education Area (<http://catalog.stetson.edu/law/law-student-policies/skills-seminar-policies/miscellaneous-policies-that-relate-to-the-skills-or-clinical-education-area-pdf.pdf>)

# Other Academic Opportunities

- Certificate Program (p. 548)
- Experiential Learning and Leadership (p. 549)
- Pre-Professional Programs (p. 553)
- Washington Semester (p. 557)
- Honorary Societies (p. 558)

## Certificate of Community Engagement

The Certificate of Community Engagement program provides students with an opportunity to combine theory with practice that will deepen their understanding of course material and, at the same time, give them the opportunity to engage the community by solving real-world problems. The Certificate requires 4 units of community engagement courses, 100 hours of community service, and a capstone essay. For the coursework, students must take two courses that incorporate a significant service-learning component. Students must also take two courses that devote a significant amount of theoretical attention to issues of community engagement such as social justice and environmental responsibility. No more than two units may come from the same department.

Students may complete the 100 hours of voluntary community service through any service organization recognized by Stetson that is registered with Stetson's Center for Community Engagement, but the organizations for which the service is done must confirm the completed hours. Students may not submit more than 75 community service hours in any one academic semester and may not submit more than 50 service hours toward the completion of the requirement through the same community partner.

To complete the Certificate of Community Engagement, students will write an essay in which they reflect critically on their experience of community engagement from both a theoretical and practical perspective. Essays will be submitted to the Marchman Chair of Civic and Social Responsibility and will be reviewed by a committee composed of faculty and staff members. Students whose essays are deemed unsatisfactory may rewrite and resubmit them.

The Certificate of Community Engagement will be awarded when all undergraduate degree requirements for graduation have been met. Completion of the Certificate Program will be noted on the student's transcript.

Code	Title	Units
<b>Course Requirements</b>		
	Service-Learning Requirement	2
	Community Engagement Theory Requirement	2

Code	Title	Units
<b>Additional Requirements</b>		
	Volunteer Community Service	100 hours

A Capstone Essay Integrating Theory and Practice

## Detailed Guidelines

1. A course may count toward either the Service-Learning requirement or the Community Engagement Theory requirement, but may not fulfill both requirements at the same time. Students must take four different courses to complete the course requirement.  
An independent study course may fulfill a Certificate course requirement as long as the faculty member supervising the course submits an application for the course to be approved as fulfilling either the Service-Learning course requirement or the Community Engagement Theory requirement. The application must be submitted to and approved by the Service-Learning Faculty Group. If a student is taking a course that has not been approved for the Certificate, and the student believes it could be, the student is encouraged to contact the Marchman Program for Civic and Social Responsibility (<http://www.stetson.edu/other/marchman/>) to see whether or not the course could qualify for the Certificate program. A student who transfers to Stetson at the level of Junior or above may apply one completed course toward the Community Engagement Theory course requirement upon approval by the Certificate Program Coordinator in consultation with the University Provost.
2. Students must earn a minimum grade of C in all courses that are taken to fulfill Certificate coursework.
3. Community engagement work completed as part of the required service-learning courses may not count toward the Volunteer Community Service requirement. Community work done for any additional service-learning courses may count toward the 100-hour total. All community service work submitted to fulfill the 100-hour requirement must be done through community partners that are recognized by Stetson University and registered through Stetson's Center for Community Engagement.
4. Capstone Essays will be determined as either "Satisfactory" or "Unsatisfactory." Essays that are determined to be "Unsatisfactory" may be resubmitted. Essays should demonstrate students' critical reflections on the Certificate coursework and the community service completed.

For additional information, consult the University's web page for the Certificate of Community Engagement (<http://www.stetson.edu/other/marchman/certificate-community-engagement.php>) or email [marchman@stetson.edu](mailto:marchman@stetson.edu).

## Experiential Learning and Leadership

Experiential learning is a pedagogy (by means of a designed learning experience) that takes the theory learned in the classroom and puts it into practice through real-world learning experiences that relate directly to academic coursework.

Drawing on a rich tradition of fostering social justice and community engagement, Stetson University offers a number of distinctive opportunities for students to clarify their fundamental principles and develop leadership skills.

Bonner Program (p. 549)

Community Engaged Learning (p. 550)

Community-Based Research (p. 550)

Internships (p. 551)

Marchman Program (p. 551)

Study Abroad (p. 384)

## Bonner Scholar Program

Since 2005, the Stetson University Bonner Program has been a catalyst for student-led community transformation and social justice. Bonner students partner with local non-profit organizations to collaboratively solve problems in our community through service.

Bonner students:

- Intern with a non-profit community partner for eight to ten hours per week for four years.
- Begin their internship by learning about the partner's strengths and needs, then gradually increase their responsibility by taking on leadership of programs, research projects, volunteer recruitment and training, and other efforts that increase the capacity of the community partner.
- Align their internship with their academic and career goals so that they graduate with the skills, knowledge and experience needed for graduate school or a career in their area of interest.
- Can be any major.

To help Bonner students complete this work, need-based financial aid packages are available:

- Students with high need (i.e., those who have less than a \$10,000 expected family contribution (EFC) per the FAFSA and/or the CSS PROFILE) will have 100 percent of their demonstrated financial need covered through a combination of grants, scholarships and loans.
- Students with low need (i.e., those who have \$10,000 or more EFC) receive a fixed scholarship of \$500 per semester.

As a bonus, all Bonner students are eligible to count their service hours toward fulfilling their student employment requirements (i.e., federal work-study or university employment) so that they do not need to have an on-campus job while completing their Bonner requirements.

## Bonner Program Requirements

All Bonner students are subject to the following requirements:

- Commitment to eight or more hours of community service per week through an internship with a local non-profit community partner
- Commitment to two hours of personal, professional and/or leadership training per week
- Minimum 2.5 GPA each semester
- Attend orientation and the annual Bonner fall retreat
- Enrollment and completion of the first-year Bonner course (first semester, first year)
- Enrollment and completion of the Certificate of Community Engagement academic minor
- Complete two "Summers of Service" summer internships (financial assistance available)
- Complete the "First Year Bonner Trip" - a three day local service project (may require travel, which is paid for by the university)
- Complete the "Sophomore Exchange" - a four day service project carried out with Bonners from another college or university (may require travel, which is paid for by the university)
- Complete the "Junior Capstone" - an intensive research or program development project that connects student's academic and career interests with a community need
- Complete the "Senior Legacy" - an intensive reflection and career preparation project

## Internship Opportunities

Bonner students work directly with many local non-profit organizations. The specific responsibilities depend on the needs of the organization and the student's academic and career interests, but can include tutoring, recreation, marketing, program development, volunteer coordination, research and grant writing. Organizational partners include:

- Boys and Girls Club of Volusia/Flagler Counties
- Volusia County Schools
- The Neighborhood Center
- Chisholm Community Center
- Volusia/Flagler Coalition to End Homelessness
- The United Way
- The Spring Hill Resource Center

- Marine Science Center
- Volunteer Income Tax Assistance Program

More information about the Stetson University Bonner Program can be found at [www.stetson.edu/bonner](http://www.stetson.edu/bonner) (<http://www.stetson.edu/bonner/>).

## Community-Based Research Program

The Stetson University Community-Based Research program facilitates collaboration between faculty, students and members of the community to plan and conduct research. This program has a strong focus on using student research skills to address social problems found in the local community. Students learn to apply the theories and methods they have mastered in the classroom to real problems in the community beyond Stetson University, while community partners gain access to the rich research resources offered by the university. The result is a powerful learning experience for students and faculty as well as a valuable research product for community partners.

The Stetson University Community-Based Research Program was initially founded with support from a federal Learn & Serve Grant, coordinated by Princeton University. At that time Stetson University was one of eighteen universities participating in the National Community-Based Research Networking Initiative. Today, the Stetson University Community-Based Research Program is funded by the University; it facilitates faculty, student, and community collaboration to plan and conduct research.

## Community Engaged Learning

Community Engaged Learning is a pedagogical method, the intention of which is to enhance the student's understanding of the material by engaging the community in a way that allows them to test theory learned in the classroom. The student performs service for the community while gaining a deeper understanding of the course material being taught.

Stetson University has a number of different community-engaged learning opportunities. Below is a list of some of Stetson's signature community engaged learning programs:

### College of Law Pro-Bono Program

#### College of Law Pro-Bono Program

Stetson Law, founded in 1900, was the first law school in Florida and one of the first law schools in the country to establish a pro bono service requirement for graduation. The College of Law is nationally recognized in higher education and legal fields for its emphasis on public interest and social justice. These values come directly from the University's mission of providing in students "the qualities of mind and heart that will prepare them to reach their full potential as informed citizens of local communities and the world."

Stetson Law requires each student to complete 60 hours of legal and non-legal related pro bono service prior to graduation, including work with legal aid societies, local nonprofits, and government agencies. The Office of Student Life partners with College of Law faculty to coordinate and document students' pro bono service. General office duties are recorded as non-legal hours; hours worked for a private

attorney/firm or for public legal good are recorded as legal pro bono upon documentation that the case was a pro bono case. In order to maximize impact on the community, travel time to and from sites is not eligible. Law students often volunteer on cases related to social justice causes, including environmental protection and conservation, elder law, immigration law, homeless advocacy, bankruptcy law, and a nationally-recognized emerging veterans law program. In the 2012-2013 academic year alone, Stetson Law students completed over 25,000 hours of service, which had an economic impact of over \$2.1 million in savings to organizations, tax payers and indigent clients in the Tampa and St. Petersburg communities.

Two areas of concentration are particularly important for the College of Law's pro bono program: Veterans Advocacy and Elder Law. Through the Veterans Law Institute (<http://www.stetson.edu/law/veterans/>), four major services are offered, including (a) legal help provided by law students to veterans who are having challenges with receiving their Veterans Administration disability benefits; (b) general counsel provided by law students to veterans and their immediate families who need free legal help; (c) student services for active or retired service members who are current or prospective law students; and (d) public policy education and advocacy in the community, legal profession, and academia. Because the Institute receives hundreds of requests each year for each of its services, it has a team of students who help manage the Advocacy Clinic by providing regular office hours as well as some services to walk-in clients.

Through the Center for Excellence in Elder Law (<http://www.stetson.edu/law/academics/elder/home/>), many services are offered to educate the community about issues facing the elderly as well as to directly assist the elderly with legal questions they may have. Stetson Law's Elder Consumer Protection Program serves as an educational and information resource on general and legal matters regarding elder consumer fraud and scam protection and awareness. It is supported by institutional and state funding and provides resources such as group presentations, events, credit reports, opt-out/do-not-call registration, consumer inquiries and alerts, instructional reference guides, and informational resource directories. This Center is partly run by students who have declared a concentration in Elder Law. The Center also manages the preeminent international journal for elder law, the *Journal of International Aging, Law & Policy* – a partnership with the AARP.

By combining their highly-specialized academic training with community-based problems, Stetson Law students are truly leading the nation in developing issue-based advocacy centers that benefit the community while preparing students for the rigors and challenges of a life devoted to the law and the community. These students are living the Stetson mission of "committing to active forms of social responsibility."

### Volusia County Schools Partnership

For over sixteen years, Stetson University, through the Nina B. Hollis Institute for Educational Reform, and the Volusia County School district have collaborated in K-12 education reform through the establishment of Professional Development Schools.

Professional Development Schools (PDS) are schools that collaborate with universities to accomplish common educational goals that include developing exemplary practice to maximize student outcomes, providing optimum sites for teacher candidate preparation, offering educator professional development, and implementing reflective

inquiry to enhance teacher and student learning. Professional Development Schools are educational partnerships built upon mutual trust, respect, and a shared belief that together we can better prepare students for the world of tomorrow.

The Stetson University Professional Development School Network is guided by the following goals:

1. Increase student achievement,
2. Implement research-based best practices in teaching,
3. Provide on-going support for pre-service and in-service activities to enhance professionalism, and
4. Develop strong professional development partnerships.

The Stetson University Professional Development School Network operates on a three-year cycle with the current cycle running from 2012 – 2015. Our Professional Development Schools for this cycle are Blue Lake Elementary School, Citrus Grove Elementary School, Edith I. Starke Elementary School and Woodward Avenue Elementary School. At the beginning of each school year, each PDS develops school based focus areas that are aligned with the PDS Network goals.

Each PDS has a school based governance structure known as the steering council, which is comprised of school and university representatives. It is through the steering council that the work of each respective PDS is identified and monitored, roles and responsibilities are delineated, resources are secured, and outcomes are assessed.

The Hollis Institute at Stetson University has a full time Professional Development School liaison that coordinates the PDS initiatives between the university and the Volusia County Schools. Faculty from the Hollis Institute serve on the School Advisory Council and the PDS Steering Council for each of our partnership schools. Stetson faculty provide school based faculty development and provide resource support in our PDS schools and classrooms. Teacher candidates provide hands on assistance in classrooms and after school programs and facilitate family nights at our PDSs. In addition, Stetson University also provides outreach support to our PDSs through onsite university experiences for school children such as visits to the Gillespie Museum and attendance at athletic events.

The Stetson University Professional Development School partnership has had a positive impact on the students in our PDS schools through innovative initiatives such as the Starke S.T. A. R. S. (Students Turning Around and Reaching Success) at risk intervention program, The Blue Lake DaVinci Club afterschool literacy enhancement program, and the single gender program option at Woodward Avenue Elementary School. In addition, teacher candidates in our initial teacher certification program at Stetson University benefit from ongoing and integrated field experience aligned with course work across their teacher education program.

In October 2013, Stetson University and Volusia County School System were recognized by Florida Campus Compact as being the Campus Community Partnership of the Year in the state of Florida. Here is a video that highlights the partnership further: <http://www.youtube.com/watch?v=RJ8KVljhMUU> (<http://www.youtube.com/watch/?v=RJ8KVljhMUU>)

## Volunteer Income Tax Assistance Program

Stetson University has a long history partnering with the United Way of Volusia-Flagler Counties, specifically through their Volunteer Income Tax Assistance (VITA) Program. The Stetson Accounting Department has adopted the VITA program into their curriculum. The student volunteers complete a two day intensive training alongside their accounting professors. Once they complete the training they become IRS Certified where they are then able to help identify taxpayer's eligibility for the EITC (Earned Income Tax Credit), Child Tax Credit, and other federally sponsored credits and help them file accurate tax returns. Stetson University hosts the VITA program at no cost in a computer lab in the Lynn Business Center, which is located a block from downtown DeLand. In 2012 thirty student volunteers completed 172 tax returns and were able to secure \$202,148 in tax refunds to local community members. Here is a video that highlights the partnership further: <https://www.youtube.com/watch?v=pg5SFDbnEYc> (<https://www.youtube.com/watch/?v=pg5SFDbnEYc>)

## Internships

Internships provide the opportunity for a transformational experiential learning process that allows students to apply classroom learning to real-world settings. During the internship experience, many students make important professional connections and often solidify their post-graduation plans.

A meaningful academic internship experience is a collaborative effort between the student, the faculty internship course instructor, and the internship site supervisor. The Office of Career and Professional Development (CaPD) supports students' internship search and application processes. Students should utilize all resources available to them such as their faculty, professional network, internet resources including HatterJobs ([https://stetson-csm.symplicity.com/students/?signin\\_tab=0](https://stetson-csm.symplicity.com/students/?signin_tab=0)) and LinkedIn, Stetson alumni, and CaPD staff to maximize their opportunities.

There are several options for students to gain internship experience while at Stetson. Internships can occur during the Fall, Spring, and Summer semesters, can be paid or unpaid and can be completed for academic credit or as not-for-credit. For academic internships, students can earn credit in their major or minor with the approval of their academic department.

View University-wide academic policies for academic internships (p. 414)

To learn more about pursuing an internship, please visit the Career and Professional Development website at <http://www.stetson.edu/portal/career/> or email [career@stetson.edu](mailto:career@stetson.edu). To schedule an appointment, click here (<https://www.stetson.edu/administration/career/staff-directory.php>).

## Marchman Program

Under the leadership of the Hal S. Marchman Chair of Civic and Social Responsibility, the Marchman Program seeks to enhance civic engagement and social responsibility in students, faculty, staff, and



alumni through discussions, workshops, volunteerism, and service-learning courses taught across the University's disciplines.

## Pre-Professional Programs

B.S. in Psychology/M.S. in Counseling (p. 553)

B.A. or B.S. + M.B.A. Five Year Program (p. 553)

Marine Science Education Consortium (Duke University Marine Laboratory) (p. 554)

Master of Public Administration (MPA) – American University (p. 554)

Pre-Engineering and Dual Degree Program (p. 554)

Pre-Forestry and Environmental Studies Program (p. 554)

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4+3 Direct Admission to the College of Law

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Stetson Summer Pre-Law Institute (p. 555)

Agreements with Programs in the Health Professions (p. 556)

## B.S. in Psychology/M.S. in Counseling

A Stetson graduate who has a major in Psychology, has at least a 2.8 cumulative grade point average for all work at Stetson, successfully completes the required group interview, and has satisfactory letters of recommendation will not be asked to take the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) and will be accepted directly into either of the master's programs offered by the Department of Counselor Education: Clinical Mental Health Counseling; or Marriage, Couple, and Family Counseling.

## B.A. or B.S. + M.B.A. Five-Year Program

Drawing on the strengths of both the College of Arts and Sciences and the School of Business Administration, Stetson University offers a five-year joint program leading to a Bachelor of Arts or Bachelor of Sciences and the Master of Business Administration degrees. This rigorous plan allows students to complete all requirements for a major in the liberal arts and sciences, including a broad background in General Education and study in depth in a major, including completion of a senior project. It then supports students in making a seamless transition into a highly regarded M.B.A. program that is fully accredited by the Association for Advancement of Collegiate Schools of Business International (AACSB).

### Requirements

1. An undergraduate degree in any Arts and Sciences major, meeting all requirements in General Education and for the major, and including these six courses for General Education, minor, or elective credit.

Code	Title	Units
<b>Requirements</b>		
ECON 103S	Essentials of Economics I	1
STAT 301Q	Business Statistics	1
ACCT 201	Fundamentals of Accounting	1
SOBA 201	Fundamentals of Financial Analysis	1
SOBA 202	Fundamentals of Organizations and Markets	1
SOBA 203	Fundamentals of Marketing and Technology	1
<b>Total Units</b>		<b>6</b>

<sup>1</sup>Students wanting a stronger background in Economics may take Macroeconomics and Microeconomics.

<sup>2</sup>Students wanting a stronger background in Accounting may take ACCT 201 and ACCT 202.

2. A fifth year of study (36 graduate credits) leading to the M.B.A. Upon submitting acceptable scores for the Graduate Management Aptitude Test (if applicable) and a degree in one of the College's disciplines with a 3.0 cumulative grade point average for undergraduate work, students will be fully admitted to the fifth year of study in graduate courses leading to the M.B.A. degree. The program requires 36 graduate credits, which students should plan to take over one summer, a fall, and a spring semester.

Code	Title	Credits
SOBA 506	Foundations of Business Analytics	3
SOBA 507	Foundations of Accounting and Finance	3
BSAN 591	Technology for Business Transformation	3
MGMT 519	Organizational Theory and Behavior	3
FINA 511	Advanced Financial Management	3
BSAN 508	Managerial Decision Analytics	3
ACCT 523	Financial & Mgrl Acct for Mgrs	3

MKTG 516	Marketing Decision Making	3
MGMT 595	Strategic Management	3
Graduate Business Electives - (three graduate courses in the SoBA)		9
<b>Total Units</b>		<b>36</b>

## Marine Science Education Consortium

### Duke University Marine Laboratory

The College of Arts & Sciences of Stetson University is a member of the Marine Science Education Consortium (MSEC) developed by the Duke University Marine Laboratory in Beaufort, North Carolina as a cooperative program to provide a formal coastal and marine science curriculum for students at liberal arts colleges and universities. The Duke Marine Lab offers laboratory and field oriented programs including supervised independent research and seminars. Small classroom size, daily access to specialized faculty, modern scientific equipment and the surrounding natural beauty of the marine environment combine with an integrated classroom, laboratory, and field experience to create "The Beaufort Experience." The Duke Marine Lab is located in a small, historic coastal town on the Intracoastal Waterway near the Outer Banks and Cape Lookout where the Labrador Current and the Gulf Stream meet. Its biodiversity is one of the greatest to be found on the east coast. This unique location provides easy access for studies of chemical, geological, biological, and ecological aspects of the coastal and marine environment and for studies concerning policy and management of those environments.

Students with junior standing (at least two years at Stetson University) and adequate preparation in foundational courses (BIOL 141P, BIOL 142P, BIOL 243Q and BIOL 244) may be selected by Stetson University to attend the Duke Marine Lab during a fall, or spring, or summer session. Consulting with advisors here and at MSEC, students may select courses such as those found at the following website: <http://www.nicholas.duke.edu/marinelab/>. Many of the classes count as upper-level electives toward Stetson's majors and minors in Environmental Science, Aquatic & Marine Biology, or Biology. Tuition and fees for programs at the Duke Marine Lab are set by Duke University and are due upon acceptance to the program. Interested students should contact the MSEC program coordinator, Professor Melissa Gibbs, in the Biology Department, for more information.

## Master of Public Administration

### AMERICAN UNIVERSITY

Admission to the MPA Program at American University will be guaranteed to Stetson University graduates who meet the following requirements: Overall GPA of 3.0; three letters of recommendation detailing the student's ability to do graduate level work; an essay (1 to 2 pages preferred) describing in detail the student's educational and career objectives. Students seeking financial aid should also submit GRE scores no later than February 1 for fall admissions. The MPA program does not accept other professional test scores as a substitute for the GREs. For further information contact Dr. David Hill, Department of Political Science.

Application should be made in the fall of the year before the student plans to start his/her studies, by submitting a letter to American University Department of Public Administration stating an intention to apply under the Stetson-American University MPA linkage agreement. With the letter include the American University graduate application form, the essay, and a note that the letters of recommendation, GRE scores, and an official transcript are being sent under separate cover.

## Pre-Engineering and Dual Degree Program

All accredited engineering schools require their first and second-year students to take a relatively standardized set of mathematics and physics courses that are commonly referred to as pre-engineering courses. Students who perform well in these courses are accepted into the engineering program of their choice and complete the specialized courses associated with that program during their third and fourth years. Stetson does not offer an engineering degree, but it does offer the standard pre-engineering courses, and students interested in engineering have three options available to them. Students who choose to attend Stetson while preparing for a career in engineering benefit from the fostering atmosphere of small class sizes and close interaction with faculty, in addition to developing the communications and critical thinking skills that are the hallmarks of a liberal arts education. Additional information can be found in Physics (p. 179) in the College of Arts & Sciences.

## Pre-Forestry and Environmental Studies Program

Stetson University, in cooperation with the Nicholas School of the Environment and Earth Sciences at Duke University, provides a program in which students may complete the work for the Master of Forestry or a Master of Environmental Management degree in five years. The first three years are spent at Stetson in the Department of Biology. At the end of the first three years, if acceptable to Duke University, students then complete the work for the Master's degree in the Nicholas School. Upon completion of the Master's program at Duke, Stetson University will award the B.S. Degree.

## Pre-Law Advisory Program

Students in all of Stetson's undergraduate majors can prepare for admission to the law program at the University's College of Law in Gulfport or Tampa or to distinguished law schools around the nation. Through the Pre-Law Advisory Program, faculty and staff from across the University advise undergraduates on appropriate plans of study and offer special opportunities, such as law school admission fairs, lectures on the DeLand campus by law faculty and distinguished legal scholars and practitioners, LSAT preparation sessions, and internships. The Pre-Law Advisory committee also guides students through the admission process, helping them arrange for detailed letters of recommendation and to write compelling personal statements ready by the deadlines for their applications.

Through a collaborative effort, the Pre-Law Advisory committee and faculty at the College of Law have established two noteworthy opportunities for Stetson undergraduates to earn law degrees at the University: the 4+3 program and the 3+3 accelerated program. Another option, a combined J.D./M.B.A program is described in the graduate

section of the *Catalog*. Thanks to these programs, Stetson now has a proud group of "Double-Hatters" - students who have earned both the bachelors and the J.D. Degree at the University.

## 4+3 Direct Admission to the College of Law

Stetson University faculty encourage students interested in legal careers to take full advantage of the undergraduate program over four years. The 4+3 program allows students in any of our undergraduate majors to prepare for admission to the College of Law and to meet the expectations of law faculty (see the entry on "Pre-Law Preparation" in the College of Law section of this *Catalog*). To be eligible for enhanced consideration for admission to the three-year J.D. program, students must complete a bachelor's degree with at least 22.5 units (or 90 credit hours), at least 12 units (48 credit hours) of which have been earned through the DeLand undergraduate program, present a cumulative grade point average of at least 3.5, score at the 50th percentile or above on the LSAT (or an alternate examination approved by the College of Law), and satisfy all other admission requirements, including requirements for character and moral fitness.

## 3+3 Accelerated Bachelor's/J.D. Program

Students with outstanding credentials upon entry to the University as undergraduates, including at least 1300 on the SAT or the equivalent ACT score, may apply to the Pre-Law Advisory Committee to join a program that may allow them to qualify for early admission to Stetson's College of Law. This unusually rigorous program requires students to earn the number of credits necessary in the undergraduate curriculum required except for the 32 credits to be earned during the first year at the College of Law, establish a minimum cumulative grade point average of 3.5 after three years of undergraduate study, achieve a minimum score at the 75th percentile on the LSAT (or an alternate examination approved by the College of Law), and satisfy all other admission requirements, including character and moral fitness requirements. Students in the 3+3 program who are accepted for early admission to the College of Law will be granted the bachelor's degree upon completing the first year of legal study, with at least 128 credits overall at the University. They are then on track to earn the J.D. degree in their sixth year of study at the University. Students interested in this accelerated program must apply to the Pre-Law Advisory Committee no later than the end of their first undergraduate semester at Stetson University.

For more information on these opportunities, contact any member of the Pre-Law Advisory Committee, or the Admissions Office at the College of Law.

## Pre-Medical/Health Related Advisory Program

Stetson University provides the required curricula for students planning careers in medicine, dentistry, veterinary medicine, and allied health fields. Students may have any major so long as they include in their curriculum the required science core courses. These may vary slightly from one professional school to another, but the prescribed courses for most are covered by the following:

Code	Title	Units
One year of English (typically satisfied with FSEM 100 and an English course)		2
Select one of the following:		2
MATH 130 & MATH 131Q	Calculus I with Review Part I and Calculus I with Review Part 2	
MATH 141Q & MATH 142Q	Calculus I with Analytic Geometry and Calculus II with Analytic Geometry	
BIOL 141P & BIOL 142P	Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics and Introductory Biology II: Animal and Plant Physiology	2
CHEM 141P & CHEM 142P	General Chemistry I and General Chemistry II	2
CHEM 201 & CHEM 301	Organic Chemistry I and Organic Chemistry II	2
CHEM 204	Biochemistry I	1
Select one of the following:		2
PHYS 121P & PHYS 122P	College Physics I and College Physics II (can be taken as a Q course)	
PHYS 141P & PHYS 142P	University Physics I and University Physics II	
PSYC 101S	Introduction to Psychology	1
SOCI 101S	Understanding Society: An Introduction to Sociology	1
<b>Total Units</b>		<b>15</b>

These courses should be completed before taking the required standardized exam (like the MCAT). In addition to these courses and those required for the student's major, academic work should be distributed to include humanities, social science, and advanced science courses since professional schools favor a broad academic background. Competition for admission is keen. The various schools look not only for outstanding intellectual and academic achievement but also for those personality and character traits best suited to the profession. Extra-curricular activities and medically-related field experiences are important.

Stetson's pre-health program is administered by the University's Health Professions Advisory Committee, composed of faculty representatives from Biology, Chemistry, Integrative Health Science, and the Social Sciences. This committee oversees the student's curriculum, advising, and preparation for the professional school's admissions process.

## Stetson Summer Pre-Law Institute

The Stetson University Summer Pre-Law Institute is a pair of interdisciplinary courses for undergraduate students interested in preparing for law school and a career in a legal field. Students enrolled in the Institute will spend four weeks on the DeLand campus taking a critical thinking and writing course designed for pre-law students and two-weeks at the College of Law in an immersion program designed to introduce students to the law school experience and the practice of law. The mission of the Institute is to prepare students for the competitive law school admissions process and to help them create a vision for themselves as law students and lawyers. The courses are designed for students who have completed at least two full years

of university study. Applicants must provide an application letter, all post-secondary transcripts, a cumulative GPA of 3.0 or higher, and references from two professors familiar with their work.

## Stetson Institute for Social Research

Director: Dr. Steven Smallpage

The Stetson Institute for Social Research (SISR), founded in 1993 under the auspices of the College of Arts and Sciences, serves as a resource for Stetson students, faculty, and administrators and for the surrounding community. SISR's principal activities are education, research, consultation, and evaluation. SISR's main roles are:

1. to provide consultation, research, and evaluation services to community organizations, businesses, government organizations, schools, and public and private agencies;
2. to design, implement, manage, and report the results of basic and applied research projects (e.g., surveys, polls) with the goal of educating students about the various facets of social science research;
3. to act as a clearinghouse for information regarding internal University and external community research and consulting opportunities for Stetson faculty and students; and
4. to serve as a liaison between those seeking research services and faculty affiliates and student research assistants.

SISR is committed to enhancing students' education by guiding them in meaningful social research and instilling in them a strong sense of the social value of theoretically, methodologically, and ethically sound social research. Hence, SISR aims to prepare students to be knowledgeable research users, evaluators, and participants; to anticipate the uses of social research in their careers in public service, education, and the private sector; and to interact appropriately with research professionals and their clients. Students are trained through coursework and sessions specifically designed for various research projects and hired as student employees for various short-term intermittent research projects.

## Agreements with Programs in the Health Professions

### Stetson-Lake Erie College of Osteopathic Medicine Early Acceptance Programs

Stetson University and the Lake Erie College of Osteopathic Medicine (LECOM) in Bradenton, Florida, have developed programs that offer qualified students early conditional acceptance into LECOM's osteopathic medical (DO), dental, and pharmacy programs. These programs are available for entering first-year as well as current students prior to their junior year. Admission to these programs require submission of an application, either an academic index score (AIS) greater than 115 (calculated using an SAT or ACT score and high school GPA) or specific Stetson GPAs, an interview, and attendance at an event on LECOM's campus. The GPA requirements are a 3.0 science and 3.1 cumulative GPA after the freshman year and 3.2 science and 3.4 cumulative GPA after the senior year. For the DO program, if the AIS requirement is not met, an MCAT score of 500

or above is required. For the dental program, DAT scores above 18 are required. The PCAT is not required for the pharmacy program. The course requirements for each program are slightly different but all include a grade of C or better in Introductory Biology I and II, General Chemistry I and II, Organic Chemistry I and II, and Physics I and II.

### Stetson-AdventHealth University Articulation Agreements

Stetson University and AdventHealth University (AHU) in Orlando, Florida have articulation agreements that offer admission to up to two students per year in AHU's physical therapy (PT) and occupational therapy (OT) programs. A Stetson cumulative GPA above 3.65 and very good GRE scores (verbal # 157, quantitative # 161, analytical writing # 4.5) as well as a grade of C or better in Introductory Biology I and II, Anatomy and Physiology I and II, General Chemistry I and II, Physics I and II, Introductory Psychology, a statistics course, and a human development course are required for the PT program.

A Stetson cumulative GPA above 3.3, GRE scores (combined # 297, analytical writing # 4.0), a grade of C or better in Anatomy and Physiology I and II, Introductory, Abnormal, and Developmental Psychology, Introduction to Sociology, an introductory Biology, Chemistry, or Physics course, a statistics course, and Medical Terminology and Pathology, as well as 20 hours of observation of an OT are required for the OT program.

For additional information about these programs, please contact Professor Michael King in the Department of Biology, or Dean Elizabeth Skomp at Stetson, or the Admissions Office at LECOM or AHU.

## Washington Semester

During the fall semester, selected juniors and seniors may study politics first-hand in the nation's capital. Students enroll in a unit which surveys broadly the major aspects of American government and politics, or they may choose one of the units of the Washington Semester program devoted to more specialized areas - American Foreign Policy; Economic Policy; International Business and Trade (D. C. only or D. C. and China), Politics and Public Law, the Criminal Justice System, Urban Policy and Transforming Communities, and Print and Broadcast Journalism. Units that include study in D. C., as well as field experience abroad, are Contemporary Islam, International Environment and Development, International Law and Organizations, Israel Studies, and Peace and Conflict Resolution. Study is done in a seminar, an individual research project, and an internship in a governmental agency, congressional office, or advocacy group. Full credit is given toward a student's degree at Stetson (i.e. four-course units), and for administrative purposes, participants in the program are regarded as being "in residence" at Stetson. For participating students pursuing a major in Political Science, two of the four Washington Semester units can be counted towards POLI major elective credit, with the remaining two counted as university elective credit or as credit towards an additional relevant major or minor. For participating students pursuing a minor in Journalism, up to three of the four Washington Semester units can be counted towards the minor: two can fulfill Experience course elective requirement, and an appropriate internship can fulfill the internship requirement. The remaining one or two units will be counted as university elective credit or as credit towards an additional relevant major or minor. Those who apply for the Washington Semester should have a minimum GPA of 2.5, and should have taken the introductory American national government course and other appropriate foundation courses if they select one of the specialized units. Scholarship assistance is available through a special fund endowed by United States Senator Max Cleland who attended the Washington Semester. The Washington Semester work is supervised by the American University and an inter-institutional committee representing sponsoring colleges. Further detailed information is available from Dr. David Hill, Department of Political Science.

## Honorary Societies

In addition to the student life organizations listed in other places in this *Catalog*, Stetson University also encourages academic excellence and leadership through a range of honorary societies and disciplinary clubs, including the most prestigious societies nationally in the liberal arts and sciences (Phi Beta Kappa), business (Beta Gamma Sigma), and music (Pi Kappa Lambda).

### Arts and Sciences

*Phi Beta Kappa, Gamma of Florida.* In 1982, Stetson University was awarded a chapter of Phi Beta Kappa, America's oldest and most prestigious academic honorary society. Fewer than ten percent of institutions nationally have been awarded chapters, and Stetson was the first private university in the state of Florida to be so honored.

Membership in Phi Beta Kappa recognizes academic merit and scholarly distinction in the liberal arts and sciences. To be considered for membership, students must achieve a high grade point average (3.7 or higher) in a B.A. or B.S. degree program in the College of Arts and Sciences. They must complete a broad program of liberal study in General Education, including courses in Quantitative Reasoning and Modern Languages (through the 201 level). Finally, they must meet the standards of academic seriousness and good character expected of members of Phi Beta Kappa. Students typically are elected to membership in the spring of their senior year, though students with exceptional records are considered in the spring of their junior year.

The Chapter regularly hosts Phi Beta Kappa Visiting Scholars and engages in other activities in support of liberal study. Each year, the Chapter recognizes an outstanding faculty member in the liberal arts and sciences with the John Hague Teaching Award. This award is named in honor of Emeritus Professor of American Studies John Hague, who with President Pope Duncan led efforts to establish a Phi Beta Kappa chapter at Stetson.

### Humanities

- *Delta Pi Alpha*, a national German honor society
- *Theta Alpha Kappa*, the national honor society for religious studies and theology
- *Theta Alpha Phi*, a national drama honorary society
- *Lambda Pi Eta*, a national communication honor society
- *Pi Delta Phi*, a national French honor society
- *Sigma Delta Pi*, a national Spanish honor society
- *Sigma Tau Delta*, the international English honor society for undergraduates, graduate students, and professional writers, founded in 1924

### Sciences

- *AMSA (American Medical Student Association)*, an organization for students with an interest in health professions and medical school
- *Beta Beta Beta*, a national biology honorary organization
- *MedEx (Medical Experience)*, an organization supporting volunteer experiences in the health professions
- *Q.E.D.*, a student chapter of the Mathematical Association of America
- *Sigma Pi Sigma*, the national honor society in physics
- *Society of Physics Students*, an organization for physics students
- *Student Chapter of the A.C.M.*, an undergraduate affiliate of the Academic Computing Society, for computer science majors
- *Student Affiliates of the ACS (SAACS)*, an organization for chemistry students affiliated with the American Chemical Society

### Social Sciences

- *Alpha Kappa Delta, Zeta Chapter*, an international honor society for sociology
- *Omicron Delta Epsilon*, a national honorary society for students of economics
- *Phi Alpha Delta*, an honorary society for pre-law students
- *Phi Alpha Theta*, a national honorary society for students of history
- *Psi Chi*, an international honorary society for students of psychology
- *Pi Sigma Alpha*, an honorary society for political science students
- *Sigma Iota Rho*, an honorary society for international studies students

### Education

- *Florida Future Educators of America*, an organization providing opportunities for education students to interact with professional educators and to learn more about educational issues
- *Kappa Delta Pi*, an international education honor society
- *Chi Sigma Iota*, an international honor society that values academic and professional excellence in counseling

## Business

- *Beta Gamma Sigma*. Stetson University was awarded a chapter of Beta Gamma Sigma in 1996. International Beta Gamma Sigma was founded in 1913 as the first national honor society to recognize outstanding achievement in business programs accredited by AACSB International. Election to Beta Gamma Sigma is the highest scholastic honor that can be awarded to a student in business administration. Only those students ranked at the junior, senior, or graduate level and who are in the top 10 percent of their class for undergraduate students or top 20 percent of their class for graduate students are eligible for membership in Beta Gamma Sigma
- *Alpha Kappa Psi*, a professional business fraternity
- *American Marketing Association*, an organization for business and non-business students interested in marketing
- *Beta Alpha Psi*, a National Honorary Society for undergraduate Accounting, Finance, and Management Information Systems majors and for MAcc students

## Music

- *Collegiate National Association for Music Educators*, Stetson chapter
- *American Choral Directors Association*, Stetson chapter for students
- *Phi Mu Alpha Sinfonia Fraternity of America*, Xi Nu Chapter
- *Sigma Alpha Iota International Music Fraternity for Women*, Eta Pi Chapter
- *Pi Kappa Lambda National Music Honor Society*, Beta Gamma Chapter
- *New Music Machine*, student organization dedicated to the appreciation of modern art music
- School of Music Student Advisory Council

## University-Wide

*Alpha Alpha Alpha (or Tri-Alpha)* recognizes the academic achievements of first-generation college students (both undergraduate and graduate). These students come from a family where neither parents nor any legal guardians earned a bachelor's degree. Undergraduate students must have completed a minimum of 30 credit hours, must have an overall GPA of at least 3.2 in all coursework; Transfer students must have completed at least one semester at Stetson; Graduate students must have completed a minimum of 9 credit hours, must have an overall GPA of at least 3.5 in all coursework. Like Stetson, Alpha Alpha Alpha values the holistic development of students by allowing them to meet other first-generation scholars from all academic disciplines and by promoting academic excellence while creating a supportive environment for first-generation college students. Alpha Alpha Alpha helps foster personal growth, intellectual development, and global citizenship through mentorship, community, and leadership opportunities that connect them to the outside world.

*Omicron Delta Kappa*. The National Leadership Honor Society, Omicron Delta Kappa, recognizes and encourages superior scholarship, leadership, and exemplary character. It recognizes achievement in scholarship; athletics; campus or community service, social and religious activities, and campus government; journalism, speech, and the mass media; and the creative and performing arts. Emphasis is placed on the development of the whole person.

*Phi Eta Sigma*. Founded in 1923 at the University of Illinois, Phi Eta Sigma is the nation's oldest and largest honor society for first-year college and university students in all disciplines. Those elected to membership include those who have a cumulative grade-point average of at least 3.5 on a 4.0 scale at the end of any first year, full-time curricular period, provided they have carried a normal academic load acceptable toward a bachelor's degree and rank in the upper twenty percent of their class. Stetson's chapter was founded in 1978 and reactivated in 2011.



# Course Prefixes

The following symbols designate subjects in the various Colleges, Schools, Divisions, and Departments:

Accounting	ACCT
Aerospace Studies	AERS
Africana Studies	AFST
American Studies	AMST
Anthropology	ANTH
Arabic	LARB
Art	ARTS
Art History	ARTH
Asian Studies	ASIA
Astronomy	ASTR
Biology	BIOL
Business Administration	SOBA
Business Law	BLAW
Business Systems Analysis	BSAN
Chemistry	CHEM
Chinese	CHIN
Communication and Media Studies	COMM
Computer Information Systems	CINF
Computer Science	CSCI
Counselling	COUN
Creative Arts	CREA
Cybersecurity	CSEC
Digital Arts	DIGA
Economics	ECON
Education	EDUC
English	ENGL
English-Creative Writing	ENCW
Entrepreneurship	ENTP
Environmental Science and Studies	ENSS
Family Business	FENT
Finance	FINA
First-Year Seminar	FSEM
Foreign Language	LANG
French	FREN
Gender Studies	GEND
German	GERM
History	HIST
Honors	HONR
Health Science	HLSC
Human Resource Management	HRMT
International Business	INTL
International Studies	INSU
Italian	ITAL
Jewish Studies	JWST
Journalism	JOUR

Language	LANG
Latin American and Latino Studies	LALS
Law	LAW
Linguistics	LING
Management	MGMT
Marketing	MKTG
Mathematics	MATH
Military Science	MILS
Music	MUSC
Music/Applied	MUSA
Music Education	MUED
Music/Ensemble	MUSE
Music Experience	MUSX
Philosophy	PHIL
Physics	PHYS
Political Science	POLI
Portuguese	PORT
Professional Sales	SALS
Psychology	PSYC
Public Health	PUBH
Religious Studies	RELS
Russian	RUSS
Russian, East European, and Eurasian Studies	REES
Sociology	SOCI
Spanish	SPAN
Sport Business	SPTB
Statistics	STAT
Sustainable Food Systems	FOOD
Theatre Arts	THEA
World Languages and Cultures	WLGC

Course credit may appear as credits or units; one unit is equivalent to 4 credits.

Course numbers indicate the level: lower division - 100 and 200; upper-division - 300 and 400; graduate division - 500 and 600. The numbers in parenthesis following the title of a course state the number of units or credits.

Degree requirements may be fulfilled for courses listed in this *Catalog* by showing proficiency at an acceptable level - a level not higher than that expected of a student in a regular course. No credit or grade is earned. See the Dean of the College or School for more information.

# Course Descriptions - College of Arts and Sciences

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## Africana Studies (AFST)

### Courses

#### **AFST 100S. Introduction to Africana Studies. 1 Unit.**

This course introduces the Afrocentric perspective as it has developed in anthropology, history, political science, geography, sociology, religious studies, mass communications, theater, art, etc. It covers theories, research, methodologies, and practice of Africana studies. Students develop historical and contemporary understanding of the African diaspora. Writing enhanced course.

#### **AFST 101H. Black Experience I: Ancient Africa to U.S.**

##### **Antebellum. 1 Unit.**

This course is a study and analysis of a significant period of the Africana experience prior to, and following, the arrival of Africans in the New World.

#### **AFST 102H. Black Experience II: U.S. Reconstruction to Present. 1 Unit.**

This is an introductory course which investigates the history and invention of skin color based discrimination and racism during the ages of colonization and enlightenment in North America, as well as analyzing contemporary Euro-American racism against African Americans and exploring their struggles against this expression. Particular attention will be given to media, genetic hypotheses, visual images, black identity, and black nationalism. Writing enhanced course.

#### **AFST 235A. Introduction to African American Film. 1 Unit.**

This course will focus on approaches to the study of African Americans in film. Particular attention will be given to African Americans reclamation of their own cinematic image as the course traces the relationship between African Americans and films from the inception of film history to the present. Major directional figures, genres, and historical movements will be considered. Students will also learn how to view and listen to films, comprehend film as a language, and will be introduced to cinematic vocabulary. Writing enhanced course.

#### **AFST 240A. Introduction to Africana Literature. 1 Unit.**

This course focuses on the history, issues, and aesthetics of literature of one or more peoples of the African diaspora. Examples might include literature of Africans, African Americans, Afro-Hispanics or Afro-Asians as indicated by the subtitle.

#### **AFST 285. Independent Study. 0.5 or 1 Units.**

#### **AFST 290. Special Topics in Africana Studies. 1 Unit.**

#### **AFST 335. Advanced Studies in African American Film. 1 Unit.**

This course focuses on a select topic or topics in the study of African American film with a major emphasis on films directed, produced, and/or disseminated by African Americans. Topics include, but are not limited to, directors; genres; historical cinematic movements; ethnicity, social, political, and class issues; and theoretical approaches as indicated by the subtitle.

#### **AFST 343V. Soul Food African Diaspora. 1 Unit.**

This course focuses on the Stetson's Human Diversity Value. This seminar examines the foodways of various cultures of the African diaspora. Through novels, short stories, films, poetry, scholarly articles, and experiences, students will consider how food has expressed and continues to express ethnic, economic, religious, and political positions among groups with African ancestry throughout the world. Junior Seminar.

#### **AFST 344V. Leading Diversity in Workplace. 1 Unit.**

This course focuses on the Stetson's Human Diversity Value. In this course, students gain a comprehensive understanding in diversity as it applies to team dynamics, cultural change and strategic planning. Students learn to identify the realities of developing and implementing diversity initiatives for the organization and the workforce. Junior Seminar.

#### **AFST 345V. Leading Diversity in the Workplace. 1 Unit.**

This course focuses on Stetson's Human Diversity Value. In this course, students gain a comprehensive understanding in diversity as it applies to team dynamics, cultural change and strategic planning. Students learn to identify the realities of developing and implementing diversity initiatives for the organization and the workforce. Writing Enhanced course. Junior Seminar.

#### **AFST 350A. Advanced Studies in Africana Literature. 1 Unit.**

This course offers advanced study of the literature of one or more peoples of the African diaspora. Examples might include literature of Africans, African Americans, Afro-Hispanics or Afro-Asians. Writing enhanced course.

#### **AFST 385. Independent Study. 0.5 or 1 Units.**

#### **AFST 390. Special Topics in Africana Studies. 1 Unit.**

May be repeated for credit. Courses offered on special topics in Africana Studies, depending on faculty and student interest. Prerequisites may be required for upper-level topics offerings.

#### **AFST 391V. Special Topics Junior Seminar: Leading Diversity in the Workplace. 1 Unit.**

This course focuses on the Stetson's Human Diversity Value. In this course, students gain a comprehensive understanding in diversity as it applies to team dynamics, cultural change and strategic planning. Students learn to identify the realities of developing and implementing diversity initiatives for the organization and the workforce. Junior Seminar.

#### **AFST 395. Teaching Apprenticeship. 0.5 Units.**

Pass/Fail only. Africana Studies minors or other qualified students who are invited to teach an Africana Studies course will acquire hands-on experience planning syllabi, presenting course material, and responding to oral and written work. May be repeated once.

**AFST 397. Internship in Africana Studies. 0.5 or 1 Units.**

An internship in a professional field related to Africana Studies, including publishing, media, health & welfare, technology, science, history, music, theater, museums, politics, and urban planning. Basic expectations include a journal, research paper (or appropriate work product), and a letter of evaluation from the site supervisor. Prerequisites: permission of department head, a minor in Africana Studies, and sophomore status or higher. May be repeated for credit, but a maximum of one unit may be applied to the minor. Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact Career & Professional Development at [career@stetson.edu](mailto:career@stetson.edu) or 386-822-7315.

**AFST 485. Independent Study. 0.5 or 1 Units.****AFST 490. Special Topics in Africana Studies. 1 Unit.**

## American Studies (AMST)

### Courses

**AMST 101B. American Cultural Identities. 1 Unit.**

This course is an introduction to the interdisciplinary American Studies Program. It provides first steps into key components of the Program: thinking across and making use of diverse disciplines, and area study of the places and cultures that would become the US. In short, this course offers a 'user's guide' for citizenship and for future work in the United States.

**AMST 151A. American Popular Culture. 1 Unit.**

This course studies different popular culture forms and practices, such as television, music, film, advertising, and holiday rituals, with the goal of understanding how popular culture expresses the cultural, social, and political issues of its time period. Students learn different critical approaches and questions for studying each type of text and consider how these forms function aesthetically, emotionally, and culturally to make meaning in their times.

**AMST 154V. Introduction to American Environmental Issues. 1 Unit.**

This course focuses on Stetson's Environmental Responsibility Value. This course will introduce students to environmental history and contemporary political debates on the environment. The class emphasizes the history of the landscape, the rise of ecological thinking, the relation of environmental issues to different disciplines and to diverse ideological orientations, and the challenges of implementing environmental goals. In short, the course wrestles with two questions: How did the United States arrive at its contemporary environmental situation, and what are the best next steps?.

**AMST 185. Independent Study. 0.5 or 1 Units.**

Opportunities for students to propose topics of inquiry based on compelling interest and faculty expertise. Student read, research, and write based on an approved plan and with regular meetings with the faculty member.

**AMST 190. Special Topics in American Studies. 1 Unit.**

May be repeated for credit. Courses offered on particular topics in American Studies, depending on faculty and student interest.

**AMST 210H. American Art. 1 Unit.**

A survey of art in America from colonial times to the present. Emphasis is on the history of painting, with reference to its place in historical and cultural contexts. Cross-listed as ARTH 210A.

**AMST 255H. American Consumer Culture. 1 Unit.**

This course studies American consumer culture from the nineteenth century to the present, taking an interdisciplinary approach to understanding how consumerism has shaped American culture, society, and institutions past and present. Students will integrate a historical understanding of American consumer practices and ideology with analysis of contemporary consumer artifacts, spaces, and experiences. Cross-listed as HIST 255H.

**AMST 256B. The 1950's and 1960's. 1 Unit.**

This course studies American cultural history during this period of intense transformation, including political and social movements, representative leaders, and everyday life. The hotly debated issues of these years, especially the Civil Rights Movement, the Vietnam War, and Women's roles in society, establishes precedents and camps if ideological commitment that still shape the politics and cultural of the twenty-first century. Cross-listed as HIST 256B.

**AMST 285. Independent Study. 0.5 or 1 Units.**

Opportunities for students to propose topics of inquiry based on compelling interest and faculty expertise. Student read, research, and write based on an approved plan and with regular meetings with the faculty member.

**AMST 290. Special Topics in American Studies. 1 Unit.**

May be repeated for credit. Courses offered on particular topics in American Studies, depending on faculty and student interest.

**AMST 294B. The Art of Public Explanation. 1 Unit.**

This course will combine academic inquiry and workshop practice to increase student understanding of the history of the public sphere and its contemporary cultural challenges, while providing a platform for students to develop their own public voices for presenting and exploring key issues of our times. Writing Enhanced course.

**AMST 301B. American Cultural Traditions. 1 Unit.**

What are the origins of contemporary American cultural values and debates? The course will use representative themes and stories from colonial contact to the present, on topics including politics, religion, gender and race relations, scientific and intellectual ideas, medicine, and popular culture, giving students an understanding of how the United States has arrived at present circumstances and what to expect of future trends. Course materials include primary and secondary sources in print and digital form; class time will include background lectures, discussions, group work, and experiential activities; and this work will support each student's final research paper. Writing enhanced course. Can be used as an "H" course. Cross-listed as HIST 366B.

**AMST 305. Internship in the Mexican-American Community. 1 Unit.**

This course has an extremely practical orientation. It was conceived in the hope of providing substantial "real world" exposure for Stetson students to both the Spanish language and Mexican-American culture through work with our local community of farm workers. The 8 hours of internship work each week will be complemented by reading a text about a Mexican-American migrant family, an e-mail journal, and a final term paper. Permission of Instructor required.

**AMST 310. Topics in American Art. 1 Unit.**

A specialized study of selected topics in the history of American art. The course may be repeated with different content (e.g., Nineteenth Century American Landscape, Modernism in American Art). Cross-listed as ARTH 310.

**AMST 320H. American Women's History. 1 Unit.**

This course studies the history of American women. Focusing primarily on the period from the nineteenth century to the present, the course stresses the variety of women's experiences, make race, ethnicity, class, and sexuality key topics. Other themes include: home and work, the female body, and women's activism. Writing enhanced course. Cross-listed as HIST 362H.

**AMST 325V. Beauty and Body in American Culture. 1 Unit.**

This course focuses on Stetson's Health and Wellness value. This course studies attitudes about the body in American culture, past and present. We will look at how ideas about beauty and the body have changed over time and how those ideas intersect with forms of power in American culture, with concepts of national identity, with consumer culture, and with various identities including age, race, class, and gender. Topics may include: body-building, diet and exercise trends and fads, ideal body images for women and men, cosmetic surgery, and beauty pageants.

**AMST 330. The Multicultural United States. 1 Unit.**

In order to illuminate American efforts to wrestle with cultural diversity over time, students will study theories of racial and ethnic difference, sexual identity and gender since the colonial period. They will apply these critical concepts to case studies of American diversity, which may include African American, Asian American, European American, Latino American, Native American, and gay and lesbian experiences. The course also examines the debates over academic theories of multiculturalism itself.

**AMST 340. Lives in Context. 1 Unit.**

This course uses the life of one person who has played a significant role in American culture, past or present, as a lens for examining the cultural trends, conflicts, and changes of that person's times. Topics will change from year to year.

**AMST 350V. Social Responsibility in U.S.. 1 Unit.**

This course focuses on Stetson's Social Justice value. Focusing on the period from the nineteenth century to the present, the class investigates conceptions and practices of social responsibility in the United States, particularly those oriented toward addressing inequities rooted in race and socio-economic class. The course focus is two-fold: understanding the meanings of social responsibility at different points in time, and analyzing the ways different types of social activists have given this concept meaning through their social justice work. Junior Seminar.

**AMST 354B. Southern History and Culture in the United States, 1800-Present. 1 Unit.**

This course examines the history and myriad cultures of the U. S. South from the nineteenth century to the present. In particular, the class focuses on how conceptions of Southern identity have developed and changed over time, on the role of historical memory in shaping understandings of Southern identity and the Southern past, and on the diverse peoples, ideals, and values that have shaped the Southern experience. Cross-listed as HIST 354B. Writing enhanced course.

**AMST 355V. History of American Science and Religion: Darwinism and the Devine in American Culture. 1 Unit.**

This course focuses on Stetson's Ethical and Spiritual Inquiry Value. Charles Darwin's theory of species development has been a flashpoint for controversy between religious and scientific outlooks on the world. Using Darwinism as the most significant aspect of science to appear regularly in social thought and political debate, this course will examine the religious beliefs, scientific theories, and cultural values that have emerged in a wide range of interactions between science and religion from the nineteenth century to the present. Cross-listed as HIST 355V. Junior Seminar.

**AMST 356H. History of American Health Care. 1 Unit.**

Health care is at once an intimate part of private life and an issue of education, academic research, ideological values, civic culture, economics, and public policy. How have Americans managed the medical dimensions of their lives? This course will explore the role of scientific medicine, alternative healing, diverse cultural and ethnic traditions, gender roles, tensions between secular and religious outlooks, intellectual expertise, and marketplace dynamics since the nation's founding. Writing enhanced course. Can be used as an H Course. Cross-listed with HIST 356H.

**AMST 359V. Gender, Sexuality, and Reality in Media. 1 Unit.**

This course focuses on Stetson's Human Diversity Value. A critical examination of nonfiction media in American culture, including documentary film, memoir, and reality television, considering how it is constructed and what it communicates about sex, gender, and sexuality. Can be used as a J course. Junior Seminar. Cross-listed with COMM 359V. Junior Seminar.

**AMST 363V. Political Campaigns and Cultural Ideologies in Recent U.S. History, 1960-Present. 1 Unit.**

This course focuses on Stetson's Social Justice Value. The arena of political choices at election time is a major setting for American citizens to make choices about the distribution of power and about policies to achieve social justice. This seminar will examine political campaigning in the United States with particular attention to the history of American elections, political ideologies, recent values orientations, social concerns, cultural polarization, and media coverage of the candidates and the campaigns active during the semester the course is being taught. Cross-listed as HIST 363V. Junior Seminar.

**AMST 368. Off-Campus Course. 1 Unit.**

Courses involving travel or connected to study abroad offered in particular topics in American Studies, depending on faculty and student interest.

**AMST 385. Independent Study. 0.5 or 1 Units.**

Opportunities for students to propose topics of inquiry based on compelling interest and faculty expertise. Student read, research, and write based on an approved plan and with regular meetings with the faculty member.

**AMST 390. Special Topics in American Studies. 1 Unit.**

May be repeated for credit. Courses offered on particular topics in American Studies, depending on faculty and student interest. Prerequisites may be required for upper-level topics offerings.

**AMST 395. Teaching Apprenticeship. 0.5 Units.**

Pass/Fail only. American studies majors or minors who qualify with outstanding scholarship may be invited to assist the faculty in teaching an introductory course. Apprentices' responsibilities include assisting in class discussions, making presentations, consulting with students outside of class, and reading on pedagogy or course topics. By permission of the instructor. May be repeated once. Pass/fail only.

**AMST 397. Internship in American Studies. 1 Unit.**

Opportunities for students to gain work experience, test their vocations in particular professions, and make contacts in a particular field of work. Internship opportunities might include experience at area historic sites, media organizations, or museums. Setting, structure, requirements, and outcomes are negotiated with the instructor, but generally include relevant readings, 70 (0.5 unit) or 140 (1 unit) hours of work, and written work documenting and analyzing the internship experience. Letter graded or pass/fail. Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact Career & Professional Development at [career@stetson.edu](mailto:career@stetson.edu) or 386-822-7315.

**AMST 485. Independent Study. 0.5 or 1 Units.**

Opportunities for students to propose topics of inquiry based on compelling interest and faculty expertise. Student read, research, and write based on an approved plan and with regular meetings with the faculty member.

**AMST 490. Special Topics in American Studies. 1 Unit.**

May be repeated for credit. Courses offered on particular topics in American Studies, depending on faculty and student interest. Prerequisites may be required for upper-level topics offerings.

**AMST 499. Senior Project. 1 Unit.**

This course takes students through the preparation and production of an extended, focused research paper on a topic of the student's choosing. The class includes meetings with faculty and other students to discuss interdisciplinary research approaches, writing strategies, and the student's specific topic. The class culminates in a lengthy written thesis and includes a public presentation of students' work.

## Anthropology (ANTH)

### Courses

**ANTH 101B. Understanding Culture: An Introduction to Anthropology. 1 Unit.**

This course introduces the principles of cultural anthropology and analyzes how human groups construct and articulate meaning. It explores the various ways of thinking, feeling, subsisting, communicating, and believing. Major topics include language, economic production and consumption, sex and gender, and the creative arts as expressions of culture. Offered at least once a year. Can be used as an S course.

**ANTH 190. Special Topics in Anthropology. 1 Unit.**

These lecture/discussion courses are designed to extend the range of the curriculum and give students an opportunity to explore special topics. Their topics are contingent upon the expertise of current departmental faculty. Any prerequisites will be indicated in the course schedule. Students may take more than one ANTH 190, ANTH 290, ANTH 390, or ANTH 490 course during their career with different titles and content.

**ANTH 201P. Our Human Origins: Introduction to Physical Anthropology. 1 Unit.**

How did human beings evolve? This course explores the basics of evolutionary theory, primate development and behavior, and the hominid fossil record. The lab includes exercises on inheritance, comparative osteology, and anthropometry. Offered once a year.

**ANTH 210B. Tango, Telenovelas, Taco Trucks. 1 Unit.**

This course takes an anthropological approach to the study of the pop culture of Latin America and the Caribbean to analyze relationships between socio-political and cultural expressions. We examine popular culture as a site of contention over social meanings and relations of power. Dances such as tango and reggaeton, TV shows such as telenovelas, food, beauty, sex, and sexuality are examined as sites where Latin American national, racial, gender, and class identities are constructed, commodified, contested, and globally circulated. Offered at least once every two years.

**ANTH 235S. Urban Anthropology. 1 Unit.**

The study of urbanism is an essential aspect of the human experience in modern times. This course will offer an anthropological approach to the study of cities and the process of urbanization. By looking at the city as a complex space where multiple and heterogeneous cultures overlap, we will explore a variety of environments to find the differences and patterns of contemporary urban life. A main goal in this course is to learn about the 'diversity of cities' and the 'diversity in cities' by reading and discussing materials prepared by anthropologists and other social scientists on urban life and culture.

**ANTH 285. Independent Study. 0.5 or 1 Units.**

This course is initiated by student interest and contingent upon the expertise of current departmental faculty. Students may take more than one ANTH 285, ANTH 385, or ANTH 485 course during their career with different titles and content.

**ANTH 290. Special Topics in Anthropology. 0.5 to 1 Units.**

These lecture/discussion courses are designed to extend the range of the curriculum and give students an opportunity to explore special topics. Their topics are contingent upon the expertise of current departmental faculty. Any prerequisites will be indicated in the course schedule. Students may take more than one ANTH 190, ANTH 290, ANTH 390, or ANTH 490 course during their career with different titles and content.

**ANTH 301. Qualitative Research Methods. 1 Unit.**

This course provides an introduction to several qualitative research methods, which may include participant observation, network analysis, historical methods, surveys, linguistic methods, cross-cultural comparative research, and visual methods. Students will design and implement their own "mini-studies" using these techniques and gain practical experience in qualitative research methods. Offered at least once every two years. Prerequisite: ANTH101B or SOC1101S, or permission of instructor.

**ANTH 385. Independent Study. 0.5 or 1 Units.**

This course is initiated by student interest and contingent upon the expertise of current departmental faculty. Students may take more than one ANTH 285, ANTH 385, or ANTH 485 course during their career with different titles and content.

**ANTH 390. Special Topics in Anthropology. 1 Unit.**

These lecture/discussion courses are designed to extend the range of the curriculum and give students an opportunity to explore special topics. Their topics are contingent upon the expertise of current departmental faculty. Any prerequisites will be indicated in the course schedule. Students may take more than one ANTH 190, ANTH 290, ANTH 390, or ANTH 490 course during their career with different titles and content.

**ANTH 395. Teaching Apprenticeship. 0.5 Units.**

Pass/Fail only. A teaching apprenticeship provides an opportunity for a student with an especially strong interest and ability in anthropology to achieve a deeper understanding of a given subject area by working directly with a department faculty member in the design and implementation of a course. The apprenticeship is arranged by mutual agreement between the faculty member and the student. Such an experience is especially beneficial for students who are considering university teaching as a profession. Prerequisite: Permission of instructor. May be repeated once within the department.

**ANTH 396. Research Apprenticeship. 0.5 or 1 Units.**

A student serves as an apprentice to a faculty mentor on a project that directly supports that faculty member's research agenda. Permission of instructor. Pass/Fail or letter-graded; 0.5 or 1.0 units; limited to 1.0 total units to count toward the Anthropology minor.

**ANTH 397. Internship in Anthropology. 0.5 or 1 Units.**

Letter-graded or pass/fail. This course provides an opportunity for students to enrich their classroom experiences by exploring a substantive area of anthropology in an approved setting. Full-unit internships require 140 hours for the semester; half-unit internships require 70 hours for the semester. The student intern and supervising instructor negotiate the setting, structure, requirements, and outcomes and outline them in a contract signed by the student. Basic expectations include field notes; a research paper, project, or other appropriate work product; and a letter of evaluation from the site supervisor. Students may take only one ANTH 397 unit for elective anthropology credit. Only one full-unit or two half-unit, letter-graded internship(s) may count toward the minor. Prerequisite: Anthropology minor status or permission of instructor. Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact the Office of Career and Professional Development at [career@stetson.edu](mailto:career@stetson.edu) or 386-822-7315.

**ANTH 485. Independent Study. 0.5 or 1 Units.**

This course is initiated by student interest and contingent upon the expertise of current departmental faculty. Students may take more than one ANTH 285, ANTH 385, or ANTH 485 course during their career with different titles and content.

**ANTH 490. Special Topics in Anthropology. 1 Unit.**

These lecture/discussion courses are designed to extend the range of the curriculum and give students an opportunity to explore special topics. Their topics are contingent upon the expertise of current departmental faculty. Any prerequisites will be indicated in the course schedule. Students may take more than one ANTH 190, ANTH 290, ANTH 390, or ANTH 490 course during their career with different titles and content.

## Art History (ARTH)

### Courses

**ARTH 190. Special Topics in Art History. 1 Unit.**

These lecture/discussion courses are designed to extend the range of the curriculum and give students an opportunity to explore special topics. Their topics are contingent upon the expertise of current departmental faculty. Any prerequisites will be indicated in the course schedule. Students may take more than one ARTH 190, ARTH 290, ARTH 390, or ARTH 490 course during their career with different titles and content.

**ARTH 210A. American Art. 1 Unit.**

A survey of art in America from colonial times to the present. Emphasis is on the history of painting, with reference to its place in historical and cultural contexts. Also offered as AMST 210H.

**ARTH 211A. Approaches to the Arts. 1 Unit.**

Examines a range of works in different forms of creative expression, focusing on basic methods of analysis for studying art forms and their social and cultural contexts. Writing enhanced course.

**ARTH 212A. Topics in Global Art History. 1 Unit.**

The course focuses on globally dispersed and culturally diverse artistic traditions of Asia, Africa, Oceania, Islam, the pre-Columbian (pre-Conquest) Americas, and Latin America. The course offers a global perspective, through which students learn to understand and appreciate the richness of artistic expression of different cultures.

**ARTH 241A. Art History Survey I: From Prehistory to 14th Century. 1 Unit.**

This course introduces the students to the history of art in the Western World from prehistory to the fourteenth century. Can be used as an H course. Offered in the fall semester.

**ARTH 242A. Art History Survey II: From Renaissance to Contemporary. 1 Unit.**

This course introduces the students to the history of art in the Western World from the fifteenth century to the present. Can be used as an H course. Offered in the spring semester.

**ARTH 251A. Introduction to Comics Studies. 1 Unit.**

This course introduces students to the discipline of comics studies by examining the formal characteristics and the historical development of comic strips, comic books, graphic novels and other related visual/verbal forms in a variety of national/cultural contexts.

**ARTH 285. Independent Study. 0.5 or 1 Units.****ARTH 290. Special Topics in Art History. 1 Unit.**

These lecture/discussion courses are designed to extend the range of the curriculum and give students an opportunity to explore special topics. Their topics are contingent upon the expertise of current departmental faculty. Any prerequisites will be indicated in the course schedule. Students may take more than one ARTH 190, ARTH 290, ARTH 390, or ARTH 490 course during their career with different titles and content.

**ARTH 290A. Special Topics. 1 Unit.****ARTH 310. Topics in American Art. 1 Unit.**

A specialized study of selected areas in the history of American art. The course may be repeated with different content (e.g., Nineteenth Century American Landscape, Modernism in American Art). Also offered as AMST 310.

**ARTH 314A. The Art and Theory of Modernism. 1 Unit.**

A study of major artistic movements of the first half of the twentieth century and of the relationship between works of art and contemporary art theory and criticism. Can be used as an H course. Offered every other year in the fall semester.

**ARTH 315A. Period Study in Art History. 1 to 1.25 Unit.**

This course will concentrate on the art of a particular period. The course may be repeated with different content (e.g., Italian Renaissance Art, Impressionism and Post-Impressionism, Medieval Art). Can be used as an H course.

**ARTH 316. Issues in Contemporary Art. 1 Unit.**

This course will explore some of the chief issues and ideas which have engaged the art world in the last half of the twentieth century and the beginning of the twenty-first. Offered every other year in the spring semester.

**ARTH 321V. Art Trials: Ethics, Aesth, Justic. 1 Unit.**

This course focuses on Ethical or Spiritual Inquiry Value. Focusing on the relationship between law, ethics, and aesthetics, the course considers the issues of censorship and freedom of expression, cultural heritage and movement of antiquities, and artist's rights (moral rights, resale rights, and copyright) and their impact on the society at large. Junior Seminar.

**ARTH 322V. Transgressive Art. 1 Unit.**

This course focuses on Stetson's Ethical and Spiritual Inquiry Value. Contemporary art has often caused controversy for its violation of conventional moral beliefs. This course focuses on controversial contemporary artworks that remain shocking, disturbing, and problematic, subjecting them to ethical and aesthetic exploration. Junior Seminar.

**ARTH 325S. Art Market and Institutions. 1 Unit.**

This course focuses on the relations between artistic production and its market conditions. It will expose students to the commercial aspect of art and its institutions, enabling them to understand their structure, mechanisms, and function.

**ARTH 334V. Curating Visual Culture. 1 Unit.**

This course focuses on Stetson's Ethical and Spiritual Inquiry Value. Focusing on a variety of curatorial practices in relation to representations of visual culture, the course is designed to combine theory of curating with hands-on experience in curating a project under the professor's guidance. The students will be introduced to critical vocabulary and theoretical framework enabling them to understand the ways in which visual culture is mapped through exhibition practices. The students will learn first-hand how to curate an exhibition, from articulating its concept to more practical issues, such as selecting the works, writings wall texts, installation, and promotion. Junior Seminar.

**ARTH 341V. Comics of Disaster. 1 Unit.**

This course focuses on Stetson's Ethical and Spiritual Inquiry Value. This course will examine the representation of war, personal injury and natural disaster and their physical, psychological, and political consequences in a variety of graphic narratives, focusing on the ways that artistic choices are themselves political, ideological, and ethical actions. Junior Seminar.

**ARTH 344V. Art and Gender. 1 Unit.**

This course focuses on Stetson's Human Diversity Value. The course focuses on influences upon the ways Western cultures have defined art and artists in gendered terms. It investigates the relevance of gender and its intersection with other categories of social identities in the creation and appreciation of art, past and present and address issues concerning art's relation to socio-political movements and art as a form of social activism. Junior Seminar.

**ARTH 365. Collection Management. 1 Unit.**

An overview of the principles of collections management and their role within the broader field of museum studies. Topics include the ethics of collecting and acquiring material, conservation, registration administration, development of policy and procedure. Material will be presented through lectures, hands-on practice, guest lectures and field trips. Offered every other year in the spring semester.

**ARTH 366. Museology. 1 Unit.**

Museology, or museum studies, is the study of museums, museum curation, and how museums developed into their institutional role in education through social and political forces. This course provides a broad introduction to the history of museums and to debates of the philosophical nature of museums. The course identifies the various types of museums (art, history, natural history, science, etc.) and definitions. It traces the history of museums, discusses contemporary practice and examines current issues in the profession. We will also investigate the various jobs and responsibilities that people have within museums as they work on exhibitions, education, research, collection management, and conservation. Students will gain an understanding of the museum as institution, and an understanding of the challenges and responsibilities that museums and their staff members encounter.

**ARTH 372V. Arts and Revolution: Visual Arts. 1 Unit.**

This course focuses on Stetson's Social Justice Value. Can art change the world? This course traces how artists attempted to change society through visual arts over the threshold of the 1917 Russian Revolution, when political convulsions opened new possibilities for art and artists. We explore the possibilities of art as tool for social justice both in text and practice, focusing on Russia and Eastern Europe. Junior Seminar.

**ARTH 380. Studies Art History Topics. 1 Unit.****ARTH 385. Independent Study. 0.5 or 1 Units.**

Study on a specialized project under the guidance of a professor.

**ARTH 390. Special Topics in Art History. 1 Unit.**

These lecture/discussion courses are designed to extend the range of the curriculum and give students an opportunity to explore special topics. Their topics are contingent upon the expertise of current departmental faculty. Any prerequisites will be indicated in the course schedule. Students may take more than one ARTH 190, ARTH 290, ARTH 390, or ARTH 490 course during their career with different titles and content.

**ARTH 395. Teaching Apprenticeship. 0.5 Units.**

Pass/Fail only. Students assist a faculty member with the teaching and management responsibilities related to one of the program's existing courses. Prerequisite: Permission of instructor. May be repeated once.

**ARTH 415. Seminar in Art History. 1 Unit.**

This course will concentrate on a special problem in art history and is designed to help students develop research skills and explore different methodologies in art history. The course may be repeated with different content (e.g., Women and Art, Approaches to French Impressionism).

**ARTH 485. Independent Study. 0.5 or 1 Units.**

Study on a specialist project under the guidance of a professor. With permission of a faculty member.

**ARTH 490. Special Topics in Art History. 1 Unit.**

These lecture/discussion courses are designed to extend the range of the curriculum and give students an opportunity to explore special topics. Their topics are contingent upon the expertise of current departmental faculty. Any prerequisites will be indicated in the course schedule. Students may take more than one ARTH 190, ARTH 290, ARTH 390, or ARTH 490 course during their career with different titles and content.

**ARTH 499. Senior Project. 1 Unit.**

# Art (ARTS)

## Courses

### **ARTS 100A. Visual Concepts. 1 Unit.**

An introduction to the elements and principles of design essential to the visual arts. These will include value, line, shape, form, balance, rhythm, texture, perspective, and color. A variety of media will be explored.

### **ARTS 101A. Drawing I. 1 Unit.**

This course introduces the student to the practice and history of drawing. Using a range of different media and various technical and conceptual approaches, the course provides a solid foundation in the use of line, value, shape, composition, perspective, and content.

### **ARTS 102A. Sculpture I. 1 Unit.**

The course will introduce the student to the tools and concepts used in the creation of three-dimensional art work. The course will cover additive (modeling), subtractive (carving), and assemblage processes.

### **ARTS 103A. Painting I. 1 Unit.**

A basic course that acquaints the student with various approaches to painting through a study of its formal, technical, historical, and conceptual aspects. The course will cover color theory, value, composition, shape, naturalism, and abstraction.

### **ARTS 180. Art Elective. 0.75 to 1 Units.**

### **ARTS 181. Art Elective. 0.75 to 1 Units.**

### **ARTS 182. Art Elective. 0.75 to 1 Units.**

### **ARTS 190. Special Topics in Art. 1 Unit.**

These lecture/discussion courses are designed to extend the range of the curriculum and give students an opportunity to explore special topics. Their topics are contingent upon the expertise of current departmental faculty. Any prerequisites will be indicated in the course schedule. Students may take more than one ARTS 190, ARTS 290, ARTS 390, or ARTS 490 course during their career with different titles and content.

### **ARTS 200A. Art About. 1 Unit.**

Students will immerse themselves in a topic (such as "Art About Collective Memory," "Art About Gender," "Art About Sports") chosen by the instructor. Students will be exposed to theory about this topic and to artists whose practices explore this topic. They will develop original artwork in various media (dependent on course, but frequently with an intermedia approach) with a shared conceptual through line. Course may be repeated with different content.

### **ARTS 201A. Drawing II. 1 Unit.**

This course continues the student's exposure to the practice, theory, and history of drawing at a level beyond Drawing I. Prerequisite: ARTS 101A or permission of instructor. Offered in the spring semester.

### **ARTS 202. Sculpture II. 1 Unit.**

A continuation of Sculpture I, in which the student will be expected to take on work at a more challenging level. Prerequisite: ARTS 102A.

### **ARTS 203. Painting II. 1 Unit.**

Continuation of Painting I, in which the student will be expected to take on work at a more challenging level. Prerequisite: ARTS 103A. Offered once per year.

### **ARTS 212A. Ceramics: Handbuilding. 1 Unit.**

This technique of working with clay is a more sculptural approach using hand-building techniques such as coil, slab, and pinch methods. Offered in the fall semester.

### **ARTS 213. Mixed Media. 1 Unit.**

A basic course that introduces the student to various nontraditional static media. The class will include 2-dimensional, 3-dimensional, and site-specific installation projects. There will be considerable emphasis on a contemporary conceptual approach to art-making. Prerequisite: Any ARTS 100-level course or permission of instructor.

### **ARTS 214B. All Things are Delicately Interconnected - Global Food and Art in Venice. 1 Unit.**

The title of this course pulls from contemporary artist Jenny Holzer's text-based work, which highlights the delicate balances at play in interconnected, global systems. This interdisciplinary course uses Venice as a case study for understanding global systems in two distinct disciplines – sustainable food systems and contemporary art. Though these disciplines seem starkly different, they are in fact delicately connected and both provide opportunities for engaging with and understanding globalization, oppression, and a rapidly changing climate. Permission of instructor required.

### **ARTS 222A. Ceramics: Wheel-Throwing. 1 Unit.**

Students will learn to use the potter's wheel to make both functional and non-functional pieces. Frequent demonstrations by the instructor. Offered in the spring semester.

### **ARTS 232. Ceramics II. 1 Unit.**

An advanced ceramics class; a continuation of work involving hand-building techniques to explore both functional forms and forms which are sculptural. Students will be introduced to various methods of kiln firing (gas and electric), oxidation, and reduction. Prerequisite: ARTS 212A or ARTS 222A or permission of instructor. Offered once per year.

### **ARTS 285. Independent Study. 0.5 or 1 Units.**

### **ARTS 290. Special Topics in Art. 1 Unit.**

These lecture/discussion courses are designed to extend the range of the curriculum and give students an opportunity to explore special topics. Their topics are contingent upon the expertise of current departmental faculty. Any prerequisites will be indicated in the course schedule. Students may take more than one ARTS 190, ARTS 290, ARTS 390, or ARTS 490 course during their career with different titles and content.

### **ARTS 302. Special Studio. 1 Unit.**

This course, offered only on an occasional basis, will emphasize some special medium, technique, or approach which is not part of the regular departmental offerings. Examples would be mixed media, airbrush painting, etc. The course may be repeated with different content.

### **ARTS 303. Painting III. 1 Unit.**

This course builds on concepts and techniques learned in Painting II. With the input of the professor, each student will be expected to develop and carry out a series of projects that reflect their interests as a painter. Prerequisite: ARTS 203. Offered once a year.

### **ARTS 321. Printmaking. 1 Unit.**

This is an introductory course that acquaints the student with the basic types, techniques, and history of printmaking. Prerequisite: ARTS 101A or permission of instructor.

### **ARTS 332. Ceramics III. 1 Unit.**

This course builds on concepts and techniques learned in Ceramics II. Students will develop advanced skills in glaze formulation, clay body testing, and kiln firing techniques. Prerequisite: ARTS 232. Offered once a year.



**ARTS 335. Art in the Elementary School. 1 Unit.**

An elementary art methods course, geared to the classroom teacher and special art teacher. It should provide the student with imaginative art teaching strategies, in-depth art making, and art appreciation. This course is offered only as an independent study as a service to students completing requirements for certification.

**ARTS 345. Art in the Secondary School. 1 Unit.**

This course teaches students to use their background in art and design, their technical skills in selective media, and their knowledge of art history in developing projects and plans for teaching art at the secondary level. This course is offered only as an independent study as a service to students completing requirements for certification.

**ARTS 385. Independently Study. 0.5 or 1 Units.**

Study on a specialized project under the guidance of a professor.

**ARTS 390. Special Topics in Art. 1 Unit.**

These lecture/discussion courses are designed to extend the range of the curriculum and give students an opportunity to explore special topics. Their topics are contingent upon the expertise of current departmental faculty. Any prerequisites will be indicated in the course schedule. Students may take more than one ARTS 190, ARTS 290, ARTS 390, or ARTS 490 course during their career with different titles and content.

**ARTS 395. Teaching Apprenticeship. 0.5 Units.**

Pass/Fail only. Students assist a faculty member with the teaching and management responsibilities related to one of the program's existing courses. Prerequisite: Permission of instructor. May be repeated once.

**ARTS 398. Open Studio. 1 Unit.**

An advanced course for students who have completed all offered courses in painting, drawing, or printmaking. In addition to continued practice in one or more of the above disciplines, attention will be paid to contemporary art issues and to questions of professional activity. This course may be repeated 3 times. Prerequisite: permission of instructor.

**ARTS 402. Advanced Special Studio. 1 Unit.**

This course, taught only on an irregular basis, will pursue some special technique at an advanced level.

**ARTS 403. Painting IV. 1 Unit.**

This course builds on concepts and techniques learned in Painting III. In this course, the student will be expected to produce an ambitious, unified body of work that demonstrates a high level of achievement in painting. Prerequisite: ARTS 303. Offered once a year. Course may be repeated 3 times.

**ARTS 432. Ceramics IV. 1 Unit.**

This course builds on concepts and techniques learned in Ceramics III. With the input of the professor, each student will be expected to develop and carry out a series of projects that reflect their interests as a ceramicist. Students will also oversee the glaze and bisque firings for the ceramics studio. Prerequisite: ARTS 332. Offered once a year. Course may be repeated 3 times.

**ARTS 485. Independent Study. 0.5 or 1 Units.**

Study on a specialized project under the guidance of a professor.

**ARTS 490. Special Topics in Art. 1 Unit.**

These lecture/discussion courses are designed to extend the range of the curriculum and give students an opportunity to explore special topics. Their topics are contingent upon the expertise of current departmental faculty. Any prerequisites will be indicated in the course schedule. Students may take more than one ARTS 190, ARTS 290, ARTS 390, or ARTS 490 course during their career with different titles and content.

**ARTS 498. Senior Project I. 1 Unit.**

This course serves as a collaborative research group project. Together, students will demonstrate mastery of the critical inquiry process inherent to theatre arts by researching a topic or question related to one of Stetson's Core Values (Personal Growth, Intellectual Development, Global Citizenship). This course will culminate in a live theatre production that results from the research generated through this creative inquiry. Offered very year in the fall semester. Offered every year in the fall semester.

**ARTS 499. Senior Project II. 1 Unit.**

This course is required of all senior art majors. In the spring semester, students prepare and install their Senior Exhibitions. In this course, the student completes the development of a unified body of accomplished work. Prerequisites: ARTS 498. Offered every year in the spring semester.

## Asian Studies (ASIA)

### Courses

**ASIA 200S. Introduction to East Asian Studies. 1 Unit.**

This course is an introduction to East Asian societies from pre-modern times to the present day. Emphasis is placed on interdisciplinary approaches towards studying China, Japan, and Korea. Coverage includes major events and personalities, political systems and diplomatic relations, beliefs and religions, ideologies and philosophies, cross-cultural contact within East Asia and with non-East Asian societies, and contemporary popular culture. Writing-enhanced course. No prerequisites.

**ASIA 290. Special Topics Asian Studies. 0.5 or 1 Units.**

Study of an Asian Studies topic. Letter-graded. Prerequisite: permission of instructor and program director. Prerequisite may be required.

**ASIA 390. Special Topics Asian Studies. 0.5 to 1 Units.**

Study of an Asian Studies topic. Letter-graded. Prerequisite: permission of instructor and program director. Prerequisite may be required.

## Astronomy (ASTR)

### Courses

#### **ASTR 111P. The Solar System. 1 Unit.**

An introduction to astronomy that highlights the observational foundations for modern theories. Topics include motions of celestial objects, eclipses, historical development, the nature of light, telescopes, properties and evolution of the solar system. Mathematics (computations and basic algebra) is used extensively throughout the course in problem sets, laboratories and exams; the relevant mathematical techniques are reviewed and practiced to aid students who lack confidence in their mathematical skills. Weekly labs emphasize the important role of observation and measurement in improving understanding and validating theories. No prerequisites. Offered every other year. Can be used as a Q course.

#### **ASTR 112P. Stars, Galaxies, and Cosmology. 1 Unit.**

An introduction to astronomy that highlights the observational foundations for modern theories. Topics include the sun, stellar properties, stellar evolution including black holes and neutron stars, the Milky Way, galactic evolution, and the structure, history, and future of the universe. Mathematics (computations and basic algebra) is used extensively throughout the course in problem sets, laboratories and exams; the relevant mathematical techniques are reviewed and practiced to aid students who lack confidence in their mathematical skills. Weekly labs emphasize the important role of observation and measurement in improving understanding and validating theories. No prerequisites. Offered every other year. Can be used as a Q course.

## Biology (BIOL)

### Courses

#### **BIOL 100. Current Perspectives Biology. 0.0 Units.**

This course encourages students to think critically about current issues in biology while they consider their own future in the life sciences. Classroom discussions, field trips, and experiential exercises led by different faculty each week will provide an overview of biology that spans the breadth of expertise in the department.

#### **BIOL 111P. The Human From Cell to Organism. 1 Unit.**

The biological study of the human using cellular, genetic, organismal, and environmental approaches. Laboratory exercises will allow students to investigate a range of topics in human biology through both observation and manipulation.

#### **BIOL 112P. Environmental Biology. 1 Unit.**

Survey of the interrelationships of humans and their environment emphasizing a basic knowledge of ecology to understand environmental problems. Laboratory exercises will allow students to investigate the natural world through both observation and manipulation. Offered at least once a year.

#### **BIOL 113P. Human Food and Nutrition. 1 Unit.**

This course offers an in-depth examination and analysis of the nutrient and chemical composition of food and its relationship to the health and well-being of the individual. The course employs an interdisciplinary approach to gain a working knowledge of the science of nutrition and explores food choices and the behaviors associated with making those choices.

#### **BIOL 116P. Aquatic and Marine Biology. 1 Unit.**

Selected readings from authors such as William Bartram, Archie Carr and John James Audubon will be used as a starting point for in-depth study of the ecology and biology of anything from alligators to coral reefs to the St. Johns River to sharks. The course topics will vary somewhat from year to year, but will focus on Florida organisms and environments.

#### **BIOL 118P. The Natural World: Systems and Processes of Science. 1 Unit.**

This is a survey course designed to introduce students to major scientific concepts from chemical, physical, earth and life sciences. With an emphasis on the ways in which scientific method is used to address questions about the natural world, the course will encompass the breadth of science from atoms and elements to ecosystems and solar systems. The laboratory portion of the course will include opportunities for students to design and execute original experiments. This course is appropriate for any student interested in gaining a broad understanding of scientific principles and practice, and will also incorporate all of the science knowledge areas required for K-6 education majors.

#### **BIOL 121P. The Biological Basis of Behavior. 1 Unit.**

The study of behavior at all levels; from cellular processes to human cognition. Specifically, this course will cover the cell biology, genetics, organ systems, and physiology underlying animal behavior. Evolutionary and ecological influences on behavior also will be addressed. The laboratory exercises will provide hands-on experiences to reinforce the concepts covered in lecture and expose students to the use of the scientific method.

#### **BIOL 141P. Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics. 1 Unit.**

The first course in a four-course introductory sequence (BIOL 141P, BIOL 142P, BIOL 243Q and BIOL 244) that meets the introductory Biology requirement for science majors and satisfies the General Education 'P' requirement. Primary topics include the molecules of life, organelle function, mitosis and meiosis, and DNA function and repair. There are three hours of lecture and three hours of laboratory per week. This course is prerequisite for all 300- and 400-level biology courses except BIOL 310 and the Junior Seminars.

#### **BIOL 142P. Introductory Biology II: Animal and Plant Physiology. 1 Unit.**

The second course in a four-course introductory sequence (BIOL 141P, BIOL 142P, BIOL 243Q and BIOL 244) that meets the introductory Biology requirement for science majors and satisfies the General Education 'P' requirement. Primary topics include the structure and function of organ systems in animals, and plant growth and reproduction. There are three hours of lecture and three hours of laboratory per week. This course is prerequisite for all upper-division biology courses except BIOL 310 and the Junior Seminars.

#### **BIOL 180. Biology Elective. 0.75 to 1 Units.**

#### **BIOL 185. Independent Study. 0.5 or 1 Units.**

#### **BIOL 190. Special Topics in Biology. 1 Unit.**

May be repeated for credit. Focused study of a contemporary issue in the life sciences. Topics vary according to interests of faculty members coordinating this class. Prerequisite may be required.

**BIOL 222V. Current Issues in Food and Nutrition. 1 Unit.**

This course focuses on Stetson's Health and Wellness Value. Designed to introduce non-science majors to basic concepts and contemporary research in nutrition. The course emphasizes the relationship of food consumption with the development of inherited predispositions for heart disease, cancer, type 2 diabetes and other disorders associated with dietary choices.

**BIOL 243Q. Biostatistics. 1 Unit.**

Required for the Biology major, this class will provide students with direct experience in the process of doing science, from study design to writing and publication. We will focus on the basics of hypothesis generation, experimental design, data analysis, and the interpretation and presentation of data. The class emphasizes a variety of techniques used in both descriptive and inferential statistics. The presentation of biological research in written and oral presentations will be covered. We will strongly stress using computers to manage, analyze, and present data. Prerequisite: BIOL 141P and BIOL 142P or ENSS 141P. This course is offered every fall.

**BIOL 244. Introductory Biology III: Ecology and Evolution. 1 Unit.**

This course provides an overview of the ecology and evolution of plants and animals. Emphasis is on models that explain the way organisms evolve and interact with one another and the environment. The process of science is emphasized through the use of examples of current research in the area of evolutionary ecology. The laboratory portion of the course is designed to increase student understanding of experimental design, and data analysis and presentation. Prerequisite: BIOL 243Q or ENSS 345Q. This course is offered every spring.

**BIOL 285. Independent Study. 1 Unit.**

Study of a topic not covered in other courses under the guidance of a professor.

**BIOL 290. Special Topics in Biology. 1 Unit.**

May be repeated for credit. Focused study of a contemporary issue in the life sciences. Topics vary according to interests of faculty members coordinating this class. Prerequisites: BIOL 141P and BIOL 142P.

**BIOL 298. Pre-Medical Student Clinical Experience. 1 Unit.**

A concentrated experience designed to expose students to actual clinical conditions and techniques. Limited to pre-med students; selection of participating students will be made by the University Health Professions Advisory Committee.

**BIOL 300. Molecular Biology and Biotechnology. 1 Unit.**

This course focuses on mechanisms and applications of molecular biology including gene expression, regulation, and biotechnology innovations. Students investigate a scientific research question through collaboration with their peers in lab, and thus explore how molecular biology is utilized in biological experimentation. Students will utilize and apply techniques of molecular biology, including DNA extraction, polymerase chain reaction, and DNA sequencing and analysis.

**BIOL 301. Microbiology. 1 Unit.**

Survey of prokaryotic organisms, especially bacteria, and their roles in various ecosystems and disease. In the laboratory students isolate and identify bacteria, construct recombinant DNA, and create a genomic library. Prerequisites: BIOL 141P and BIOL 142P. This course is usually offered every fall.

**BIOL 302. Genetics. 1 Unit.**

Introduction to genetics including Mendelian and population genetics, cytogenetics, and the nature of gene action. In the laboratory students make and examine slides of mitosis and meiosis, study Mendelian inheritance by breeding mutant fruit flies, isolate and clone a gene, and sequence the cloned gene. Prerequisites: BIOL 141P and BIOL 142P.

**BIOL 303. Comparative Vertebrate Anatomy. 1 Unit.**

Structure and function of the vertebrate body is explored in depth by comparative analysis of the major organ systems and their functional morphology among the vertebrate classes (Jawless Fish, Cartilaginous Fish, Bony Fish, Amphibians, Reptiles, Birds and Mammals). The laboratory component includes dissections of representative vertebrates (lamprey, shark, mudpuppy, rabbit) as well as study of skeletal components and skin-derived structures. Prerequisites: BIOL 141P and BIOL 142P. Offered every other year.

**BIOL 305. Flora of Florida. 1 Unit.**

Identification, classification, and evolution of the vascular plants of Florida. Laboratory exercises will include field trips that provide a chance for students to identify plants in a variety of Florida ecosystems. Prerequisites: BIOL 141P and BIOL 142P. Offered every other year.

**BIOL 306. Invertebrate Zoology. 1 Unit.**

Morphology, natural history, and evolutionary relationships of the invertebrate phyla with special emphasis on aquatic and marine invertebrates. The laboratory portion includes field trips to sandy beaches, mangrove forests, saltmarshes, seagrass beds, ponds, forests, and freshwater marshes. Lab work also includes observation and dissection of representative invertebrates. Prerequisites: BIOL 141P, BIOL 142P, BIOL 244, and either BIOL 243Q or ENSS 345Q.

**BIOL 308. Mammalogy. 1 Unit.**

A thorough examination of mammalian biology. Focus will be placed on the ecology and evolutionary biology of mammals through examination of their origins, diversity, functional morphology, reproduction, behavior, population biology, ecological roles, classification and identification. Special focus will be placed on the mammals of Florida. Laboratory sessions will include field research, molecular laboratory methods, and observation and dissection of representative organisms. Field trips to local habitats, zoological parks, and nature centers will provide an opportunity to observe and understand representative mammals. Prerequisite: BIOL 244.

**BIOL 310. Ornithology. 1 Unit.**

This course includes broad coverage of the biology of birds, including topics such as evolution and classification, anatomy and physiology, flight and aerodynamics, and selected aspects of behavior and ecology. Laboratories are spent in the field learning Florida birds and how they cope with their environment. Bird skins may be prepared from salvaged bird carcasses. No prerequisites. Offered every other year and some summers.

**BIOL 311. Marine Ecology. 1 Unit.**

This course is an exploration of biological interactions within diverse marine environments. The laboratory portion of the course will include fieldtrips to mangrove swamps, sandy beaches, and salt marshes, during which students will learn data collection techniques commonly used in coastal field biology. We will apply field observations, experimental design, and analysis of scientific literature to evaluate how interactions amongst marine organisms, such as mating, predation, and symbiosis, contribute to the function of surrounding ecosystems. We will also investigate human impacts to these ecosystems and assess best practices in marine conservation. Prerequisites: BIOL 141P, BIOL 142P, BIOL 243Q, and BIOL 244.

**BIOL 312. Marine Vertebrate Biology. 1 Unit.**

An in-depth exploration of the systematics and biology of and issues facing marine fish, sharks, reptiles, birds, and mammals. Labs will include field trips to local beach habitats and dissections of preserved specimens. Prerequisites: BIOL 141P, BIOL 142P, BIOL 244 and either BIOL 243Q or ENSS 345Q. Offered every other year.

**BIOL 313. Oceanography. 1 Unit.**

The study of ocean dynamics and how they influence marine ecosystems. A special emphasis is placed on practical applications and modeling. Topics will include plate-tectonics, properties of seawater, wind & ocean circulation, waves, tides, biological productivity, and ocean ecosystems. Students will be expected to become proficient at mathematical problem solving and interpreting data sets. Prerequisites: BIOL 141P, BIOL 142P, BIOL 244 and either BIOL 243Q or ENSS 345Q. Offered every other year.

**BIOL 314. Immunology and Hematology. 1 Unit.**

Study of defense systems of mammals and birds, particularly inducible systems leading to antibody formation and study of the components of blood and how they are measured. In the laboratory, students perform assays of blood components and do serological tests, including inducing an immune response in experimental animals.

**BIOL 315. Endocrinology. 1 Unit.**

A study of the synthesis, release, and action of hormones. Endocrine disorders are discussed to help understand homeostasis and its disruption. Experiential exercises include observing endocrine gland histology, measuring glucose and cortisol levels, and case studies. Prerequisites: BIOL 141P and BIOL 142P. Offered every third year.

**BIOL 316. Animal Behavior. 1 Unit.**

Topics covered include the genetic, neural, and physiological processes underlying behavior, and the evolution and ecology of behavior. Scientific literature is used to supplement the textbook and gain an appreciation of the approaches to the study of animal behavior. Laboratory exercises are open-ended with student groups designing experiments to investigate specific behaviors. Prerequisites: BIOL 141P and BIOL 142P. Offered every third year.

**BIOL 317. Marine Ecology. 1 Unit.**

This course is an exploration of biological interactions within diverse marine environments. The laboratory portion of the course will include fieldtrips to mangrove swamps, sandy beaches, and salt marshes, during which students will learn data collection techniques commonly used in coastal field biology. We will apply field observations, experimental design, and analysis of scientific literature to evaluate how interactions amongst marine organisms, such as mating, predation, and symbiosis, contribute to the function of surrounding ecosystems. We will also investigate human impacts to these ecosystems and assess best practices in marine conservation. Prerequisites: BIOL 141P, BIOL 142P, BIOL 244, and either BIOL 243Q or ENSS 345Q.

**BIOL 333. Limnology. 1 Unit.**

This course examines the processes that create and regulate our wonderful variety of freshwater resources, including lakes, rivers, streams, and wetlands. We investigate 1) the physical processes that underlie all life in water, 2) the chemical interactions between the organisms and their wet habitat, 3) the diversity of life in freshwater, and 4) ways to manage water bodies to our water resources and ecological systems. In particular, we highlight the unique qualities of Florida water bodies in discussion and in hands-on field trips. Prerequisites: BIOL 141P, BIOL 142P, BIOL 244 and either BIOL 243Q or ENSS 345Q. Offered every other year.

**BIOL 371V. Ecology of our Changing Earth. 1 Unit.**

This course focuses on Stetson's Environmental Responsibility Value. Study of ecological principles with emphasis on the relationship between humans and their environment. Topics explored include population growth, global climate change, biodiversity, species interactions, and environmental resource management. Students will use mathematical models, computer simulations, and observations of nature to generate a deep understanding of our dependency on the natural world. We will focus on both the causes of environmental problems and potential solutions with a strong emphasis on sustainable interactions with the biosphere. Junior Seminar.

**BIOL 372V. Microorganisms: Bane or Boon?. 1 Unit.**

This course focuses on Stetson's Health and Wellness Value. This course is a seminar course exploring the ways that microorganisms impact our lives, our nutrition, and our health by using case studies. Junior Seminar.

**BIOL 373V. A Bionic Human? The Future of Human Health and Wellness. 1 Unit.**

This course focuses on Stetson's Health and Wellness Value. This seminar is open to anyone interested in the future of Human Health and Wellness. We will consider both individual and societal perspectives. While our focus will be future technology – we will encourage critical analysis from a variety of interdisciplinary perspectives, including ethics, the law, business, government regulation, biomedical and drug discovery & clinical testing, economics, global dynamics, genetic engineering, “orphan” diseases, and more. Junior Seminar.

**BIOL 374V. Water Wars. 1 Unit.**

This course focuses on Stetson's Environmental Responsibility Value. What will be the future of conflict? Many ecologists, environmental biologists, sociologists, and political scientists, agree that future conflicts are likely to be waged over water scarcity and the quality of water resources. Historians can point to many examples of conflicts in decades past that appear to have been purely political, but in fact were waged over water sources. Tearing apart the many angles of a water conflict provides a broader prospective of the workings of the natural world and human society. This course will examine the potential causes of water conflict through geographical studies of water distribution, hydrological studies of water movement, and sociopolitical studies of different regions of the globe. Junior Seminar.

**BIOL 375V. Looking for Longleaf and other Botanical Adventures. 1 Unit.**

This course focuses on Stetson's Environmental Responsibility Value. This course examines the ways in which plants are directly and indirectly important to humans, as components of natural systems and as sources of food and medicine, using in-depth examples from several dynamic species. With a focus on Florida, students will visit local natural areas and participate in restoration of a longleaf pine community on campus. Junior Seminar.

**BIOL 385. Independent Study. 0.5 or 1 Units.**

Study of a topic not covered in other courses under the guidance of a professor. Prerequisites: 2 units advanced biology and permission of faculty member.

**BIOL 390. Special Topics Biology. 1 Unit.**

May be repeated for credit. Focused study of a contemporary issue in the life sciences. Topics vary according to interests of faculty members coordinating this class. Prerequisites: BIOL 141P and BIOL 142P.

**BIOL 395. Teaching Apprenticeship. 0.5 Units.**

Pass/Fail only. This course provides an opportunity for select Biology majors to work closely with a faculty member in planning, teaching, and assessing an introductory-level course in their major. Prerequisite: Junior or senior status and permission of the instructor. May be repeated once.

**BIOL 397. Internship in Biology. 0.5 or 1 Units.**

Pass/Fail only. Through placement in an approved setting, students will have an opportunity to enrich their classroom knowledge with experience in the field of biology. Typically, full unit internships require approximately 200 hours for the semester for a full-unit internship and 100 hours for the semester for a half-unit internship. Specific requirements will be presented by way of a contract signed by the students. Basic expectations include a journal, research paper, or appropriate work product, and a letter of evaluation from the site supervisor. Prerequisites: permission of department head and instructor, major or minor status, and successful completion of BIOL 141P and BIOL 142P. Credit may not be applied toward the major. Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact Career & Professional Development at [career@stetson.edu](mailto:career@stetson.edu) or 386-822-7315.

**BIOL 398. Internship in Aquatic/Marine Biology. 0.5 or 1 Units.**

Pass/Fail only. An opportunity for Aquatic & Marine Biology majors to apply disciplinary specific knowledge to practical situations through an internship. Students must complete a 200 hour internship with a professional outside Stetson for a full-unit internship and 100 hours with a professional outside Stetson for the semester for a half-unit internship. In addition, students will submit a written description of their accomplishments, a paper that reflects on their experiences and how well they were able to apply the concepts they learned at Stetson to their internship, and a letter of evaluation from the site supervisor. All students planning internships must obtain prior approval of the internship from the AQBY Program Director, attend pre-internship programming on campus, and sign a contract that lays out internship expectations. Pre-requisites: Permission of Program Director, major status, and successful completion of BIOL141, BIOL142, BIOL243, and BIOL244. Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact Career & Professional Development at [career@stetson.edu](mailto:career@stetson.edu) or 386-822-7315.

**BIOL 401. General Physiology. 1 Unit.**

An in-depth course on mechanisms of body function. The course is structured from a systems approach (cardiovascular, respiratory, reproductive, etc.) and will be focused on human physiology. Cross-disciplinary perspectives from molecular biology to space biology to pathology and disease mechanisms show the integrative nature of physiology as a discipline. Prerequisites: BIOL 141P and BIOL 142P.

**BIOL 405. Ecology. 1 Unit.**

The study of the relationship between organisms and their environment, with a focus on the factors that influence the abundance and distribution of organisms. In the lab sessions students conduct independent investigations of ecological principles in local habitats. Prerequisites: BIOL 141P, BIOL 142P, BIOL 244, and either BIOL 243Q or ENSS 345Q.

**BIOL 409. Neurobiology. 1 Unit.**

Anatomy and physiology of the nervous system with particular emphasis upon cellular and molecular processes. The laboratory is designed to emphasize the multidisciplinary nature of neuroscience by having students design and complete experiments using anatomical, behavioral and physiological techniques. Prerequisites: BIOL 141P and BIOL 142P. Offered every other year.

**BIOL 410. Developmental Biology. 1 Unit.**

An interactive exploration of the processes (genetic, chemical and evolutionary) that shape the embryonic development of model animal systems (plants, fruit flies, salamanders, fish and chickens). Labs will consist of a variety of experiments that allow students to gain hands-on experience with developing organisms and the chemical and environmental factors that influence them. Prerequisites: BIOL 141P, BIOL 142P, and BIOL 243Q. Usually offered every other year.

**BIOL 415. Cancer Biology. 1 Unit.**

This course explores the cellular and molecular hallmarks of cancer. Topics will include oncogenes, tumor suppressor genes, DNA damage and repair, angiogenesis, invasion, metastasis and current cancer treatments. Student will learn how mutagens and carcinogens contribute to the development of cancer and explore the various differences between malignant and non-malignant cells. Prerequisite: BIOL 141P, BIOL 142P, BIOL 243Q and either BIOL 302, BIOL 320, or BIOL 420.

**BIOL 422. Molecular Ecology. 1 Unit.**

This course explores the use of molecular genetic markers to study the ecology and evolution of natural populations. Includes an introduction to population genetics, phylogenetic theory and computer analysis of molecular data. Prerequisites: BIOL 141P, BIOL 142P, BIOL 244, and either BIOL 243Q or ENSS 345Q.

**BIOL 425. Cell Biology. 1 Unit.**

An in-depth course on cellular structure and function. Focus will be primarily on eukaryotic cells, but prokaryotic examples will also be discussed. A strong component of molecular biology is included to elucidate experiments designed to better understand cellular components and structural interactions, regulation of cell function and cell interactions with other cells and the local environment. Prerequisite: BIOL 141P and BIOL 142P, or co-requisite of BIOL 243Q.

**BIOL 444V. Conservation Biology. 1 Unit.**

This course focuses on Stetson's Environmental Responsibility Value. This course provides an interdisciplinary look at the causes of conservation problems, such as species extinctions and loss or degradation of ecosystem function. Once defined, we analyze an array of approaches to rectifying or minimizing these problems. During the first half of the semester, laboratory exercises focus on techniques for studying species diversity and distributions. During the second half of the semester, we attack a real, local conservation problem using community-based research. Prerequisites: BIOL 141P, BIOL 142P, BIOL 244, and either BIOL 243Q or ENSS 345Q.

**BIOL 450. Plant Ecology. 1 Unit.**

This course investigates principles of plant growth, reproduction, anatomy, and physiology as they relate to whole plant adaptation. We will use evolutionary principles to understand adaptation to the environment and to elucidate strategies for maximizing reproductive success, avoiding predation, and maximizing carbon gain while avoiding water loss. Lectures and laboratory sessions will complement the study of basic botanical concepts with an emphasis on the ecological and evolutionary implications of plant structure and function. Prerequisites: BIOL 141P, BIOL 142P, BIOL 244, and either BIOL 243Q or ENSS 345Q.

**BIOL 485. Independent Study. 0.25 to 1 Units.**

Study of a topic not covered in other courses under the guidance of a professor. Prerequisites: 2 units advanced biology and permission of faculty member.

**BIOL 490. Special Topics in Biology. 1 Unit.**

May be repeated for credit. Focused study of a contemporary issue in the life sciences. Topics vary according to interests of faculty members coordinating this class. Prerequisites: BIOL 141P and BIOL 142P.

**BIOL 497. Research Proposal. 0.5 Units.**

Taken in spring of the junior year, a research proposal is written and defended prior to undertaking senior project. Prerequisites: BIOL 141P, BIOL 142P and either BIOL 243Q or ENSS 345Q. Writing enhanced course.

**BIOL 498. Senior Project I. 1 Unit.**

This is the capstone of the undergraduate experience in biology in which students are trained to become research colleagues. Initiated with a proposal in the junior year (BIOL 497), data collection and synthesis for the senior research project is completed in this course. Students will present their research findings in writing and through oral presentations in the spring semester (BIOL 499). Most projects are completed in a faculty member's laboratory, but approved off-campus mentors may be acceptable. Prerequisites: BIOL 141P, BIOL 142P, BIOL 497 and either BIOL 243Q or ENSS 345Q.

**BIOL 499. Senior Project II. 0.5 to 1 Units.**

Following the completion of data collection and analysis in BIOL 498, students will strengthen their written and oral communication skills by: 1) writing a scientific paper, in the form of primary literature in their discipline and 2) preparing both a poster and oral presentation in the style used at scientific conferences. Prerequisites: BIOL 141P, BIOL 142P, BIOL 497, BIOL 498 and either BIOL 243Q or ENSS 345Q. Writing Enhanced course.

## Chemistry (CHEM)

### Courses

**CHEM 110P. The Chemistry of Everyday Things. 1 Unit.**

This course is a survey of the theories and ideas behind chemicals encountered in daily life. Topics include petroleum and alternative fuels, nutrition, nuclear energy, DNA, plastics, and medicines. No prior knowledge of chemistry is assumed.

**CHEM 111P. Beyond Fossil Fuels: Alternative Energy Choices. 1 Unit.**

This course is an introduction to the science behind traditional alternative energy sources, such as nuclear, solar, wind and geothermal, with a particular emphasis on emerging technologies like bio-fuels (for combustion) and bio-fuels and hydrogen (for use in fuel cells). The economic, environmental, and other societal advantages and disadvantages associated with the large scale implementation of each are explored and contrasted.

**CHEM 112P. The Chemistry of Food. 1 Unit.**

This course is an introduction to the chemistry of various foods and drink. Fundamental concepts of biology and chemistry will be addressed in the context of food and cooking. Topics covered in class and in lab will include the nature of foods and their chemical composition, changes caused by cooking, and the principles underlying food processing.

**CHEM 141P. General Chemistry I. 1 Unit.**

This course is the first in a two-semester introductory course sequence for science majors. The topics covered will include stoichiometry, states of matter, the gas laws, reactions in aqueous solutions including acid-base and oxidation-reduction concepts, atomic structure and the periodic relationships among elements, molecular structure and theories of bonding. The course will consist of three lectures and one three-hour laboratory per week. Prerequisite to all advanced chemistry courses. Offered every fall semester.

**CHEM 142P. General Chemistry II. 1 Unit.**

This course is the second in a two-semester introductory course sequence for science majors. The topics covered will include intermolecular forces in liquids and solids, the physical properties of solutions, acid-base and redox titrations, chemical equilibria, elementary chemical thermodynamics, kinetics, electrochemistry, and an overview of the descriptive chemistries of the elements including metallurgical principles. The course will consist of three lectures and one three-hour laboratory per week. Prerequisite to all advanced chemistry courses. Prerequisite: CHEM 141P. Offered every spring semester.

**CHEM 180. Chemistry Elective. 0.75 to 1 Units.****CHEM 190. Special Topics in Chemistry. 1 Unit.****CHEM 201. Organic Chemistry I. 1 Unit.**

This course is a survey of fundamental topics in organic chemistry including the properties and reactivities of alkanes, alkenes, alkynes, alkyl halides, alcohols, and radicals. Infrared spectroscopy, nomenclature, stereochemistry, multistep synthesis, electron delocalization, and radicals will also be discussed. The course will consist of three lectures and one four hour laboratory per week. Prerequisite: CHEM 142P. Offered every fall semester.

**CHEM 202. Inorganic Chemistry. 1 Unit.**

This course consists of a survey of fundamental topics covering the chemistry of the elements. Emphasis is on structure and bonding, periodic trends in atomic and ionic properties, the chemistry of crystalline solids, and the coordination chemistry of metals. The course will consist of three lectures and one three-hour laboratory per week. Prerequisite: CHEM 142P. Offered every spring semester.

**CHEM 203. Physical Chemistry. 1 Unit.**

This course consists of a broad survey of physical chemistry. Topics include atomic and molecular quantum mechanics, chemical thermodynamics and kinetics. The course will consist of three lectures and one three-hour laboratory per week. Prerequisites: MATH 142Q and either PHYS 122P or PHYS 142P, with CHEM 301 strongly recommended. Offered every fall semester.

**CHEM 204. Biochemistry I. 1 Unit.**

This course consists of an introduction to biochemistry. Topics include protein structure and function, enzymatic catalysis and kinetics, mechanisms and regulation of DNA replication, RNA transcription, protein translation, and a survey of metabolism. Three hours of lecture and one three hour laboratory per week. Offered every spring semester. Submitted course description change: This course consists of an overview of essential biochemical concepts covering the following areas: 1) acid-base chemistry, 2) thermodynamics, 3) the structures and properties of amino acids, carbohydrates, nucleic acids, and lipids, 4) protein structure and function, 5) mechanisms and kinetics of enzymatic catalysis, and 6) an introduction to key themes of metabolism. Biochemistry I is designed to strengthen problem solving and critical thinking skills. The course will consist of three hours of lecture and one three hour laboratory per week. Prerequisite: CHEM 201. CHEM 301 is recommended. Offered every spring semester.

**CHEM 205. Analytical Chemistry. 1 Unit.**

This course reviews the fundamentals of analytical chemistry, including statistical methods and selected classical methods of analysis, proceeding to an introduction to instrumental methods, with treatments of electrochemical and elementary spectrochemical analysis, as well as chemical separations. The course will consist of three lectures and one three-hour laboratory per week. Prerequisite: CHEM 201. Offered every spring semester.

**CHEM 285. Independent Study. 0.5 to 1 Units.****CHEM 290. Special Topics in Chemistry. 1 Unit.****CHEM 298. Pre-Medical Student Clinical Experience. 1 Unit.**

This course is a concentrated experience designed to expose the student to actual clinical conditions and techniques. The course is limited to second year pre-med students; selection of participating students will be made by the University Health Professions Advisory Committee in consultation with the cooperating clinical physicians. The course is offered only in four-week summer terms. Also offered as BIOL 298. This course cannot be used to satisfy the Chemistry Minor.

**CHEM 300V. Chemistry: A Global Perspective. 1 Unit.**

This course focuses on Stetson's Environmental Responsibility Value. This course will introduce students to chemistry from the perspective of the role it plays on a global scale. Students will learn about chemistry from a historical perspective which will be tied into the emergence of chemistry as a global engine of change with respect to socio-economic impact. Junior Seminar.

**CHEM 301. Organic Chemistry II. 1 Unit.**

This course consists of an exploration of more advanced topics in organic chemistry including the properties and reactivities of benzene and its derivatives, carbonyl compounds, and amines. NMR spectroscopy, redox reactions, and synthetic polymers will also be discussed along with biological molecules such as carbohydrates, proteins, and nucleic acids. The course will consist of three lectures and one four hour laboratory per week. Prerequisite: CHEM 201. Offered every spring semester.

**CHEM 302. Biological Inorganic Chemistry. 1 Unit.**

This course consists of an exploration of the roles played by metal ions in biological systems. Topics discussed include the importance of various metals in biochemistry, the structure and function of metalloproteins, and the interaction of metal-containing compounds with biological molecules. Prerequisite: CHEM 201. At least one in-depth chemistry course from among CHEM 302, CHEM 303, CHEM 305, CHEM 306, CHEM 307, CHEM 308, and CHEM 309 will be offered each semester.

**CHEM 303. Advanced Physical Chemistry. 1 Unit.**

This course consists of an in-depth study of selected topics from CHEM 203, with an emphasis on molecular spectroscopy, molecular symmetry, statistical mechanics and the kinetic theory of gases. The course will consist of three lectures and one three-hour laboratory per week. Prerequisite: CHEM 203. At least one in-depth chemistry course from among CHEM 302, CHEM 303, CHEM 305, CHEM 306, CHEM 307, CHEM 308, and CHEM 309 will be offered each semester.

**CHEM 304. Biochemistry II. 1 Unit.**

This course consists of a more in-depth exploration of the molecular mechanisms behind selected topics covered in CHEM 204, as well as additional topics such as biochemical energetics, organelle function, and the molecular mechanisms of disease. The course will consist of three hours of lecture and one three hour laboratory per week. Prerequisite: CHEM 204 and BIOL 142P. Offered every fall semester.

**CHEM 305. Instrumental Analysis: Forensic Chemistry. 1 Unit.**

This course consists of a rigorous survey of modern instrumental chemical analysis, including spectroscopic methods, gas chromatography, high performance liquid chromatography, electroanalytical techniques, and capillary electrophoresis. The course will consist of three lectures and one three-hour laboratory per week. Prerequisites: CHEM 205 and CHEM 203. At least one in-depth chemistry course from among CHEM 302, CHEM 303, CHEM 305, CHEM 306, CHEM 307, CHEM 308, and CHEM 309 will be offered each semester.

**CHEM 306. Spectra and Structure. 1 Unit.**

This course consists of an intensive study of modern infrared, magnetic resonance, and mass spectral methods of analysis as applied to structure determination in organic chemistry. The course will consist of three lectures and one three-hour laboratory per week. Prerequisites: CHEM 301 and CHEM 203. At least one in-depth chemistry course from among CHEM 302, CHEM 303, CHEM 305, CHEM 306, CHEM 307, CHEM 308, and CHEM 309 will be offered each semester.

**CHEM 307. Nucleic Acid Structure, Function, and Metabolism. 1 Unit.**

This course consists of an overview of essential concepts from the following areas: 1) prebiotic chemistry and the origins of the components of DNA and RNA, 2) the structure, function and metabolism (biosynthesis and degradation) of DNA and RNA, 3) an overview of DNA replication, mRNA transcription, and protein translation, and 4) nucleic acid-based technology. The course will consist of three lectures per week and one 3-hour laboratory. Prerequisite: CHEM 204. CHEM 301 and CHEM 304 are recommended. At least one in-depth chemistry course from among CHEM 302, CHEM 303, CHEM 305, CHEM 306, CHEM 307, CHEM 308, and CHEM 309 will be offered each semester.

**CHEM 308. Advanced Organic Chemistry. 1 Unit.**

This course will provide an advanced study of modern synthetic reactions, mechanisms, and spectroscopic methods. The synthesis of complex organic molecules will be discussed with an emphasis on strategy and controlling stereochemistry. The course will consist of three lectures and one four hour laboratory per week. Prerequisite: CHEM 301. At least one in-depth chemistry course from among CHEM 302, CHEM 303, CHEM 305, CHEM 306, CHEM 307, CHEM 308, and CHEM 309 will be offered each semester.

**CHEM 309. Advanced Environmental Chemistry. 1 Unit.**

This course consists of advanced environmental chemistry topics. Principles of chemistry, such as kinetics and equilibrium, are used to describe the sources, fates and transformations of components in the environment. Topics include renewable energy, ozone depletion, climate change, air and water pollution. The course will consist of three lectures and one three-hour laboratory per week. Prerequisite: CHEM 201. At least one in-depth chemistry course from among CHEM 302, CHEM 303, CHEM 305, CHEM 306, CHEM 307, CHEM 308, and CHEM 309 will be offered each semester.

**CHEM 385. Independent Study. 0.5 or 1 Units.****CHEM 390. Special Topics in Chemistry. 1 Unit.****CHEM 395. Teaching Apprenticeship. 0.5 Units.**

Pass/Fail only. This course provides an opportunity for select chemistry majors or minors to work closely with a faculty member in planning, teaching, and evaluating a lower-division course. The student also pursues independent study in the subject matter of the course. Prerequisite: junior or senior status and permission of the department chair. May be repeated once.

**CHEM 397. Internship in Chemistry/Biochemistry. 0.5 or 1 Units.**

Students complete an internship in an area related to chemistry and/or biochemistry in an applied setting, working with a professional outside Stetson. Full-unit internships required 140 hours for the semester; half-unit internships require 70 hours for the semester. Specific requirements/expectations will be presented by way of a contract signed by the student. Basic expectations include a journal, research paper, or appropriate work product, and a letter of evaluation from the site supervisor. Prerequisites: permission of department chair, major or minor status, and junior or senior standing. May be repeated for credit with permission of department head, but internship credit may not be applied as a substitute for any major, minor, or collateral requirements. Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact Career & Professional Development at [career@stetson.edu](mailto:career@stetson.edu) or 386-822-7315.

**CHEM 485. Independent Study. 0.5 or 1 Units.****CHEM 490. Special Topics in Chemistry. 1 Unit.****CHEM 498. Research Proposal. 1 Unit.**

This course is an introduction to the Senior Research Project, including computer searches of chemical literature databases, analysis of peer reviewed chemistry publications, scientific writing and presentation training, the preparation of a written research proposal, and the oral presentation of the research proposal. Prerequisites: Two in-depth courses. Writing Enhanced course.

**CHEM 499. Senior Project. 1 Unit.**

This course consists of an original investigation undertaken in the senior year under the direction of a professor, the preparation of a written scientific research report, and an oral presentation of research results. The course will include twelve hours of laboratory work per week. Prerequisites: Three in-depth courses, CHEM 498.

## Chinese (CHIN)

### Courses

**CHIN 101. Elementary Mandarin Chinese I. 1 Unit.**

For students who have had no previous Mandarin or who placed at that level. This course creates the foundation for the acquisition of speaking, listening, writing and reading skills in Mandarin. Cultural topics will be an integral part of the language learning. Not open to native speakers.



**CHIN 102L. Elementary Mandarin Chinese II. 1 Unit.**

For students who have completed CHIN 101 and for those who have had more than two years of regular high-school Mandarin whose placement scores indicate admission to this level. This course focuses on the further acquisition and development of basic Mandarin language skills and expanding the foundation for cultural competency toward the Mandarin speaking countries. Prerequisite: CHIN 101. Not open to native speakers.

## Computer Information Systems (CINF)

### Courses

**CINF 190. Special Topics in Computer Information Systems. 1 Unit.**

This is an introductory-level course with varied content designed by faculty to delve into topics that are not typically taught in existing courses. The sophistication and rigor of the content is consistent with courses that are offered in the second or third year of study in the department.

**CINF 201. Database Systems. 1 Unit.**

This course is an introduction to relational database systems, including requirements gathering, database design and modeling, normalization, implementation using an enterprise database management system, SQL programming and query optimization, OLTP and OLAP. A brief introduction to NoSQL databases is included. Offered annually, either fall or spring. Prerequisite: CSCI 111 or CSCI 142 or CSCI 261 or permission of instructor.

**CINF 285. Independent Study. 0.5 or 1 Units.**

A faculty mentored course designed to cover content not addressed by current courses. By design, the study usually includes only one or two students who are led by a faculty member. Occasionally, an independent study may be used to offer an existing course because of extenuating circumstances. The sophistication and rigor of the content is consistent with courses that are offered in the second or third year of study in the department.

**CINF 290. Special Topics in Computer Information Systems. 1 Unit.**

A course designed by faculty to delve into topics that are not typically taught in existing courses. The sophistication and rigor of the content is consistent with courses that are offered in the second or third year of study in the department.

**CINF 301. Web Application Development. 1 Unit.**

Implementation of Web applications, treating both the client and the server, with an emphasis on database driven applications that includes logical and physical database design, entity-relationship modeling, and database normalization. Possible development environments include PHP, JavaScript, and MySQL. Offered every spring semester. Prerequisite: CSCI 221.

**CINF 304. Mobile Computing. 1 Unit.**

This course introduces mobile computing and mobile application development. Topics include: overview of various mobile computing applications and technologies, challenges in mobile computing, architectures that provide the network and communications infrastructure for mobile-enabled devices, design of modern distributed software systems, software development for mobile platforms. Offered based on student demand. Prerequisite CSCI 221.

**CINF 351V. Ethics and Technology. 1 Unit.**

This course focuses on Stetson's Ethical or Spiritual Inquiry Value. This course is intended to enable students to understand and to respond to the legal and ethical issues that arise from the utilization of information technology. Students will explore ethical and social issues arising from the computerization of industry and government, with emphasis on copyright, security, and privacy issues. The primary focus of the course will be the determination of the weight that these ethical and social issues should have in the design, implementation, and uses of present and anticipated applications of information technology. Offered annually, either fall or spring. Junior Seminar.

**CINF 385. Independent Study. 0.5 or 1 Units.**

A faculty mentored course designed to cover content not addressed by current courses. By design, the study usually includes only one or two students who are led by a faculty member. Occasionally, an independent study may be used to offer an existing course because of extenuating circumstances. The sophistication and rigor of the content is consistent with courses that are offered in the third or fourth year of study in the department.

**CINF 390. Special Topics in Computer Information Systems. 1 Unit.**

A course designed by faculty to delve into topics that are not typically taught in existing courses. The sophistication and rigor of the content is consistent with courses that are offered in the third or fourth year of study in the department. May be repeated for credit.

**CINF 397. Internship in Computer Information Systems. 0.5 or 1 Units.**

Students are expected to complete an internship of varying time length with an outside company or organization. Emphasis is on a relevant learning environment and acquisition of appropriate career skills at a suitable level of authority and responsibility. Prerequisite: approval of chair and faculty supervisor. Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact Career & Professional Development at [career@stetson.edu](mailto:career@stetson.edu) or 386-822-7315.

**CINF 401. Big Data Mining and Analytics. 1 Unit.**

This course is a survey of the means of acquiring, storing, accessing and analyzing large data sets. Topics include using common data sources and APIs for acquiring data related to social networks, science, including medicine and health, finance, economics, journalism, government and marketing, storing and accessing data via high performance distributed systems and relational and non-relational databases, and statistical and machine learning algorithms for mining and analyzing data. Offered every spring semester. Prerequisite: CSCI 221 or permission of instructor.

**CINF 485. Independent Study. 0.5 or 1 Units.**

A faculty mentored course designed to cover content not addressed by current courses. By design, the study usually includes only one or two students who are led by a faculty member. Occasionally, an independent study may be used to offer an existing course because of extenuating circumstances. The sophistication and rigor of the content is consistent with courses that are offered in the fourth year of study in the department.

**CINF 490. Special Topics in Computer Information Systems. 1 Unit.**

A course designed by faculty to delve into topics that are not typically taught in existing courses. The sophistication and rigor of the content is consistent with courses that are offered in the fourth year of study in the department.

**CINF 498. Senior Project I. 1 Unit.**

Students will select a topic in computer information systems, and work on it in collaboration with a faculty member. The student will develop a statement of the problem to be studied, the methods to be used, and the background information needed to solve the problem. The student will write a project proposal including any preliminary results and present the problem and results to the department. Prerequisite: Any three CSCI or CINF courses at the 300 level or above. Writing Enhanced course.

**CINF 499. Senior Project II. 1 Unit.**

Students will extend their research project started in CINF498. The student will write a final paper, and present the results to the department. Prerequisite: CINF 498. Writing Enhanced course.

## Computer Information Systems (CINF)

### Courses

**CINF 190. Special Topics in Computer Information Systems. 1 Unit.**

This is an introductory-level course with varied content designed by faculty to delve into topics that are not typically taught in existing courses. The sophistication and rigor of the content is consistent with courses that are offered in the second or third year of study in the department.

**CINF 201. Database Systems. 1 Unit.**

This course is an introduction to relational database systems, including requirements gathering, database design and modeling, normalization, implementation using an enterprise database management system, SQL programming and query optimization, OLTP and OLAP. A brief introduction to NoSQL databases is included. Offered annually, either fall or spring. Prerequisite: CSCI 111 or CSCI 142 or CSCI 261 or permission of instructor.

**CINF 285. Independent Study. 0.5 or 1 Units.**

A faculty mentored course designed to cover content not addressed by current courses. By design, the study usually includes only one or two students who are led by a faculty member. Occasionally, an independent study may be used to offer an existing course because of extenuating circumstances. The sophistication and rigor of the content is consistent with courses that are offered in the second or third year of study in the department.

**CINF 290. Special Topics in Computer Information Systems. 1 Unit.**

A course designed by faculty to delve into topics that are not typically taught in existing courses. The sophistication and rigor of the content is consistent with courses that are offered in the second or third year of study in the department.

**CINF 301. Web Application Development. 1 Unit.**

Implementation of Web applications, treating both the client and the server, with an emphasis on database driven applications that includes logical and physical database design, entity-relationship modeling, and database normalization. Possible development environments include PHP, JavaScript, and MySQL. Offered every spring semester. Prerequisite: CSCI 221.

**CINF 304. Mobile Computing. 1 Unit.**

This course introduces mobile computing and mobile application development. Topics include: overview of various mobile computing applications and technologies, challenges in mobile computing, architectures that provide the network and communications infrastructure for mobile-enabled devices, design of modern distributed software systems, software development for mobile platforms. Offered based on student demand. Prerequisite CSCI 221.

**CINF 351V. Ethics and Technology. 1 Unit.**

This course focuses on Stetson's Ethical or Spiritual Inquiry Value. This course is intended to enable students to understand and to respond to the legal and ethical issues that arise from the utilization of information technology. Students will explore ethical and social issues arising from the computerization of industry and government, with emphasis on copyright, security, and privacy issues. The primary focus of the course will be the determination of the weight that these ethical and social issues should have in the design, implementation, and uses of present and anticipated applications of information technology. Offered annually, either fall or spring. Junior Seminar.

**CINF 385. Independent Study. 0.5 or 1 Units.**

A faculty mentored course designed to cover content not addressed by current courses. By design, the study usually includes only one or two students who are led by a faculty member. Occasionally, an independent study may be used to offer an existing course because of extenuating circumstances. The sophistication and rigor of the content is consistent with courses that are offered in the third or fourth year of study in the department.

**CINF 390. Special Topics in Computer Information Systems. 1 Unit.**

A course designed by faculty to delve into topics that are not typically taught in existing courses. The sophistication and rigor of the content is consistent with courses that are offered in the third or fourth year of study in the department. May be repeated for credit.

**CINF 397. Internship in Computer Information Systems. 0.5 or 1 Units.**

Students are expected to complete an internship of varying time length with an outside company or organization. Emphasis is on a relevant learning environment and acquisition of appropriate career skills at a suitable level of authority and responsibility. Prerequisite: approval of chair and faculty supervisor. Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact Career & Professional Development at [career@stetson.edu](mailto:career@stetson.edu) or 386-822-7315.

**CINF 401. Big Data Mining and Analytics. 1 Unit.**

This course is a survey of the means of acquiring, storing, accessing and analyzing large data sets. Topics include using common data sources and APIs for acquiring data related to social networks, science, including medicine and health, finance, economics, journalism, government and marketing, storing and accessing data via high performance distributed systems and relational and non-relational databases, and statistical and machine learning algorithms for mining and analyzing data. Offered every spring semester. Prerequisite: CSCI 221 or permission of instructor.

**CINF 485. Independent Study. 0.5 or 1 Units.**

A faculty mentored course designed to cover content not addressed by current courses. By design, the study usually includes only one or two students who are led by a faculty member. Occasionally, an independent study may be used to offer an existing course because of extenuating circumstances. The sophistication and rigor of the content is consistent with courses that are offered in the fourth year of study in the department.

**CINF 490. Special Topics in Computer Information Systems. 1 Unit.**

A course designed by faculty to delve into topics that are not typically taught in existing courses. The sophistication and rigor of the content is consistent with courses that are offered in the fourth year of study in the department.

**CINF 498. Senior Project I. 1 Unit.**

Students will select a topic in computer information systems, and work on it in collaboration with a faculty member. The student will develop a statement of the problem to be studied, the methods to be used, and the background information needed to solve the problem. The student will write a project proposal including any preliminary results and present the problem and results to the department. Prerequisite: Any three CSCI or CINF courses at the 300 level or above. Writing Enhanced course.

**CINF 499. Senior Project II. 1 Unit.**

Students will extend their research project started in CINF498. The student will write a final paper, and present the results to the department. Prerequisite: CINF 498. Writing Enhanced course.

## Communication Studies (COMM)

### Courses

**COMM 190. Special Topics in Communication Studies. 0.5 or 1 Units.**

Intensive study of selected topics related to the Communication field. May be repeated for credit with different content.

**COMM 201. Public Speaking. 1 Unit.**

Study of the principles of public address to include the preparation and delivery of various types of speeches. Offered in fall and spring semesters.

**COMM 210V. Communication and Media Ethics. 1 Unit.**

This course focuses on Stetson's Ethical and Spiritual Inquiry Value. An introductory exploration into the concepts of communicative choice and responsibility as they relate to specific problems and questions in communication and media. Generally offered in fall semesters.

**COMM 221S. Interpersonal Communication. 1 Unit.**

A study of the principles and application of verbal and nonverbal communication between people, and the effect of this communication on relationships and experience. Generally offered in fall and spring semesters.

**COMM 228S. Intercultural Communication. 1 to 1.25 Unit.**

A study of the issues which influence communication, including verbal and nonverbal interaction, analysis and understanding of context, problems of diversity, and ethical concerns. Can be used as a V course. Generally offered at least once a year.

**COMM 231. Critical Studies of Mass Media. 1 Unit.**

A critical survey of the various aspects of the mass media focusing on television, film, advertisement, new media, and music. Generally offered at least once a year.

**COMM 241A. Visual Communication. 1 Unit.**

A study of the ways in which visual texts are designed to communicate creatively and persuasively. Students will interpret and develop a critical understanding of a wide variety of visual artifacts. Attention will be given to the varying purposes visual texts and artifacts serve in cultures and how producers of visual texts and artifacts design their creations to communicate specific values and messages to audiences. Generally offered at least once a year.

**COMM 285. Independent Study. 0.5 or 1 Units.**

Independent studies are intended to provide an opportunity for students with strong interest and initiative to pursue the study of a specific topic. They are arranged by mutual agreement between faculty member and student. Before agreeing to supervise an independent study, ordinarily a faculty member will ask the student to present a clear, written proposal for the work to be completed. Does not count toward major or minor requirements. Prerequisite: permission of instructor.

**COMM 290. Special Topics in Communication Studies. 1 Unit.**

Intensive study of selected topics related to the Communication field. May be repeated for credit with different content.

**COMM 301. Qualitative Theory and Methodology. 1 Unit.**

An exploration of a variety of qualitative research approaches in communication studies, with emphasis on epistemology (ways of knowing), methodology (ways of examining), and representation (ways of writing and reporting). This course should be taken in the junior year in preparation for the senior research sequence. Generally offered in fall and spring semesters. Prerequisite: COMM 210V, COMM 221S, COMM 228S, COMM 231, or COMM 241A.

**COMM 302. Rhetorical Theory and Criticism. 1 Unit.**

A study of modern theories of rhetoric and how these theories affect the practice of criticism. The course grounds students in theory and allows them to begin to construct theoretical models. Students then move to analyzing and critiquing public discourse. This course should be taken in the junior year in preparation for the senior research sequence. Generally offered in fall and spring semesters. Prerequisite: COMM 210V, COMM 221S, COMM 228S, COMM 231, or COMM 241A.

**COMM 303. Media Theory and Analysis. 1 Unit.**

This course provides an opportunity for in-depth study of the media by equipping students with extensive knowledge of a range of analytical strategies often used for systematic interpretation and evaluation of media texts, processes, and institutions. The course combines methodological and theoretical perspectives with hands-on applications to cultivate literacy and understanding of the impact media have on contemporary civic life. Generally offered at least once every two years.

**COMM 311. Classical Rhetoric. 1 Unit.**

A study of ancient theories of rhetoric, providing an understanding and appreciation of rhetorical traditions, as well as a grounding for developing a modern theory of rhetoric and rhetorical criticism. Writing enhanced course. Generally offered at least once every four years.

**COMM 314B. Rhetoric, Culture, and Identity. 1 Unit.**

Rhetorical concepts will be applied to gaining a critical understanding of the role of language and symbols in the formation of cultures and identities. The course may be taught with varied emphases such as the role of rhetoric in the formation of regional, national, ethnic, gendered, visual, or online cultures and identities. Writing-intensive course. Generally offered at least once every two years.

**COMM 316. Argumentation. 1 Unit.**

A study of the theory and practices of practical argumentation in the personal, technical, and public spheres.

**COMM 321V. Gender in Communication. 1 Unit.**

This course focuses on Stetson's Human Diversity Value. A study of the relationship between gender and communication theory and practice. Generally offered at least once every two years.

**COMM 325. Organizational Communication. 1 Unit.**

A study of the theory and practice of internal and external organizational communication.

**COMM 327V. Health Communication. 1 Unit.**

This course focuses on Stetson's Health and Wellness Value. This course provides an introduction to the field of health communication, including origins and development, and an overview of several areas of the field such as information technologies in health communication, social support, the social construction of health, illness & health narratives, client-provider communication, and communication in health-care organizations. Concerned with issues in the theory and practice of health communication, this seminar is a study of communication roles in health, including the relationship between health communication and well-being. Service-learning in the community is integrated into the design of the class.

**COMM 328B. Food, Communication and Culture. 1 Unit.**

This course specifically addresses food as communication/communication as food in the areas of food discourse, social identities, social & cultural values, environmental issues, and relationships (interpersonal & organizational). We will consider and analyze the various relationships between communication and food and the influence on society. Generally offered at least once every two years.

**COMM 333. Communication and Technology. 1 Unit.**

This course examines the relationship between technology and human communication with the goal of understanding how technology changes not only how we communicate, but how we understand concepts such as human nature, community, relationships, value, and the future. Generally offered at least once every two years.

**COMM 335V. Crime and Punishment in Media. 1 Unit.**

This course examines media and cultural representations of criminality, illegality, dangerousness, terror, violence, and deviance as well as the impact of these representations on societal, political, and legal responses to criminal acts. To that end, students will survey different critiques and theories of social construction of crime, justice, and social order. Equipped with these tools they will evaluate the context for these processes and how they affect historical and contemporary public debates about topics such as immigration, public health, protest and social unrest, threats to the nation-state, and reproductive rights. Junior Seminar. Generally offered at least once every three years.

**COMM 336V. Food and Nutrition in the Media. 1 Unit.**

This course focuses on Stetson's Health and Wellness Value. Does the communication messages about food and nutrition portrayed in the media shape how we define and make choices for our health? Through critical analysis of the media and cultural performance (gender, race, class, sexuality, age), this seminar is designed to explore possible influences on our perceptions of food and nutrition and how, in turn, this may affect our well-being. This class will examine print/film/television and other media and communication forms as they pertain to these ideas. Junior Seminar. Generally offered once every three years.

**COMM 337V. Environmental Communication. 1 Unit.**

This course focuses on Stetson's Environmental Responsibility Value. This course will develop the ability to think critically about the way humans communicate about their varied relationships to the Earth. A sense of the history of environmental communication will be gained through analysis of texts by conservationists. An understanding of contemporary communication related to the Earth will be gained through analysis of the texts and contexts of environmental controversies, disasters, and policy debates. Generally offered at least once a year.

**COMM 338V. Rhetoric of the Anti-Apartheid Movement in South Africa. 1 Unit.**

This course focuses on Stetson's Social Justice Value. A rhetorical study of the anti-apartheid movement in South Africa in the mid to late twentieth century. Students will investigate critically how issues of humanity, equality, and social justice were framed rhetorically in their historical and cultural context by anti-apartheid activists as well as those who sought to maintain apartheid. Students will also analyze retrospective media depictions of the movement. Junior Seminar.

**COMM 339V. Rhetoric of War Films. 1 Unit.**

This course focuses on Stetson's Social Justice Value. A rhetorical study of pro- and anti-war films to include examination of the social impact of artistic discourse. Students will critically investigate and analyze the theory and practice of film and rhetoric. Junior Seminar. Generally offered at least once every three years.

**COMM 359V. Gender, Sexuality, and Reality in Media. 1 Unit.**

This course focuses on Stetson's Human Diversity Value. A critical examination of media in American culture, including film, literature, and television, considering how it is constructed and what it communicates about sex, gender, and sexuality. May be cross-listed with AMST 359V. Junior Seminar. Generally offered at least once every three years.

**COMM 385. Independent Study. 0.5 or 1 Units.**

Independent studies are intended to provide an opportunity for students with strong interest and initiative to pursue the study of a specific topic. They are arranged by mutual agreement between faculty member and student. Before agreeing to supervise an independent study, ordinarily a faculty member will ask the student to present a clear, written proposal for the work to be completed. Does not count toward major or minor requirements. Prerequisite: permission of instructor.

**COMM 390. Special Topics in Communication Studies. 1 Unit.**

May be repeated for credit. Intensive study of selected topics related to the Communication field. May be repeated for credit with different content.

**COMM 391. Special Topics in Communication Studies (Applied). 1 Unit.**

May be repeated for credit. Intensive study of selected topics related to the Communication field. May be repeated for credit with different content.

**COMM 395. Teaching Apprenticeship. 0.5 Units.**

Pass/Fail only. A teaching apprenticeship provides an opportunity for a student with especially strong interest and ability in a given subject area to achieve an even deeper understanding by facilitating implementation of a course. Students may be involved in, but not limited to, class observations, goals and strategies discussions with the instructor, and some teaching responsibilities in and out of the classroom. The student also acts as a resource for students for reinforcement of key concepts. The apprenticeship is arranged by mutual agreement between the faculty member and the student. Such an experience is especially beneficial for students interested in oral communication, teaching and academia. Prerequisite: permission of instructor. May be repeated once.

**COMM 397. Internship in Communication and Media Studies. 0.5 or 1 Units.**

This course allows the student to complete an internship in an area related to communication or media. Depending on credit awarded, students will be required to work 70 or 140 hours at the internship site, present an evaluative daily journal, a paper and/or a portfolio, and a letter of evaluation from the field supervisor. Prerequisites: Permission of instructor, at least junior standing as a COMM major or minor. May be repeated for credit up to 2 units, but a maximum of 1 unit may be applied to the major. Offered in fall, spring, and summer. Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact Career & Professional Development at [career@stetson.edu](mailto:career@stetson.edu) or 386-822-7315.

**COMM 411. Philosophy of Communication. 1 Unit.**

A study of the philosophical underpinnings of rhetoric and communication, leading to the construction of communication theory. Designed for the student who has had previous experience in the study of communication. Writing enhanced course. Generally offered at least once every two years.

**COMM 420. Health Communication Campaigns. 1 Unit.**

This course focuses on campaigns to promote healthy behaviors and prevent disease and includes in-depth examination of health communication campaigns that promote behavior change using theories at the individual, interpersonal, small group, and community levels. It explores health behavior change theories, audiences, messages, channels of communication, and ethical dimensions of campaigns; additionally, it examines the design, implementation, and evaluation of health promotion and disease prevention programs. Prerequisites: COMM 327V and junior or senior standing.

**COMM 430B. Media, Nation, and (Im)Migration. 1 Unit.**

This course analyzes and evaluates the role of media in creation and reinforcement of national identities and culture in the context of global, national, regional, and local migrations. Specifically, the course will examine how media communicate various issues related to (im)migration and in the process invite identification and disidentification with specific national ideologies, values, and collective identities. Prerequisite: COMM 210V, COMM 228S, COMM 231, or COMM 303. Generally offered at least once every two years.

**COMM 444. History and Criticism of American Public Address. 1 Unit.**

A study of prominent discourse in American political, social, and intellectual life as examined in historical, analytical, and critical contexts. Generally offered at least once every three years.

**COMM 485. Independent Study. 0.5 or 1 Units.**

Independent studies are intended to provide an opportunity for students with strong interest and initiative to pursue the study of a specific topic. They are arranged by mutual agreement between faculty member and student. Before agreeing to supervise an independent study, ordinarily a faculty member will ask the student to present a clear, written proposal for the work to be completed. Does not count toward major or minor requirements. Prerequisite: permission of instructor.

**COMM 490. Special Topics in Communication Studies. 1 Unit.**

Intensive study of selected topics related to the Communication field. May be repeated for credit with different content.

**COMM 498. Senior Seminar. 0.5 or 1 Units.**

This course is both an introduction to Senior Thesis (COMM 499) and a seminar on a communication and media studies topic chosen by the professor. It includes completion and successful defense of a written senior research proposal and is required of all students in the major. Prerequisites: COMM 301, COMM 302, and at least one 200-level and one other 300- or 400-level COMM course. Offered in fall semester only.

**COMM 499. Senior Project. 1 Unit.**

In this research course, students execute the qualitative research project or rhetorical criticism project they proposed in COMM 498. Students will present the findings of their studies in an oral presentation and in a written report. This course should be taken in the senior year. Prerequisites: COMM 301, COMM 302, COMM 498, and at least one 200-level and one other 300- or 400-level COMM course. Offered in spring semester only.

# Counseling (COUN)

## Courses

### **COUN 501. Evaluation and Assessment. 3 Credits.**

Introduction to individual, couple, family, group and environmental/community approaches to assessment and evaluation. Topics include the history and purpose of evaluation instruments used by counseling professionals; basic descriptive and inferential statistics, validity, reliability, and measurement concepts; relevant social and cultural contexts in assessment; and principles and ethics of diagnosis and formal and informal assessments. An overview is also provided to intelligence, aptitude, interest, achievement, personality, and cognitive status.

### **COUN 502. Legal, Ethical, and Professional Issues. 3 Credits.**

Overview of professional counseling including codes of ethics, legal considerations, standards of preparation, certifications and licensing, role identity of counselors, self-care strategies appropriate to the counselor role, and goals and objectives of counseling organizations. The role of counselors in promoting the welfare of all clients, by emphasizing the inherent dignity, worth, and equality of all persons will be emphasized. The primary focus of the course will be on the legal, ethical, and professional issues for counselors. The course is designed to teach the process of decision-making guided by ethics and social responsibility.

### **COUN 503. Human Relations Methods and Skills. 3 Credits.**

Provides students with cognitive, behavioral and affective training. The objectives of this training are to develop the essential interviewing and counseling skills needed to communicate and maintain essential dimensions of the helping relationship and to explore and clarify client concerns. Students will gain awareness of the invitational, processing, personalization, and conceptualization skills, in addition to an understanding of counselor characteristics and behaviors that influence the helping process. Procedures include activities designed to help students conceptualize a systemic framework for the counseling process with an understanding of strategies conducive to promoting dignity of all persons utilizing a wellness and prevention orientation.

### **COUN 504. Group Counseling. 3 Credits.**

Provides students with the information necessary to understand the development of effective group facilitation skills and knowledge of organizing, implementing, and evaluating groups. Theoretical and experiential understanding of group dynamics will be addressed including group process components, developmental stages, group member roles and behaviors, and therapeutic factors. Students will have an opportunity to develop an understanding of group dynamics unique to each of the 4 group specialties: task groups, psycho-educational (classroom guidance groups), counseling groups, and therapy groups. The value of diverse persons and differing ideas in group work will be illuminated. Students will gain direct experience by participating in a minimum of 10 clock hours of small group activity approved by the program.

### **COUN 505. Theories of Counseling. 3 Credits.**

Overview of the major theories of counseling and personality that provide models to conceptualize client presentation and to select appropriate counseling interventions. Exposure to models of counseling that are consistent with current professional research and practice in the field will be presented to assist in the development of a personal model of counseling. Personal assumptions regarding human nature and behaviors are examined along with some specific therapeutic styles and techniques. Students will develop an understanding of multidisciplinary immediate, intermediate, and long term responses to crisis, emergencies, and disasters, including the use of psychological first aid strategies.

### **COUN 506. Human Development. 3 Credits.**

Addresses major theories of human development across the lifespan, including learning and personality development, and understandings of neurobiological behavior. It is designed to examine human development issues from a multicultural perspective with attention to individual, cultural, and community resilience. The course addresses the cognitive, socio-emotional, spiritual, and physical nature and needs of individuals at all developmental levels, in addition to strategies for facilitating optimum development and wellness over the lifespan. Tasks related to normal development, prevention, early intervention, and counseling are addressed along with an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect behavior. Issues of family development and transitions are addressed from a systemic perspective.

### **COUN 507. Career Counseling. 3 Credits.**

Factors contributing to career development that must be considered by counselors as they assist clients with career planning and decision-making process will be addressed. Career development theories, guidance models, and strategies for various client groups will be presented. Emphasis will be placed on understanding the interrelationship between and among work, family, and other life roles, including the impact of multicultural issues in career development. Assessment instruments and techniques relevant to career planning and decision-making will be presented. Students will have an opportunity to gain awareness of the counseling skills necessary to address personal issues that emerge in career life.

### **COUN 508. Family Systems. 3 Credits.**

Provides analysis of the theory and research in marriage and family interaction and communication patterns. Conceptualization of family dynamics is accomplished through integration of systems theory, the developmental stages of family life, healthy family functioning, family structures, family of origin and intergenerational influences, and the interaction of the family in a multicultural society. Students will gain an understanding of specific problems and interventions that can enhance family functioning and demonstrate an understanding of the impact of disasters on families.

### **COUN 509. Individual, Marital, and Family Psychopathology and Psychotherapy. 3 Credits.**

Overview of theory, research and practice related to the diagnosis and treatment of individual, marital and family psychopathology. Specific attention is paid to understanding interlocking pathology. The diagnostic categories of the DSM-5 are examined as well as physiological, behavioral, social, cognitive and systems perspectives of dysfunction. Patterns of dysfunctional and functional individual, marital, sexual and family behaviors and interactions are assessed and analyzed through an examination of theories, case studies, research, applied literature and specific therapeutic techniques.

**COUN 510. Marriage and Relationship Counseling. 3 Credits.**

Provides an understanding of the coupling process including dimensions of communication, developmental sequences and family of origin issues, intimacy, sexuality, and marital conflicts. Treatment planning and therapeutic strategies are emphasized.

**COUN 511. Marriage, Couple, and Family Counseling Seminar. 3 Credits.**

Introduces students specializing in the practice of marriage, couple, and family counseling to the history and philosophy, professional organizations, competencies, preparation standards, credentials, pertinent legal issues and professional trends in the field. Students will develop an understanding of the role of marriage, couple, and family counselors within the emergency management system of the practice site and community. The therapist's role will be explored within the framework of legal and community systems and will also address the therapist's role related to divorce, child custody, mediation, and domestic violence.

**COUN 512. Understanding Religious and Spiritual Themes in Counseling. 3 Credits.**

This course is intended to provide a broad and foundational understanding of how psychospiritual themes manifest in counseling. The course will cover how themes including suffering, the self, change, and flourishing are encountered in a variety of spiritual and religious traditions and within counseling relationships. Students will learn and apply a pluralistic framework where cross comparison of perspectives is encouraged through a spirit of dialogue and where spiritual and religious differences are respected and celebrated.

**COUN 513. Multicultural Counseling and Psychosocial Therapy. 3 Credits.**

Addresses multicultural issues e.g., ethnicity, religion, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family influences, on the provision of counseling services.

This course is designed to evaluate pluralistic trends including, societal, human roles, subgroups, norms, diversity of lifestyle, and communication patterns. The course also emphasizes the examination of personal and institutional prejudice, bias, oppression, and discrimination as well as psychosocial theories of multicultural counseling and identity development. Students will develop and increase personal awareness of cultural issues and professional multicultural counseling competencies as well as gain insight into one's own assumptions, values, beliefs, and expectations about self and others as a means of working more effectively with diverse populations. Students will understand the counselor's role in promoting social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal growth of the human spirit, mind and body.

**COUN 514. Sexuality Counseling. 3 Credits.**

Explores the biopsychosocial aspects of human sexuality and the impact on family and couple functioning. Healthy sexual functioning is reviewed as well as the assessment and treatment of sexuality dysfunctions and disorders. Students will address personal attitudes, beliefs, and biases regarding sexuality and will consider appropriate assessment and treatment strategies based on the role of relational structure, age, gender, physical status, ethnicity, and sexual orientation. Ethical and legal considerations regarding the client-therapist relationship will also be discussed.

**COUN 515. Statistical Analysis and Research Design. 3 Credits.**

Overview of basic statistical concepts and elements of research design that students will utilize to evaluate and design studies in counseling that inform evidence-based practice and lead to the advancement of the counseling profession. The course will cover specific research methods including qualitative, quantitative, single-case designs, action research, and outcome-based research. Students will learn which statistical analysis is associated with each type of design and be exposed to some of the problems with statistical hypothesis testing. Students will learn principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications using ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

**COUN 516. Addictions Counseling. 3 Credits.**

This course is an overview of the actions, uses, and side effects of psychoactive drugs. In addition, the course explores theories, etiology, and diagnosis of addictions and addictive behavior including strategies for prevention, referral, intervention, and treatment.

**COUN 517. Practicum in Counselor Education. 3 Credits.**

This course provides practical experience in schools, community mental-health agencies, hospitals, private practice settings and other mental-health related settings for counselor education students.

This course is designed to enhance the counseling skills and conceptualization processes acquired through direct counseling experience, supervision and classroom interaction. Students must complete 200 hours of which 40 hours are direct client contact. The remaining hours are comprised of a variety of activities conducted by counselors in schools and other mental health and marriage and family agencies. Prerequisites: COUN 501, COUN 502, COUN 503, COUN 504, COUN 505, COUN 506, COUN 508, COUN 509, COUN 513, and COUN 515.

**COUN 518. Internship I in Counseling. 3 Credits.**

Internship I: Clinical Mental Health Counseling Clinical Mental Health Counseling Supervised fieldwork in counseling. Internship is a multi-dimensional course including a counseling field experience on site at an agency or institution and an ongoing Analysis of Practice Seminar. The Seminar consists of two parts: supervision and analysis of on-site practice and a professional seminar. Students must complete 300 hours of which 120 hours are direct client contact; the remaining hours are comprised of a variety of activities conducted by mental health counselors. Internship I: Marriage, Couple, and Family Counseling Supervised field work in counseling. Internship is a multi-dimensional course including a counseling field experience on site at an agency or institution and an ongoing Analysis of Practice Seminar. The Seminar consists of two parts: supervision and analysis of on-site practice and a professional seminar. Students must complete 300 hours of which 120 hours are direct client contact. The remaining hours are comprised of a variety of activities conducted by marriage and family counselors. Students completing a dual major in Clinical Mental Health Counseling and Marriage, Couple, and Family Counseling must complete a total of 400 hours, of which 120 are direct client hours. Prerequisites: COUN 501, COUN 502, COUN 503, COUN 504, COUN 505, COUN 506, COUN 508, COUN 509, COUN 513, and COUN 515.

**COUN 519. Internship II in Counseling. 3 Credits.**

Internship II: Clinical Mental Health Counseling Clinical Mental Health Counseling Supervised fieldwork in counseling. Internship is a multi-dimensional course including a counseling field experience on site at an agency or institution and an ongoing Analysis of Practice Seminar. The Seminar consists of two parts: supervision and analysis of on-site practice and a professional seminar. Students must complete 300 hours of which 120 are direct client contact; the remaining hours are comprised of a variety of activities conducted by mental health counselors. Internship II: Marriage, Couple, and Family Counseling Supervised field work in counseling. Internship is a multi-dimensional course including a counseling field experience on site at an agency or institution and an ongoing Analysis of Practice Seminar. The Seminar consists of two parts: supervision and analysis of on-site practice and a professional seminar. Students must complete 300 hours of which 120 are direct client contact. The remaining hours are comprised of a variety of activities conducted by marriage and family counselors. Students completing a dual major in Clinical Mental Health Counseling and Marriage, Couple, and Family Counseling must complete a total of 400 hours, of which 120 are direct client hours. Prerequisites: COUN 501, COUN 502, COUN 503, COUN 504, COUN 505, COUN 506, COUN 508, COUN 509, COUN 513, COUN 515, COUN 517, and COUN 518.

**COUN 520. Internship in Counseling. 3 Credits.**

Internship in Counseling is required for students completing a dual major in Clinical Mental Health Counseling and Marriage, Couple, and Family Counseling. Internship is a multi-dimensional course including a counseling field experience on site at an agency or institution and an ongoing Analysis of Practice Seminar. The Seminar consists of two parts: supervision and analysis of on-site practice and a professional seminar. Students must complete 400 hours with 200 hours in each specialty area (200 hours in Clinical Mental Health Counseling and 200 hours in Marriage, Couple, and Family Counseling). Of the total 400 hours, 120 hours (60 hours in Clinical Mental Health Counseling and 60 hours in Marriage, Couple & Family Counseling are direct client contact. The remaining hours are comprised of a variety of activities conducted by mental health counselors, and marriage, couple and family counselors. Prerequisites: COUN 501, COUN 502, COUN 503, COUN 505, COUN 506, COUN 507, COUN 508, COUN 509, COUN 510, COUN 513, COUN 514, COUN 515, COUN 516, COUN 517, COUN 518, COUN 519, COUN 521, COUN 522, COUN 525, COUN 526, COUN 534.

**COUN 521. Counseling Children and Adolescents. 3 Credits.**

Overview of theories and research pertinent to counseling children and adolescents. Factors that promote and hinder healthy human development will be studied. Students will be provided with information regarding assessment, counseling process, and evaluation process unique to working with children and adolescents. Multicultural dynamics will be addressed. Procedures include activities designed to help students conceptualize an ecosystemic framework for the counseling process.

**COUN 522. Foundations of School Counseling. 3 Credits.**

Provides information about the structure, administration and organization of counseling programs in schools and agencies. It contains an overview of the historical and professional issues in the field along with professional roles, functions, and relationships with other human service providers including strategies for collaboration and communication. Students will examine counselor's roles and responsibilities as members of an interdisciplinary Emergency management response team during local, regional, or national crisis, emergency, or disaster.

**COUN 523. Clinical Experience Completion. 1 Credit.**

Students who are unable to complete Practicum or Internship required clinical hours within the time limitations of the semester are responsible for initiating and working out an arrangement with the professor prior to the end of the term in order to receive an incomplete for the course. Students will be required to register and pay for this one (1) credit Clinical Experience Completion course the following semester and complete all required hours. An agreed upon plan for completion must be submitted in writing identifying a date when work will be completed. If the clinical hour requirements are not resolved by the end of the following semester, the grade for the Practicum or Internship course will turn into an "F," however, the length of time a student has to complete the required clinical hours can be extended with instructor approval. The Clinical Experience Completion Course applies only to Practicum and Internship courses.

**COUN 524. Consultation. 3 Credits.**

An overview of theories of consultation as well as methods and techniques of consultation with parents, teachers, administrators and business leaders. Understanding of multicultural dynamics and valuing diversity is emphasized. Opportunities that teach students about the continuing need for personal and professional growth are offered.

**COUN 525. Advanced Individual, Couple, and Family Therapy, Techniques and Treatment Planning. 3 Credits.**

Advanced analysis of individual and family systems theory, research in individual, marriage, couple, and family counseling literature, and the study of current trends in the counseling field. The course emphasizes the application of these elements to case conceptualization, clinical assessment, treatment planning and progress note construction. Students will receive feedback on documentation skills as well as skills demonstrated in simulated counseling sessions.

**COUN 526. Foundations of Clinical Mental Health Counseling. 3 Credits.**

Examines the historical, philosophical, societal, cultural, economic and political dimensions of clinical mental health counseling. Professional roles, functions, and relationships with other human service providers, including strategies for interagency collaboration and communications, will be explored within structures and operations of professional organizations. Attention is given to the implications of professional issues unique to mental health counselors including recognition, reimbursement, right to practice, core provider status, practice privileges within managed care systems and expert witness status. Socio-cultural, demographic and life style diversity relevant to clinical mental health counseling will also be addressed. The course will address counselor's roles and responsibilities as members of an interdisciplinary emergency management response team during local, regional, or national crisis, emergency, or disaster.



**COUN 527. Counseling in a Community Setting. 3 Credits.**

Explores typical client characteristics of communities served by a wide spectrum of institutions and agencies that offer counseling services in diverse communities. Models, methods, and principles of program development and service delivery based on human and organizational development assumptions will be emphasized. Students will develop a knowledge and skills base that will include, but not be limited to, prevention models, implementation of support groups, peer facilitation training, parent education, career information and counseling services and encouragement of self-help for clients. Students will develop skills and effective strategies for client advocacy in public policy, consultation, outreach and promotion of community mental health while focusing on culturally diverse populations.

**COUN 528. Contemporary Issues in School Counseling I. 3 Credits.**

Provides school counselors with information on topics that are current and relevant in the field of school counseling. Emphasis on the importance of assessment and organization and the opportunity for students and practicing counselors to study and evaluate what activities school counselors are currently engaged in and consideration of strategies to deal with students, families, and the larger school system. At the conclusion of this course, participants will understand the myriad of services available in schools not as separate tools to use with categories of students, but as a whole to help ensure an excellent education for all students whether they are categorized as regular students or students with diverse or special needs.

**COUN 529. Contemporary Issues in School Counseling II. 3 Credits.**

Enables school counselors to engage in strategic planning to improve the developmental comprehensive school counseling program. Emphasis is placed on the practical application of planning skills to assess, evaluate, and improve the functioning of the comprehensive school counseling program in order to meet the needs of students in elementary, middle, and high schools. Issues such as ESE and the IEP process, course scheduling, and managing time constraints will be examined. Students will also become more familiar with other successful P-12 developmental comprehensive school counseling programs.

**COUN 530. Technology and the Counselor Educator. 3 Credits.**

Examines the importance of increasing technology skills in the field of counseling. Assisting counselors in recognizing the benefits of utilizing technology in many areas of their job and increasing their resource base to assist all clients will be addressed. Examination of information retrieval and dissemination, college and career exploration, counseling interventions, and the establishment of networks of support and communication and their relationship to technology will also be addressed in terms of how these skills can significantly alter the work of counselors.

**COUN 531. Play Therapy Theories and Practices. 3 Credits.**

This course provides an overview of the essential elements and principles of play therapy, including history, theories, techniques, legal and ethical issues, and skills. Students will be able to apply information toward creating a developmentally appropriate play therapy room with proper materials. The course is highly experiential with a strong focus on basic play therapy skill development within the context of ethical and diversity-sensitive practice. Prerequisites: COUN 503, COUN 505, and COUN 506.

**COUN 531C. Play Therapy Theories and Practice - CEU Credit. 100 Credits.****COUN 532. Play Therapy and Creativity with Families and Special Populations. 3 Credits.**

This course continues to build upon basic play therapy skill development. It focuses on the case conceptualization and application of play therapy theories and techniques to families, groups, and individual children belonging to special client populations. Topics of special focus include treatment of trauma, attachment disruption, Attention Deficit Hyperactivity Disorder, and Autism Spectrum Disorder. The course contains an experiential component focused on the demonstration of skill development within the context of diversity-sensitive practice. Prerequisites: COUN 503, COUN 505, COUN 506, and COUN 531.

**COUN 532C. Play Therapy with Families and Special Populations - CEU Credit. 100 Credits.****COUN 533. Utilizing Expressive Arts in Counseling. 3 Credits.**

This course also builds upon basic play therapy skill development and then focuses on the application of expressive arts techniques when counseling children, adolescents, and adults. Through an experiential format, students will learn to facilitate and process interventions utilizing expressive mediums such as clay, painting, drawing, movement, music, and sand tray. Prerequisites: COUN 503, COUN 505, COUN 506, and COUN 531.

**COUN 533C. Utilizing Expressive Arts in Counseling - CEU Credit. 50 Credits.****COUN 534. Accountability and the School Counselor. 3 Credits.**

A comprehensive study is made of contemporary practices of leadership, advocacy, and accountability in the school counseling profession. This course includes study of the transformation of the role of the professional school counselor, comprehensive school counseling programs and the ASCA National Model, accountability measures, leadership qualities and styles, legal and ethical practices, and multiculturalism in the schools in the 21st century.

**COUN 535. Play Therapy Service Learn Lab. 1 Credit.**

Pass/Fail. This service learning experience takes place in the community at a location serving the needs of children and is taken concurrently with Play Therapy Theories and Practices. During the weekly lab, each student provides an individual play therapy session for his/her assigned client under live supervision. Students receive immediate feedback regarding strengths and areas for continued growth and additionally benefit from observing supervisors' and peers' sessions. The hours of play therapy service and supervision can be applied toward the requirements for the Registered Play Therapist credential. Co-requisite: COUN 531. Prerequisites: COUN 503, COUN 505, COUN 508.

**COUN 535C. Play Therapy Service Learn Lab. 50 Credits.****COUN 585. Independent Study. 3 Credits.****COUN 590. Special Topics in Counseling. 1 to 3 Credit.**

# Creative Arts (CREA)

## Courses

### CREA 190. Special Topics in Creative Arts. 1 Unit.

#### CREA 191A. Dance Appreciation. 1 Unit.

An introductory survey class designed for non-majors that examines dance within historical, cultural, social, and performative contexts.

Course participants will gain a deeper understanding of dance, choreography, and diverse movement styles by studying influential choreographers, composers, dancers, and dance companies.

Though physical movement is an essential component of the course, accommodations are readily made for students with varying physical limitations. No prerequisite.

#### CREA 250. Arts Entrepreneurship. 1 Unit.

Explores the application of an entrepreneurial mindset to artistic contexts, so that creative practices can be transformed into financially viable opportunities. Primary objective is equipping students with basic skills for artistic careers that are self-sustaining. Secondary consideration will be given to the value of applying common artistic practices such as experimentation, play, and reflection, within business contexts. No prerequisite. Offered once a year in the fall semester.

#### CREA 280. Creative Arts Colloquium. 0.0 Units.

Pass/Fail only. Designed to introduce students in the Creative Arts department to a variety of artists, professionals, and contemporary practices. The colloquium is structured as a lecture series that meets approximately five times per semester. Primary programmed with guest presentations, but additional topics may include professional development, graduate studies, and careers in the arts. Offered every semester and recommended for a student is enrolled full-time for all majors in Studio Art, Art History, Digital Arts, and Theatre Arts.

#### CREA 290. Special Topics in Creative Arts. 1 Unit.

#### CREA 291. Textile Design. 1 Unit.

This studio course will provide advanced instruction in surface design techniques, focusing on screen printed and digitally printed fabric. The class will be structured with demonstrations, lectures/slides, individual progress reviews, and group and individual critiques.

#### CREA 292. Magnificent Venice: Art and. 1 Unit.

#### CREA 292A. Magnificent Venice: Art and Mu. 1 Unit.

#### CREA 343V. The Culture and Aesthetics of Japanese Animation. 1 Unit.

This course focuses on Stetson's Human Diversity Value. Students will learn about the history, culture, and aesthetics of Japanese animation ranging from its origins in the late 1950s to its relationship with other artistic forms such as film and literature. As a result, students in this course will develop skills in viewing, analyzing, interpreting, and evaluating the art of anime as well as its cultural impact in Japan and around the world. Japan enjoys a reputation as one of the most vibrant and distinctive cultures of our increasingly globalized world and is often relevant to discussions of technology and new media, aesthetics, disaster and nuclear war, historical imperialism and geopolitics. By engaging with Japanese anime, students will consider the interrelationships between culture, art, and literature in multiple cultures through writing and creative projects. Students will also learn about the technical production of animation as a digital art form. Junior Seminar.

#### CREA 370V. Blues People: African-American Popular Music. 1 Unit.

This course focuses on Stetson's Human Diversity Value. Blues People is an interdisciplinary examination of the contributions of vernacular African-American culture to American popular music from around the turn of the nineteenth century to the 1970s. Students extend the time period discussed up to the present day in a capstone final project. The course traces how the music of a socially marginalized group became central to American culture. Junior Seminar.

#### CREA 371V. Music and Social Injustice. 1 Unit.

This course focuses on Stetson's Social Justice Value. Throughout human history, music has served victims of social injustice as a coping mechanism, a source of solidarity, an instrument of resistance and protest, a creative outlet for shared experiences, and a depository of collective memory. In this course we will encounter and critically engage with various social plights - inequality (gender, race, and class), colonialism, genocide, oppression, and war - using music as a contextual lens. Junior Seminar.

#### CREA 372V. Arts and Revolution: Music. 1 Unit.

This course focuses on Stetson's Social Justice Value. Can art change the world? This course traces how artists attempted to change society through visual arts over the threshold of the 1917 Russian Revolution, when political convulsions opened new possibilities for art and artists. We explore the possibilities of art as tool for social justice both in text and practice, focusing on Russia and Eastern Europe. Junior Seminar.

#### CREA 390. Special Topics in Creative Arts. 1 Unit.

#### CREA 395. Teaching Apprenticeship. 0.5 Units.

#### CREA 396. Research/Creative Arts Apprenticeship. 0.5 Units.

Students apprentice on a project that directly supports the research or creative agenda of a faculty mentor. Prior to the start of the semester, faculty and student must submit a brief written plan to the department chair for the work to be completed. Pass/Fail only. By permission of the instructor. May be repeated once for a maximum credit of one unit, depending on workload.

#### CREA 397. Internship in Creative Arts. 0.5 or 1 Units.

This course provides students with an opportunity to apply their classroom and studio knowledge to an internship, where they will further develop their skills and gain practical experience. Students majoring or minoring in any of the Creative Arts Department's academic programs (Studio Art, Art History, Digital Arts, or Theatre Arts) should register to receive internship credit through this course. Students are expected to secure an internship position prior to registering for the course, and should seek help with this from their academic advisor or the department internship supervisor before adding the class. Depending on the hours required by the internship, students may register for either a half or full unit of credit. May be repeated for credit up to 2 units. Prerequisites: permission of the department internship supervisor. Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact Career & Professional Development at [career@stetson.edu](mailto:career@stetson.edu) or 386-822-7315.

**CREA 400. Advanced Interdisciplinary Studio. 1 Unit.**

A co-taught studio course structured to cover a wide variety of interdisciplinary topics in the creative arts. Students pursue projects producing a body of work that may include elements of Digital Arts, Creative Writing, Music, Art, Art History, Theatre Arts and/or other experimental artwork. May be repeated for credit. Prerequisite: Permission of Instructor.

## Computer Science (CSCI)

### Courses

**CSCI 111. Introduction to Computing. 1 Unit.**

An introduction to computing for non-computer science majors or those who have no previous programming experience. Introduction to elementary computer theory, algorithmic thinking, terminology and software applications in either a robotics or multimedia context. Offered every fall and spring semester.

**CSCI 141. Introduction to Computer Science I. 1 Unit.**

An introduction to computer science and object oriented programming with Java. Offered every fall and spring semester. Prerequisite: CSCI 111 or permission of the instructor.

**CSCI 142. Introduction to Computer Science II. 1 Unit.**

A continuation of CSCI 141, with an introduction to recursion, linked lists, sorting and searching, and object-oriented design. Offered every fall and spring semester. Prerequisite: CSCI 141.

**CSCI 180. Computer Science Elective. 0.75 to 1 Units.****CSCI 190. Special Topics in Computer Science. 1 Unit.**

This is an introductory course with varied content designed by faculty to delve into topics that are not typically taught in existing courses. The sophistication and rigor of the content is consistent with courses that are offered in the first year of study in the department.

**CSCI 201. Introduction to Computer Organization. 1 Unit.**

Hardware organization, assembly and system level programming, macro facilities. Offered every fall semester. Prerequisite: CSCI 141.

**CSCI 211. Discrete Structures. 1 Unit.**

Boolean algebra and propositional logic, mathematical proofs, finite machines, Turing machines, formal languages, combinatorics, probability. Offered every spring semester. Prerequisite: CSCI 141 and either MATH 141Q or MATH 130 or MATH 125Q.

**CSCI 221. Software Development I. 1 Unit.**

Implementation of the Object Oriented paradigm using C++ and the Unified Modeling Language (UML). An introduction to the components of the C++ compiler, and the software development life cycle. Offered every fall and spring semester. Prerequisite: CSCI 142.

**CSCI 261. Introduction to Scientific Computing. 1 Unit.**

Students will develop computational models and simulations related to the sciences – including biology, chemistry, physics, and environmental sciences – and learn how to implement such models numerically by programming, and how to analyze these models and the solutions which they obtain computationally. Offered annually, either fall or spring. Offered every spring semester. Prerequisite: MATH 141Q or MATH 131Q.

**CSCI 285. Independent Study. 0.5 or 1 Units.**

A faculty mentored course designed to cover content not addressed by current courses. By design, the study usually includes only one or two students who are led by a faculty member. Occasionally, an independent study may be used to offer an existing course because of extenuating circumstances. The sophistication and rigor of the content is consistent with courses that are offered in the second or third year of study in the department.

**CSCI 290. Special Topics in Computer Science. 1 Unit.**

This is an introductory course with varied content. Most of the course will cover content not offered in general programs within the department. The professor will choose the college-level topics to be discussed.

**CSCI 301. Operating Systems. 1 Unit.**

Study of the components of an operating system. Management of and communication between concurrent processes, virtual memory, scheduling, file management. Offered every spring semester. Prerequisite: CSCI 221.

**CSCI 302. Computer Organization and Architecture. 1 Unit.**

Organization of major hardware components of a computer; introduction to digital logic and microprogramming; comparison of computer architectures. Offered based on student demand. Prerequisite: CSCI 201.

**CSCI 304. Computer Networks. 1 Unit.**

This course focuses on the communications protocols used in computer networks: their functionality, specification, implementation, and performance (TCP/IP, Ethernet, Gigabit Ethernet). It also introduces the field of mobile and wireless computing. Offered spring semester. Prerequisites: CSCI 221.

**CSCI 310. Computer Graphics. 1 Unit.**

Techniques and standard algorithms for creating and animating two- and three-dimensional objects, including lighting, texturing, collision detection, matrix transformations, physics-based animation and SLERPing via quaternions. Offered based on student demand. Prerequisites: CSCI 221.

**CSCI 311. Algorithm Analysis. 1 Unit.**

A detailed study of algorithm design and analysis, including greedy algorithm, divide and conquer, dynamic programming, backtracking, and branch and bound. Some advanced data structures are introduced. There is an emphasis on the verification and analysis of time and space complexity. NP theory is introduced. Offered every fall semester. Prerequisite: CSCI 211.

**CSCI 321. Software Development II. 1 Unit.**

The study of advanced Object Oriented and UML concepts using C++. Design Patterns, the Standard Template Libraries, and basic network communications (sockets, rpc). A continuation of the study of the software development life cycle. Offered every fall semester. Prerequisite: CSCI 221.

**CSCI 341. Mathematical Modeling and Computer Simulation. 1 Unit.**

An introduction to the development of mathematical models, and the use of computers towards that goal. Topics include model construction, regression, empirical modeling, difference equations and dynamical systems, probabilistic modeling, and Monte Carlo simulation. Offered based on student demand. Prerequisites: MATH 142Q and MATH 211Q, and either CSCI 141 or CSCI 261. Cross-listed as MATH 341.

**CSCI 361. Numerical Analysis. 1 Unit.**

A study and analysis of common numerical methods used in applied mathematics. Topics include solutions of non-linear equations, the solutions of systems of linear equations, interpolation, numerical integration, and the numerical solution of differential equations. Offered based on student demand. Prerequisite: MATH 142Q, MATH 211Q, and either CSCI 141 or CSCI 261. Cross-listed as MATH 361.

**CSCI 371. Compiler Design. 1 Unit.**

Principles, techniques and tools for designing a compiler for a procedural language. Offered based on student demand. Prerequisites: CSCI 201 and CSCI 221 and knowledge of C programming.

**CSCI 380. Programming Languages. 1 Unit.**

Theory and principles of programming language design study of functional and procedural language. Offered based on student demand. Offered based on student demand. Prerequisite: CSCI 221.

**CSCI 385. Independent Study. 0.5 or 1 Units.**

A faculty mentored course designed to cover content not addressed by current courses. By design, the study usually includes only one or two students who are led by a faculty member. Occasionally, an independent study may be used to offer an existing course because of extenuating circumstances. The sophistication and rigor of the content is consistent with courses that are offered in the third or fourth year of study in the department.

**CSCI 390. Special Topics in Computer Science. 1 Unit.**

A course designed by faculty to delve into topics that are not typically taught in existing courses. The sophistication and rigor of the content is consistent with courses that are offered in the third or fourth year of study in the department. May be repeated for credit with different content.

**CSCI 397. Internship in Computer Science. 0.5 to 1 Units.**

Students are expected to complete an internship of varying time length with an outside company or organization. Emphasis is on a relevant learning environment and acquisition of appropriate career skills at a suitable level of authority and responsibility. Prerequisite: Approval of CSCI faculty. Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact Career & Professional Development at [career@stetson.edu](mailto:career@stetson.edu) or 386-822-7315.

**CSCI 431. Artificial Intelligence. 1 Unit.**

Emphasizes the new-AI. Topics may include decision trees, neural networks, artificial life, genetic algorithms, genetic programming, evolutionary computing, and fuzzy systems. Offered every fall semester. Prerequisite: CSCI 221.

**CSCI 471. Theory of Compilation. 1 Unit.**

An examination of the concepts of formal languages, automata theory, context free grammars, and Turing Machines. Offered based on student demand. Prerequisite: CSCI 211.

**CSCI 485. Independent Study. 0.5 or 1 Units.**

A faculty mentored course designed to cover content not addressed by current courses. By design, the study usually includes only one or two students who are led by a faculty member. Occasionally, an independent study may be used to offer an existing course because of extenuating circumstances. The sophistication and rigor of the content is consistent with courses that are offered in the third or fourth year of study in the department.

**CSCI 490. Special Topics in Computer Science. 1 Unit.**

A course designed by faculty to delve into topics that are not typically taught in existing courses. The sophistication and rigor of the content is consistent with courses that are offered in the fourth year of study in the department.

**CSCI 498. Senior Research I. 1 Unit.**

Students will select a topic in computer information systems, and work on it in collaboration with a faculty member. The student will develop a statement of the problem to be studied, the methods to be used, and the background information needed to solve the problem. The student will write a project proposal including any preliminary results and present the problem and results to the department. Prerequisite: Any three CSCI courses at the 300 level or above. Writing Enhanced course.

**CSCI 499. Senior Research II. 1 Unit.**

Students will extend their research project started in CSCI 498. The student will write a final paper, and present the results to the department. Prerequisite: CSCI 498. Writing Enhanced course.

## Cybersecurity (CSEC)

### Courses

**CSEC 141. Introduction to Cybersecurity. 1 Unit.**

This course provides an overview of the broad range of issues, techniques, people, organizations, and recent news related to cybersecurity. It explains the ways in which cybersecurity impacts individuals, organizations, and states and covers relevant US and international laws. This course also exposes students to the various professions connected with cybersecurity and provides the terms and concepts that are revisited in all other CSEC courses. Students in this course use a scripting language such as Python to simulate attacks and understand cybersecurity principles. Prerequisite: CSCI 111 or CSCI 141.

**CSEC 302. Secure Coding. 1 Unit.**

This course studies the theory and practice of writing software that is less likely to be vulnerable to common exploits. It focusses on coding in programming languages such as C, C++, Java, Javascript, and PHP and describes some of the common mistakes made when coding in these languages. Exploits including buffer overflows, SQL-injection, cross-site scripting, race conditions, and authentication techniques are covered. Prerequisite: CSEC 141, CSCI 221.

**CSEC 303. Applied Cryptography. 1 Unit.**

This course covers the implementation of software that uses hashing, encryption, authentication, key-management, and credential handling through the use of common open source libraries such as OpenSSL. The course also exposes students to the theoretical foundations of these techniques including a comparison of their use cases and the security guarantees of various algorithms. Prerequisite: CSEC 141, CSCI 221.

**CSEC 331. Computer and Network Security. 1 Unit.**

This course provides students with an introduction to computer and network security with an emphasis on computer attacks and defending against them. It examines the reconnaissance, scanning, gaining access, maintaining access, and covering tracks phases of a cybersecurity attack and uses various open source tools for monitoring and detecting and implementing such attacks. Prerequisite: CSEC 141, CSCI 221.

**CSEC 385. Independent Study. 0.5 or 1 Units.****CSEC 397. Internship in Cybersecurity. 1 Unit.**

Students are expected to complete an internship of varying time length with an outside company or organization. Emphasis is on a relevant learning environment and acquisition of appropriate career skills at a suitable level of authority and responsibility. Prerequisite: Approval of CSEC faculty. Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact Career & Professional Development at career@stetson.edu or 386-822-7315.

**CSEC 401. Digital Forensics. 1 Unit.**

This course teaches analytical and investigative techniques to identify, expose, collect, and preserve data stored on a physical device or in a network. The course uses exploit techniques to expose data while emphasizing careful data handling and documentation. Prerequisite: CSEC 141, CSCI 221.

**CSEC 402. System Administration and Cloud. 1 Unit.**

This course teaches system administration and network architectures for Microsoft Windows Server and Linux environments for typical multi-user deployments. The course covers virtualization technology and containerization and uses cloud computing providers, such as Microsoft Azure, Amazon Web Services, and/or Google Cloud in addition to automation tools such as Kubernetes for launching and managing cloud resources. Prerequisite: CSEC 141, CSCI 221.

**CSEC 498. Senior Proposal. 1 Unit.**

This course is the first of a two-course sequence that requires students to select a topic in cybersecurity and research and develop it in collaboration with a faculty member. The student will develop a statement of the problem to be studied, the methods to be used, and the background information needed to solve the problem. The student will write a project proposal including any preliminary results and present the problem and results to the department. Prerequisite: Two 300+level CSEC courses and one 300+level CSEC or CSCI course. Writing Enhanced course.

**CSEC 499. Senior Project. 1 Unit.**

This course culminates the research started in CSEC498 with the student extending and completing the proposed work into a final product. The student will write a final paper and present the results to the department. Prerequisite: CSEC 498. Writing Enhanced course.

## Digital Arts (DIGA)

### Courses

**DIGA 101A. Digital Art Fundamentals. 1 Unit.**

An introduction to digital arts as a tool for artistic expression. Topics include digital imaging for print and screen, raster and vector graphics, video, animation and interactivity. Students will be exposed to the work and ideas of important artists working in digital arts. Emphasis is on the application of acquired skills in the completion of creative projects.

**DIGA 161A. Digital Audio Fundamentals. 1 Unit.**

An introduction to digital audio as a tool for artistic expression. Topics include digital audio encoding, recording hardware and techniques, basic audio processing, MIDI applications, and multitrack sequencing. Students will be exposed to the work and ideas of important artists working in electronic music and sound design. Emphasis is on the application of acquired skills in the completion of creative projects.

**DIGA 190. Special Topics in Digital Arts. 1 Unit.****DIGA 221. Graphic Design. 1 Unit.**

This course explores the principles of design, and typography through digital media. Students are introduced to a wide range of practices used in the fields of graphic design and professional visual communication. Prerequisite: DIGA 101A.

**DIGA 222. Web Design. 1 Unit.**

This course is an introduction to the design and creation of websites. Students will learn to utilize sound, graphics, interaction and programming to create and publish dynamic web sites. It additional to web site creation students will be exposed to contemporary issues surrounding web culture and technologies. Prerequisite: DIGA 101A.

**DIGA 225. Digital Photography. 1 Unit.**

An introduction to digital photography as a means of creative expression. Students will learn basic camera techniques, digital image software, and aesthetic considerations of the medium. Prerequisite: DIGA 101A.

**DIGA 231. Interactivity and Art. 1 Unit.**

This course explores concepts and techniques of computer interactivity by exploring human computer interactions, software programming, sensor acquisition, and the translation of human movements into expressive multimedia art forms. Students will learn how to create custom software interfaces and use an array of sensors to create advanced interactive projects. Prerequisite: DIGA 101A or DIGA 161A or CSCI 111.

**DIGA 251. Digital Video Fundamentals. 1 Unit.**

This course is an introduction to digital video as a tool for artistic expression. Students will learn basic principles of composition, lighting and narrative, as well as non-linear editing and basic operation of video hardware. Students will be exposed to the work and ideas of important artists working in the medium and will be expected to produce artwork in a creative and personal way. Prerequisite: DIGA 101A or DIGA 161A.

**DIGA 260V. Audio Field Recording. 1 Unit.**

Portable technology for recording sound in outdoor environments has a long history of engaging both artists and scientists. Almost from the beginning, the portability of the resulting audio recordings transformed human understanding of natural environments and other cultures. These recordings allowed us to not only hear new things, but also to hear old things in new ways. This course offers a hands-on approach to the tools and techniques used in audio field recording. Students will gain experience making their own audio field recordings and learn about the potential uses of such recordings. A variety of perspectives and professions will be covered, including musicians, sound designers, ethnographers, bio-acousticians, and environmental scientists.

**DIGA 285. Independent Study. 0.5 or 1 Units.****DIGA 290. Special Topics in Digital Arts. 0.5 or 1 Units.****DIGA 301. 3D Modeling and Animation. 1 Unit.**

An introduction to 3D modeling, rendering and animation. Includes creation, editing and mapping of materials for the models in a 3D scene, material editors, paint and image manipulation software, lighting, tracking and keyframing, curve/path animation, inverse kinematics, morphing, raytracing, file conversion/compression and required formats. Prerequisite: DIGA 101A or CSCI 111.

**DIGA 302. Advanced 3D Modeling and Animation. 1 Unit.**

A continuation of DIGA 301. A project based class where students complete advanced 3D animation and modeling projects. Covers a wide range of topics and techniques in 3D modeling, shading, rendering, and animation, including character-design for game animation and film. Prerequisite: DIGA 301.

**DIGA 303. 2D Animation. 1 Unit.**

A studio course concentrating on a range of digital and experimental animation principles, techniques and fundamentals. Topics covered will include hand drawn animation, body mechanics, storytelling and storyboarding, as well as practical use of compositing software. No previous animation experience required. Prerequisite: DIGA 101A or ARTS 105A.

**DIGA 325. Advanced Digital Photography. 1 Unit.**

A continuation of DIGA 225. A project based class where students complete advanced digital photography projects. Covers a wide range of advanced topics and techniques in digital photography with an emphasis on artistic expression. Prerequisite: DIGA 225.

**DIGA 331. Advanced Interactivity and Art. 1 Unit.**

A continuation of DIGA 231. A project based class where students complete advanced interactive projects. Covers a wide range of topics and techniques in computer vision, physical computing, and programming for art and games. Prerequisite: DIGA 231.

**DIGA 351. Advanced Digital Video. 1 Unit.**

A continuation of DIGA 251. This course is an advanced workshop where students are expected to develop substantial time-based projects. Students will have the flexibility to work in any genre including narrative forms, non-linear forms video installations and multi-channel projections. Students will be exposed to artists who use the medium of digital video in nontraditional ways and challenge the viewer's expectations of time-based media. Prerequisite: DIGA 251.

**DIGA 361. Audio Recording and Production I. 1 Unit.**

An introduction to composing and recording music in a computer-based studio environment. Students learn about tools and techniques for MIDI sequencing, multi-track hard disk recording and music production. Original composition projects are an integral component of this course. Prerequisite: DIGA 161A.

**DIGA 362. Audio Recording and Production II. 1 Unit.**

A continuation of DIGA 361. Students complete advanced projects in a computer-based studio environment. Readings and discussion in this course focus on the social impact of audio recording technology and contemporary aesthetics of studio production. Prerequisite: DIGA 361.

**DIGA 365. Electronic Music and Sound Design I. 1 Unit.**

An introduction to sound synthesis, audio processing and interactive music composition. This course uses both software and hardware to examine techniques such as additive synthesis, modulation synthesis, filters, delays, and sampling. Emphasis is on the students developing original creative projects and solving problems using sound. Prerequisite: DIGA 161A.

**DIGA 366. Electronic Music and Sound Design II. 1 Unit.**

A continuation of DIGA 365. Students complete advanced projects using a variety of software and hardware tools. This course explores topics such as immersive audio, gestural controllers, live performance practices, instrument design, sound installations, and software programming. Prerequisite: DIGA 365.

**DIGA 385. Independent Study. 0.5 or 1 Units.****DIGA 390. Special Topics in Digital Arts. 1 Unit.**

An advanced course that focuses on the intense study of a topic related to digital arts. The specific topics offered will vary each semester and depend on student interest and faculty availability. May be repeated for credit. Prerequisite: Permission of Instructor.

**DIGA 395. Teaching Apprenticeship. 0.5 Units.**

Pass/Fail only. Students assist a faculty member with the teaching and management responsibilities related to one of the program's existing courses. Prerequisite: Permission of instructor. May be repeated once.

**DIGA 398. Advanced Digital Arts Studio. 1 Unit.**

Studio course structured to cover a wide variety of digital media. Students pursue projects of their own design, producing a body of work that is composed of screen-based 2D images, multimedia, sound, animations, video, or other experimental digital artwork. The course includes ongoing discussions and critiques of student-designed projects. May be repeated for credit. Prerequisite: Any course from DIGA 325, DIGA 331, DIGA 351, DIGA 302, DIGA 362 or DIGA 366. Offered every year in the spring semester.

**DIGA 465. Scoring for Multimedia. 1 Unit.**

Explores the coordination of music with the visual and narrative elements of a multimedia production. Students compose for both electronic and traditional media in a variety of musical genres. A survey of film music is an integral component of the course. Prerequisite: DIGA 161A.

**DIGA 466. Advanced Scoring for the Media. 1 Unit.**

continuation of DIGA 465. A project based class where students create scores for video games, film, video, installation and other mediums. Covers a wide range of topics and techniques such as audio production, orchestration, juxtaposition, and the analysis of sound and image. Prerequisite: DIGA 465.

**DIGA 485. Independent Study. 0.5 or 1 Units.****DIGA 490. Special Topics in Digital Arts. 1 Unit.****DIGA 498. Senior Project I. 1 Unit.**

Conception and development of the senior project. The student produces a proposal for a capstone project that builds on previous coursework and presents it before a faculty jury at midterm. After this proposal is approved, the student is expected to make significant progress on the project before the semester ends. Prerequisite: Any course from DIGA 325, DIGA 331, DIGA 351, DIGA 302, DIGA 362, or DIGA 366. Offered every year in the fall semester.

**DIGA 499. Senior Project II. 1 Unit.**

Further development and completion of the senior project. Each student continues with the project initiated in Senior Project I and prepares it for a public presentation. Students work together under the guidance of a faculty member to plan and execute a public exhibition of completed projects. Prerequisite: DIGA 498. Offered every year in the spring semester.

# Economics (ECON)

## Courses

### **ECON 103S. Essentials of Economics I. 1 Unit.**

An analysis of the economic problem of scarcity. The course focuses on solving these economic problems from the perspective of individual economic agents, and on the economy as a whole from an aggregate perspective, measuring and analyzing the interrelationships among gross domestic product, unemployment, and inflation. Monetary and fiscal policies and their impact on economic growth and stability are examined. Cannot also register for ECON 104S.

### **ECON 104S. Foundations of Economics I. 1 Unit.**

An introduction to economic concepts and tools used to address society's multidimensional economic problems and challenges, including market imperfections. The course includes both traditional economic models of efficient markets and contemporary approaches that address market failures and inequality with a multidisciplinary approach. Micro and macroeconomic concepts and applications are considered. Cannot also register for ECON 103S.

### **ECON 141V. Poverty and Microcredit. 1 Unit.**

This course focuses on Stetson's Social Justice Value. Students study the multidimensional facets of poverty in the United State and worldwide. An analysis of how poverty is manifested locally, regionally, nationally, and internationally is undertaken. Also, racialized and gendered poverty is explored in different communities. Microcredit programs catering to small entrepreneurship for poverty alleviation are analyzed. Students participate in a workshop series on business plan construction in low-income communities.

### **ECON 180. Economics Elective. 0.25 to 1 Units.**

### **ECON 190. Special Topics in Economics. 1 Unit.**

### **ECON 201H. Foundations of Globalization. 1 Unit.**

This foundational course introduces students to the fundamental debates concerning the history, economics, and politics of globalization. The history of capitalism including the political-economic paradigms of mercantilism, liberalism, communism, fascism, and socialism are considered. Processes of colonialism/imperialism and neocolonialism are discussed, including official and non-government foreign aid. The course concludes with contemporary debates on globalization and freedom, democracy, and inequality.

### **ECON 204S. Foundations of Economics II. 1 Unit.**

A topical analysis of economic issues, problems, and policies at the level of individual economic agents, as well as at the level of the aggregate economy. Current economic issues such as social security, health care, unemployment, poverty, labor market discrimination, antitrust laws, intellectual property rights, and market structure will be the focus of this course. Prerequisite: ECON 103S or ECON 104S.

### **ECON 285. Independent Study. 0.5 or 1 Units.**

### **ECON 290. Special Topics in Economics. 1 Unit.**

### **ECON 300. Intermediate Microeconomics. 1 Unit.**

An in-depth analysis of how consumers and producers arrange their economic activities efficiently in the market to maximize their returns from scarce resources. Monopolies, oligopolies, monopolistic competition, and perfect competitive markets are studied to determine the ideal economic outcome for these agents within the context of the larger economy. Game Theory and behavioral theories governing economic behavior are also analyzed. Prerequisites: ECON 103S or ECON 104S and ECON 204S. Co-requisite: ECON 380 or ECON 480.

### **ECON 301. Intermediate Macroeconomics. 1 Unit.**

An in-depth study of macroeconomic theoretical issues concerning the long run economic growth and short run business cycles. Focus on such key variables as output/income, unemployment, price level/inflation, interest rate, exchange rate, and the interactions among them. Topics include Solow growth model, endogenous growth model, goods market equilibrium, financial market equilibrium, labor market equilibrium, IS-LM/AD-AS model, and fiscal/monetary policies. Prerequisites: ECON 103S or ECON 104S and ECON 204S. Co-requisite: ECON 380 or ECON 480.

### **ECON 303. Money and Banking. 1 Unit.**

Nature and function of money, the banking system, the Federal Reserve System, and monetary policy. Prerequisite: ECON 103S or ECON 104S. Cross-listed as FINA 303.

### **ECON 306. Humane Economics, Freedom, and Justice. 1 Unit.**

This course focuses on the conceptual foundations of freedom in economics, including the notions of free individuals, free societies, and personal responsibility. A fundamental question addressed in the course is if conventional market economics has lost sight of the role of human values of trust and compassion, resulting in both an impoverished quality of life and also a less efficient and prosperous economy.

### **ECON 307H. Sub-Saharan African Economic History of Colonialism and its Aftermath. 1 Unit.**

Students undertake a socio-economic and historical analysis of Sub-Saharan Africa during the pre-colonial, colonial and post-colonial eras. The course focuses on the major changes facing the region since independence, including economic underdevelopment, poverty, disease, famine, and governance. Through theories, literary works, case studies, and direct interviews of Sub-Saharan Africans, the major perspectives that attempt to explain, predict and effect transformation in Sub-Saharan Africa will be made intelligible from a historical perspective.

### **ECON 324. International Economics. 1 Unit.**

Theory of international trade, commercial policies, balance of payments, international monetary arrangements, and interaction of domestic and foreign economies. Prerequisite: ECON 103S or ECON 104S or permission of the instructor.

### **ECON 325V. Environmental and Resource Economics. 1 Unit.**

This course focuses on Stetson's Environmental Responsibility Value. In this class we develop economic models of human behavior to explain why we choose to pollute the environment, how scarce natural resources are allocated and should be allocated to improve well-being and what elements make an environmental policy more likely to achieve society's goals. Key topics include pollution, water allocation, fisheries, climate, and non-market valuation. Prerequisites: ECON 103S or ECON 104S.

### **ECON 333V. Games and Strategic Behavior. 1 Unit.**

This course focuses on Stetson's Ethical or Spiritual Inquiry Value. Game theory is a logical method of analyzing strategic interactions that has applications across business, economics, politics, biology and other fields as well. This interactive course will explore the fundamental concepts of game theory through extensive use of simulations. Students will learn and experience competitive and cooperative games, prisoners' dilemmas, collective action problems, sports strategies and more. Junior Seminar.

**ECON 342. Microcredit Workshop. 0.5 Units.**

A study of small business development plans along with student-led community workshops on business development. Co-requisite: ECON 141V.

**ECON 346. Development Economics. 1 Unit.**

Development economics uses social science methods to address the question of why some countries are poor, while others grow rich. Theoretical and empirical approaches are utilized to analyze economic growth, education, inequality, poverty traps, conflict, democracy and freedom, health, and migration. Current research and data are used to evaluate policies for improving living standards in poor countries. Prerequisite: ECON 103S or ECON 104S, and ECON 113S. Co-requisite: ECON 380. Offered once per year.

**ECON 347V. Local Economic Development. 1 Unit.**

This course focuses on Stetson's Social Justice Value. Students will examine the local Volusia County economy, especially with reference to government, the private sector, non-government institutions and other voluntary agencies. The course involves a combination of theoretical and empirical analyses on how low wage working families make ends meet, and the agencies that support these families. Asset allocation, poverty, finances, and taxation all form a part of our study, as do studies of justice, agency, and equity. In partnership with local community leaders, government, and other agencies, students will participate in local economic empowerment practices through service-learning. Junior Seminar.

**ECON 351V. Environment, Ethics and Religion. 1 Unit.**

This course focuses on Stetson's Environmental Responsibility Value. Students analyze the environment with respect to individuals and communities in the world economy taking responsibility for the preserving the environment for future generations. Students compare how various religions of the world view the economy in relation to environmental responsibility at the personal and public levels. Ways in which different religions may function as a mechanism for encouraging people to take personal responsibility for the environment are examined.

**ECON 366V. Health Economics. 1 Unit.**

This course focuses on Stetson's Health and Wellness Value. Health care system and healthcare policy have been the big front runners of the US political debates due to the former's large share in the US budget and not so large achievements in healthcare outcomes. In this regard, this course will cover the foundations of economics of health care that integrate the fields of economics, public health, and related policies. Content includes demand for health, medical care, and insurance; supply of medical care and behavior of health care practitioners; and economic perspectives on measurement in health care research. The objective of the course is for students to acquire a basic understanding of economic knowledge and thinking that can be applied to current challenges in health care policy and practice. Students will learn the basic health economic models from the assigned textbook and real-world applications through health care-related articles and pod casts. Junior Seminar.

**ECON 374Q. Econometrics I. 1 Unit.**

This course analyzes the theory and practice of the basic concepts, tools, and procedures of economic research. It involves data sources, computer operation, mathematical economics, and statistical analysis. Simple and multiple regression analysis form part of the focus of this course. Prerequisites: ECON 103S or ECON 104S and either ECON 113S or ECON 204S and one of the following: MATH 125Q, STAT 301Q, BIOL 243Q, PSYC 321Q, or POLI 325. Co-requisite: ECON 380 or ECON 480.

**ECON 379V. Economic Development and Human Progress. 1 Unit.**

This course focuses on Stetson's Social Justice Value. Do you expect to have a better life than your parents and grandparents? This seminar explores the concept of progress through the lens of economic development historically, from the misery of the pre-industrial era, to industrialization, and now, to modern economic growth. Students will study poverty, inequality, happiness, well-being, freedom, and mobility, across economies at different developmental stages, and then develop and implement a standard-of-living survey appropriate for Deland. Junior Seminar.

**ECON 380. Department Colloquium. 0.0 Units.**

Pass/Fail only. A critical examination of current research and issues in economics and global development.

**ECON 385. Independent Study. 0.5 or 1 Units.**

Independent studies are intended to provide an opportunity for students with strong interest and initiative to pursue the study of topics that are not part of the regular course offerings. They are arranged by mutual agreement between faculty member and student. Prerequisite: Permission of instructor.

**ECON 390. Special Topics in Economics. 0.5 or 1 Units.****ECON 391V. Freakonomics. 1 Unit.**

This course focuses on Stetson's Social Justice Value. This course is inspired from the best-selling book Freakonomics, and the blogs, podcasts, and movies that followed it. This is an applied course that aims to show how one can apply the most standard principles, methods and tools of economics to non-standard settings. Through these real-life examples, students will gain a better understanding of supply and demand, costs, and how to optimize under imperfect information. Students will be expected to describe and critically evaluate the diverse perspectives relevant to each topic in written and verbal works. Junior Seminar.

**ECON 395. Teaching Apprenticeship. 0.5 Units.**

Pass/Fail only. Exceptional students join faculty members' courses to study the teaching of economics and acquire some hands-on experience. The course is reserved for upper-division economics majors who have been recommended by faculty in the department. By permission of the instructor. May be repeated once.

**ECON 397. Internship in Economics. 0.5 or 1 Units.**

Economics majors may complete a semester or summer internship in an approved setting such as a research institution, local, regional or national government agency, small or large business, or non-governmental agency (NGO). Responsibility remains with the student in arranging the internship. Students will be required to maintain a journal analyzing their experience within the context of the discipline, and then to present a seminar talk on their experience. A substantial research paper is expected at the end of the internship. The field supervisor will write an evaluative letter about the student's work on site during the internship. Prerequisites: permission of department head and instructor and ECON 300 and ECON 301. Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact Career & Professional Development at [career@stetson.edu](mailto:career@stetson.edu) or 386-822-7315.



**ECON 475. Econometrics II. 1 Unit.**

This course focuses on the fundamentals of regression analysis. It covers the best of contemporary applied econometrics. Topics include review of multiple regressions, instrumental variables regressions, nonlinear regressions, regressions with a binary dependent variable, regressions with panel data, and time series regressions and forecasting. An emphasis is on understanding and implementing actual problems. Prerequisites: ECON 300 and ECON 374Q. Co-requisite: ECON 380 or ECON 480.

**ECON 480. Department Colloquium. 0.25 Units.**

Pass/Fail only. A critical examination of current research and issues in economics and global development.

**ECON 485. Independent Study. 0.5 or 1 Units.**

Independent studies are intended to provide an opportunity for students with strong interest and initiative to pursue the study of topics that are not part of the regular course offerings. They are arranged by mutual agreement between faculty member and student. Prerequisite: Permission of instructor.

**ECON 490. Special Topics in Economics. 1 Unit.****ECON 498. Senior Project Proposal. 0.5 Units.**

Students will select a topic in Economics and develop it, in collaboration with a faculty member, from conception to a feasible project to be undertaken in ECON 499. The student will develop a statement of the problem to be studied, the methods to be used, and the background information needed to solve the problem. The student will write a project proposal including any preliminary results and present the problem and results to the department. Prerequisites: ECON 300 and ECON 301. Co-requisite: ECON 480.

**ECON 499. Senior Project. 1 Unit.**

Students will extend their research project started in ECON 498. The student will write a final paper, and present the results to the department. Prerequisite: ECON 498. Co-requisite: ECON 480.

## Education (EDUC)

### Courses

**EDUC 133. Technology in the Classroom. 1 Unit.**

Provides students with theoretical and practical knowledge on the use of technology in education. It introduces the use of technology as a teacher productivity tool, an instructional tool, and a learning tool.

**EDUC 185. Independent Study. 0.5 or 1 Units.**

Explores in greater depth aspects of materials treated in basic courses. Projects must be approved by Department Chair.

**EDUC 190. Special Topics in Education. 1 Unit.****EDUC 245H. Social Foundations of Education. 1 Unit.**

Introductory course. Examines historical, philosophical, and social forces affecting education. Includes systematic observation in public schools. Offered every semester.

**EDUC 255S. Educational Psychology. 1 Unit.**

Examines principles of psychology as they apply to education with an emphasis on the use of theory and research to improve instruction. Topics typically include: theories of development, theories of learning, motivation, assessment and evaluation. Field experience with background check required. Offered every semester.

**EDUC 265. Principles and Methods of Instruction for Diverse Learners. 1 Unit.**

Introductory course. Provides a foundation for 300- and 400-level coursework in education for diverse populations. Emphasis will include research-based literature on learning and teacher effectiveness; grouping for instruction; classroom management; general methods of implementing curriculum in the classroom. Includes systematic observation in schools. Field experience with background check required. Lab fee required. Restricted to Education majors and minors only. Prerequisite: EDUC 255. Offered every semester.

**EDUC 275V. Human Exceptionalities. 1 Unit.**

This course focuses on Stetson's Human Diversity Value. Provides students with an orientation to the field of human exceptionality. It is designed to present the problems involved in educating school-aged populations classified as exceptional students, familiarize students with the various classifications of exceptionalities, and examine the services provided for handicapped individuals in society. Field placements within schools or other service related agencies are required. Field experience with background check required. Offered every semester.

**EDUC 285. Independent Study. 0.5 or 1 Units.**

Explores in greater depth aspects of materials treated in basic courses. Projects must be approved by Department Chair.

**EDUC 290. Special Topics in Education. 1 Unit.****EDUC 300. Language and Culture of Bilingual Learners. 1 Unit.**

Provides a comprehensive foundation in ESOL (English for Speakers of Other Languages) standards and competencies based on Florida mandates. Theory and practice focus on culture, language and linguistics, methods of teaching ESOL, ESOL curriculum and materials development, and assessment. Prerequisite: EDUC 265 with a grade of C or higher. Co-requisite: EDUC 301. Offered every semester.

**EDUC 301. Reading in the Primary Grades. 1 Unit.**

Focuses on the development of literacy in grades K-3. Examines research on teacher effectiveness and reading; provides an overview of various approaches to teaching reading; and emphasizes skill development in areas of phonological awareness, phonics and word study, fluency, vocabulary, and comprehension. Integrates methods of incorporating music, art, drama, and movement into the primary (K-3) curriculum in ways that support and enhance acquisition of the curricular content. Prerequisite: EDUC 265. Restricted to education majors only. Corequisite of EDUC 300 required. Offered every semester.

**EDUC 302. Improving Reading and Writing Skills in the Middle/Secondary School. 1 Unit.**

Studies diagnostic tests, the causes of reading difficulties, and techniques for improving study habits and reading skills. Students are provided with a broad background of information, knowledge, and understanding of reading skills that are essential to increasing reading proficiency across the content areas. For music education students and education minors. Offered every semester.

**EDUC 303. Cross-Cultural Communication for Educators. 1 Unit.**

Provides a comprehensive foundation in ESOL (English for Speakers of Other Languages) standards and competencies based on Florida mandates. Critically explores ways educators can establish equitable and culturally responsive classrooms. Examines theories related to language, culture, and social justice.

**EDUC 305V. Cultural Diversity Education. 1 Unit.**

This course focuses on Stetson's Human Diversity Value. Provides perspectives, theories and strategies in cultural diversity, cultural sensitivity and multicultural education. Prepares students to work effectively with English Language Learners students and students from diverse cultural/ethnic backgrounds. Provides students with knowledge and skills for managing cultural diversity in the work or school environment.

**EDUC 306. Instructional Strategies for Students with Mild Handicaps, Elementary. 1 Unit.**

Focuses on specialized approaches to teaching academic, social, and behavioral skills to students with mild disabilities in an elementary setting. Requires a seven-week internship teaching students who have mild handicaps (e.g., learning disabled, emotionally impaired, developmentally disabled). Required for certification in exceptional student education. EDUC 306 and EDUC 307 are taken as a block. Prerequisites: EDUC 255S and EDUC 265.

**EDUC 307. Instructional Strategies for Students with Mild Handicaps, Middle/Secondary. 1 Unit.**

Focuses on modifying curricula lesson planning and developing curricula for mildly handicapped students in the middle or secondary school. Covers specialized approaches to teaching academic, social and behavioral skills to students with mild disabilities. Requires a seven-week internship teaching students who have mild handicaps (e.g., learning disabled, emotionally impaired, developmentally disabled). EDUC 306 and EDUC 307 are taken as a block. Prerequisites: EDUC 255S and EDUC 265.

**EDUC 308. Nature and Needs of Mildly Handicapped Students. 1 Unit.**

Deals with characteristics, methods, and techniques appropriate for students who are learning disabled, emotionally handicapped, and educable mentally handicapped. Curriculum materials, including current innovations and trends, will be presented.

**EDUC 310. Methods of Integrating Arts in the Elementary School. 1 Unit.**

Teaches methods of incorporating music, art, drama, and movement into the elementary curriculum in ways that support and enhance acquisition of the curricular content.

**EDUC 313. Curriculum and Assessment of Bilingual Children in US Schools. 1 Unit.**

This course focuses on methods of teaching English to Speakers of Other Languages (ESOL), design and implementation of curriculum and materials, and testing and evaluation of ESOL students. In addition to class meetings, a minimum of 12 hours of observation and participation in a clinical setting is required. EDUC 313, EDUC 322, EDUC 394, EDUC 424, and EDUC 499 are taken as a block. Offered every semester. Prerequisite: Admission to Approved Program.

**EDUC 314. Reading in the Intermediate Grades. 1 Unit.**

Covers developmental and content reading difficulties of students in grades 4 through 6 in relation to what the classroom teacher can do directly and which problems need professional help. Students are provided with a broad background of information, knowledge and understanding of reading skills that are essential to increasing reading proficiency across the content areas. EDUC 321, EDUC 314, EDUC 315, EDUC 316, and EDUC 393 are taken as a block. Offered every semester. Prerequisite: Admission to Approved Program.

**EDUC 315. Language Arts and Literature for Children. 1 Unit.**

Examines the theory/methodology for teaching language arts and literature at the elementary school level with emphasis on teaching strategies for integrating listening, speaking, reading, writing, viewing, and visually representing activities and methods of incorporating music, art, drama, and movement into the elementary curriculum in ways that support and enhance acquisition of the curricular content. Includes observation/participation in school settings. EDUC 321, EDUC 314, EDUC 315, EDUC 316, and EDUC 393 are taken as a block. Offered every semester. Prerequisite: Admission to Approved Program.

**EDUC 316. Assessment and Evaluation of Learning. 1 Unit.**

Examines concepts and skills related to designing, administering, evaluating, interpreting, applying, and communicating results of classroom tests to include both performance and objective assessments. This course will also examine concepts and skills in administering, interpreting, applying, and communicating results of standardized assessments. Emphasis will be on the use of assessment tools to improve instruction and student achievement. EDUC 21, EDUC 314, EDUC 315, EDUC 316, and EDUC 393 are taken as a block. Offered every semester. Prerequisite: Admission to Approved Program.

**EDUC 318. Methods of Teaching English to Speakers of Other Languages (ESOL). 1 Unit.**

Presents teaching strategies that are effective with speakers of English as a second language. The material of the course will include appropriate ESOL strategies in content (mathematics, science, language arts, and social studies) instruction.

**EDUC 319. ESOL Curriculum and Materials Development. 1 Unit.**

Presents appropriate curricula and curricular materials that enhance the ability of ESOL/ELL students to acquire English and other content area knowledge. Second language acquisition theory and principles and research in curriculum and materials development are examined.

**EDUC 320. Testing and Evaluation in ESOL. 1 Unit.**

Introduces issues of language testing. Examines informal and formal assessment and evaluation strategies. Opportunities to design and develop assessment instruments for learners of English as a second language are presented.

**EDUC 321. Mathematics in the Elementary School. 1 Unit.**

Focuses on the theory and methods for teaching mathematics in the elementary school; includes observation and participation in school settings. Integrates methods of incorporating music, art, drama, and movement into the elementary curriculum in ways that support and enhance acquisition of the curricular content. EDUC 321, EDUC 314, EDUC 315, EDUC 316, and EDUC 393 are taken as a block. Offered every semester.

**EDUC 322. Natural and Social Sciences in the Elementary School. 1 Unit.**

Uses the National Science Education Standards, through a constructivist perspective, to guide the presentation of methods and materials for teaching science and health. Methods for integrating the six social studies are guided by the National Council for the Social Studies. Strategies for teaching global awareness, democratic citizenship, and values are included. This course integrates methods of incorporating music, art, drama, and movement into the elementary curriculum in ways that support and enhance acquisition of the curricular content. EDUC 313, EDUC 322, EDUC 394, EDUC 424, and EDUC 499 are taken as a block. Offered every semester.

**EDUC 331. Special Methods in the Middle and Secondary School. 1 Unit.**

Examines the preparation, presentation, and evaluation of materials, including ESOL strategies, used in teaching particular secondary or K-12 school subjects. A field component is required.

**EDUC 332V. The Human Diversity Experience in Professional Wrestling. 1 Unit.**

This course focuses on Stetson's Human Diversity Value. Explore the history of professional wrestling, beginning in Ancient Greece, evolving as a staple in North America in the 1920s to present time. The focus of the course will be an exploration of human diversity, gender, and equity and how the portrayals of wrestling 'superstars' have evolved from stereotypical portrayals to a more individual, character-driven development based on personal background. We will examine how human diversity has been explored in each of the major eras of professional wrestling, with a specific focus on how World Wrestling Entertainment (formerly World Wide Wrestling Federation and World Wrestling Federation) has represented human diversity. Junior Seminar.

**EDUC 334. Topics in Technology. 1 Unit.**

Focuses on the uses of instructional technology to enhance teaching and learning. Topics may include in-depth study of media resources, webpage design, video production, or other emerging technologies.

**EDUC 361. Special Methods of Teaching Foreign Languages K-12. 1 Unit.**

Engages students in curriculum materials, teaching techniques, observations on and off campus, and use of instructional media in the foreign language classroom. Prerequisite: Senior standing in the target language or permission of the instructor.

**EDUC 368. Field Experiences Abroad. 1 Unit.**

Uses off-campus settings to examine various educational systems around the world. Through readings, field placements in local schools, participation in various lectures, fieldtrips, and classroom experiences prior to the date of departure, this course will provide students a unique cultural perspective on various educational systems.

**EDUC 369. Field Experiences Away. 1 Unit.**

Uses off-campus locations to examine different educational settings. Through readings, field placements in local schools, participation in various lectures, fieldtrips, and classroom experiences prior to the date of departure, this course will provide students a unique perspective in different educational settings.

**EDUC 370V. Celebrating Diversity: Examining Populations on the Fringe of Society. 1 Unit.**

This course focuses on Stetson's Social Justice Value. Examines through film, literature, case studies and field experience the educational and societal implications of poverty, ethnicity, and gender. Junior Seminar.

**EDUC 371V. Using Children's Books to Develop Critical Thinking. 1 Unit.**

This course focuses on Stetson's Human Diversity Value. Focuses on the study of the various genres of literature for children with emphasis upon criteria for selecting and interpreting quality material to develop children's understandings of differences among people and viewpoints. Junior Seminar.

**EDUC 372V. Authentic Educating. 1 Unit.**

This course focuses on Stetson's Ethical or Spiritual Inquiry Value. Studies the aims of educational philosophy to help students understand their own philosophic perspective and move toward authenticity in their lives. Junior Seminar.

**EDUC 373V. Social, Emotional and Vocational Needs of Individuals with Disabilities. 1 Unit.**

This course focuses on Stetson's Social Justice Value. Provides students with knowledge and experience in working with individuals with exceptionalities. It focuses on both the vocational and recreational aspects of independent living. Junior Seminar.

**EDUC 374V. Educational Systems Around the World: Promoting or Inhibiting Social Justice. 1 Unit.**

This course focuses on Stetson's Social Justice Value. Examines how issues of social justice are connected to educational structures and systems in the United States, Europe, Asia, and South America. Junior Seminar.

**EDUC 375V. Exploring Environmental Identity. 1 Unit.**

This course focuses on Stetson's Environmental Responsibility Value. This course will explore the connections between people and their surrounding natural environment. Pairing adult contemporary and children's literature, films, and site visits, students will investigate authentic, unplugged experiences in assorted bioregions. The course emphasizes discussion and self-regulation to develop a mindfulness of the local environment and to increase personal responsibilities to develop habits that lead to a sustainable future. Junior Seminar.

**EDUC 385. Independent Study. 0.5 or 1 Units.**

Explores in greater depth aspects of materials treated in basic courses. Projects must be approved by Department Chair.

**EDUC 390. Special Topics in Education. 1 Unit.****EDUC 392. Professional Music Educator. 0.5 Units.**

Focuses on classroom management and the multiple roles of the teacher. Continued development and experience with the Florida Educator Accomplished Practices, portfolio development, and technology integration will be emphasized. Various school-based experiences for students to work with individual learners, small groups, and whole classes in various school-based experiences are required. EDUC 392 is for Music Education majors only. Offered every spring semester.

**EDUC 393. Professional Educator I. 0.5 Units.**

Examines the professional standards of teaching (Accomplished Practices, Interstate Teacher Assessment and Support Consortium, and the Florida B.E.S.T. Standards) and integrates technology into teaching. Students will be required to develop an electronic professional portfolio that addresses the Florida teaching standards. Students will also explore the use of technology for classroom application. EDUC 321, EDUC 314, EDUC 315, EDUC 316, and EDUC 393 are taken as a block. Lab fee required. Offered every semester. Prerequisite: Admission to Approved Program.

**EDUC 394. Professional Educator II. 0.5 Units.**

Focuses on classroom management and the multiple roles of the teacher. Continued development and experience with the Florida Educator Accomplished Practices, portfolio development, and technology integration will be emphasized. Various school-based experiences for students to work with individual learners, small groups, and whole classes in various school-based experiences are required. EDUC 313, EDUC 322, EDUC 394, EDUC 424, and EDUC 499 are taken as a block. Lab fee required. Offered every semester.

**EDUC 395. Teaching Apprenticeship. 0.5 Units.**

Pass/Fail only. This is a course designed to give the student insights into the methodological aspects of teaching a class in K-12 Education. It will consist in class observations, goals and strategies discussions with the instructor, and some teaching responsibilities in and out of the classroom. Permission of the instructor only.

**EDUC 397. Internship in Education. 0.5 or 1 Units.**

Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact Career & Professional Development at [career@stetson.edu](mailto:career@stetson.edu) or 386-822-7315.

**EDUC 401. Nature and Needs of the Gifted. 1 Unit.**

Focuses on definition and diagnosis of children who are gifted, including current innovations and trends in curriculum. This course is required for students completing an additional endorsement in Gifted Education.

**EDUC 402. Educational Procedures and Curriculum for the Gifted. 1 Unit.**

Presents curricular material and strategies for gifted and creative students. Learning models in curriculum building are investigated. Attention is given to characteristics, problems and needs of gifted students, including special populations, as they relate to curriculum development. Emphasizes learning styles, self-awareness and motivation plus the development of creative potential. Prerequisites: Recommended but not required: EDUC 401.

**EDUC 403. Guidance and Counseling of Gifted Students. 1 Unit.**

Studies the theoretical basis of counseling and the special tasks of counseling children identified as gifted as well as their families. Required course for endorsement in Gifted Education.

**EDUC 404. Education of Special Populations of Gifted Students. 1 Unit.**

Focuses on an overview of theory, research and practical suggestions about education of special populations of gifted students, (e.g., minorities, emotionally handicapped, learning disabled, physically handicapped, sensory handicapped and speech impaired). The aim is to sketch several definitions of giftedness, then to apply these to special populations and apply this knowledge to the classroom.

**EDUC 405. Theory and Development of Creativity. 1 Unit.**

Examines theory, research and practical suggestions about creativity that are of value to classroom teachers. The aim is to define creativity from various theoretical models, then to survey various instruments to identify and apply this knowledge to the classroom.

**EDUC 424. Assessment and Differentiation of Reading Instruction. 1 Unit.**

Builds on skills developed in EDUC 314 and EDUC 315 and field experiences in teaching reading and writing to elementary school students. Use of diagnostic prescriptive techniques in identifying and correcting reading problems, along with early intervention strategies. EDUC 313, EDUC 322, EDUC 394, EDUC 424, and EDUC 499 are taken as a block. Offered every semester.

**EDUC 428. Reading Practicum. 1 Unit.**

Through this culminating practicum, candidates will demonstrate knowledge of the components of reading, as well as assessments and data analysis, and implement a comprehensive research-based reading plan of instruction for all students. Candidates will engage in the systematic problem-solving process. EDUC 428, EDUC 429, EDUC 430, and EDUC 474 are taken as a block. Offered every semester. Prerequisite: Admission to Student Teaching.

**EDUC 429. Senior Intern Seminar. 1 Unit.**

Uses a general methods seminar to provide a culminating experience for pre-service teachers. Content is based on best practices research in education. Students develop materials and teaching units/projects for implementation in classroom settings. Legal/ethical issues, crisis intervention, and professionalism are addressed. EDUC 428 (for elementary education majors only), EDUC 429, EDUC 430, and EDUC 474 are taken as a block. Offered every semester. Prerequisite: Admission to Student Teaching.

**EDUC 430. Student Teaching. 2 Units.**

Provides a direct, substantial, and full-day teaching experience for a minimum of 12 weeks in elementary, middle, or secondary schools. Application required one semester in advance of enrolling in EDUC 428 (for elementary education majors only), EDUC 429, EDUC 430, and EDUC 474. EDUC 428, EDUC 429, EDUC 430, and EDUC 474 are taken as a block Offered every semester. Prerequisite: Admission to Student Teaching.

**EDUC 474. Educational Management of Exceptional Students. 1 Unit.**

Describes methods of classroom organization, behavior management strategies, and collaboration/consultation skills. EDUC 428 (for elementary education majors only), EDUC 429, EDUC 430, and EDUC 474 are taken as a block. Offered every semester. Prerequisite: Admission to Student Teaching.

**EDUC 485. Garden Based Learning in Elementary School. 0.5 or 1 Units.**

Explores in greater depth aspects of materials treated in basic courses. Projects must be approved by Department Chair.

**EDUC 490. Special Topics in Education. 1 Unit.****EDUC 495. Seminars. 0.5 to 1 Units.**

Topical seminars concentrating on particular aspects of educational programs.

**EDUC 499. Senior Project. 1 Unit.**

Engages students, in collaboration with the instructor, in projects that connect educational theory with classroom practice. The outcome should enhance students' ability to evaluate educational issues in depth and to communicate that knowledge orally and in writing. EDUC 313, EDUC 322, EDUC 394, EDUC 424, and EDUC 499 are taken as a block. Offered every semester. Writing enhanced course.

**EDUC 501. Educational Assessment, Evaluation and Planning. 3 Credits.**

This course describes the role of measurement and assessment in the educational process and assessment in the educational process and focuses on analyzing and interpreting assessments for use in curricular modifications and student evaluation.

**EDUC 503. History and Philosophy of Higher Education. 3 Credits.**

The purpose of this course is to examine the development of higher education in the United States from the colonial period to present time. This course examines the perspectives which informed the evolution of higher education in the United States and identifies the populations that historically had access to higher education. This course will also address the contemporary practices and problems in higher education, including regional, state-level, national, and international trends impacting higher education. The end goal of this course is for students to be able to articulate how higher education contributes to creating a functional and productive society.

**EDUC 504. Human Development. 3 Credits.**

Study of bio-psychosocial and personality factors in the growth and development of individuals across the life span.

**EDUC 505. Philosophy of Education. 3 Credits.**

Systematic study of current educational philosophies and their impact on American education.

**EDUC 506. Higher Education Leadership Theory. 3 Credits.**

The purpose of this course is for students to identify the various theories that inform leadership education for both scholars and practitioners. Students will identify different leadership theories and apply those leadership theories to settings within higher education administration and supervision. This course will also examine how existing leadership theories apply to governing boards, administration, faculty, and other stakeholders within the context of higher education. The end goal of this course is for students to identify their own personal leadership style or styles and situate their own style within the existing context of higher education administration and supervision.

**EDUC 507. Student Personnel Services in Higher Education. 3 Credits.**

This course provides a comprehensive overview of the role of student personnel and their role within higher education. Career exploration and development in both academic administration and student affairs is discussed, with an emphasis on how student affairs practitioners can influence and assist academic administration to create a comprehensive higher education system. Student personnel roles including housing and residence life, Title IX, academic advising, career services, fraternity and sorority life, will be examined in the context of their broader role within a higher education institution.

**EDUC 508. The Role of Faculty in Higher Education. 3 Credits.**

This course explains the purpose of faculty in higher education and their intersection with other campus personnel. This course examines the three pillars of faculty development; teaching, scholarship, and service, and how higher education institutions utilize faculty to enhance those pillars for their institution. Students will identify how faculty influence and are influenced by other stakeholders, including students, student affairs professionals, parents, community members, and governing boards. Differences between tenure and non-tenure track professors, as well as professor of practice, adjunct professors, and instructors will be discussed. Additionally, this course will examine new, 21st Century models for faculty, including online delivery models and living-learning communities with "faculty in residence," and Fullbright positions.

**EDUC 509. Higher Education Theories and College Student Development. 3 Credits.**

This course provides an introduction to the major research and theories related to college student development. Students will examine theories related to cognitive, psychosocial, and social identity development and adult learning. This course will emphasize the development of postsecondary education students, including first-time in college students, non-traditional adult learners, first-generation students, and minority students. This course will be framed from an equity perspective, and analyze the uniqueness of each type of student learner and how theories of higher education and college student development can apply to their success.

**EDUC 510. Student Retention. 3 Credits.**

This course examines a critical area for higher education administration and supervision personnel, the topic of college student retention. Social and cultural factors that influence student performance and retention such as race, gender, socioeconomic status, and ethnicity will be evaluated, as well as institutional policies specific to higher education institutions. This course will look at the broader political scope and sequence of retention, and will explain how retention is measured by each institution under each state's individual guidelines for retention. Additionally, P-12 programs such as dual-enrollment, Advancement Placement, and International Baccalaureate, and also community college partnerships with four-year institutions will be explored, in an effort to demonstrate how those programs can influence student retention.

**EDUC 511. Law and Ethics in Higher Education. 3 Credits.**

This course is designed to inform students of legal and ethical issues in higher education. Students will become familiarized with statutory and case law related to higher education and apply those legal concepts to common issues in the field. Topics in this course include Title IX, Americans with Disabilities Act (ADA), academic freedom, affirmative action, and financial aid. Students will establish their own personal code of ethics as a part of this course, and identify how that code of ethics intersects within the context of higher education institutions.

**EDUC 512. Finance in Higher Education. 3 Credits.**

This course will provide students with an overview of the principles and practices of finance in higher education. Federal, state, and local policies impacting the funding of higher education will be discussed, including revenue sources for higher education. Short-term and long-term investment strategies will be discussed in relation to increasing institutional capital, and budgeting strategies will also be analyzed. Students will explore the overall cost of education - including who should pay for higher education and how much should be paid for higher education. Finally, performance funding, and its role within both state and federal education will be explored.

**EDUC 513. Multiculturalism and International Higher Education. 3 Credits.**

This course will explore various models of education and examine how race, ethnicity, and culture influence a student's experience in higher education. Diversity and equity is a considerable focus on this course, both for underrepresented cultures and international students. This course will prepare practitioners for enlightened citizenship and appropriate practices in an ever-growing multicultural society. Additionally, comparative and international education will be addressed, specifically comparing other international higher education institutions to the United States higher education system. Discussion in this class will include such areas as race, exceptionalism, ethnicity, gender, class, ages, differentiated life styles and life choices, and religion.

**EDUC 514. Middle School Curriculum. 3 Credits.**

Study of the transitional school between the elementary and senior high school.

**EDUC 515. Higher Education Measurement, Evaluation, and Accreditation. 3 Credits.**

This course addresses traditional measurement and evaluation practices used across higher education. Graduation rates, performance tracking, grading procedures, and program evaluation will be discussed in this class. In addition to understanding measurement and evaluation, methods of communicating assessment results to students and effective academic support will be addressed as well. This course will also address accreditation processes at the federal, state, and local level, both at the institutional level and program level. Students will explore various national and regional models of education and apply them to different programs across a higher education institution.

**EDUC 519. Fundamentals of Reading Instruction. 3 Credits.**

Survey of different approaches to beginning reading instruction; specific techniques for teaching basic reading skills; methods of measuring reading progress in individuals and groups.

**EDUC 520. Higher Education Internship I. 3 Credits.**

Higher Education Internship I provides hands-on experiences at an internship site and traditional classroom-based learning environments to integrate the theory and practice of higher education administration and supervision. Students will have the opportunity to explore potential careers in higher education and build and increase their professional networks. This course will combine both lecture and practical experiences for students, and will require a 120 hour internship (50 hours will have already been embedded as part of embedded tasks from their previous 5 traditional courses) of which 70 of those 120 hours must be earned during the summer semester in a role outside of the student's current position. As part of this course, students will complete a research project on a Higher Education Institution outside of Florida – which must be part of the Southern Regional Education Board (SREB), a 16-state consortium of higher education institutions, and establish a topic for a capstone research project bridging theory to practice which will conclude at the end of their second internship course the following summer. Prerequisite: Students must have achieved candidacy through the successful completion of their four, first-year courses (12 credits).

**EDUC 521. Higher Education Internship II. 3 Credits.**

Higher Education Internship II provides hands-on experiences at an internship site and traditional classroom-based learning environments to integrate the theory and practice of higher education administration and supervision. Students will have the opportunity to explore potential careers in higher education and build and increase their professional networks. This course will combine both lecture and practical experiences for students, and will require a 120 hour internship (50 hours will have already been embedded as part of embedded tasks from their previous 5 traditional courses) of which 70 of those 120 hours must be earned during the summer semester in a role outside of the student's current position. As part of this course, students will complete an action research project about a problem or challenge that exists in their current or desired role within higher education. Prerequisite: EDUC 520.

**EDUC 522. Statistical Analysis and Research Design. 3 Credits.**

Functional application of various experimental designs, use of statistical packages, evaluation of written research.

**EDUC 523. High School Curriculum. 3 Credits.**

Principles of curriculum construction; pressures influencing change; current developments.

**EDUC 524. Diagnosis and Treatment of Reading Problems I. 3 Credits.**

Causes of reading disabilities and the use of both quantitative and qualitative instructional assessments to identify problems.

**EDUC 525. Diagnosis and Treatment of Reading Problems II. 3 Credits.**

Supervised practice in diagnosing and teaching children with reading difficulties. Prerequisite: EDUC 524.

**EDUC 526. Trends in the Teaching of Reading. 3 Credits.**

Philosophical and psychological foundations; relevant research; issues involving different methods of teaching reading. Students are provided with a broad background of theory and practice and an in-depth analysis of the methods, materials, current research, and changes in the way reading is being taught.

**EDUC 527. Content Area Literacy. 3 Credits.**

This course examines the use of multiple literacies for teaching and learning inside and outside of the classroom. Candidates will develop a better understanding of reading and writing processes in the broad context of communication. The course explores multi-literacy strategies for fostering and evaluating interest, fluency, and skill in reading and writing across content areas. Additionally, the course presents specific strategies designed to develop critical literacy skills that support learning across the curriculum and build on students' existing literacies.

**EDUC 528. Practicum in Reading. 3 Credits.**

Supervised practicum to obtain practical experience in increasing the reading performance of a student(s) with the prescription and utilization of appropriated strategies and materials based upon scientifically based reading research to address the prevention and remediation of reading difficulties under the supervision of a reading specialist. Prerequisites: EDUC 524 and EDUC 526.

**EDUC 529. Cultural Diversity Education/Multicultural Education. 3 Credits.**

Explores theoretical assumptions in multicultural education and provides teachers and individuals with curriculum and other strategies for effectively meeting the needs of students who are speakers of other languages, or who face challenges because of race, ethnicity, religion, or sexual orientation. The emphasis is on a learning environment free from prejudice, stereotyping, gender, and exceptional student biases. Additionally students will understand the legal requirements for Educational Goals 2000 and multicultural education. Leadership and managing cultural diversity in the public school, work place, and community are given special emphasis.

**EDUC 530. Curriculum and Instructional Development. 3 Credits.**

Provides knowledge about the principles of curriculum development, implementation, and evaluation. The effective school literature is also explored.

**EDUC 531. Critical Mathematical Pedagogy. 3 Credits.**

This course explores critical pedagogy within the context of mathematics classrooms and addresses strategies of instruction for computation and concepts of number, geometry, measurement, algebra and standards for teaching mathematics. This course will examine how mathematical reasoning can develop students' abilities to solve critical issues related to social and examines the relationship between mathematical achievement levels and marginalized children.

**EDUC 532. Critical Science Pedagogy. 3 Credits.**

This course provides a variety of experiences in science education (experiential, inquiry-oriented, reflective, and web-assisted instruction). Equity in the science classroom and pedagogical approaches to meet the needs of diverse populations, with particular focus on gender roles, stereotypes, and exceptional students will be emphasized. Candidates develop a catalogue of resources and strategies for expanding understanding of science content and skills.

**EDUC 533. Comprehensive Strategies for ESOL. 3 Credits.**

Introduces the field of teaching English as a second language. Students examine current strategies and methods of instruction, curriculum development, testing, and cross-cultural communication.

**EDUC 534. Teaching Strategies in Elementary Education. 3 Credits.**

Identifies current strategies of instruction and the theories upon which they are based. Includes methods of evaluation and motivational techniques.

**EDUC 535. Problems in Middle/Secondary School Curriculum. 3 Credits.**

Identifies problems; critical issues and trends; use of time, space, and resources to improve instruction.

**EDUC 536. Problems in Elementary School Curriculum. 3 Credits.**

Methods of dealing with various types of problems with suggested curriculum experiences to provide optimum learning.

**EDUC 538. Primary Education I: Curriculum. 3 Credits.**

Examines curriculum for primary children in relationship to their needs and development at various maturation levels.

**EDUC 539. Primary Education II: Special Methods. 3 Credits.**

Develops appropriate materials and teaching strategies for use in an early childhood program.

**EDUC 540. Educational Finance. 3 Credits.**

Examines various methods of funding public education with particular emphasis upon Florida's funding program.

**EDUC 542. Legal Aspects of School Operations. 3 Credits.**

Examines the Legal basis for education; Constitutional and statutory laws; court cases; review of the School Code of Florida.

**EDUC 543. Instructional Leadership and Supervision. 3 Credits.**

Provides the knowledge and skills necessary for educational leaders to promote a positive school learning culture, develop an effective instructional program through data-driven decision making, and apply best practices to the teaching and learning process.

**EDUC 544. Educational Management and Systems Planning. 3 Credits.**

Introduces the purpose, function, and processes of educational leadership, organizational theory, systems theory and the role of the principal in the effective school.

**EDUC 545. Contemporary Problems in School Administration. 3 Credits.**

Analysis of the issues on the local, state and national levels that confront educators today.

**EDUC 546. Human Resource Development. 3 Credits.**

Provides an introduction to school personnel, administration and labor relations. Topics include recruitment, orientation, induction, and evaluation.

**EDUC 547. Nature and Needs of Diverse Populations. 3 Credits.**

Examines the characteristics, methods, and techniques appropriate for students who are learning disabled, emotionally handicapped, and educable mentally handicapped, and for whom English is a second language.

**EDUC 548. Children's Literature. 3 Credits.**

Extensive reading in all areas of children's literature; examination and application of criteria for selecting books for children; projects involving matching books to children's interests and needs.

**EDUC 549. Language Arts. 3 Credits.**

Examines the current practices and research in teaching the language arts (listening, speaking, reading, and writing) with particular emphasis on the integration of reading and writing instruction.

**EDUC 550. Classroom Management for Emotionally Handicapped. 3 Credits.**

Examines the models of behavior management. Techniques to prevent disruptive behavior and to alter unproductive behavior will be emphasized. Attention to legal considerations and counseling skills will be discussed.

**EDUC 551. Curriculum and Supervision Problems in Reading. 3 Credits.**

Examines and explores appropriate steps and components in the establishment of improved school reading programs. Primary considerations include: The measurement and correction of reading ability, the components of an effective reading program and guidelines for implementing a student orientated program.

**EDUC 552. Reading in Secondary and Post-Secondary Education. 3 Credits.**

Reviews the interrelated nature of reading and writing processes and the development of optimal instructional conditions for reading instruction that result in active student engagement and achievement at the secondary and post-secondary levels.

**EDUC 553. Social, Vocational, and Personal Skills for Diverse Populations. 3 Credits.**

Examines the strategies and activities that prepare individuals to participate in various occupational, vocational, family, civic, and retirement roles. Emphasis will be on teaching those academic, personal, social, employability, and daily living skills and knowledge.

**EDUC 554. Education and Social Justice. 3 Credits.**

This course utilizes a comprehensive social justice framework to explore and analyze the underlying issues within educational theories, policies, and practices. American education will be examined within larger philosophical, historical, political, sociological, anthropological, and global contexts. Interdisciplinary exploration processes will provide candidates with opportunities to reflect upon the social context of schooling and develop as critical practitioners and leaders dedicated to building and maintaining socially just educational learning environments.

**EDUC 555. Critical Issues in Education. 3 Credits.**

This inquiry-based course examines the major contemporary issues facing educators in America and across the globe with an emphasis on the meaning of education and schooling for social justice and access to equitable and high quality learning opportunities for marginalized students.

**EDUC 557. Cultural Arts Integration. 3 Credits.**

This course explores the theories and practices of culturally responsive arts integration across the curriculum. Candidates will learn various approaches to foster creativity, critical thinking, collaboration and self-expression in the classroom. In addition, candidates will learn how to infuse cultural arts into his/her curriculum and develop a comprehensive plan for the educational immersion experience.

**EDUC 558. Differentiated Instruction. 3 Credits.**

This course examines the theoretical principles of differentiating instruction with a focus on research-based practices to differentiate content, activities, and assessment for diverse learners. Teachers discover strategies for flexible grouping, tiered activities, and differentiating levels of complexity in assessing student learning.

**EDUC 559. Educational Immersion. 3 Credits.**

The immersion experience offers candidates opportunities to bridge theory and practice either locally or abroad. Typically these settings will coincide with faculty projects. This intensive immersion experience provides the opportunity to bridge research and best educational practices in promoting social justice through educational practice.

**EDUC 563. Theories of Learning. 3 Credits.**

This course examines the theoretical principles of learning concepts and research findings as they relate to education with application of principles and concepts to teaching and learning, with specific emphasis on effects of poverty on memory, developmental gender differences, and learning a second language.

**EDUC 565. Instructional Design I and II. 3 Credits.**

This course provides an overview of the design, development, and evaluation of instructional technologies for differentiating instruction. This project-based course allows teachers to explore the use of technology for educational growth. It addresses the digital divide and addresses ways to close the technology opportunity gap.

**EDUC 566. Educational Technology. 3 Credits.**

Introduces the applications of technology to the management of education and to instruction. Fundamentals of information processing are introduced including computer hardware, application/productivity software, uses and applications in education, organizational issues, ethical and legal concerns, data security and privacy and facilities design.

**EDUC 567. Communications and Research Analysis for Educational Leaders. 3 Credits.**

Focuses on the theories and principles of education and communication and explores solid research data and best practices to accelerate learning outcomes. The student will develop plans of action which will be communicated to "publics" that will offer new approaches for learning.

**EDUC 568. Educational Immersion. 3 Credits.**

The immersion experience offers candidates opportunities to bridge theory and practice either locally or abroad. Candidates will conduct action research in a variety of settings. Typically these settings will coincide with faculty projects. This intensive ten-week immersion experience provides the opportunity to bridge research and best educational practices in promoting social justice.

**EDUC 569. Capstone Experience. 3 Credits.**

Educating for Social Justice candidates require a capstone project. Candidates are required to select a committee chair (faculty member), committee member (faculty member), and an external committee member (school or community-based) to assess the quality of their capstone projects. Candidates are expected to collect and analyze data, as well as develop and defend capstone project at the completion of the enrolled semester. Prerequisite: EDUC 555.

**EDUC 570. Consultation Collaboration: The Role of the Teacher. 3 Credits.**

Provides an understanding of the relationship between diverse populations and the general education setting. Theories and strategies used in collaboration and consultation will be presented. Particular emphasis on how families, special educators and general educators can work together for student success.

**EDUC 571. Advanced Educational Assessment of Diverse Learners. 3 Credits.**

Laboratory experiences in the study, interpretation, and use of diagnostic instruments and assessment techniques used in evaluating exceptional and limited English proficiency (LEP) students. Both alternative and standardized testing will be examined.

**EDUC 572. Nature and Needs of Students with Specific Learning Disabilities. 3 Credits.**

Study of the theories, trends, classification systems, characteristics, and educational approaches to diagnosis and remediation of students with specific learning disabilities.

**EDUC 573. Instructional Strategies for Teaching Learning Disabled Students. 3 Credits.**

Focuses on specialized approaches to teaching academic skills. Instructional techniques using commercial as well as modified curriculum materials will be presented.

**EDUC 574. Classroom and Behavior Management. 3 Credits.**

Focuses on theoretical and applied methods of classroom organization, behavior management, and consultation for all students. By bridging theory and practice students learn how to create safe and productive learning environments. (This course may be required to be taken in conjunction with EDUC 588 and EDUC 590).

**EDUC 575. Action Research - Theory to Practice. 1 Credit.**

Pass/Fail Course. This course introduces candidates to action research, a form of self-reflective scientific inquiry by practitioners on practice in classrooms and in other educational settings. The goals of action research are the improvement of practice, a better understanding of that practice, and an improvement in the situation in which the practice is carried out. (Total of 3 credits required.)

**EDUC 576. Instructional Strategies for Teaching the Mentally Handicapped. 3 Credits.**

Provides Instructional strategies for teaching functional and basic developmental skills. Developing, implementing, and evaluating individual programs will be discussed with emphasis on databased management.

**EDUC 577. Curriculum for Students with Mental Handicaps. 3 Credits.**

Focuses on curriculum materials including current innovations and trends. Curriculum development, as well as the identification, evaluation, and modification of commercial materials will be covered. Field experience may be required.



**EDUC 578. Nature and Needs of Emotionally Handicapped Students. 3 Credits.**

Examines the characteristics, identification, and problems of emotionally handicapped. Attention is given to the prevention of emotional handicaps. Emphasis given to intervention techniques as well as utilization of community services.

**EDUC 579. Nature and Needs of Gifted Students. 3 Credits.**

Examines the characteristics, identification, and problems of the gifted. Special attention devoted to educational approaches, principles and practices used in special and regular classrooms.

**EDUC 580. Language Development of Diverse Populations. 3 Credits.**

Study of current practices in teaching language development for exceptional and limited English proficiency (LEP) students.

**EDUC 581. Curriculum for Students with Learning Disabilities. 3 Credits.**

Focuses on curriculum materials including current innovations and trends. Curriculum development, as well as the identification, evaluation, and modification of commercial materials will be covered. Field experience may be required.

**EDUC 582. Instructional Strategies for Teaching Emotionally Handicapped Students. 3 Credits.**

Attention given to methods, materials, and strategies for teaching emotionally handicapped students. Development, implementation, and evaluation of individualized programs will be covered. Data-based management and motivational techniques will be discussed.

**EDUC 583. Curriculum for Emotionally Handicapped Students. 3 Credits.**

Focuses on curriculum materials including current innovations and trends. Curriculum development, as well as the identification, evaluation, and modification of commercial materials will be covered. Field experience may be required.

**EDUC 584. Educational Procedures and Curriculum for the Gifted. 3 Credits.**

Examines curricula content, materials, and methods. Learning models in curriculum building investigated. Attention given to learning styles, self-awareness and simulation activities, and development of creative potential.

**EDUC 585. Independent Study. 1 to 6 Credit.**

Explores in greater depth of materials related to basic courses. Foundational courses cannot be taken independently.

**EDUC 586. Independent Study. 2 to 6 Credits.**

Explores in greater depth of materials related to basic courses. Foundational courses cannot be taken independently.

**EDUC 587. Guidance and Counseling of Gifted Students. 3 Credits.**

Study of the theoretical basis of counseling and of the special tasks of counseling with gifted students and their parents.

**EDUC 588. General Methods of Teaching. 3 Credits.**

Overview of the entire school program; curriculum, school organization, problems of instruction, and evaluation.

**EDUC 589. Seminar: Special Methods of Teaching in the Secondary Schools. 3 Credits.**

Examines techniques of motivation; preparation, presentation, and evaluation of materials in particular subject fields. Micro-simulation and interaction analysis.

**EDUC 590. Supervised Student Teaching. 3 to 6 Credits.**

A minimum of 210 hours in an elementary or secondary school; 100 hours of actual instruction.

**EDUC 591. Internship in Educational Leadership. 1 Credit.**

Pass/Fail Course. School-based field experiences under the supervision of a school administrator and seminars on best practices in school leadership. (Total of 3 credits required.)

**EDUC 592. Methods of Teaching English to Speakers of Other Languages (ESOL). 3 Credits.**

Overview of teaching methodologies that are effective in teaching English as a second language. The content will include components in content-based (mathematics, science, language arts, and social studies) using appropriate ESOL strategies.

**EDUC 593. ESOL Curriculum and Materials Development. 3 Credits.**

Provides certified teachers and others with skills and competencies necessary for application of second language acquisition theory, principles and research in curriculum and materials development in ESOL. Appropriate curriculum and curriculum materials which enhance LEP students' ability to acquire English and other content area skills and competencies are emphasized.

**EDUC 594. Testing and Evaluation in ESOL. 3 Credits.**

Provides general background in issues of language testing, opportunities for examining informal and formal assessment and evaluation strategies, and practical experience in designing and developing valid assessment instruments for learners of English as a Second Language.

**EDUC 595. Seminar. 3 Credits.**

Graduate seminars concentrating on content, skills, or materials in various subject fields.

**EDUC 596. Seminar. 3 Credits.**

Graduate seminars concentrating on content, skills, or materials in various subject fields.

**EDUC 597. Applied Linguistics. 3 Credits.**

Provides ESOL teachers with knowledge and skills to apply linguistic theories, methods, and findings to solve LEP/ESOL teaching and learning problems and to enable them to effectively deliver second language curriculum to learners who have varied linguistic backgrounds.

**EDUC 598. Education of Special Populations of Gifted Students. 3 Credits.**

Overview of theory, research, and practical suggestions about educating special populations of gifted students, e.g., minorities, emotionally handicapped, learning disabled, physically handicapped, sensory handicapped and speech impaired. The aim is to sketch several definitions of giftedness, then to apply these to special populations and apply this knowledge to the classroom.

**EDUC 599. Theory and Development of Creativity. 3 Credits.**

Examines theory, research, and practical suggestions about creativity that are of value to classroom teachers. The aim is to sketch several definitions to define creativity from various theoretical models, then to survey various instruments to identify and apply this knowledge to the classroom.

**EDUC 629. Affirming and Leading for Cultural Diversity in Education. 3 Credits.**

Attention is given to planning, site based management, school improvement, and the impact on implementing multicultural education and managing cultural diversity in schools. Practical curricular models will be evaluated and innovative curricula will be designed and discussed.

**EDUC 647. Communication for Educational Leaders. 3 Credits.**

Focuses on practical communication needs of the working educator including written, oral, and non-verbal communications.

**EDUC 650. Seminar: Education in an Era of Challenge. 3 Credits.**

Explores major problems and contemporary issues confronting school personnel. Extensive use is made of resource persons in the several areas of concern.

**EDUC 663. Psychology of Instruction and Discipline. 3 Credits.**

Examines theory and practice of Psychological principles and techniques to improve teaching and learning and classroom management.

**EDUC 665. Utilizing Educational Research. 3 Credits.**

Examines both quantitative and qualitative methods employed in educational research, library techniques, use of mini and microcomputers including the SPSS program(s). Also provides students with knowledge and methods for conducting, evaluating and applying published research to their classroom and school leadership.

**EDUC 667. The Exceptional Child in the Regular Classroom. 3 Credits.**

Examines the discernible types of educationally exceptional children, including the so-called average child. Throughout this course, a continuing effort will be made to adapt to the "regular" classroom those techniques and procedures which have proved useful in the various areas of special education.

**EDUC 685. Directed Study. 3 Credits.**

In-depth study and research in selected areas of education.

## English-Creative Writing (ENCW)

### Courses

**ENCW 111A. Intro Writing Literary Nonfict. 1 Unit.**

An introductory workshop in the art of writing literary non-fiction. Writing enhanced course.

**ENCW 112A. Introduction to Writing Fiction. 1 Unit.**

An introductory workshop in the art of writing fiction. Writing enhanced course.

**ENCW 113A. Introduction to Writing Poetry. 1 Unit.**

An introductory workshop in the art of writing poetry. Writing enhanced course.

**ENCW 114A. Introduction to Dramatic Writing. 1 Unit.**

An introductory workshop in the art of writing for stage or screen. Writing enhanced course.

**ENCW 120A. Writers Write. 1 Unit.**

An introductory theme-based workshop in which students build creative work around an idea or particular skill. Writing enhanced course.

**ENCW 190. Special Topics in Creative Writing. 1 Unit.****ENCW 215A. Multi-Genre Creative Writing. 1 Unit.**

A workshop allowing students to develop their skills in such genre as poetry, fiction, and playwriting. Writing enhanced course. Writing enhanced course.

**ENCW 285. Independent Study. 0.5 or 1 Units.****ENCW 290. Special Topics in Creative Writing. 1 Unit.****ENCW 311A. Non-Fiction Workshop. 1 Unit.**

A workshop helping students develop their skills in such fiction techniques as characterization, plot, setting, point of view, and style. Permission of the instructor required. Writing-Intensive course. Writing enhanced course.

**ENCW 312A. Fiction Workshop. 1 Unit.**

A workshop helping students develop their skills in such fiction techniques as characterization, plot, setting, point of view, and style. Permission of the instructor required. Writing enhanced course.

**ENCW 313A. Poetry Workshop. 1 Unit.**

A workshop in which students develop their skills in poetry. Permission of instructor required. Writing enhanced course.

**ENCW 314A. Dramatic Writing. 1 Unit.**

A writing workshop for introductory writers of plays and film scripts. Writing enhanced course.

**ENCW 318. Major Project Workshop I. 0.5 Units.**

Part one of a genre-specific year-long course in which students will begin and complete a major work. Permission of the instructor required.

**ENCW 319A. Major Project Workshop II. 0.5 Units.**

Part two of a genre-specific year-long course in which students will begin and complete a major work. Students must have already completed ENCW 318.

**ENCW 320A. Writers Read. 1 Unit.**

In this reading intensive course, students examine analytically and use as models for their own creative work the craft of contemporary writers. Rotating genres. Writing enhanced course.

**ENCW 321A. Workshop in Literary Citizenship and Publishing. 1 Unit.**

Combining reading, discussion, hands-on publishing projects and a DIY ethos, this experiential learning workshop provides students with a comprehensive overview of the literary publishing industry, how a book gets made, and how creative writers can engage with the larger literary community. Students will gain real-world literary publishing experience, work on the publication of an actual Burrow Press book, plan and complete a creative writing publishing project of their own and develop skills as literary citizens by editing creative writing, interviewing authors, reviewing books, event planning, and more. Open to writers in any genre. Prerequisite: one prior ENCW course (any level) and/or one ENGL course at 200 or above. Permission of instructor is required.

**ENCW 340V. The Art of Walking. 1 Unit.**

This course focuses on Stetson's Health and Wellness Value. Writers, mystics, pilgrims, and political activists have long championed the power of walking and its link to personal, societal, and cultural transformation. From Wordsworth's nature walks to Benjamin's city ambles, walking has inspired a great literary tradition. Buddhist monks, Christian labyrinth meditators, and ancient and modern pilgrims have valued walking for its spiritual benefits. Political activists like King and Ghandi knew the power of marching to instigate political change. In this junior seminar, we will use the texts of great walkers/writers to inspire us in our own walking, writing, and wrangling as we explore how walking can transform our ethical, spiritual, and creative lives. The course will include extensive field work (real walking), intensive creative-nonfiction writing, individual presentations, and class discussions. Junior Seminar.

**ENCW 385. Independent Study. 0.5 or 1 Units.****ENCW 390. Special Topics in Creative Writing. 1 Unit.****ENCW 395. Teaching Apprenticeship. 0.5 Units.**

Pass/Fail only.

**ENCW 411. Advanced Non-Fiction Workshop. 1 Unit.**

A workshop in which students develop their skills in various modes of literary non-fiction. Requires credit for ENCW 311 and permission of instructor. This course may be repeated.

**ENCW 412. Advanced Fiction Workshop. 1 Unit.**

A workshop building on techniques introduced in ENCW 312A and helps students develop their skills in such fiction techniques as characterization, plot, setting, point of view, and style. Prerequisite: ENCW 312A or ENCW 319A and permission of instructor. This course may be repeated.

**ENCW 413. Advanced Poetry Workshop. 1 Unit.**

A workshop course helping students who have already completed ENCW 313A to develop their poetry further. Permission of instructor required. This course may be repeated.

**ENCW 414. Advanced Drama Workshop. 1 Unit.**

A workshop for students who have already completed ENCW 314A. Permission of instructor required. This course may be repeated.

**ENCW 415. Advanced Open-Studio Workshop. 1 Unit.**

For students who have already completed one studio course in a genre and want to further their skills among writers and artists who challenge each other with cross-disciplinary prompts and techniques. We'll work alone and collaboratively, work outside, work ephemerally, and challenge each other into creating sustained bodies of new work. For people already working across different media and for those single-genre specialists who'd like to make work using new strategies.

**ENCW 417. Creative Outreach: Poetry. 1 Unit.****ENCW 418. Major Project Workshop I. 0.5 Units.**

Part one of a genre-specific year-long course in which students will begin and complete a major work. Permission of the instructor and the appropriate course from ENCW 311A, ENCW 312A, ENCW 313A or ENCW 314A required.

**ENCW 419. Major Project Workshop II. 0.5 Units.**

Part two of a genre-specific year-long course in which students will begin and complete a major work. Prerequisite: ENCW 418 and permission of instructor.

**ENCW 485. Independent Study. 0.5 or 1 Units.****ENCW 490. Special Topics in Creative Writing. 1 Unit.****ENCW 511. Non-Fiction Workshop. 3 Credits.**

Focuses on various non-fiction prose techniques using a variety of expressive, transactional, and poetic modes. This course may include the writing of an array of creative non-fiction genres such as memoirs, personal essays, literary journalism, cultural criticism, or nature writing.

**ENCW 512. Fiction Workshop. 3 Credits.**

Develops student skills in such fiction techniques as characterization, plot, setting, point of view, and style.

**ENCW 513. Poetry Workshop. 3 Credits.**

Develops student skills in poetry. Permission of instructor required.

**ENCW 518. Major Project Workshop I. 0 Credits.**

Part one of a genre-specific year-long course in which students will begin and complete a major work.

**ENCW 519. Major Project Workshop II. 3 Credits.**

Part two of a genre-specific year-long course in which students will begin and complete a major work. Prerequisite: ENCW 518.

**ENCW 612. Prose: Introductory Course. 11 Credits.**

Prose cohort meets for an introductory 10-day workshop and immersion experience. Students subsequently develop individual reading lists, choose exemplary models, and produce original work (short fiction/creative nonfiction or novel/manuscript chapters). 4 individual online packets (each the equivalent of 20-25 pages of prose) exchanged with instructor over the 6-month session. Hours: 2 hr. onsite + 9 off-site = 11.

**ENCW 613. Poetry in the Expanded Field: Introductory Course. 11 Credits.**

PIA(E)F cohort meets for an introductory 10-day workshop and immersion experience. Students subsequently develop individual reading lists, choose exemplary models, and experiment with different ways of poetic making/writing. 4 individual online packets (each the equivalent of 8-10 pieces) exchanged with the instructor over the 6-month session. Hours: 2 hrs. onsite + 9 off-site = 11.

**ENCW 614. Prose: Intermediate Course. 11 Credits.**

Prose cohort meets for a 10-day workshop and immersion experience. Students subsequently add cross-cultural reading to their reading lists and continue to produce original prose. 4 individual online packet exchanges with instructor over the 6-month session. Hours: 2 hrs. onsite + 9 off-site = 11.

**ENCW 615. Poetry in the Expanded Field: Intermediate Course. 11 or 12 Credits.**

PIA(E)F cohort meets abroad for a 10-day cross-cultural workshop and immersion experience. Students subsequently add cross-cultural reading to their reading lists and begin to choose and implement individual methods of poetic production. 4 individual online packet exchanges with the instructor over the 6-month session. Hours: 2 hrs. onsite + 9 off-site = 11.

**ENCW 616. Prose: Advanced Course. 11 or 12 Credits.**

Fiction cohort reconvenes for a second US 10-day workshop and immersion experience. Students subsequently add new reading in a chosen direction and begin to outline final project - a collection of shorter works (stories, lyric essays, fictions, etc.), or one longer work (novella, novel, memoir, creative nonfiction, etc.). 4 individual online packet exchanges with the instructor over the 6-month session focus on refining skills and revision. Hours: 2 hrs. onsite + 9 off-site = 11.

**ENCW 617. Poetry in the Expanded Field: Advanced Course. 11 to 12 Credits.**

PIA(E)F cohort reconnoiters for a second US 10-day workshop and immersion experience. Students subsequently add new reading in a chosen direction and begin to outline final projects. 4 individual online packet exchanges with the instructor over the 6-month session focus on extending poetic skills and revision. Hours: 2 hrs. onsite + 9 off-site = 11.

**ENCW 618. Prose: Final Project Course. 11 or 12 Credits.**

Prose cohort meets for a final time abroad for a 10-day cross-cultural workshop and immersion experience. Students subsequently complete cross-cultural work and concentrate on moving their original material through revisions. 4 individual online packet exchanges with instructor over the 6-month session, culminating in the equivalent of a collection of book-length manuscript presented at the next in country residency. Hours: 2 hrs. onsite + 9 off-site = 11.

**ENCW 619. Poetry in the Expanded Field: Final Project Course. 11 or 12 Credits.**

PIA(E)F cohort meets for a final time abroad for a 10 day cross-cultural workshop and immersion experience. Students subsequently complete cross-cultural work and concentrate on moving their original material through revisions. 4 individual online packet exchanges with the instructor over the 6-month session, culminating in the equivalent of a book-length poetic project presented at the next in country residency. Hours: 2 hrs. onsite + 9 off-site = 11.

**ENCW 620. Final Presentation. 0 Credits.**

In this student-directed course, graduating students present their Final Project/Thesis Craft Talk and Performance to an audience of their peers (MFA faculty and students), thus completing their final degree requirement. Prerequisite: ENCW 618 or ENCW 619.

**ENCW 685. Independent Study. 1 to 3 Credit.****ENCW 695. Independent Study. 1 to 3 Credit.**

## English (ENGL)

### Courses

**ENGL 100. Transitions to College Reading and Writing. 0.5 Units.**

Emphasizes strategies and practices for first-year students who need more support to succeed during their adjustment to Stetson University writing expectations. This 8-week course is an intensive workshop experience designed to help students build rhetorical range, reflective thinking, and confidence. If completed with a C or better, ENGL 100 will count as part of the Writing requirement.

**ENGL 132B. Shakespeare's Great Characters and Their Worlds. 1 Unit.**

Explores questions fundamental to the human condition in the West from the perspectives of Shakespeare's greatest characters, e.g. what is love and how far may we go in pursuit of it, to what extent should we obey unjust authority, or to what extent are evil means justified in the pursuit of the good? Topics and works studied vary by semester, but the focus is always on how we experience, act on, and transform beliefs and cultural values. Writing enhanced course.

**ENGL 141. Writing About. 1 Unit.**

Students will immerse themselves in a topic (such as "Writing About Food and Drink," "Writing About Science," "Writing About Music," "Writing About Film") chosen by the instructor. They will develop expertise in research and analysis for various kinds of writing on that topic. Writing enhanced course.

**ENGL 142A. Literature in the World. 1 Unit.**

Students will read, discuss, analyze and write about a variety of texts situated in a particular cultural moment such as "African American Poetry," "The Irish Renaissance," "The Sixties," or "The Rise of the Individual," identified by the instructor. Writing enhanced course.

**ENGL 180. English Elective. 0.75 to 1 Units.****ENGL 181. English Writing. 0.75 to 1 Units.****ENGL 185. Independent Study. 0.5 or 1 Units.****ENGL 189. English Writing. 0.75 to 1 Units.****ENGL 190. Special Topics in Literary Study. 1 Unit.****ENGL 201. Intermediate Writing. 1 Unit.**

Providing practice at the skills of drafting, revising, and editing effective academic, argumentative, and expository prose. It emphasizes academic standards for grammar, mechanics, and usage, the analysis of prose models according to outlook, style, purpose, audience, and organization, and the application of various rhetorical strategies to achieve specific written results.

**ENGL 205. Writing for Media. 1 Unit.**

Focuses on the skills and principles necessary for effective journalistic writing across different media and platforms.

**ENGL 206. Technical Writing. 1 Unit.**

Technical writing is often characterized as a dull subject (e.g. artlessly explaining a tedious process). Yet, we all acknowledge that the world would be better with a better user manual. In this course, you will be introduced to the practical tradition of technical writing (for example, user manual validation) and to the aesthetically informed approach supported by companies like Apple. Your final project is to craft a blueprint for you life that explains how you will survive in the world, with what tools and which methods. Six shorts papers required and a significant semester project. Writing Enhanced course.

**ENGL 207. Nature Writing. 1 Unit.**

Combines field experience in local outdoor natural areas with classroom instruction and writing workshops. Students develop skills in writing non-fiction genres, including natural history, creative non-fiction, science writing, travel writing, and reportage. Writing enhanced course.

**ENGL 208. The Personal Essay. 1 Unit.**

Introduces the craft and tradition of introspective, first-person, conversational writing that searches for understanding and meaning via prose. Writing enhanced course.

**ENGL 209. Write for Your Life. 1 Unit.**

Write for Your Life introduces students to the advanced rhetorical, reading, and revision skills required for life long success by studying and understanding the features of an array of writing and literacy situations typically encountered in academic and professional life. Course includes a unit on professional communication and writing tasks typically expected in a given workplace. Writing enhanced class.

**ENGL 210. Editing Workshop. 0.5 Units.**

Students in this course learn and practice editorial techniques in order to improve their own writing and the writing of others. The course may be taken for credit twice. Prerequisite: completion of at least one writing enhanced course.

**ENGL 220. Understanding Composition and Rhetoric. 1 Unit.**

Reinforces concepts of rhetorical analysis and presents Composition Studies as the primary practical application of rhetoric. Its goal is to make students aware of the history of rhetoric and the teaching of composition, especially in light of recent changes in communication technology. Students should exit the course with an understanding of the range and breadth of rhetoric and composition, from history and theory to studies in pedagogy to studies of language and meaning. Writing enhanced course.

**ENGL 231A. Literature and the Arts. 1 Unit.**

Fosters an understanding of the relationships between literature and other art forms. It introduces students to ways in which different forms of creative expression interpret human experience and represent ways of understanding the world. The course might, in any given semester, approach these issues from cultural, historical, ideological, and/or aesthetic perspectives.

**ENGL 235A. Introduction to Film. 1 Unit.**

Focuses on learning to read film, especially to understand how it constructs stories, communicates ideas, and creates aesthetic experiences. Topics may include techniques specific to film (production design, costuming, lighting, cinematography, editing, and sound); considerations of the spatial and psychological relationships between the camera and the spectator; and cinematic, cultural, and historical contexts. Students will be expected to master a fundamental vocabulary for film criticism, and to attend screenings as required. Writing enhanced course.

**ENGL 240A. Reading Non-Fiction. 1 Unit.**

Introduces students to questions, concepts, and perspectives that inform the study of non-fiction. The course emphasizes close, attentive, critical reading as well as various perspectives underpinning the interpretation and rhetorical analysis of non-fiction texts, especially but not limited to literary non-fiction. It introduces students to non-fiction texts of many different eras, cultures, and subgenres; it also introduces critical terms, conventions, and discourses appropriate to the study of non-fiction. Writing enhanced course.

**ENGL 241A. Reading Narrative. 1 Unit.**

Introduces students to questions, concepts, and perspectives that inform the study of narrative. It emphasizes close, attentive, critical reading as well as different interpretive approaches to narrative texts. It examines texts of many different eras, cultures, and genres; it introduces critical terms, conventions, and discourses appropriate to the study of narrative. Writing enhanced course.

**ENGL 242A. Reading Lyric. 1 Unit.**

Introduces students to questions, concepts, and perspectives that inform the study of the lyric, including but not limited to poetry. It also introduces students to a variety of lyric genres, and to lyrics produced within many different eras and cultures. The course emphasizes attentive critical reading, as well as thought about individual readers' interpretive choices. Writing enhanced course.

**ENGL 243A. Understanding Drama. 1 Unit.**

Introduces students to questions, concepts, and perspectives that inform the study of drama. The course emphasizes close, attentive, critical reading as well as a grasp of performance contexts and choices. It introduces students to plays of many different eras, cultures, and subgenres; it also introduces critical terms, conventions, and discourses appropriate to the study of drama. Writing enhanced course.

**ENGL 246A. Popular Literature. 1 Unit.**

Focuses on one or more forms of popular literature, including science fiction, crime fiction, vampire lit, and fantasy. It engages students with the cultural origins of such literature, the specific forms it has taken, and the work those forms do in the world.

**ENGL 247A. Global Literature. 1 Unit.**

Introduces students to the study of representative works of world literature, both Western and non-Western, in English and in translation. The course emphasizes close, attentive, critical reading as well as different interpretive approaches to global literature within a framework of cultural diversity. It examines texts of many different eras, cultures, and genres within their cultural, social, historical, and literary contexts, and introduces critical terms, conventions, and discourses appropriate to the study of global literature.

**ENGL 256H. Survey of British Literature I. 1 Unit.**

Surveys historical developments in the literature of the British Isles over the period from the fourth century CE to the Restoration late in the seventeenth century. Prepares students to undertake systematic inquiry into the development of literary forms, themes, tropes, works, authors, and institutions associated with the English language.

**ENGL 257H. Survey of British Literature II. 1 Unit.**

Surveys historical developments in the literature of the British Isles over the period from the early eighteenth century to the present. Prepares students to undertake systematic inquiry into the development of literary forms, themes, tropes, works, authors, and institutions associated with the English language.

**ENGL 258H. Survey of US Literature. 1 Unit.**

Surveys historical developments in the literature of the United States from pre-Colonial times to the present. Prepares students to undertake systematic inquiry into the development of literary forms, themes, tropes, works, authors, and institutions associated with the English language.

**ENGL 285. Independent Study. 0.5 or 1 Units.****ENGL 290. Special Topics in Literary Study. 1 Unit.****ENGL 300. Text-Criticism-Theory. 1 Unit.**

Delineates differences among the disciplinary practices of reading, interpretation, and theorizing by attending to a limited number of texts, critical interpretations of those texts, and theoretical arguments arising from or repositioning those texts. Required for the English major.

**ENGL 305. Topics in Literary Journalism. 1 Unit.**

Develops skills in various sub-genres of journalistic writing, such as literary journalism, magazine writing, or gonzo journalism.

**ENGL 320. History & Theory of Rhetoric. 1 Unit.**

Focuses on Western rhetorical history and theory, moving from classical through Romantic to modern eras. Course examines contributions made by major figures (such as Plato, Coleridge, Nietzsche, and Cixous) and issues of authority in discourse.

**ENGL 322. Composition Pedagogy. 1 Unit.**

Balancing an overview of the research and theories of Composition Studies with teaching experiences, this course provides a firm foundation in writing instruction and the epistemologies that govern varied pedagogical approaches.

**ENGL 323. Ethnography in Composition Studies. 1 Unit.**

After a review of ethnographic research methodology and macro-ethnographies in Composition Studies, students pursue their own qualitative projects, including phases of research design, data collection, analysis, and a final descriptive presentation of results.

**ENGL 324. Peer Tutoring in Writing. 1 Unit.**

This course serves as a prerequisite to employment as a Writing Fellow. Students will study composition pedagogy, with a particular focus on reflective practice and response techniques, and will also engage in a practicum sequence involving both observation of tutoring and guided practice. Prerequisite: permission of instructor. Writing enhanced course.

**ENGL 325. Grammar and Rhetoric. 1 Unit.**

Course focuses on the rhetorical function of English grammar, analyzing and deploying strategies of syntax, punctuation, diction, and semantics as they enhance, shift, and redirect meaning and authorial intent. Designed for students wanting a college-level, contextualized experience with practical and rhetorical grammar. Starting with sentence structures and patterns and moving through paragraph structures and extensive editing, the course practices the fine art of writing and revision through the grammatical lens. Writing intensive course.

**ENGL 326H. History of the English Language. 1 Unit.**

Studies the ways in which Modern English arose, the linguistic and social forces that shaped it, and the nature of its current use throughout the world. Consistent attention is given to phonology, lexis, structure, variation, and language attitudes in the various historical periods.

**ENGL 331. Literature, Culture, and Society. 1 Unit.**

Considers relationships among literary texts, culture, and society. Emphasis varies. A course might examine literature through the lens of socio-cultural or political perspectives; investigate how texts represent the social, cultural, or political ideas of an era; or explore the relation of aesthetic form to socio-cultural movements or phenomena.

**ENGL 332. Studies in Literature and the Arts. 1 Unit.**

Provides an examination of a theme, period, movement, or topic of particular relevance to the interdisciplinary study of literature and such arts as painting, photography, architecture, or music.

**ENGL 335. Film Studies. 1 Unit.**

Focuses on one or more topics in the study of film (often but not exclusively defined by periods, genres, directors/schools, or theoretical approaches) as indicated by the subtitle.

**ENGL 340V1. Art and Animals. 1 Unit.**

This course focuses on Stetson's Environmental Responsibility Value. An interdisciplinary course about animals as the creators of patterns which can be perceived as art and a study of human art - visual, musical, and literary - representing other species with whom we share the planet. Students engage in fieldwork, a variety of writing assignments, and academic study of art, music, and literature, with an emphasis on literature. Junior Seminar.

**ENGL 341V1. Dante's Commedia. 1 Unit.**

This course focuses on Stetson's Social Justice Value. A seminar progressing through the three cantiche of Dante's *Commedia* with particular attention to the various ethical systems invoked and the nature of the spiritual insight claimed. Students in Religious Studies, Philosophy, Political Science, History, and any branch of Literary Studies will be well prepared for this class. Junior Seminar.

**ENGL 341V2. Poetry-The Ethical Object. 1 Unit.**

This course focuses on Stetson's Social Justice Value. Examines poetry of many different forms which all take contemporary social positions. Materials will include satires by Juvenal and Pope, WW I poetry, post-nuclear poetry, women's poetry beginning with Elizabeth I, Latin-American neo-concrete poetry, the mid-twentieth century poetry gardens of Ian Hamilton Finlay, the eco-based poems of the 21st century, poetry installation art (Roni Horn/Emily Dickinson) and the ephemeral texts of poetry street interventions. Junior Seminar.

**ENGL 341V4. Not Your Hollywood Blockbuster. 1 Unit.**

This course focuses on Stetson's Human Diversity Value. What, in fact, is national about national cinemas? Is a film's nationality determined by its director, its actors, its language, its filming location, its funding sources, its audience, or the location of its debut? Is there a genuine "world" cinema that circulates internationally? This course will examine the relationship between national/regional film cultures and film's international presence. This course focuses on the study of cinematic language – the techniques and visual building blocks of film that reach beyond familiar narrative - alongside various political, cultural, and commercial circumstances of film production. Students will be introduced to concepts of film language - the formal and stylistic techniques in editing, mise-en-scene, cinematography, and sound. We will move to how that language interacts with and/or goes beyond national concerns, linking those formal features to historical, cultural, and commercial distinctions and changes in order to examine how film circulates (or fails to circulate) beyond Hollywood and Hollywood's dominance in particular cultural settings. Junior Seminar.

**ENGL 342V2. Literature and Medicine. 1 Unit.**

This course focuses on Stetson's Health and Wellness Value. A Junior Seminar examining the intersections between literature and medicine. Through novels, short stories, poems, television, and films as well as case studies, patient narratives, and essays by medical practitioners, we will consider uses of language by those experiencing or treating illness. The aesthetic dimensions of these works will be emphasized, but our larger goal will be to strengthen understandings of wellness and of the art and science of medicine in maintaining it. Junior Seminar.

**ENGL 342V3. Star Trek and American Ethics. 1 Unit.**

This course focuses on Stetson's Ethical or Spiritual Inquiry Value. The television series *Star Trek* and its multiple sequels and films are predicated on a single, simple premise: humans are not the only species in the universe. As a result, our treatment of others is played out in myriad ways. The course focuses on the ethical questions faced, in one form or another, by humans. Students will write a series of short analytical papers focused on specific texts and issues relevant to the course. In addition, students will write longer essays that develop some of the ideas first presented in the shorter papers. Because this is a discussion-based class, students are expected to participate actively and thoughtfully. Junior Seminar.

**ENGL 342V5. Writing as a Healing Art. 1 Unit.**

This course focuses on Stetson's Health and Wellness Value. This course offers students the opportunity to explore, define, and refine their lived experiences through writing. Compelling evidence exists that the writing process may enhance and expand personal development in a variety of contexts and that writing has therapeutic benefits. Thus, this course focuses on exploring these potentials, by engaging students in the writing process and by inviting them to review, study, discuss, and evaluate existing contexts where writing is being used for creativity, self-expression, and for research on the writing process. Junior Seminar.

**ENGL 343V1. Soul Food Across the Color Lines. 1 Unit.**

This course focuses on Stetson's Human Diversity Value. Focuses on examining the foodways of various cultures, that is, how food expresses one's racial, economic, religious, and political positions. A variety of texts will be analyzed to better understand how food communicates one's individuality and one's place in society. Particular attention is given to how the "Big Mamma" figure or the griot of tradition in each culture communicates through food literally by feeding the body and symbolically by feeding the soul. Junior Seminar.

**ENGL 343V2. Feeling Global. 1 Unit.**

This course focuses on Stetson's Human Diversity Value. Examines the ways in which globalization impacts the formation of identities in the world today as reflected in fiction, travel literature, political commentary, performance art, music, and film. The increasing movement of people, capital, political ideologies, technologies, and media from one place to another within the world economy today has affected how writers define their identities and negotiate their sense of belonging to local traditions, national discourses, and new international communities. Junior Seminar.

**ENGL 343V4. Re-Inventing Humanity in the Age of Discovery. 1 Unit.**

This course focuses on Stetson's Human Diversity Value. In the age of Discovery, when maps had blank spaces labeled "terra incognita" the world knew races of people with no heads and faces in their chests, humanity hung suspended in the Great Chain of Being between the angels and the animals, yet every year news arrived of interaction with new peoples both more like Europeans and less like them than was imaginable. Did they have souls? Did they have magical powers? Did they know other Gods, did they have culture and beauty, fountains of youth, palaces of gold, slaves, morals? As Europeans explored these questions, they re-imagined humanity in the New World, Africa, and Asia in ways both noble and brutal, which we will recover in this course. Junior Seminar.

**ENGL 343V5. Literature and Mental Health (Neurodivergent Literature). 1 Unit.**

This course focuses on Stetson's Human Diversity Value. Narratives written by and about those living with mental illness drive public perceptions of mental illness, including stigma (historical and current), effects of the stories, and ethics when literature (and film) present ideas/imagery of neurodivergence. Students will take a critical look at a variety of narratives; discuss how and when literature/media created, increased, or solved problems in the mental health arena; and discover multiple communities within this diverse population. Junior Seminar. Writing Enhanced course.

**ENGL 343V6. Let Your Motto Be Your Resistance: Dispelling Black Stereotypes. 1 Unit.**

This course focuses on Stetson's Human Diversity Value. The course examines the stereotyping of Africa and those of African descent. Entertainment culture, newspapers, magazines, entrepreneurship and economics, documentaries, amusement parks, and numerous other sources where ideas about Africa and those of African descent appear will be explored to determine how black stereotypes in America were acquired, where they appear in culture, and why they persist. Junior Seminar.

**ENGL 343V7. The Culture and Aesthetics of Japanese Animation. 1 Unit.**

This course focuses on Stetson's Human Diversity Value. Students will learn about the history, culture, and aesthetics of Japanese animation ranging from its origins in the late 1950s to its relationship with other artistic forms such as film and literature. As a result, students in this course will develop skills in viewing, analyzing, interpreting, and evaluating the art of anime as well as its cultural impact in Japan and around the world. Japan enjoys a reputation as one of the most vibrant and distinctive cultures of our increasingly globalized world and is often relevant to discussions of technology and new media, aesthetics, disaster and nuclear war, historical imperialism and geopolitics. By engaging with Japanese anime, students will consider the interrelationships between culture, art, and literature in multiple cultures through writing and creative projects. Students will also learn about the technical production of animation as a digital art form. Junior Seminar.

**ENGL 344V1. Politics and Poetics. 1 Unit.**

This course focuses on Stetson's Social Justice Value. Examines the relationship of imaginative creativity to modernity - understood here as the emergence of political ideals of freedom, equality, pluralism, and justice; to industrialism and global capitalism; to the growth of cosmopolitan urban centers. We will consider the impact of modernity on various forms of aesthetic practice, the representation of modernity, and various critiques of modernity (and its cultural practices). Of particular interest will be the art and politics of dissent, and work that reveals gaps between modernity's stated ideals and the lived experience of people marginalized by gender, race/ethnicity, class, and/or sexuality. Junior Seminar.

**ENGL 344V2. Gender, Tradition, and Human Rights. 1 Unit.**

This course focuses on Stetson's Social Justice Value. An interdisciplinary examination of how women's traditional role in various cultures - roles often argued to have theological grounding or justification - makes women's human rights (as understood within the West) especially difficult to achieve. The course considers claims for human rights, and the basis on which such claims are made; it considers, as well, the degree to which these claims and the understandings on which they are based grow out of the Western liberal political tradition. Drawing upon the work of Martha Nussbaum and others, we will examine specific instances of contemporary conflict that defy easy or simplistic solution. The course will include literary representations of women's identity and experience in particular cultural contexts. Junior Seminar.

**ENGL 344V3. Literature of Revenge. 1 Unit.**

This course focuses on Stetson's Social Justice Value. How does the impulse toward revenge mediate between madness and reason? Why is vengeance such a prominent theme in both high and popular western culture? Vengeance and Paranoia investigates western civilization's struggle with questions like these through the lens of cultural studies. From the beginnings of Western drama, Aeschylus's Oresteia, to Thomas Pynchon's postmodern tale of paranoia, The Crying of Lot 49, and from cultural monuments like Hamlet to popular entertainments like Gladiator and Eric Cartman's revenge in South Park, even into one of Sigmund Freud's oddest and most influential case studies, we will explore our cultural constructions of vengeance and justice. Junior Seminar.

**ENGL 344V4. Performing Justice. 1 Unit.**

This course focuses on Stetson's Social Justice Value. The stage as a courtroom, the courtroom as a stage: this course explores the links between these dramatic spaces and investigates the personal and social repercussions of justice being enacted. Junior Seminar.

**ENGL 345V. Classics of Environmental Literature. 1 Unit.**

This course focuses on Stetson's Environmental Responsibility Value. This course traces the history of environmentalism, globally and historically, by reading and analysis of foundational texts, from eighteenth-century travel writing by William Bartram to twenty-first-century environmental activist writing by Wangari Maathai. The course consists of six parts, with approximately two weeks devoted to each part: (1) Basic terminology for ecology and literary study, with short exemplary texts, (2) Pollution, (3) Extraction and deforestation, (4) Climate change, (5) The sixth extinction and species protection, (6) Restoration and sustainability. Students will engage in reading, analysis, discussion, research, writing, and oral presentations. Junior Seminar.

**ENGL 350. Medieval Literature. 1 Unit.**

Considers the literature of England between 700 and 1500, with attention to textual, social, cultural, and formal issues.

**ENGL 351. Renaissance Literature. 1 Unit.**

Surveys significant literary trends in their cultural context during the English Renaissance, c. 1509-1674. It may attend to questions of gender, race, class, and the division between popular and high cultures; may also include some works of Continental literature influential in Renaissance England.

**ENGL 352. Restoration and 18th Century Literature. 1 Unit.**

Presents selections from English drama, poetry, fiction, and non-fiction of the Restoration and 18th Century, with attention to form, language, publication/performance, and social-cultural contexts.

**ENGL 353. 19th Century British Literature. 1 Unit.**

Focuses on major themes and cultural movements of the period, giving attention to canonical works and authors, and to lesser known authors whose work was influential during the nineteenth century.

**ENGL 354. 19th Century Literature in the U.S.. 1 Unit.**

Addresses major themes and movements in U.S. literature of the 1800s, covering both canonical works and authors and influential lesser-known authors.

**ENGL 355. British Literature since 1900. 1 to 2 Unit.**

Considers a theme, period, movement, or topic of particular relevance to British literature of the 20-21st centuries.

**ENGL 356. U.S. Literature since 1900. 1 Unit.**

Focuses on writers in the United States since 1900.

**ENGL 357. Contemporary Literature. 1 Unit.**

Examines emerging developments, forms, themes, and ideas in literatures of our time.

**ENGL 360. Studies in Non-Fiction. 1 Unit.**

Offers advanced study of one or more forms non-fiction, such as autobiography, the personal essay, creative non-fiction, or spiritual texts.

**ENGL 361. Studies in Narrative. 1 Unit.**

Offers advanced study of one or more narrative forms such as the novel, the long poem, epic, saga, or romance.

**ENGL 362. Studies in Lyric. 1 Unit.**

Focuses on a genre, period, movement, or critical issue in lyric.

**ENGL 363. Studies in Drama. 1 Unit.**

Focuses on a genre, period, movement, or critical issue in drama.

**ENGL 365. Author Studies. 1 Unit.**

This course will focus on the work of a single author or a small group of associated authors.

**ENGL 366. Shakespeare. 1 Unit.**

Introduces students to a broad selection of Shakespeare's plays and may also include attention to non-dramatic works.

**ENGL 370. Ethnic American Literature. 1 Unit.**

Focuses on the issues, history, and aesthetics of one or more Ethnic American literature of the US. Examples might include African American, Asian American, or Native American literature.

**ENGL 371. Africana Literature. 1 Unit.**

Focuses on the literature of one or more African populations throughout the African diaspora (the forced or voluntary dispersal of Africans throughout the world).

**ENGL 372. Gender in Literature. 1 Unit.**

Surveys major works and authors of special interest in terms of gender or sexuality. Examples may include "Survey of British and American Women Writers," "Survey of LGBT Literature," or "Women Writers of Africa and the African Diaspora."

**ENGL 373. Studies in Global Literature. 1 Unit.**

Provides a broad survey of world literature, both Western and non-Western, in English and in translation, within its cultural, social, historical, and literary contexts.

**ENGL 374. Popular Culture. 1 Unit.**

Focuses on reading a substantial theme or themes in popular culture, drawing on popular literature, popular television and film, and other narrative or fictional representations. Topics will vary according to instructor.

**ENGL 376. Literature and Ideas. 1 Unit.**

Explores a central idea, such as beauty, sexuality, and madness. Students will consider the ways in which the central idea shapes and is shaped by a variety of texts.

**ENGL 385. Independent Study. 0.5 or 1 Units.****ENGL 390. Special Topics in Literary Study. 1 Unit.**

May be repeated for credit.

**ENGL 391V4. Understanding the Eastern Mind: Readings in Literature and Philosophy. 1 Unit.**

This course focuses on Stetson's Ethical or Spiritual Inquiry Value. In this course, we will examine fictional representations of the world in seminal works by writers of Eastern origin, with special attention to literary form as well as the ways in which these fictional narratives endorse, question, or promote Eastern ideals and worldviews. Using philosophical concepts such as karma and dharma as critical lenses, we will examine the lived reality of major characters, their values, voices, visions, actions, and judgments. As we ask questions about who these characters are, how much importance do they accord to personal happiness, what conception of the world do they hold, and what confers meaning in their lives, we will explore meaningful connections between literature, life, and philosophy. Junior Seminar.

**ENGL 395. Teaching Apprenticeship. 0.5 Units.**

Pass/Fail only. Students who are asked to be co-teachers for First-year Seminars or other courses will help to plan syllabi, present course material, and respond to written work. By permission of the instructor. May be repeated once.



**ENGL 397. Internship in English. 0.5 or 1 Units.**

An internship in a professional field related to English studies or a setting that calls upon the skills developed as a student of English language and literature, including but not limited to publishing, editing, media, government, non-profit management, writing center studies, and language and literacy education. Basic expectations include a journal, research paper (or alternative assignment approved by the instructor), and a letter of evaluation from the site supervisor. Pre-requisites: permission of department head, a major or minor in English or creative writing, and sophomore status or higher. May be repeated for credit, but a maximum of one unit may be applied to the English major, English minor, or creative writing minor. Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact Career & Professional Development at [career@stetson.edu](mailto:career@stetson.edu) or 386-822-7315.

**ENGL 421. Old English. 1 Unit.**

Introduces students to the language written in England between 500 and 1100. Emphasis is placed on developing a basic reading knowledge of the language. Co-requisite: ENGL 300. Prerequisite: One course from the following: ENGL 220, ENGL 240A, ENGL 241A, ENGL 242A, ENGL 243A, ENGL 256H, ENGL 257H, ENGL 258H.

**ENGL 426. Classic Rhetoric. 1 Unit.**

Applying the conflict between the sophists and platonists regarding the relationship between rhetoric, knowledge, and ethics as an informing debate, this course will survey the theories and historical context of important Greek and Roman rhetoricians. Co-requisite: ENGL 300. Prerequisite: One course from the following list: ENGL 220, ENGL 240A, ENGL 241A, ENGL 242A, ENGL 243A, ENGL 256H, ENGL 257H, ENGL 258H.

**ENGL 427. Modern Rhetoric. 1 Unit.**

Focuses on significant developments in Western rhetoric's treatment of ethics, truth, and power since approximately 1900. Beginning with Friedrich Nietzsche, whose work in the rhetoric of power marks the beginning of modern rhetoric, the course also includes study of Kenneth Burke, I. A. Richards, Stephen Toulmin, and other important figures in rhetorical theory. Co-requisite: ENGL 300. Prerequisite: One course from the following list: ENGL 220, ENGL 240A, ENGL 241A, ENGL 242A, ENGL 243A, ENGL 256H, ENGL 257H, ENGL 258H.

**ENGL 450. Seminar in a Literary Period. 1 Unit.**

Offers an advanced historical approach to the study of literature in a single period. Co-requisite: ENGL 300. Prerequisite: One course from the following list: ENGL 220, ENGL 240A, ENGL 241A, ENGL 242A, ENGL 243A, ENGL 256H, ENGL 257H, ENGL 258H.

**ENGL 460. Genre Study Seminar. 1 Unit.**

Offers an advanced study of one or more genres in historically significant or typical examples. Co-requisite: ENGL 300. Prerequisite: One course from the following list: ENGL 220, ENGL 240A, ENGL 241A, ENGL 242A, ENGL 243A, ENGL 256H, ENGL 257H, ENGL 258H.

**ENGL 465. Author Study Seminar. 1 Unit.**

Offers advanced study of the works of a single author or a small group of associated authors, with consideration of biographical, historical, theoretical, and other relevant issues. Co-requisite: ENGL 300. Prerequisite: One course from the following list: ENGL 220, ENGL 240A, ENGL 241A, ENGL 242A, ENGL 243A, ENGL 256H, ENGL 257H, ENGL 258H.

**ENGL 470. Ethnic Literature Seminar. 1 Unit.**

Offers advanced study of the literature of ethnically diverse populations in the U.S or the world. Co-requisite: ENGL 300. Prerequisite: One course from the following list: ENGL 220, ENGL 240A, ENGL 241A, ENGL 242A, ENGL 243A, ENGL 256H, ENGL 257H, ENGL 258H.

**ENGL 472. Gender Seminar. 1 Unit.**

Offers advanced analysis of gender or sexuality as a theme in literary or extra-literary texts. Co-requisite: ENGL 300. Prerequisite: One course from the following list: ENGL 220, ENGL 240A, ENGL 241A, ENGL 242A, ENGL 243A, ENGL 256H, ENGL 257H, ENGL 258H.

**ENGL 473. Global Literature Seminar. 1 Unit.**

Examines representative works of world literature, both Western and non-Western, in English and in translation, with consideration of their aesthetic, cultural, historical, and literary contexts. Co-requisite: ENGL 300. Prerequisite: One course from the following list: ENGL 220, ENGL 240A, ENGL 241A, ENGL 242A, ENGL 243A, ENGL 256H, ENGL 257H, ENGL 258H.

**ENGL 474. Postcolonial Literature Seminar. 1 Unit.**

Examines literatures in English other than British or American that respond to a history of Western imperialism and the challenges of decolonization, nation-building, and globalization, with consideration of their aesthetic, cultural, historical, and theoretical contexts. Co-requisite: ENGL 300. Prerequisite: One course from the following list: ENGL 220, ENGL 240A, ENGL 241A, ENGL 242A, ENGL 243A, ENGL 256H, ENGL 257H, ENGL 258H.

**ENGL 475. Popular Culture Seminar. 1 Unit.**

Offers advanced study of popular cultural forms, including popular literary genres (detective fiction, romance novels, fantasy and science fiction), film and television, and material culture. Co-requisite: ENGL 300. Prerequisite: One course from the following list: ENGL 220, ENGL 240A, ENGL 241A, ENGL 242A, ENGL 243A, ENGL 256H, ENGL 257H, ENGL 258H.

**ENGL 476. Interdisciplinary Seminar. 1 Unit.**

Offers advanced topical, focused study of literature in the context of other disciplines or forms of expression in the arts, humanities, or sciences. Co-requisite: ENGL 300. Prerequisite: One course from the following list: ENGL 220, ENGL 240A, ENGL 241A, ENGL 242A, ENGL 243A, ENGL 256H, ENGL 257H, ENGL 258H.

**ENGL 481. Theory Seminar. 1 Unit.**

Offers advanced study of one or more theorists, theoretical movements, or theoretical questions. Co-requisite: ENGL 300. Prerequisite: ENGL 220, ENGL 240A, ENGL 241A, ENGL 242A, ENGL 243A, ENGL 256H, ENGL 257H, ENGL 258H.

**ENGL 482. Composition and Rhetoric Seminar. 1 Unit.**

Offers advanced consideration of specific topics of interest to the interdisciplinary study of rhetoric and composition. Co-requisite: ENGL 300. Prerequisite: One course from the following list: ENGL 220, ENGL 240A, ENGL 241A, ENGL 242A, ENGL 243A, ENGL 256H, ENGL 257H, ENGL 258H.

**ENGL 483. Exploring Writing Studies. 1 Unit.**

This course examines the field of writing studies--that is, the ways in which we study and analyze the conceptions and practices of writing as a discipline. Ultimately, the course offers a challenge to traditional understandings of what "an English major" looks like as we lay out the case for understanding "writing studies" as a path of inclusion. Co-requisite: ENGL 300. Prerequisite: One course from the following list: ENGL 220, ENGL 240A, ENGL 241A, ENGL 242A, ENGL 243A, ENGL 256H, ENGL 257H, ENGL 258H.

**ENGL 485. Independent Study. 0.5 or 1 Units.**

Co-requisite: ENGL 300. Prerequisite: One course from the following list: ENGL 220, ENGL 240A, ENGL 241A, ENGL 242A, ENGL 243A, ENGL 256H, ENGL 257H, ENGL 258H.

**ENGL 490. Special Topics in Literary Study. 1 Unit.**

Advanced study of literary works based on a common theme or issue. May be repeated for credit. Co-requisite: ENGL 300. Prerequisite: One course from the following list: ENGL 220, ENGL 240A, ENGL 241A, ENGL 242A, ENGL 243A, ENGL 256H, ENGL 257H, ENGL 258H.

**ENGL 499. Senior Project. 1 Unit.**

Provides a review of and further grounding in the methods, materials, and critical approaches appropriate for advanced literary research, culminating in a substantial written project. Students will pursue in-depth study of a literary topic, discuss typical problems in their writing and research, and participate in groups to read and discuss work in progress. It includes both written and oral presentation of projects. Seniors with advanced standing are encouraged to take the course in the fall. Prerequisite: ENGL 300 and two units from ENGL 220, ENGL 240A, ENGL 241A, ENGL 242A, ENGL 243A, ENGL 256H, ENGL 257H, ENGL 258H and one 400-level course in ENGL or ENCW.

**ENGL 600. Graduate Colloquium. 3 Credits.**

Extends the student's familiarity with the concepts and general approaches to graduate level literary study, and to advance abilities in reading texts and in literary research and writing. A required lecture/discussion foundations course offered every third semester.

**ENGL 620. Topics in Composition and Rhetoric. 3 Credits.**

Focuses on one or more questions from the history of rhetoric, rhetorical theory, composition theory, or composition pedagogy.

**ENGL 625. Topics in English Language. 3 Credits.**

Studies one or more questions in the history, structure, usage, acquisition, or grammar of English.

**ENGL 630. Topics in Literature and Culture. 3 Credits.**

Considers relationships among literary texts, culture, and society.

**ENGL 635. Film Studies. 3 Credits.**

Focuses on one or more topics in the study of film (often but not exclusively defined by periods, genres, directors/schools, or theoretical approaches) as indicated by the subtitle.

**ENGL 646. Survey of British Literature I. 3 Credits.**

Surveys major authors and representative works in British Literature from the seventh to the eighteenth century.

**ENGL 647. Survey of British Literature II. 3 Credits.**

Surveys major authors and representative works in British Literature from the eighteenth century to the present.

**ENGL 648. Survey of U.S. Literature. 3 Credits.**

Surveys United States literatures from pre-Colonial times to the present.

**ENGL 650. Topic in a Literary Period. 3 Credits.**

Offers an advanced historical approach to the study of literature in a single period. May be repeated for credit, provided that second and succeeding courses cover different literary periods.

**ENGL 660. Topic in Genre Study. 3 Credits.**

Offers an advanced study of one or more genres in historically significant or typical examples. May be repeated for credit, provided that second and succeeding courses cover substantially different literary genres.

**ENGL 665. Topic in Author Study. 3 Credits.**

Offers advanced study of the works of a single author or a small group of associated authors, with consideration of biographical, historical, theoretical, and other relevant issues.

**ENGL 670. Topic in Ethnic Literature. 3 Credits.**

Offers advanced study of the literature of ethnically diverse populations in the U.S. or the world. May be repeated for credit, provided that second and succeeding courses cover different ethnic literatures.

**ENGL 672. Topic in Gender Studies. 3 Credits.**

Offers advanced analysis of gender or sexuality as a theme in literary or extra-literary texts.

**ENGL 673. Topic in Global Literature. 3 Credits.**

Examines representative works of world literature, both Western and non-Western, in English and in translation, with consideration of their aesthetic, cultural, historical, and literary contexts.

**ENGL 675. Topic in Popular Culture. 3 Credits.**

Offers advanced study of popular cultural forms, including popular literary genres (detective fiction, romance novels, fantasy and science fiction), film and television, and material culture.

**ENGL 676. Interdisciplinary Topic. 3 Credits.**

Offers advanced topical, focused study of literature in the context of other disciplines or forms of expression in the arts, humanities, or sciences.

**ENGL 681. Topic in Theory. 3 Credits.**

Offers advanced study of one or more theorists, theoretical movements, or theoretical questions. Fulfills the Theory/Criticism requirement.

**ENGL 685. Independent Study. 1 to 3 Credit.****ENGL 698. Directed Research. 3 Credits.**

One semester course of independent research under the guidance of the thesis committee leading to the thesis. Prerequisite: ENGL 600. Also requires permission of the instructor (the thesis director).

## Environmental Science & Studies (ENSS)

### Courses

**ENSS 112P. Environmental Science and Society. 1 Unit.**

This course explores the natural and social science principles that define the interface between humans and natural systems. It emphasizes the principles of ecology and earth science, and cultural, political and economic forces that inform sustainable use of food, water, and energy. Lab and field activities provide experiences where students investigate human impacts on natural systems. Can be used to satisfy Physical and Natural World or Personal and Social Responsibility. Offered every semester.

**ENSS 140P. Introduction to Environmental Science and Studies. 1 Unit.**

This course explores the natural and social science principles that define the interface between humans and natural systems. It emphasizes the principles of ecology and earth science, and cultural, political and economic forces that inform sustainable use of food, water, and energy. Lab and field activities provide experiences where students investigate human impacts on natural systems.

**ENSS 141P. Environmental Science: Methods and Practice. 1 Unit.**

This is the foundation course required for all Majors and Minors in Environmental Science and Studies. Lectures, readings, field work, and writing intensive laboratory exercises provide students with a detailed introduction into core topic areas that include geospatial analysis, water and soil chemistry, natural resource conservation, environmental policy, cultural geography, and environmental communication. Prerequisite: ENSS 140P or permission of instructor. Can be used to satisfy Physical and Natural World or Personal and Social Responsibility. Writing Enhanced course. Offered every semester.

**ENSS 175. Environmental Fellows Practicum. 0.0 Units.**

Selected students will develop environmental leadership, research, and activism skills through applied projects with faculty oversight and in conjunction with other university offices and organizations. Participation in the Center for Community Engagement, the Environmental Working Group, and regular communication with Student Government Association representatives is required. Permission of instructor required.

**ENSS 180. Environmental Elective. 0.75 to 1 Units.****ENSS 190. Special Topics. 1 Unit.****ENSS 201. Introduction to Maps and Geographic Information Systems. 1 Unit.**

Maps have evolved from etchings that predate written language into dynamic digital apps linked with real time data. This course introduces the student to Geographic Information Systems (GIS) through active production of digital maps. You will learn how to upload primary data and access online data to make attractive, content-rich maps to be embedded in a webpage or device app. This introductory course is appropriate for non-majors and to prepare for further GIS work in ENSS courses. Offered every fall.

**ENSS 204S. Environmental Geography of Latin America. 1 Unit.**

A regional survey of Latin America with emphasis on the interaction of peoples with landscapes. Latin American worldviews and cultures, both native and contemporary, are contextualized within geologic, biotic, and climatic systems.

**ENSS 211V. Weather and Climate. 1 Unit.**

This course focuses on Stetson's Environmental Responsibility Value. Analysis of the systems forming weather and climate. Topics in the course include the origin of winds and pressure systems, the fundamental role of water in energy transfer and storm formation, cyclogenesis, hurricanes and other extreme weather, and anthropogenic climate change. Activities and concepts covered will include interpretation of weather station models (symbols), identification of atmospheric properties, use of adiabatic lapse rate to predict cloud height and precipitation events, cloud identification, analysis of frontal movement, electromagnetic radiation and the atmospheric energy balance, identification of greenhouse gas emissions and their role in altering the global energy balance.

**ENSS 218. Environmental Law & Policy. 1 Unit.**

The course introduces legal requirements and policy framework for United States environmental law. It focuses on major federal laws such as the Clean Air Act, the Clean Water Act, the Endangered Species Act, the National Environmental Policy Act and constitutional issues, plus state and local implementation measures. Subject matter includes air and water pollution, wetlands, toxic and solid waste, trade, energy, sustainability and growth management regulations. Offered every semester.

**ENSS 219. Ethics for Environmental Professionals. 1 Unit.**

This course provides an overview of moral frameworks and ethical codes that guide the practice of environmental professionals. Core content includes critical exploration of terms such as "objectivity," "neutrality," "expertise," "evidence," "advocacy," "rigor," and "inclusion" that characterize almost all debates and decisions about environmental issues. These themes will be explored through deep engagement with various case study dilemmas involving complex intersections of science, law, policy, politics, religion, and economics.

**ENSS 230. Introduction to Geology. 1 Unit.**

This course examines the earth, the materials that make up the earth, and how these materials came to be where they are. Students will explore earth materials as well as interior and surficial earth processes through a variety of approaches in classroom, laboratory, and field settings. Analytical and investigative skills are emphasized. Offered every fall.

**ENSS 275. Environmental Fellows Practicum. 0.0 Units.**

Selected students will develop environmental leadership, research, and activism skills through applied projects with faculty oversight and in conjunction with other university offices and organizations. Participation in the Center for Community Engagement, the Environmental Working Group, and regular communication with Student Government Association representatives is required. Permission of instructor required.

**ENSS 285. Independent Study. 0.5 or 1 Units.**

An intermediate level course taken independently from an instructor that is not part of the regular course schedule. May be repeated for credit. No prerequisites. Permission of instructor required.

**ENSS 290. Special Topics in Environmental Science. 1 Unit.**

A specialty course taught at the intermediate level on a one-time basis. May be repeated for credit. No prerequisites.

**ENSS 301. Geographic Information Systems and Science. 1 Unit.**

Application of computer mapping platforms, techniques, data management, and data analysis. Assignments emphasize mapping with quantitative datasets, symbolic logic (e.g., Boolean Logic and Set Algebra), and spatial integration of raster and vector file formats. Includes a lecture and weekly laboratory component. Prerequisites: ENSS 201 or permission of instructor. Offered every spring.

**ENSS 302. Field Methods. 1 Unit.**

The measurement and analysis of geographic phenomena in the field. Students learn the principles of sampling and the use of specialized equipment (GPS, surveying instruments). Prerequisite: ENSS 141P.

**ENSS 310V. Cultural and Political Ecology. 1 Unit.**

This course focuses on Stetson's Environmental Responsibility Value. An interdisciplinary approach to understanding the tensions between economic development and management of natural environments. The course emphasizes the dynamic (dialectical) influences of humans and environment on each other. The concept of nature is questioned while we explore various paradigms for understanding the effects of economic development and underdevelopment on natural systems. An international context is stressed. Prerequisite: ENSS 140P or ENSS 141P or FOOD 101S or INSU 201H or ECON 104S or Permission of Instructor. Writing Enhanced course. Offered every fall.

**ENSS 312. Biogeography. 1 Unit.**

An examination of the distribution patterns of plants and animals and the environmental and cultural influences responsible for them during the quaternary period (the last two million years). Emphasis is on natural plant communities and the impact of humans on them. Prerequisite: ENSS 141P or BIOL 112P or BIOL 142P.

**ENSS 313. The World's Population. 1 Unit.**

A study of the spatial structure of the population of the developed and underdeveloped worlds, population movements, differentials in population structure among places, and current and future problems in the relationship between population and resources at a global scale.

**ENSS 314. Modern Urban America. 1 Unit.**

An analysis of the evolution of the modern urban landscape in North America, with particular emphasis on the changes in architecture, technology, planning and society during the period 1880 to the present.

**ENSS 315V. Sustainability Studies. 1 Unit.**

This course focuses on Stetson's Environmental Responsibility Value. Strategies and metrics for assessing and maintaining production systems that can be perpetuated through time in terms of resource management, economic yield, and quality of life. Junior Seminar.

**ENSS 316V. Leadership for a Sustainable Future. 1 Unit.**

This course focuses on Stetson's Environmental Responsibility Value. Based on a foundation in environmental science and ethics, students develop a skill set for envisioning, implementing and maintaining tangible solutions to local and global environmental issues within organizations, including energy efficiency, water conservation, and waste reduction strategies. Students develop financial arguments for sustainability projects; practice skills to facilitate internal communication and public relations; and develop strategic planning skills.

**ENSS 317V. Global Perspectives of Food Production. 1 Unit.**

This course focuses on Stetson's Human Diversity Value. The character of food production systems from the global to local and organic to industrial are contrasted. Historical production regimes are juxtaposed with modern farming regimes around the world with special attention to the origins of agriculture, the development of modern technologies, and the economic forces related to food production. Junior Seminar.

**ENSS 318V. Seeds of Equity. 1 Unit.**

This course focuses on Stetson's Social Justice Value. This course explores historical and current issues of race, class, and gender in food and agriculture. It will primarily focus on the unique food and agriculture context of the United States. Issues of access, power, privilege, and equity will be addressed within the realms of agricultural production, food preparation and consumption. Students will critically reflect on their own backgrounds, identities, roles, and responsibilities as participants in the agri-food system. Junior Seminar.

**ENSS 319. Water Policy. 1 Unit.**

The course introduces the basic interdisciplinary study of water policy including its history, framework of water law and the role of science. There will be strong emphasis on Central Florida case studies such as springs, rivers, estuaries, water supply and wetlands. Topics include Clean Water Act, public trust doctrine, eastern vs. western water law, Everglades, and endangered species.

**ENSS 320. Environmental Planning. 1 Unit.**

The course introduces the basic subject matter of modern environmental planning. It will focus on local government requirements for land use planning and zoning, and state and federal requirements for resource protection. Topics include comprehensive plans and zoning, innovative planning techniques, geographic information systems modeling, greenways, sustainable development, green infrastructure, smart growth, habitat conservation plans, environmental impact statements, historic preservation, and policy framework.

**ENSS 325. Climate Adaptation and Planning. 1 Unit.**

This course builds upon consensus projections of climate change impact to explore, analyze, and evaluate contemporary adaptation and planning responses within human society. Assignments emphasize integration of geographic information systems (GIS), quantitative scenario planning, and critical reasoning about uncertainty and trade-offs.

**ENSS 330. Wetlands Systems. 1 Unit.**

An examination of wetlands and their associated environmental issues. Topics include wetland definitions and identification, wetland hydrology and soils, their biological properties, what functions they serve, how we derive environmental information from them, and what the societal issues are concerning wetlands and their preservation. Hands-on exploration and field study is emphasized. Prerequisite: ENSS 141P or ENSS 230 or BIOL 244.

**ENSS 331. Envir Geology Appalachian Mtns. 1 Unit.**

This field course explores the origin and characteristics of topography, geology, and landscapes of the Southern Appalachians in the context of the environmental issues affecting the region. The course provides an overview of the natural history of the region for introductory and advanced students and involves visiting several sites along a transect through the Southern Appalachians with emphasis on the Great Smoky Mountains National Park, the Blue Ridge Parkway, and the Nantahala National Forest. The course involves extensive camping and hiking. Prerequisite: ENSS 112P or ENSS 141P, or ENSS 230 or ENSS 335 or BIOL 244.

**ENSS 335. Geomorphology. 1 Unit.**

An examination of landscape form and processes with an emphasis on environmental issues. Topics include mapping, weathering and soils, geomorphic hydrology, stream channels, karst geomorphology, drainage basins, wind as a geomorphic agent, coastal geomorphology, glacial geomorphology, geomorphology and climate, humans as a geomorphic agent, and landscape evolution. Hands-on exploration and field study is emphasized.

**ENSS 345Q. Statistics for Environmental Professionals. 1 Unit.**

The course is designed to introduce statistical techniques used in quantitative analysis in environmental and bio-science research. Students will be introduced to concepts such as measures of central tendency, variability, causality and statistical techniques including: t tests (independent & dependent samples), Analysis of variance, Chi-square, correlation, and regression. Students will also develop skills to use statistical software such as SPSS. The course will focus on application and interpretation of statistical techniques.

**ENSS 355. Environmental Activism. 1 Unit.**

The course is an interdisciplinary survey of environmental activism including its history, political organization, legal approaches, and stakeholder involvement in environmental policy. The course explores the spectrum of environmental organizations, their strategies, tactics, and programs. We will explore how public policy is influenced by citizens and environmental organizations and explore the manner in which the environmental movement has expanded globally.

**ENSS 375. Environmental Fellows Practicum. 0.0 Units.**

Selected students will develop environmental leadership, research, and activism skills through applied projects with faculty oversight and in conjunction with other university offices and organizations. Participation in the Center for Community Engagement, the Environmental Working Group, and regular communication with Student Government Association representatives is required. Permission of instructor required.

**ENSS 385. Independent Study. 0.5 or 1 Units.**

An advanced level course taken independently from an instructor that is not part of the regular course schedule. May be repeated for credit. Permission of instructor required.

**ENSS 390. Special Topics in Environmental Science. 1 Unit.**

A specialty course taught at the advanced level on a one-time basis. May be repeated for credit. Permission of instructor required.

**ENSS 395. Teaching Apprenticeship. 0.5 Units.**

Opportunity for a student to assist a professor and students in a course that the student has already taken. Pass/Fail only. Permission of instructor required. Credit does not count toward the major.

**ENSS 397. Earth Science Internship. 0.5 or 1 Units.**

Pass/Fail course. Students explore earth science in an applied setting, working with a professional outside Stetson. Typically, this internship requires about 10 hours a week or approximately 140 hours for the semester; half-unit internships require 70 hours for the semester. Specific requirements will be presented by way of a contract signed by the student. Basic expectations include a journal, research paper, or appropriate work product, and a letter of evaluation from the site supervisor. Prerequisites: Permission of department chair and instructor, major or minor status, and junior or senior standing. May be repeated for credit with permission of the department head, but a maximum of one unit may be applied to the major or minor. Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact Career & Professional Development at [career@stetson.edu](mailto:career@stetson.edu) or 386-822-7315.

**ENSS 398. Geographic Information Systems Internship. 0.5 to 1 Units.**

This internship course is designed for those pursuing professional and practical experience with a local agency involved in applied geographic information, mapping sciences and/or database management. Prerequisites: ENSS 301 and permission of the instructor. May be repeated for credit with permission of the department head, but a maximum of one unit may be applied to the major or minor. Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact Career & Professional Development at [career@stetson.edu](mailto:career@stetson.edu) or 386-822-7315.

**ENSS 401. Environmental Management Internship. 1 Unit.**

Pass/Fail course. This applied internship course is designed for those majors pursuing further professional and practical experience with a local agency involved in environmental management and natural resource conservation. Any faculty member teaching in the Environmental Science program may agree to supervise an internship. The structure of the internship is determined by the instructor. Prerequisite: ENSS 301 and permission of the instructor. May be repeated for credit with permission of the department head, but a maximum of one unit may be applied to the major or minor. Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact Career & Professional Development at [career@stetson.edu](mailto:career@stetson.edu) or 386-822-7315.

**ENSS 402. Landscape Ecology. 1 Unit.**

Landscape ecology uses multi-layered analysis of geospatial patterns to develop inferences about the abundance, distribution, persistence, and movement of materials and organisms across the environment. Assignments synthesize field data collection and geospatial modeling, while emphasizing the integration of appropriate quantitative methods and effective map visualizations when answering landscape ecology questions. Prerequisites: ENSS 141P, ENSS 301 and BIOL 243Q.

**ENSS 410. Global Change. 1 Unit.**

The 21st century is defined by the accelerating effects of growing human resource use. Global change is heightened as people become increasingly interconnected, hastening the movement of people and goods around the world and reshaping habitats. In this course, students will study the patterns of global change through four different themes: globalization, climate change, biodiversity loss, and land use and land cover change. Students will study the existing patterns of change, including the economic impacts, and explore possible future trajectories with an eye to developing solutions from a business perspective. Prerequisites: ENSS 218 or Permission of Instructor.

**ENSS 418. Energy Management and Policy. 1 Unit.**

This course provides a critical understanding of energy resources and the importance of energy markets and utilization in supporting modern economies. Topics will include power generation and distribution, transportation, and the environmental consequences of using energy. It will also explore how energy resource availability and costs are regulated by international agreements, and national, state, and local government agencies to support a healthy economy and environment. Prerequisite: ENSS 218.

**ENSS 475. Environmental Fellows Practicum. 0.0 Units.**

Selected students will develop environmental leadership, research, and activism skills through applied projects with faculty oversight and in conjunction with other university offices and organizations. Participation in the Center for Community Engagement, the Environmental Working Group, and regular communication with Student Government Association representatives is required. Permission of instructor required.

**ENSS 485. Independent Study. 0.5 or 1 Units.**

An advanced level course taken independently from an instructor that is not part of the regular course schedule. May be repeated for credit. Permission of instructor required.

**ENSS 490. Special Topics in EnvSci. 1 Unit.**

A specialty course taught at the advanced level on a one-time basis. May be repeated for credit. Permission of instructor required.

**ENSS 497. Research Proposal. 0.5 Units.**

Taken in spring of the junior year, a research proposal is written and defended prior to undertaking senior research. Prerequisite: ENSS 201 or ENSS 301. Writing-intensive course. Offered every spring.

**ENSS 498. Senior Research Project. 1 Unit.**

Initiated with a proposal in the junior year, the senior research project is completed by December of the senior year. In this capstone of the undergraduate experience in environmental science and studies, students are trained to become research colleagues. Most projects are completed under the supervision of a Stetson faculty member, but off-campus mentors also are acceptable. Prerequisite: ENSS 497. Offered every fall.

**ENSS 499. Senior Seminar. 0.5 Units.**

Completion or written and oral presentation of methods, results, and interpretation of senior research. Prerequisite: ENSS 498. Offered every spring.

## Sustainable Food Systems (FOOD)

### Courses

**FOOD 101S. Food Studies. 1 Unit.**

A breadth-first introduction to a wide variety of topics related to modern day food systems. The impact of food on the world around us is both obvious and unexpected. Topics covered will include sustainability of food systems, food production and distribution, food politics, business of food, marketing of food, health and nutrition, food culture, and many more. Offered fall and spring semesters.

**FOOD 190. Special Topics in Sustainable Food Systems. 1 Unit.**

Course offered on selected topics in food studies and/or sustainable food systems designed to extend the range of the curriculum. May be repeated for credit with different titles and content. Any prerequisites will be indicated in the course schedule. Note: A special topics course may count for a course in the Sustainable Food System minor. Please consult the Program Director prior to course registration to obtain permission for the course to do so.

**FOOD 201. Beginning Practicum for Sustainable Food Production. 1 Unit.**

This experiential course provides real-world opportunities for students to develop soil; plant and harvest food; process food for storage and distribution; prepare food for consumption; and manage food waste. Working side-by-side with farmers, food processors and distributors, and restaurant owners, students will learn various aspects of the farm-to-table system. Prerequisite: FOOD 101S. Offered spring semesters.

**FOOD 226V. School Food: Eating to Learn, Learning to Eat. 1 Unit.**

This course traces the origins of the National School Lunch Program, which provides low-cost or free lunches to 29.4 million children every day, and examines lesser known initiatives like the Black Panthers' Free Breakfast Program, which also shaped the U.S. contemporary school food landscape. We will study examples of diverse school food programs from around the world, as well as initiatives in the U.S. such as school gardens and Farm-to-School, which aim to use school lunch as an agent of positive change in the food system. This class also includes a community-engaged component, and students will visit local school cafeterias or relevant non-profit organizations to apply course content beyond the classroom. Sophomore standing required.

**FOOD 230P. Growing Food in Cities. 1 Unit.**

This course approaches food production holistically, and includes content such as basic soil science for food production, irrigation and water management techniques, holistic pest control, and innovative solutions for small spaces such as vertical gardens, hydroponics/aquaponics, and gardens in small lots. Prerequisite: FOOD 101S.

**FOOD 285. Independent Study. 0.5 or 1 Units.**

This course is initiated by student interest and contingent upon the expertise of current departmental faculty. Students may take more than one FOOD 285, FOOD 385, or FOOD 485 course with different titles and content.

**FOOD 290. Special Topics in Sustainable Food Systems. 1 Unit.**

Course offered on selected topics in food studies and/or sustainable food systems designed to extend the range of the curriculum. May be repeated for credit with different titles and content. Any prerequisites will be indicated in the course schedule. Note: A special topics course may count for a course in the Sustainable Food System minor. Please consult the Program Director prior to course registration to obtain permission for the course to do so.

**FOOD 318V. Seeds of Equity. 1 Unit.**

This course focuses on Stetson's Social Justice Value. This course explores historical and current issues of race, class, and gender in food and agriculture. It will primarily focus on the unique food and agriculture context of the United States. Issues of access, power, privilege, and equity will be addressed within the realms of agricultural production, food preparation and consumption. Students will critically reflect on their own backgrounds, identities, roles, and responsibilities as participants in the agri-food system. Generally offered at least once every three years. Prerequisite: FOOD 101.

**FOOD 385. Independent Study. 0.5 or 1 Units.**

This course is initiated by student interest and contingent upon the expertise of current departmental faculty. Students may take more than one FOOD 285, FOOD 385, or FOOD 485 course with different titles and content.

**FOOD 390. Special Topics in Sustainable Food Systems. 1 Unit.**

Course offered on selected topics in food studies and/or sustainable food systems designed to extend the range of the curriculum. May be repeated for credit with different titles and content. Any prerequisites will be indicated in the course schedule. Note: A special topics course may count for a course in the Sustainable Food System minor. Please consult the Program Director prior to course registration to obtain permission for the course to do so.

**FOOD 395. Teaching Apprenticeship. 0.5 Units.**

Pass/Fail only. A teaching apprenticeship provides an opportunity for a student with especially strong interest and ability in a given subject area to achieve an even deeper understanding by facilitating implementation of a course. Students may be involved in, but not limited to, class observations, goals and strategies discussions with the instructor, and some teaching responsibilities in and out of the classroom. The student also acts as a resource for students for reinforcement of key concepts. The apprenticeship is arranged by mutual agreement between the faculty member and the student. Such an experience is especially beneficial for students interested in teaching and academia. Prerequisite: permission of instructor. May be repeated once.

**FOOD 397. Internship. 0.5 or 1 Units.**

This course allows the student to complete an internship in an area related to food studies. The setting, structure, requirements, and outcomes are negotiated with the instructor, but generally include relevant readings, 70 (0.5 unit) or 140 (1 unit) hours of work in an approved community setting, and creative or critical analyses (e.g., journals, a portfolio, and/or research paper) that apply and integrate theoretical and experiential insights from interdisciplinary in ways that are consistent with Sustainable Food Systems program criteria, goals, and coursework. May be repeated for credit with a different topic. Offered fall, spring and summer semesters. Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact Career & Professional Development at [career@stetson.edu](mailto:career@stetson.edu) or 386-822-7315.

**FOOD 485. Independent Study. 0.5 or 1 Units.**

This course is initiated by student interest and contingent upon the expertise of current departmental faculty. Students may take more than one FOOD 285, FOOD 385, or FOOD 485 course with different titles and content.

**FOOD 490. Special Topics in Sustainable Food Systems. 1 Unit.**

Course offered on selected topics in food studies and/or sustainable food systems designed to extend the range of the curriculum. May be repeated for credit with different titles and content. Any prerequisites will be indicated in the course schedule. Note: A special topics course may count for a course in the Sustainable Food System minor. Please consult the Program Director prior to course registration to obtain permission for the course to do so.

## French (FREN)

### Courses

**FREN 101. Elementary French I. 1 Unit.**

For students who have had no previous French or no more than two years of regular high-school French. Not available to native speakers.

**FREN 102L. Elementary French II. 1 Unit.**

For students who have completed FREN 101 and for students who have had more than two years of regular high-school French whose placement scores indicate admission to this level. Not available to native speakers.

**FREN 185. Independent Study. 0.5 or 1 Units.****FREN 190. Special Topics in French. 1 or 1.25 Unit.****FREN 201L. Intermediate French I. 1 Unit.**

Provides students the opportunity to strengthen and expand basic language skills as well as their cultural awareness of the diversity of the francophone world. Prerequisite: FREN 102L, appropriate placement scores, or permission of instructor. Not available to native speakers.

**FREN 202L. Intermediate French II. 1 Unit.**

A continuation of the structure and goals of FREN 201L with an added emphasis on developing more complex reading skills. Prerequisite: FREN 201L, appropriate placement scores, or permission of instructor. Not available to native speakers.

**FREN 285. Independent Study. 0.5 or 1 Units.****FREN 290. Special Topics in French. 1 Unit.****FREN 301L. Advanced French. 1 Unit.**

Emphasis on developing and practicing advanced language skills necessary for upper division courses. The focus will be on extensive vocabulary building, syntax and stylistics through culturally enriching material from a wide variety of media. Prerequisite: FREN 202L, appropriate placement scores, or permission of the instructor. Repeatable with permission of instructor.

**FREN 302L. Advanced French II. 1 Unit.**

Same emphasis as FREN 301L (these do not have to be taken in sequence). Prerequisite: FREN 202L, appropriate placement scores, or permission of the instructor.

**FREN 303L. Business French and Culture. 1 Unit.**

Emphasis upon the vocabulary and writing skills necessary for the business world. Prerequisite: FREN 201L.

**FREN 304A. Contemporary French Cinema. 1 Unit.**

An examination of contemporary French cinema within an interdisciplinary context. The course provides students with the opportunity to grow familiar with French cinema while at the same time studying French history, literature, and politics as part of its discourse. Open to all students. Taught in English. Course can be repeated with different content. Course can only count once toward major or minor.

**FREN 305B. Franco-American Cultural Studies. 1 Unit.**

Course taught in English and open to all students. This course will primarily focus on the relationships between France and the United States. It will encourage students to investigate the political, social, and cultural interactions between these two nations in the course of history. Although the concentration will be on Franco-American connections, the course will foster a broader awareness and understanding of cultural differences necessary in today's increasingly global society.

**FREN 306L. French Culture Thru Literature. 1 Unit.**

This course explores different cultural topics, constructions, and themes through the prism of the literatures of the French and Francophone world. It will rely mainly on primary sources in the target language. Readings, discussions and assignments will be in French. The content of this class may change from one instructor to another. Prerequisite: FREN 202L or permission of instructor.

**FREN 308V. Mediterranean Memories: Muslims, Jews and Christians Before and After Colonialism. 1 Unit.**

This course focuses on Stetson's Social Justice Value. In this class, we will attempt to understand the context of inter-communal relations under the French flag in North Africa and the Middle East as well as why they came undone. Junior Seminar.

**FREN 309V. Revolution in the Age of Globalization. 1 Unit.**

This course focuses on Stetson's Social Justice Value. The course will explore the history of the concept from the French and American Revolutions to the Civil Rights Movement and the Arab Spring, and assess its future in an age of digitalism, globalism, and worldwide activism. Have recent global trends rendered revolutions obsolete, or will they persist as a means of socio-political transformation? Readings from Rousseau, Marx, Lenin, Luxemburg, Fanon, Huntington. Junior Seminar.

**FREN 330V. Forbidden Texts: Censorship, Free Speech, and the Control of the Imagination. 1 Unit.**

This course focuses on Stetson's Social Justice Value. This course investigates how governments, religious bodies, and other institutions have used censorship to control their constituents' freedom and imagination: from Montaigne's Essays to Charlie Hebdo's Muhammad Cartoons. What can the censorship of a book, film, or document tell us about our society? Reading primary and secondary sources, we engage in critical discussions on an issue we confront in our daily lives: free speech. Junior Seminar.

**FREN 385. Independent Study. 0.5 or 1 Units.****FREN 385L. Independent Study. 1 Unit.****FREN 390. Special Topics in French. 1 Unit.****FREN 395. Teaching Apprenticeship. 0.5 Units.**

Pass/Fail only. A teaching apprenticeship gives a student insight into the methodological aspects of teaching a class in Modern Languages. It consists in class observations, goals and strategies discussions with the instructor, and some teaching responsibilities in and out of the classroom. The apprenticeship is arranged by mutual agreement between the faculty member and the student. Prerequisite: permission of instructor. May be repeated once.

**FREN 397. Internship in French. 0.5 or 1 Units.**

A student-initiated internship where skills in French can be developed. Prerequisites: completion of FREN 201L and permission of instructor and chair. Pass/Fail only. Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact Career & Professional Development at [career@stetson.edu](mailto:career@stetson.edu) or 386-822-7315.

**FREN 401L. Topics in Literature. 1 Unit.**

Various courses are offered under these titles addressing different periods, genres or themes in the history of French literature. Prerequisite: FREN 301L or FREN 302L.

**FREN 402L. Topics in Literature. 1 Unit.**

Various courses are offered under these titles addressing different periods, genres or themes in the history of French literature. Prerequisite: FREN 301L or FREN 302L.

**FREN 403A. Reading Photography - French Photography in Practice and Theory. 1 Unit.**

This class will offer a multi-faceted approach to French photography as artistic and/or cultural practice and study the creation of a discourse on photography. Prerequisite: FREN 301L or FREN 302L. Can be used as an L course.

**FREN 404L. Topics in Media Culture. 1 Unit.**

Various courses are offered under these titles addressing different aspects of French visual media culture like photography, cinema, visual narratives in a historical and critical perspective. Prerequisite: FREN 301L or FREN 302L.

**FREN 405L. Topics in French and Francophone Cultural Studies. 1 Unit.**

Various courses are offered under this title emphasizing aspects of French culture from a historical perspective. Literary and other cultural documents as well as examples in the visual arts and in music will introduce students to diverse aspects of the French and Francophone world. Prerequisite: FREN 301L or FREN 302L.

**FREN 406L. Topics in French and Francophone Cultural Studies. 1 Unit.**

Various courses are offered under this title emphasizing aspects of French culture from a historical perspective. Literary and other cultural documents as well as examples in the visual arts and in music will introduce students to diverse aspects of the French and Francophone world. Prerequisite: FREN 301L or FREN 302L.

**FREN 407L. French Linguistics. 1 Unit.**

This course will introduce students to the scientific study of the French language and refine their understanding of the workings of language in general. Prerequisite: FREN 301L or FREN 302L.

**FREN 485. Independent Study. 0.5 or 1 Units.****FREN 485L. Independent Study. 1 Unit.****FREN 490. Special Topics in French. 1 Unit.****FREN 499. Senior Project. 1 Unit.**

Research project in French or Francophone literature or culture developed in conjunction with advisor.

## First Year Seminar (FSEM)

### Courses

**FSEM 100. First Year Seminar. 1 Unit.****FSEM 190. Special Topic First Year Semin. 1 Unit.****FSEM 395. Teaching Apprenticeship. 0.5 Units.**

Pass/Fail only.

## Gender Studies (GEND)

### Courses

**GEND 100V. Studies in Gender, Race, Class, and Sexuality in the US. 1 Unit.**

This course focuses on Stetson's Human Diversity Value. An interdisciplinary introduction to major categories that structure consciousness as well as social, intellectual, and personal experience. Emphasizes the extent to which analyses of gender must be simultaneous with those of race, class, and sexuality; demonstrates how intersecting categories of identity work historically and systematically to produce different experiences for members of various social groups. Focuses on structures of inequality and on the effects of power, privilege, and oppression on individuals and society.

**GEND 190. Special Topics in Gender Studies. 1 Unit.****GEND 200V. Global Perspectives on Women and Gender. 1 Unit.**

This course focuses on Stetson's Human Diversity Value. This course is an interdisciplinary introduction which takes a global perspective on women's issues, gender equality and feminism around the world. Topics may include: citizenship, national feminist movements, sustainability, work, women's rights as human rights, health and reproductive rights, sexuality and sexual rights, and women in politics, religion, and globalization.



**GEND 285. Independent Study. 0.5 or 1 Units.****GEND 290. Special Topics in Gender Studies. 1 Unit.**

This course focuses on the intersectionality between gender and other socio-cultural concerns. Are the politics, customs, and policy surrounding this issue fair? Is the "playing field" level? Topics may include, for example, gender and the environment, gender and cultural production canon formation, gender and science, gender and education and others.

**GEND 300. Gender and Film. 0.5 Units.**

Examines relationships between gender and genre in film and visual representation. Topics change annually and might focus on women's film making and the way the camera represents gender and sexuality, on questions of gender construction in domestic and international films, or on intersections of gender, race, class, and sexuality in specific film genres (Classical, Hollywood, avant-garde, documentary). May be repeated for credit with a different instructor or topic and applied to the GS minor. GEND 300 may not constitute more than one unit toward the minor.

**GEND 350. Social Issues. 0.5 Units.**

Examines a range of contemporary gender issues. Topics change each year and may include gay or lesbian history; women's health; the gender construction of children; the glass ceiling; gender roles in music; gender, race, and sports; or gender, race, and religion. May be repeated for credit with a different instructor or topic and applied to the GS minor. GEND 350 may not constitute more than one unit toward the minor.

**GEND 385. Independent Study. 0.5 or 1 Units.****GEND 390. Special Topics in Gender Studies. 1 to 1.25 Unit.****GEND 395. Teaching Apprenticeship. 0.5 Units.**

Pass/Fail only. Gender Studies minors or other qualified students may be invited to co-teach GEND 100. Apprentices will work closely with faculty and assist in duties that may include course planning, course presentations, and mentoring students through feedback on oral and written work. Teaching apprenticeships may not constitute more than one unit toward the minor. By permission of the instructor. May be repeated once.

**GEND 397. Internship in Gender Studies. 0.5 or 1 Units.**

An opportunity to explore a gender issue in an applied setting. Setting, structure, requirements, and outcomes are negotiated with the instructor, but generally include relevant readings, 70 (0.5 unit) or 140 (1 unit) hours of work in an approved community setting, and creative or critical analyses (e.g., journals, a portfolio, and/or research paper) that apply and integrate theoretical and experiential insights in ways that are consistent with Gender Studies Program criteria, goals, and coursework. May be repeated for credit with a different instructor or topic and applied to the Gender Studies minor. Internships may not constitute more than one unit toward the minor. Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact Career & Professional Development at [career@stetson.edu](mailto:career@stetson.edu) or 386-822-7315.

**GEND 400. Research Seminar. 1 Unit.**

An intensive reading, writing, and discussion-focused interdisciplinary course that explores in depth central concepts and theories in gender studies. The focus for the seminar changes depending on the instructor, but the course always requires students to synthesize and apply their knowledge from the Gender Studies minor, pursue an independent research project related to course themes that demonstrates students' facility with Gender Studies approaches, and carry out interdisciplinary scholarship. Prerequisites: GEND 100V and junior standing, or permission of instructor. Offered every third semester.

**GEND 485. Independent Study. 0.5 or 1 Units.****GEND 490. Special Topics in Gender Studies. 1 Unit.**

## German (GERM)

### Courses

**GERM 101. Elementary German I. 1 Unit.**

For students who have had no previous German or whose examination scores indicate 101 placement. This course creates the foundation for the acquisition of speaking, listening, writing and reading skills in German. Cultural topics will be an integral part of the language learning. Offered every fall semester. Not available to native speakers.

**GERM 102L. Beginning German II. 1 Unit.**

For students who have completed GERM 101 or whose examination scores indicate 102 placement. As a continuation of GERM 101, this course focuses on the further acquisition and development of basic German language skills and expanding the foundation for cultural competency toward the German speaking countries. Offered every spring semester. Not available to native speakers.

**GERM 190. Special Topics in German Language and Literature. 1 Unit.****GERM 201L. Intermediate German I. 1 Unit.**

Provides students the opportunity to strengthen and expand basic language skills for more diversified and complex communicative purposes. This course will focus on expanding students' active vocabulary and on strengthening skills in grammatically correct oral and written discourse. Prerequisite: GERM 102L or appropriate placement score or permission of instructor. Offered every fall semester. Not available to native speakers.

**GERM 202L. Intermediate German II. 1 Unit.**

A continuation of the structure and goals of GERM 201L. A focus will be on expanded language acquisition through active engagement with texts from a wide spectrum of media. Prerequisite: GERM 201L, appropriate placement score, or permission of instructor. Offered every spring semester. Not available to native speakers.

**GERM 203B. Transcultural Migrations: Africa in Western Cultures. 1 Unit.****GERM 285. Independent Study. 0.5 or 1 Units.****GERM 290. Special Topics in German Language and Literature. 1 Unit.****GERM 301L. Advanced German I. 1 Unit.**

Emphasis on developing an advanced level of proficiency especially in writing and conversation skills. This course will focus on the appropriate use of idiomatic German, as well as on variations in syntax and style. Prerequisite: GERM 202L or permission of instructor.

**GERM 302L. Advanced German II. 1 Unit.**

A continuation of the structure and goals of GERM 301 with a strong emphasis on issues in modern German culture. Students will engage in analysis of different cultural phenomena and practices in German speaking countries. Prerequisite: GERM 301L or permission of instructor.

**GERM 304B. Modern German Culture (in English). 1 Unit.**

Taught in English. Open to all students. This course will emphasize aspects of German culture from a historical perspective. Literary and other cultural documents as well as examples in the visual arts and in music will introduce students to diverse aspects of modern Germany as it developed into a multicultural nation. Writing enhanced course.

**GERM 305A. Contemporary German Cinema. 1 Unit.**

An examination of contemporary German cinema within an interdisciplinary context. The course provides students with the opportunity to grow familiar with German cinema while simultaneously studying German history, literature, and politics as part of its discourse. In English. Can be repeated for different course content. Course can only count once toward major or minor.

**GERM 306B. From Division to Reunification. The New Germany. 1 Unit.**

The course outlines the post-war social and cultural developments of the two Germanys until re-unification and addresses questions related to a re-orientation in cultural practices and products (film, literature, art and architecture) in the New Germany. The course will include excursions to Berlin, Weimar and other sites of interest as they relate to the course content. In English.

**GERM 307V. Migrations: The Culture of Border Crossings. 1 Unit.**

This course focuses on Stetson's Human Diversity Value. Focus on migration to German-speaking countries. Using film, literature and other cultural documents, the course explores border crossings and migrations as concepts and movements that question dominant definitions of political, social, and cultural demarcations and asks questions about the possibilities of creating different personal and collective identities and affiliations that grow out of living in a social and cultural diaspora. Junior Seminar.

**GERM 385. Independent Study. 0.5 or 1 Units.****GERM 390. Special Topics in German Language and Literature. 1 Unit.**

The goal of this course will be to attain fluency of the German language at the idiomatic and stylistic level and to acquire the language strategies for understanding and utilizing nuanced constructions. The specific topic of this course will vary, but it will always have a cultural emphasis (Germans and the environment, Germany as a multicultural nation, an historical event or period). The topic will be examined utilizing a variety of texts (literature, poetry, biography) and media sources (print, television, film). Prerequisite: GERM 302L.

**GERM 395. Teaching Apprenticeship. 0.5 Units.**

Pass/Fail only. A teaching apprenticeship gives a student insight into the methodological aspects of teaching a class in Modern Languages. It consists in class observations, goals and strategies discussions with the instructor, and some teaching responsibilities in and out of the classroom. The apprenticeship is arranged by mutual agreement between the faculty member and the student. Prerequisite: permission of instructor. May be repeated once.

**GERM 397. Internship in German. 0.5 or 1 Units.**

A student-initiated internship where skills in German can be developed. Prerequisites: completion of GERM 201L and permission of instructor and chair. Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact Career & Professional Development at career@stetson.edu or 386-822-7315.

**GERM 402L. Studies in German Literature. 1 Unit.**

This course is organized around a specific theme or literary period, a genre or a selected author or group of authors in German speaking countries. It is designed to strengthen and expand students' skills in critical analysis of literary texts.

**GERM 404. Voices from the East and West: German Women Writers. 1 Unit.**

The course focuses on a comparative analysis of women's literature in East and West Germany. It addresses questions related to diverse narrative perspectives and themes and relates these differences to women's experiences within the radically different socio-political and cultural realities of East and West Germany. It will also examine changes and continuities after German re-unification. Taught in English.

**GERM 485. Independent Study. 0.5 or 1 Units.****GERM 490. Special Topics in German Language and Literature. 1 Unit.****GERM 499. Senior Project. 1 Unit.**

## History (HIST)

### Courses

**HIST 101H. Western Civilization to 1000 CE. 1 Unit.**

A study of the development of the West from ancient Near Eastern beginnings, to Greek and Roman civilization, and to the early formative period of European civilization.

**HIST 102H. Western Civilization from the Medieval World to the Age of Exploration. 1 Unit.**

The development of European society and ideas from the Medieval World to the Early Modern, including such topics as the Crusades, Black Death, Oceanic Exploration and confrontation with new worlds, the Renaissance, and Religious Revolt.

**HIST 103H. Modern Western Civilization. 1 Unit.**

The development of European society and its impact upon the rest of the world from the seventeenth century to the present. Writing enhanced course.

**HIST 104H. Early World Civilizations. 1 Unit.**

Survey of world history through a comparative study of the cultures and civilizations of Africa, Asia, Europe, and the Americas, from earliest times until the sixteenth century. Writing enhanced course.

**HIST 105H. Modern World Civilizations. 1 Unit.**

Survey of world history since the fifteenth century, examining the distinctive developments of the cultures of Africa, Asia, Europe, and the Americas, and the increasing intercultural developments between them. Writing enhanced course.

**HIST 151H. American History I. 1 Unit.**

An examination of the main patterns and themes in American history from the age of European discovery through the Civil War and Reconstruction.

**HIST 152H. American History II. 1 Unit.**

A study of the main themes in the development of the United States from the Industrial Age to the present.

**HIST 190. Special Topics in History. 0.5 or 1 Units.**

Focused study of a specific historical topic. Can be repeated for credit with a different topic.

**HIST 200. Approaches to History. 1 Unit.**

This is a methodology course designed to introduce History majors to the evolution of historical interpretations and assumptions and to different approaches to studying the past. Provides foundations in information literacy, research skills, and persuasive writing. Open to History majors and by permission of instructor. To be taken in fall semester of sophomore year. Offered in fall semesters only.

**HIST 205H. Africa in the Age of Imperialism. 1 Unit.**

This course surveys the history of modern Sub-Saharan Africa from pre-colonial times. Special emphasis is placed on African culture, politics, economics and society, with a focus on southern Africa; the role of imperialism and racism (apartheid); and the decolonization movement in the second half of the twentieth century.

**HIST 207H. Latin American History: Ancient and Colonial Empires. 1 Unit.**

This course examines the history and culture of Latin America from pre-Columbian times through the emergence of independent nation-states.

**HIST 208H. Latin American History: The Challenges of Modern Nationhood. 1 Unit.**

This course examines the contemporary history of Latin America with emphasis on the major economic, social, and cultural forces and how these forces have affected the lives of Latin Americans.

**HIST 210H. The Ancient Near East. 1 Unit.**

A study of the civilizations of Mesopotamia, Anatolia, Egypt and Persia from prehistory until the Greeks, with special focus on society, religion, art, cross-cultural interaction and international politics. Writing enhanced course.

**HIST 211H. History of Ancient Greece. 1 Unit.**

A study of classical culture from earliest times in the Neolithic and Bronze Ages, with attention to the transition from the Bronze Age, the rise of Sparta and Athens, the conflict of democracy and imperialism, the consequences of Athenian expansion, and the rise of the Hellenistic world. Writing enhanced course.

**HIST 212H. History of Ancient Rome. 1 Unit.**

A study of Roman culture from Etruscan times, with attention to the creation of a Latin culture, the formation and expansion of the Roman Republic, the creation, culture and society of the Roman Empire, and its transformation into European and Byzantine civilization. Writing enhanced course.

**HIST 216H. Pirates and Piracy. 1 Unit.**

A survey of the interaction between the institution of piracy and the rise of various maritime civilizations from the Bronze Age into the twenty-first century. The course examines the reasons for the rise of piracy, the circumstances under which it flourishes, and the strategies used by various societies to utilize, control or eradicate piracy for political, economic and religious interests.

**HIST 218B. The Reformation. 1 Unit.**

An examination of the cultural, political and philosophical influences that shaped the transformation of European Christianity after the fourteenth century and defined the transition into the Modern Period. The course will examine the routes and theology of religious protest as well as the immediate and long term repercussions on European society and Christian belief, both Catholic and Protestant. Current controversies within the realm of reformation will also be discussed and explored in a historic and theological context. Can be used as an H course.

**HIST 220H. Early English History. 1 Unit.**

A survey of prehistoric, Celtic and Roman Britain, Anglo-Saxon, Norman, Plantagenet and Tudor periods, with emphasis on the social transformations seen through the various waves of conquest up to 1066, and the stabilization of the realm of England from 1066 through the reign of Elizabeth I. A Maymester variation takes this course on site to various locations in England. Writing enhanced course.

**HIST 222H. Modern Britain. 1 Unit.**

An examination of the development of modern Britain, with special attention to social and cultural trends.

**HIST 227H. Modern France. 1 Unit.**

Modern France is a lecture and discussion-based course surveying the major themes in French social, political, and cultural history from the French Revolution and Napoleon (1789-1815) through the Romantic Era and Napoleon III's Second Empire (1815-1870), the Paris Commune, Third Republic, and two World Wars (1870-1945), and Fourth and Fifth Republics, inclusive of the Cold War (1945-present).

**HIST 230H. The History of Modern Germany, 1770-Present. 1 Unit.**

A survey of Modern German History from the Old Regime (mid-18th century) into the present day, with emphasis on reunification, European revolution, the World Wars, Third Reich, and Cold War. The course is also organized around a number of historical tensions that continue to define the history and historiography of Modern Germany: modernization and reaction; nationalism and cosmopolitanism; imperialism and post-colonialism; and democracy and authoritarianism. In addition to these larger themes, the course will pay particular attention to questions of class, ethnicity, gender, and sexuality.

**HIST 240H. The Russian Empire. 1 Unit.**

This course studies how a conglomeration of minor city-states became a great player on the European and world stage by the twentieth century. We will cover the Russian Empire's early foundations in Muscovy, culminating in the Russian Revolution. Central themes include the nature of autocracy, strategies of governing a multi-ethnic empire, and the peculiar relationship with the West.

**HIST 241H. The Soviet Century. 1 Unit.**

This course explores the rise and fall of the Soviet Union, a political, social, economic, and cultural experiment that covered one-sixth of the globe and transformed the twentieth century. Topics include Bolshevik victory in revolution, Stalinist dictatorship, victory in World War II and Soviet expansion into Eastern Europe, attempts at reform, and the unexpected Soviet collapse. Readings will focus on both scholars' (often conflicting) analysis of these events, as well as how ordinary people experienced the Soviet century.

**HIST 242H. The Soviet Collapse. 1 Unit.**

This course (with its optional Maymester abroad component) first analyzes late socialism in the Soviet Union to explain why the country collapsed amid Gorbachev's reforms of the 1980s. The course also investigates why the new Russian Federation's experiment with democratization and market economics during Yeltsin's 1990s made the emergence of an authoritarian leader like Putin possible in the 2000s. The varied fates of the other newly-independent former Soviet republics over the past thirty years will provide essential points of comparison and contrast. Primary sources provide context for lectures and discussions about ordinary people's lived experience of revolutionary change.

**HIST 243H. Eastern Europe, 1700s-2000s. 1 Unit.**

This course covers the politics and culture of the region known as East Central Europe, located between Germany and Russia, from the Baltic to the Black Sea. This region was a crossroads of languages, religions, and the violent projects of Nazi Germany and the Soviet Union. Readings will illuminate the lives of Jews, Poles, Ukrainians, and Russians, from the world of the early modern Polish-Lithuanian Commonwealth to the overlapping historical legacies shaping the borderlands today.

**HIST 248H. U.S.-Latin American Relations. 1 Unit.**

An examination of the political, economic and cultural relations between the peoples and governments of Latin America and the United States.

**HIST 250V. Immigration, Race and Ethnicity in American History: 1600 to Present. 1 Unit.**

This course focuses on Stetson's Human Diversity Value. This course takes a multicultural approach to American history, studying the experiences of the diverse peoples who helped build the nation. Topics include changing concepts of race, the role of the law in shaping immigration policy, the formation of ethnic communities, and the centrality of labor to the immigrant experience in the United States. Writing enhanced course.

**HIST 251H. African American History. 1 Unit.**

This course studies the experiences of Africans and people of African descent in the American colonies and the United States. Topics include the formation of African American communities and families, the history of slavery, civil rights activism, and the ways Africans and African Americans have shaped American history. Can be used as a D course.

**HIST 252H. Gender in American History, 1800 to Present. 1 Unit.**

An examination of how Americans have defined, experienced, and expressed masculinity and femininity from the nineteenth century to the present. Key themes include the roles of race, social and economic class, sexual identity, work, and national identity in shaping concepts of gender roles. Writing enhanced course.

**HIST 253H. Native Americans and the Frontier. 1 Unit.**

An examination of the economic, social and political developments affecting Native Americans and the effect of the frontier on American society. Exploration of the American West, marginalization, acculturation and integration of Native American groups and the impact of frontier interaction on the West's political evolution will also be covered.

**HIST 254H. Baseball: A Social and Cultural History. 1 Unit.**

This course employs America's pastime as a touchstone for examining the development of modern American culture and society, from baseball's inception to the contemporary era. Central themes include race, class, gender, modernization and industrialization. Writing enhanced course.

**HIST 255H. American Consumer Culture. 1 Unit.**

This course studies American consumer culture from the nineteenth century to the present, taking an interdisciplinary approach to understanding how consumerism has shaped American culture, society, and institutions past and present. Students will integrate a historical understanding of American consumer practices and ideology with analysis of contemporary consumer artifacts, spaces, and experiences. Cross-listed as AMST 255H.

**HIST 256B. The 1950's and 1960's. 1 Unit.**

This course studies American cultural history during this period of intense transformation, including political and social movements, representative leaders, and everyday life. The hotly debated issues of these years, especially the Civil Rights Movement, the Vietnam War, and Women's roles in society, establishes precedents and camps of ideological commitment that still shape the politics and cultural of the twenty-first century. Cross-listed as AMST 256B.

**HIST 260H. United States Since World War II. 1 Unit.**

A study of contemporary American history. Special attention is given to the economy, culture, society, and domestic politics.

**HIST 270H. The History of Modern China. 1 Unit.**

Examines the history of modern China from 1644, the year in which the Qing (China's last imperial dynasty) began to rule China, to the present day, with a discussion of the challenges faced by the Communist regime in Beijing. Students will have the opportunity to examine both internal and external developments, such as the Taiping Rebellion, the 1911 Revolution, the Kuomintang's Nanjing Decade, the Great Leap Forward and the Cultural Revolution, Sino-Soviet and Sino-American relations, and the two Sino-Japanese Wars. Writing enhanced course.

**HIST 271H. The History of Modern Japan. 1 Unit.**

This course examines Japanese history through the Tokugawa and Meiji eras, the rise and fall of the Japanese empire, Japan's post-war emergence as a global economic powerhouse, and Japan's status today as a leading international power. Students will have the opportunity to examine both internal and external developments in order to attain a more holistic appreciation of Japanese history and culture. Writing enhanced course.

**HIST 285. Independent Study. 0.5 or 1 Units.**

Students identify topic and work independently with a faculty member to study that topic. Can be repeated for credit with a different topic.

**HIST 290. Special Topics in History. 0.5 to 1 Units.**

Focused study of a specific historical topic. Can be repeated for credit with a different topic.

**HIST 292S. Introduction to Public History. 1 Unit.**

An introduction to ways historians put history in action in public space. The course explores topics including museum studies and history, collections and archives management, restoration and preservation, local and oral history, family history, community outreach and heritage management. Generally offered in the spring semester.

**HIST 293S. Oral History. 1 Unit.**

The goal of this class is to teach students sound oral history methodologies. Issues we will consider are practical concerns for collecting and preserving oral histories, best practices with human subjects, legal and ethical issues, memory and bias, and the many definitions of oral history.

**HIST 294B. The Art of Public Explanation. 1 Unit.**

This course will combine academic inquiry and workshop practice to increase student understanding of the history of the public sphere and its contemporary cultural challenges, while providing a platform for students to develop their own public voices for presenting and exploring key issues of our times. Writing Enhanced course.

**HIST 300V. Environmental and Social Collapse. 1 Unit.**

This course focuses on Stetson's Environmental Responsibility Value. This seminar will explore the dialogue between historic societies and the natural environment, including repercussions of technological and social change. Special emphasis will be given to Sumer, ancient Mediterranean civilizations, Polynesia, Central America, colonial North America, Industrial New England, modern China and the twentieth-century American West. Junior Seminar.

**HIST 301V. The Age of Extremes: Class, Politics, and Ideology, 1914-1989. 1 Unit.**

This course focuses on Stetson's Social Justice Value. The Age of Extremes is a course focusing on how different historical, political, and cultural traditions have given rise to divergent, sometimes contradictory, ideologies regarding freedom, the state, the individual, and the community. Through close reading and discussion of primary and secondary sources, including textual and visual media, we will seek to better understand the dynamic, often violent, interplay between class, politics, and ideology in the "short twentieth century." Junior Seminar.

**HIST 303H. Islamic Civilization to the Crusades. 1 Unit.**

Study of the rise of Islam and the history and culture of Islamic civilization from its beginnings to the European Crusades, including such topics as Islamic mysticism (Sufism), law, and the struggles between Sunni and Shi'i Islam.

**HIST 304H. The Ottomans: From Marsh Warriors to Empire. 1 Unit.**

Study of the Ottoman Empire and its civilization from its beginnings to its rise to a world empire and its fall as a result of World War One, with consideration of its effect on the formation of successor states in the Balkans and Middle East.

**HIST 305H. Comparative Study of Islamic Empires: The Ottoman Empire, Safavid of Iran, and the Mughal of India. 1 Unit.**

Comparative study of the three great Islamic empires of the early modern period--the Ottoman Empire, Safavid of Iran, and the Mughal of India - from the 16th century to the demise of the Mughal Empire in the 19th century, with special emphasis on their distinctive institutions, problems, and personalities.

**HIST 306. The Modern Middle East. 1 Unit.**

The course examines the forces and developments that have shaped the Middle East of today. Discussed are such topics as: Egypt taking an independent course and modernizing in the 19th century; Persia as the object of the "Great Game" between Great Britain and Russia to the Iranian Revolution of 1979, and its aftermath; World War One agreements and peacemaking ("the peace to end all peace") to the countries that emerged from it; the birth of the Kingdom of Saudi Arabia, 1932, and its politics; the US invasion of Iraq, 2003, and emergence of ISIS, and the continuing war on terrorism; and the question of the Kurds and of Palestinian statehood.

**HIST 307B. Contemporary Islamic Civilization. 1 Unit.**

Study of contemporary Islamic culture and life, from more progressive societies to the tribal and traditional, and including the position of women in Islamic society and the place of Islam in European society.

**HIST 311V. Defining the Natural State. 1 Unit.**

This course focuses on Stetson's Environmental Responsibility Value. This course will examine historic controversies and cultural interpretations surrounding the evolving meaning of "natural state," paying special attention to the beginnings of the cosmos, life and humanity. Approaches from cosmology, molecular biology, environmental science, anthropology and religion will be considered, ending with a discussion of fundamentalism and sustainability as they pertain to defining "the natural state." Junior Seminar.

**HIST 312V. Stonehenge. 1 Unit.**

This course focuses on Stetson's Environmental Responsibility Value. A study of the complex and layered landscape surrounding Stonehenge, utilizing archaeological, environmental and written evidence to examine the monument's place in British society from its mid-seventh millennium origins to the present day. The course will also discuss the management of the landscape and monument, and explore the various meanings and explanations given to this prehistoric landscape.

**HIST 313. The Fall of the Roman Empire. 1 Unit.**

A study of the late Roman Empire from approximately the time of Constantine and the transformation from Mediterranean to European civilization between 300-700. Writing enhanced course.

**HIST 314H. The Middle Ages. 1 Unit.**

A study of the thousand years that fostered the beginnings of European civilization, from the disintegration of the Roman Empire and the Germanic invasions; the impact of feudalism; rise of trade and urban centers; medieval monarchies of England, France, and Germany; culture of the high Middle Ages; and transformation into modernity after 1400.

**HIST 315H. Celtic Civilization. 1 Unit.**

A study of prehistoric and Celtic Europe from the last Ice Age to the Roman conquest, with a consideration of Celtic cultural survival into the later Middle Ages. Special consideration will be given to Celtic archaeology, religion, and confrontation with the Classical world. Writing enhanced course.

**HIST 317B. Crusades: Faith and Politics in the Middle East. 1 Unit.**

A study of the Crusades that brought Europeans to the Middle East, to include also the Ottoman conquest of Constantinople in 1453. The Islamic dimension and non-military interplay of the "two sides" will be focused on, in addition to the political and military aspects.

**HIST 318H. The Reformation. 1 Unit.**

This course is an introduction to the history, culture, and civilization of the Protestant Reformation and Catholic Counterreformation, beginning with the crisis of the late-Medieval Church and concluding with the Thirty Years War.

**HIST 320. King Arthur. 1 Unit.**

An analysis of the archaeological and historical evidence for the creation of the Arthurian cycle, from its Celtic and Roman roots through the Plantagenet dynasty. The course will also consider the medieval treatment and development of the Arthurian theme, and its resurgence in Tudor, Victorian, and twentieth century art, literature, politics, and social commentary. The format will encompass intensive reading and discussion, and an extended research paper. Writing enhanced course.

**HIST 322H. English Historical Landscape. 1 Unit.**

The course focuses on the interaction of pre-industrial human cultures and the natural landscape as reflected in surviving cultural and natural artifacts. Students, after time in the classroom, spend 16 days doing field studies, visiting sites in the United Kingdom to study the history, landscape, natural ecology, cultural heritage management and land use management from the Neolithic through the medieval periods. Students also have the opportunity to compare these past human-landscape relationships with the modern relationships that exist near the sites. The purpose of the course is to engage the student in seeing how landscape, environment, and resources are integral to understanding the events that shaped the course of British history through 1600.

**HIST 323S. The French Revolution, 1770-1815: The Enlightenment, Terror, and Napoleon. 1 Unit.**

The French Revolution is a course examining the major themes and debates concerning the origins, course, and consequences of the French Revolution, inclusive of the Napoleonic Era. Through a close reading of primary and secondary texts we will try to integrate French revolutionary history and historiography, emphasizing the importance of change over time, politics and culture, society and economy, and historical cause and effect. Writing enhanced course.

**HIST 326H. Germany in War and Revolution: From the Second Empire to the Third Reich. 1 Unit.**

This course is a research seminar addressing major themes in Modern German History from unification through the two World Wars. Special emphasis will be placed on the role of war and revolution in shaping German politics and society in the Imperial, Weimar, and Nazi periods, looking closely at both important individuals and structural factors like modernization, imperialism, capitalism, and industrialization.

**HIST 328H. World War I. 1 Unit.**

The origins, course, and repercussions of the most devastating war, to that point, in human history. Beginning with an analysis of Europe's domestic and foreign policies in the late-nineteenth century, the course will bring together social and economic, political and diplomatic, and cultural and intellectual history to try to understand why the European powers plunged their people into such a horrible conflict. After surveying the course of events on the battlefield, we will spend considerable time analyzing the by-products of total war. The course will conclude by examining the war's impact on the "short twentieth century" (1918-1989).

**HIST 329H. Nazi Germany: History, Politics, and Culture. 1 Unit.**

Germany's turbulent history from 1914 to 1945 will be explored and will include the following: World War I, the abortive Weimar Republic and Hitler's rise, the Nazi dictatorship, its collapse in World War II, and the Holocaust. Writing enhanced course.

**HIST 330H. World War II: A Global History. 1 Unit.**

Nearly seventy years after it ended, the Second World War remains the greatest military conflict in history, wreaking havoc across the globe and changing the world more profoundly than any single event in modern history. This course attempts to come to terms with this incredible event in its totality, surveying the major themes and events regarding the origins, course, and repercussions of the Second World War and its global socio-economic, political, cultural, and moral consequences. Writing enhanced course.

**HIST 331S. The Holocaust. 1 Unit.**

A research seminar that examines the historical literature, sources, and debates concerning the origins, course, and legacies of the Holocaust. Through the close reading and discussion of various texts, both primary and secondary, we will try to integrate Holocaust history and historiography, emphasizing the importance of change over time, politics and culture, ethics and religion, society and economy, and historical cause and effect. Writing enhanced course.

**HIST 332H. Europe Since 1945. 1 Unit.**

Study of the main themes in the development of European economy, society and politics from the end of World War II to the present with emphasis on the Cold War, decolonization, new patterns of leadership, economic transformation, and European integration.

**HIST 339H. East European Literature and Politics. 1 Unit.**

The course will approach the historical transformations shaping Eastern Europe in the second half of the 20th century into the 21st century through the lens of literature. We will be examining World War II, the Holocaust, postwar state socialist regimes in Eastern Europe, and the convulsions of the formerly socialist world. We will read essays, memoirs, novels, and poems by authors including Czeslaw Milosz, Zuzanna Ginczanka, Tadeusz Borowski, Heda Kovaly, Milan Kundera, Danilo Kiš, Tomas Venclova, and Serhy Zhadan. We will discuss to what degree literature can engage in moral and political resistance, how literature can (and cannot) be used as a historical source, and the limits of the imagination in our work as historians.

**HIST 340V. Crossroads of Empire. 1 Unit.**

This course focuses on Stetson's Human Diversity Value. A century ago, the region from the Baltic to the Black Sea, between Germany and Russia, was home to many different religions, language groups, and ethnicities, but the social engineering projects of the 20th century, particularly the Holocaust, destroyed not only this diversity, but also the memory of it. Throughout the course we will strive to study the multi-ethnic past of the East European borderlands, and its contested narratives. Historical scholarship, material objects, cultural products and institutions, and language itself will focus our attention as we examine how museums, literature, tourist brochures, filmmakers and scholars (mis)represent diversity. Junior Seminar.

**HIST 341B. Money and the Muse in Russia: Methodologies of Cultural History. 1 Unit.**

An introduction to cultural history, the study of how people understand the world around them. Why do we ascribe value to certain objects, ideas, or practices? Discussions will center on the arts in Russia and the Soviet Union, where the arts are considered "important." Our seminar will explore the various political, social and economic structures supporting that belief.

**HIST 342S. Stalinism. 1 Unit.**

An in-depth exploration of Stalinism as a way of understanding Soviet political, social, and cultural structures, and as a way of understanding the shaping of the field of Soviet history. In other words, the course takes Stalin as not only one of the main agents of Soviet history, but also a structure: Stalin, Stalinism, and the Soviet are all inextricable.

**HIST 344H. Sex, Sexuality, and Socialism in Eastern Europe. 1 Unit.**

This course examines the ways that state socialist regimes shaped understandings of gender, sex, and sexuality. Beginning with the Industrial Revolution opening up new opportunities and challenges for women, we progress to the promise of liberation offered by socialist ideologies, the reality of life in the Soviet Union (shifting legislation on homosexuality, abortion, and divorce), the emergence of postwar state socialist regimes in Eastern Europe, dissident movements, the collapse of socialism in 1989-1991, and the dynamic landscape of sexuality and gender in Eastern Europe today. Through personal accounts, scholarly debates, and our own conversations, we will explore the ways socialism imagined, and real socialist regimes shaped, gender, sex, and sexuality.

**HIST 345. Gender, War, and Violence in 20th Century Eastern Europe. 1 Unit.**

This research-intensive seminar investigates violence in 20th century Eastern Europe through the perspective of gender and sexuality, focusing on World War I and ensuing civil wars, World War II and the Holocaust, and the postwar rise and later collapse of state socialist regimes. Topics include the construction of the masculine and feminine during war and postwar reconstruction, the transformation of hierarchies of gender and sexuality during and after war, and the ways in which gendered violence became both a weapon and everyday experience of war and occupation.

**HIST 345H. Gender, War, and Violence in 20th Century Eastern Europe. 1 Unit.**

This research-intensive seminar investigates violence in 20th century Eastern Europe through the perspective of gender and sexuality, focusing on World War I and ensuing civil wars, World War II and the Holocaust, and the postwar rise and later collapse of state socialist regimes. Topics include the construction of the masculine and feminine during war and postwar reconstruction, the transformation of hierarchies of gender and sexuality during and after war, and the ways in which gendered violence became both a weapon and everyday experience of war and occupation.

**HIST 347H. World War II in Asia: The Second Sino-Japanese War. 1 Unit.**

This research seminar examines the Second Sino-Japanese War (1937-1945) that led to World War II. Numerous studies of World War II have focused on Europe, but fighting began in Asia between China and Japan. The course begins with the origins of the conflict in the nineteenth century and ends with post-war developments. It analyzes issues such as how and why a regional conflict resulted in a world war, military strategies, civilian casualties, the impact of the conflict on East Asia and Southeast Asia, and how the war continues to influence both Asia and the world today.

**HIST 348V. Maritime China and Chinese Migration. 1 Unit.**

This course focuses on Stetson's Human Diversity Value. This seminar will be useful for those who seek to understand how to relate China to the wider world and how to better understand the diversity inherent in patterns of human migration. The course will explore such topics through case studies related to maritime China and the migration of ethnic Chinese worldwide after 1800. Readings and discussions will cover concepts and themes such as transnationalism, Chinese identity and Chinese trading networks. No prior knowledge of Chinese languages, culture, or history is required. Junior Seminar.

**HIST 349H. War and Diplomacy in Modern East Asia. 1 Unit.**

This research seminar explores war and diplomacy in modern East Asian history. By analyzing primary and secondary sources, participants will gain insight into how wars and diplomatic arrangements from 1600 onwards have shaped present-day East Asia. Emphasis will be placed on China, Japan, and Korea, though case studies may vary at times. No prior knowledge of history is required.

**HIST 350H. China and America: From the Opium Wars to General Tso's Chicken. 1 Unit.**

This seminar will be useful for those who seek to understand the relationship between China and the United States from the nineteenth century to the present day. The course will focus on historical and cultural connections. Readings and discussions will cover topics such as the two Opium Wars, Chinese railroad workers in the US, the Chinese Exclusion Act, the Flying Tigers and Sino-American relations during World War II, China and America during the Korean War, Nixon's 1972 visit to China, the Taiwan issue, Obama's "pivot to Asia," Trump's trade war, and Chinese cuisine in the US.

**HIST 353H. The American Civil War. 1 Unit.**

An examination of the issues, events, processes and individuals shaping American history during the era of the Civil War.

**HIST 354B. Southern History and Culture in the United States, 1800-Present. 1 Unit.**

This course examines the history and myriad cultures of the U. S. South from the nineteenth century to the present. In particular, the class focuses on how conceptions of Southern identity have developed and changed over time, on the role of historical memory in shaping understandings of Southern identity and the Southern past, and on the diverse peoples, ideals, and values that have shaped the Southern experience. Cross-listed as AMST 354B. Writing enhanced course.

**HIST 355V. History of American Science and Religion: Darwinism and the Divine in American Culture. 1 Unit.**

This course focuses on Stetson's Ethical or Spiritual Inquiry Value. Charles Darwin's theory of species development has been a flashpoint for controversy between religious and scientific outlooks on the world. Using Darwinism as the most significant aspect of science to appear regularly in social thought, and political debate, this course will examine a broad range of religious beliefs, scientific theories, and cultural values from the nineteenth century to the present. Cross-listed as AMST 355V. Junior Seminar.

**HIST 356V. History of American Health Care. 1 Unit.**

This course focuses on Stetson's Health and Wellness Value. Health care is at once an intimate part of private life and an issue of education, academic research, ideological values, civic culture, economics, and public policy. How have Americans managed the medical dimensions of their lives? This course will explore the role of scientific medicine, alternative healing, diverse cultural and ethnic traditions, gender roles, tensions between secular and religious outlooks, intellectual expertise, and marketplace dynamics since the nation's founding. Can be used as an H course. Writing enhanced course. Cross-listed with AMST 356V.

**HIST 357V. American Environmental History: Nature and the American Marketplace. 1 Unit.**

This course focuses on Stetson's Environmental Responsibility Value. This course is an examination of how Americans have created wealth from nature, generated environmental problems, and worked to solve them. A major theme of the class is the relationship between ideas of nature and the emergence of a market economy. Junior Seminar.

**HIST 359H. The Birth of Modern America, 1890-1940. 1 Unit.**

This seminar examines the history of the period between 1890 and 1940, particularly how modernization, urbanization, and industrialization affected American society and culture. Topics include Progressive movements for social change, anarchism, labor strife, the rise of a mass consumer society, immigration and nativist responses to it, and the cultural and social effects of the Great Depression. Writing enhanced course.

**HIST 360V. War and Peace in American History. 1 Unit.**

This course focuses on Stetson's Social Justice Value. This course examines American culture through attention to the practices and policies of American military ventures and bids for peace from Native American warfare through the Civil War, American imperial outreach, the hot and cold wars of the twentieth century, and the contemporary War on Terror. There will be a special emphasis on the emergence of America's global reach and on ways in which the past informs the present. Junior Seminar.

**HIST 362H. American Women's History. 1 Unit.**

This course studies the history of American women. Focusing primarily on the period from the nineteenth century to the present, the course stresses the variety of women's experiences, making race, ethnicity, class, and sexuality key topics. Other themes include home and work, the female body, and women's activism. Writing enhanced course. Cross-listed as AMST 320H.

**HIST 363V. Political Campaigns and Cultural Ideologies in Recent U.S. History, 1960-Present. 1 Unit.**

This course focuses on Stetson's social Justice Value. The arena of political choices at election time is a major setting for American citizens to make choices about the distribution of power and about policies to achieve social justice. This seminar will examine political campaigning in the United States with particular attention to the history of American elections, political ideologies, recent values orientations, social concerns, cultural polarization, and media coverage of the candidates and the campaigns active during the semester the course is being taught. Cross-listed as AMST 363V. Junior Seminar.

**HIST 364V. American Feminism(s). 1 Unit.**

This course focuses on Stetson's Social Justice Value. This course offers a case study in American activism, tracing the many strands of the women's rights movement in the United States from the nineteenth century to the present and placing such activism in the context of its times. The course considers multiple and diverse expressions of women's rights activism, including connections to other movements for social change. Junior Seminar.

**HIST 365H. The American Revolution. 1 Unit.**

This research seminar examines the causes, key events, and consequences of the American Revolution, setting the conflict in the larger context of eighteenth-century colonial life, culture and politics, while considering how different groups of Americans (defined by gender, race, ethnicity, class, politics and region) shaped and experienced the Revolution, the new nation it created, and its legacies in American historical memory.

**HIST 366B. American Cultural Traditions. 1 Unit.**

What are the origins of contemporary American cultural values and debates? The course will use representative themes and stories from colonial contact to the present, on topics including politics, religion, gender and race relations, scientific and intellectual ideas, medicine, and popular culture, giving students an understanding of how the United States has arrived at present circumstances and what to expect of future trends. Course materials include primary and secondary sources in print and digital form; class time will include background lectures, discussions, group work, and experiential activities; and this work will support each student's final research paper. Writing enhanced course. Can be used as an H course. Cross-listed as AMST 301.

**HIST 372V. Arts and Revolution: Theater. 1 Unit.**

This course focuses on Stetson's Social Justice Value. Can art change the world? This course traces how artists attempted to change society through visual arts over the threshold of the 1917 Russian Revolution, when political convulsions opened new possibilities for art and artists. We explore the possibilities of art as tool for social justice both in text and practice, focusing on Russia and Eastern Europe. Junior Seminar.

**HIST 375S. Empire, Nation, and Identity. 1 Unit.**

The origins, evolution, and gradual dissolution of the nation-state in a global context. While the first half of the course focuses on Europeans imagining of their own national identities, the second half examines how colonized, subjugated, and indigenous peoples and minorities have reacted to or initiated resistance to efforts at "nationalizing" them. In this way the class attempts to come to terms with both modern and post-modern views of the nation-state, combining the primary-source-based approach of history with a range of social scientific methodologies and theoretical perspectives.

**HIST 376S. Global Migration and Diasporas. 1 Unit.**

A research seminar which explores global connections in terms of the movement of people around the world. By analyzing and discussing various primary and secondary sources, participants will be able to better understand the historical events, scholarship, and terminology associated with human migration, including such concepts as "global" and "diaspora." Case studies may occasionally vary, and no prior knowledge of history or migration studies is required.

**HIST 379V. Spicing up the Past and Cooking up Arguments: Food History in the Americas, 1200s-Present. 1 Unit.**

This course focuses on Stetson's Human Diversity Value. In this course, we will examine the conceptual dilemmas and historicities of disgust and desire; commodity chains and marketing; identities; and authenticity through the lens of Latin American foods over the region's history. Due to the course's focus on the diversity of cuisines, food practices and foodways found in the Americas, which encompass many ethnic and racial groups and conceptual categories, our focus will revolve around issues of human diversity. Students will be introduced to a range of methodologies from cultural studies to political science and economics. Junior Seminar.

**HIST 380V. The Mexican and Cuban Revolutions. 1 Unit.**

This course focuses on Stetson's Social Justice Value. In this course, we will examine the origins, features, and consequences of the Mexican and Cuban revolutions with a particular focus on questions of social justice. Due to the inherently interdisciplinary nature of Latin American history, students will be introduced to a range of methodologies from cultural studies to political science and economics. No prior knowledge of Spanish is required. Junior Seminar.



**HIST 382H. Scandals and Sleaze: Histories of Crime in Latin America. 1 Unit.**

This research seminar explores many types of crime and corruption in Latin America from its ancient period through the present day by analyzing a variety of secondary and primary sources. Topics include witchcraft, prostitution, political and economic corruption, criminalization of dissent, and much more. No prior knowledge of the Spanish or Portuguese languages, or of Latin American history, is required.

**HIST 385. Independent Study. 0.5 or 1 Units.**

Students identify topic and work independently with a faculty member to study that topic. Can be repeated for credit with a different topic.

**HIST 386. Independent Study. 0.5 to 1 Units.**

**HIST 389H. Biography as History: People and Life Stories. 1 Unit.** Biography is a genre of writing associated with stories about people's lives written by other people. The roots of historical biography can be traced back to prehistory, with the "Epic of Gilgamesh" from ancient Mesopotamia arguably the oldest written biographical story. This course examines biography as a form of historical writing. Taught on a rotational basis, the course focuses on case studies aligned with the professor's area of expertise. As such, students analyze the lives and times of historical figures from a diverse range of places, including ancient Greece and Rome, the Americas, Europe, the Middle East, and East Asia.

**HIST 390. Special Topics in History. 0.5 or 1 Units.**

Focused study of a specific historical topic. Can be repeated for credit with a different topic.

**HIST 390H. Special Topics. 0.5 or 1 Units.**

Focused study of a specific historical topic. Can be repeated for credit with a different topic.

**HIST 395. Teaching Apprenticeship. 0.5 Units.**

Pass/Fail only. By permission of the instructor. May be repeated once.

**HIST 397. Internship in History. 0.5 or 1 Units.**

A semester or summer in an institution that deals with the preservation and/or presentation of history, such as a museum, historical complex, excavation, or a work experience that relates to a topic or theme of a history course. Students will be responsible for applying to the institution and arranging the internship. Typically, full unit internships require approximately 140 hours for the semester. Specific requirements will be presented by way of a contract signed by the students. Basic expectations include a journal, research paper (or appropriate work product), and a letter of evaluation from the site supervisor. Prerequisites: Permission of Department Chair, a major or minor in History, and sophomore status or higher. May be repeated for credit, but a maximum of one unit may be applied to the major or minor. Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact Career & Professional Development at [career@stetson.edu](mailto:career@stetson.edu) or 386-822-7315.

**HIST 485. Independent Study. 0.5 or 1 Units.**

Students identify topic and work independently with a faculty member to study that topic. Can be repeated for credit with a different topic.

**HIST 490. Special Topics in History. 0.5 or 1 Units.**

Focused study of a specific historical topic. Can be repeated for credit with a different topic.

**HIST 495. Seminar. 1 Unit.****HIST 496. Seminar. 1 Unit.****HIST 499. Senior Project. 1 Unit.**

The student, in consultation with the instructor, conducts advanced research, writes a substantial paper and presents the results to the Department. Prerequisites: Two research-intensive courses. Offered in the fall semester.

## Health Sciences (HLSC)

### Courses

**HLSC 119V. Health and Wellness. 1 Unit.**

This course focuses on Stetson's Health and Wellness Value. This course examines health information and issues confronting each person and our society from the psychological, physical, intellectual, social, occupational, environmental, and spiritual dimensions.

**HLSC 190. Special Topics in Health Sciences. 1 Unit.****HLSC 200V. Introduction to Nutrition Science. 1 Unit.**

This course focuses on Stetson's Health and Wellness Value. Designed as an introductory course in nutrition for students pursuing careers in health related fields, this course provides a scientifically-based introduction to nutrition and how it relates to health and disease. Students will acquire a thorough understanding of basic nutrition for their own health and wellness.

**HLSC 201. Anatomy & Physiology I. 1 Unit.**

Designed to augment and develop students' knowledge and understanding of the human body through the systemic study of structures and functions of the integumentary, skeletal, articular, muscular, and nervous systems, this course prepares students for curricular and clinical experiences in medicine, allied health, and advanced study of the human body (biomechanics, exercise physiology, pathology, and preventive medicine). Prerequisite: BIOL 141P and BIOL 142P.

**HLSC 202. Anatomy and Physiology II. 1 Unit.**

This course prepares students for clinical experiences in allied health and subsequent study of the human body; studies the structures and functioning of the cardiovascular, respiratory, digestive, urinary, lymphatic, and endocrine systems in depth; and explores applications of human physiology during exercise, pharmacological intervention, and disease. Prerequisite: BIOL 141P and BIOL 142P.

**HLSC 209V. Cross-Cultural Aspects of Health Behavior. 1 Unit.**

This course focuses on Stetson's Human Diversity Value. This course helps students develop international perspectives as they research, analyze, and compare similarities and differences in health behavior and wellness issues and applications around the world. By focusing on differences in cultural beliefs and models for cross-cultural health and communication, students learn effective ways to implement health promotion programs and program evaluation across cultures.

**HLSC 285. Independent Study. 0.5 or 1 Units.****HLSC 290. Special Topics in Health Sciences. 1 Unit.****HLSC 301. Theories and Methods of Health Behavior Change. 1 Unit.**

This course investigates the relationship between health and behavior. It explores the psychosocial determinants of behaviors risk factors that affect the health of individuals, groups, and the larger society. Students will develop a solid understanding in social/behavioral theories, not just as explanatory models of health behavior, but also how they impact the design of health intervention programs.

**HLSC 303. Multicultural Health Behavior: The Challenges and Opportunities. 1 Unit.**

This course explores the health-related societal and cultural issues of Serbia. Being culturally competent is essential in the role of health professionals who often times work in a diverse society that presents both opportunities and challenges.

**HLSC 313. Biomechanics. 1 Unit.**

Designed to develop a fundamental understanding of the anatomical, neuromuscular and biomechanical principles of human movement, this course applies these principles to evaluate human performance. Prerequisite: HLSC 201.

**HLSC 330. Aging of Physiological Systems. 1 Unit.**

The current trend in demography termed the "Graying of America" is now well under way, as Baby Boomers are entering their older years in great numbers. This course explores these shifting demographic trends in our society, as well as various biological/physiological theories of aging, the physiological components of the aging process, and the impact of exercise and other lifestyle choices on these components. Prerequisites: BIOL 141P and BIOL 142P.

**HLSC 341. Advanced Topics in Nutrition Science. 1 Unit.**

This course explores advanced topics in nutrition and focus on new research and developments in the field of nutrition. This course will introduce students to various special areas of interest and focus on current issues in nutrition. The course will satisfy Health Sciences major elective requirements in the Natural Science or Wellness category. After successfully completing this course, students will be able to understand the important role that nutrient intake and modifications play in the prevention, management and treatment of identified conditions and how modifications can affect human health and performance. Students will be able to explain the role and functioning of nutrients in relevant metabolic processes in the human body and be able to apply this knowledge in the promotion of optimal health and performance. Prerequisite: HLSC 200V.

**HLSC 342V. Ethical Issues in Health Care. 1 Unit.**

This course focuses on Stetson's Ethical or Spiritual Inquiry Value. This junior seminar addresses the moral issues facing health-care practitioners from a philosophical point of view by presenting an array of ethical theories that can be used to analyze both general issues and particular cases. It introduces students to current ethical dilemmas in the health-care field and develops their ability to think critically about these matters, such as patients' rights, maternal-fetal conflicts (including abortion), euthanasia, stem cell research, genetic engineering, human and animal experimentation, and the right to health care. Junior Seminar.

**HLSC 343. Spillover - Transmission of Viruses from Animals to Humans. 1 Unit.**

This course examines the complex dynamics of how viruses spillover from animals to humans. This includes discussing the bottlenecks that must be overcome for successful spillover on the side of the reservoir host, virus, environment, and the new human host. Also, the pathophysiology of the virus, the pandemic potential of such spillover events, and the human activities that both increase and mitigate spillover and disease will be discussed in detail. In order to explore the many facets of spillover, various modern zoonotic spillover pathogens will be discussed in terms of how the spillover occurred, how this pathogen causes disease, the global health burden of the pathogen, and our activities and scientific developments designed to mitigate their burden. These pathogens include the coronaviruses, HIV, Ebola, Influenza, Hendravirus, Malaria, and others. Junior standing required. Prerequisites: BIOL 141P and HLSC 201.

**HLSC 370. Seminar in Integrative Medicine. 1 Unit.**

This course presents the methodologies of both conventional and alternative medicine and emphasizes the history and integration of these systems: allopathic medicine, naturopathy, energy therapies, chiropractic medicine, homeopathy, osteopathy, herbal medicine, and Chinese medicine. Students learn to describe the historical background, theory on health and disease, and the treatments promoted by each system.

**HLSC 375. Community Health Care Seminar. 0.5 Units.**

Offered in collaboration with practitioners from Florida Hospital, this course provides an academic foundation for expected subsequent one-year Health Coach Practicum I and II experiences with Florida Hospital. Topics include: challenges of delivering adequate healthcare in communities; population health; specific problems posed by diabetes, obesity and cardiovascular disease; ethical dimensions of "underinsurance"; community medicine and the law; and methods of improving compliance and measuring outcomes. Prerequisite: Permission of instructor.

**HLSC 385. Independent Study. 0.5 or 1 Units.****HLSC 390. Special Topics in Health Science. 0.5 or 1 Units.**

A lecture/discussion course designed to enhance the curriculum by allowing students an opportunity to gain knowledge and understanding in a specialized topic within their field of study, such as sport nutrition, strength and conditioning, eating disorders and body image, and advanced exercise physiology. Prerequisites may apply.

**HLSC 395. Teaching Apprenticeship. 0.5 Units.**

Pass/Fail only.

**HLSC 397. Internship in Health Sciences. 0.5 or 1 Units.**

This course provides students an opportunity to enrich their classroom knowledge, develop skills, and gain practical experience in a field of health science (such as medicine, physical therapy, occupational therapy, physician assistant, nursing, chiropractic medicine, cardiac rehabilitation, health promotion/preventive medicine, public health, wellness/fitness). Students will be required to maintain a record of hours, complete journal assignments, participate in workshops/seminars/discussion forums, complete a topical paper, and obtain a letter of evaluation from the student's intern site supervisor. Specific requirements will be presented by way of a contract signed by the students. Full unit internships require approximately 60-80 patient/client contact hours for the semester and a total of 140 hours.

Prerequisites: HLSC 201 and instructor permission for non-majors. Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact Career & Professional Development at [career@stetson.edu](mailto:career@stetson.edu) or 386-822-7315.

**HLSC 401. Advanced Human Anatomy. 1 Unit.**

Designed to enhance students' knowledge and understanding of the human body, this experiential course allows them to study and examine human tissue/histology, organ systems, and pathophysiology on a human cadaver. It provides an opportunity for the advanced study of anatomical and physiological concepts needed to prepare students for clinical experiences and advanced/graduate study of the human body in fields such as medicine/allied health, biophysics/biomechanics, exercise physiology, and preventive/integrative medicine. Prerequisites: HLSC 201 and HLSC 202 (C or higher in these courses), junior or senior standing, or permission of instructor. Note: This course meets mid-fall semester to mid-spring semester at the University of Central Florida College of Medicine.

**HLSC 411. Exercise Physiology. 1 Unit.**

This class analyzes the physiological responses of the human body to the demands of exercise and the effects of exercise training on the human body; supporting topics include principles of exercise testing, assessment, and prescription, preventive medicine, nutrition, and ergogenic aids. Prerequisites: HLSC 201 and HLSC 202.

**HLSC 413. Sport Nutrition. 1 Unit.**

Introduces basic concepts of Sport Nutrition in order to integrate knowledge of exercise science and nutrition into practical applications for active individuals. Prerequisite: HLSC 200V.

**HLSC 421. Immunology and Vaccinology. 1 Unit.**

This course focuses on teaching students how the human immune system functions and protects us from infection and disease. Building off of this foundation, students will further learn how vaccines work to stimulate the immune response to protect us from foreign invaders and disease. At the completion of this course, students will be able to understand and apply the essential aspects of the immune response, and also critically evaluate immunologic data and formulate new hypotheses. Prerequisites: HLSC 202 or BIOL 401, and BIOL 301 or BIOL 302, or permission of instructor. Junior standing or higher.

**HLSC 441. Medical Terminology and Pathology. 1 Unit.**

This introductory course prepares students who are pursuing careers that require an understanding of medical terms, such as physical therapy, athletic training, emergency medical technician, rehabilitative services, medicine, medical technology, and pharmacy. Prerequisite: BIOL 142P, HLSC 201, or HLSC 202.

**HLSC 485. Independent Study. 0.5 or 1 Units.****HLSC 490. Special Topics in Health Sciences. 1 Unit.****HLSC 498. Senior Research Proposal. 1 Unit.**

Students will become familiar with both general and specific research methods training that is relevant to their mentor's research area (e.g., human subjects/safety/confidentiality training; Institutional Animal Use and Care Committee (IACUC) training). Students will also identify a topic in a selected field of study, prepare a review of pertinent literature, formulate a research question, and propose a research design for the studies they will execute in HLSC 499. Writing-intensive course.

**HLSC 499. Senior Research Project. 1 Unit.**

Students will demonstrate competency in the research process by conducting the research study proposed in HLSC 498 in their field of expertise. The project includes data collection, statistical analysis and interpretation, a scholarly research paper, and an oral or poster presentation. Prerequisite: HLSC 498.

## Honors (HONR)

### Courses

**HONR 101. Honors First-Year Seminar "Enduring Questions". 1 Unit.**

The seminar undertakes a critical comparative study of an important and enduring question, chosen by the Honors Program students and faculty every three to five years. Texts from across disciplines (the natural sciences, the humanities, the fine arts, and the social sciences) will be used to present ideas that have had a significant impact on the present. The course includes experiential components that integrate philosophy, religion, politics, literature and art. As part of the course, students plan an Honors Project (undertaken independently in the spring semester), and begin work on Credos and proposals for the Honors Stipend. HONR 101 is taught by professors from different academic disciplines. Writing enhanced course.

**HONR 102. Honors Project. 0.5 Units.**

Students complete the scholarly, creative, or community-service projects designed in HONR 101, and present these projects at the Stetson Undergraduate Research and Creative Arts Showcase.

**HONR 201. Honors Workshop. 0.5 Units.**

This course focuses on three texts: the Credo, the Honors Stipend proposal, and the group syllabus for the Honors Tutorial. Prerequisite: HONR 102.

**HONR 202. Honors Tutorials. 0.5 Units.**

Student-designed interdisciplinary tutorials of five to seven students, led by University faculty. Prerequisite: HONR 201.

**HONR 285. Honors Independent Study. 1 Unit.****HONR 297. Honors Internship. 0.5 or 1 Units.**

This course provides an opportunity for honors students to apply their interdisciplinary classroom experiences to the complex world of work in an approved setting. Course assignments will focus on developing students' professional and career readiness competencies through a series of writing assignments, regular discussion board participation, poster presentation at the Fall Internship Showcase, and a site-supervisor performance evaluation. These assignments will require a commitment to integrated ways of thinking and learning, creativity, introspection, and self-discovery. Full-unit internships require a minimum of 140 hours for the semester; half-unit internships require a minimum of 70 hours for the semester. Prerequisites: HONR 202 and permission of instructor. The Honors Stipend may be used towards the HONR 297 internship experience. Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact Career & Professional Development at [career@stetson.edu](mailto:career@stetson.edu) or 386-822-7315. Prerequisite: HONR 202.

**HONR 301. Honors Junior Seminar. 1 Unit.**

In their junior or senior year, students participate in a seminar focused on the question, "What does it mean to lead a life that matters?" The seminar is coordinated with the major lecture series on campus (e.g., Values Council Lecture Series and Woodrow Wilson Fellows Lectures). Students prepare for their Honors Oral Exam by substantively revising their Credo. Prerequisite: HONR 202. Writing enhanced course. Junior Seminar.

**HONR 395. Teaching Apprenticeship. 0.5 Units.**

Pass/Fail only. By permission of the instructor. May be repeated once.

**HONR 401. Best Books Club. 0.0 Units.**

Modeled after Stetson's Book Feasts, the Best Books Club meets twice a semester to discuss books chosen by the graduating Honors cohort. Required of all seniors, but open to all Honors students. A faculty member will coordinate these meetings, and when possible and appropriate, community members or visiting scholars and experts will join the discussion.

**HONR 402. Best Books Club. 0.0 Units.**

Modeled after Stetson's Book Feasts, the Best Books Club meets twice a semester to discuss books chosen by the graduating Honors cohort. Required of all seniors, but open to all Honors students. A faculty member will coordinate these meetings, and when possible and appropriate, community members or visiting scholars and experts will join the discussion.

**HONR 499. Honors Oral Exam and Credo Presentation. 0.0 Units.**

Pass/Fail only. Required for all students during the semester immediately before graduation.

## International Studies (INSU)

### Courses

**INSU 201H. Foundations of Globalization. 1 Unit.**

This foundational course introduces students to the fundamental debates concerning the history, economics, and politics of globalization. The history of capitalism including the political-economic paradigms of mercantilism, liberalism, communism, fascism, and socialism are considered. Processes of colonialism/imperialism and neocolonialism are discussed, including official and non-government foreign aid. The course concludes with contemporary debates on globalization and freedom, democracy, and inequality. Offered in the fall semester.

**INSU 397. Internship in International Studies. 0.5 or 1 Units.**

## Italian (ITAL)

### Courses

**ITAL 101. Elementary Italian. 1 Unit.**

For students who have had no previous Italian or no more than two years of regular high school Italian. Preference given to Music students. This course will NOT satisfy the Modern Language requirement. Not available to native speakers.

**ITAL 190. Special Topics in Italian Language. 1 Unit.****ITAL 290. Special Topics in Italian Language. 1 Unit.****ITAL 390. Special Topics in Italian Language. 1 Unit.****ITAL 490. Special Topics in Italian Language. 1 Unit.**

## Journalism (JOUR)

### Courses

**JOUR 100. Fundamentals and Craft of Journalism. 1 Unit.**

An introduction to journalism and media, from its foundations to its current practices. Writing-intensive course. Offered in the fall semester.

**JOUR 190. Special Topics in Journalism. 1 Unit.**

Intensive study of selected topics related to the journalism field. May be repeated for credit with different content.

**JOUR 230. Journalism Methods. 1 Unit.**

Intensive explorations of specific aspects of writing, reporting, and producing journalism. Topics may include Broadcasting, Photojournalism, Editing and Publishing, Public Relations, and other courses. May be repeated for credit with different content. Offered at least once a year.

**JOUR 231. Broadcast Journalism. 1 Unit.**

Focuses on the theory and hands-on practice of radio, television, podcasting, and other forms of digital and traditional broadcasting, including subjects such as pre-and post-production, reporting, producing, script writing, hosting, ethical and legal considerations, and editorial decision-making.

**JOUR 232. Magazine Journalism. 1 Unit.**

An introduction to the art and craft of long-form journalism. Students will analyze and learn from exceptional classic and current magazine writing, and then report, write, workshop, and revise their own long-form magazine stories. Writing Enhanced course.

**JOUR 233. Sports Journalism. 1 Unit.**

An introduction to the field of sports reporting, including best practices for covering games and other events while serving audiences comprised of fans. Students will read and watch professional sports journalists, and then learn how to report their own stories, for traditional and digital platforms.

**JOUR 234. Investigative Journalism. 1 Unit.**

An introduction to investigative and enterprise reporting. Students will examine and analyze investigative journalism, and learn best practices for research and reporting in different mediums, including ethical and legal information-gathering. Students will report and produce their own investigative and/or enterprise journalism. Writing Enhanced course.

**JOUR 240. Journalism Trends. 1 Unit.**

An exploration of what's happening now in journalism and media. May be repeated for credit with different content. Generally offered in the spring semester.

**JOUR 250. Journalism and Society. 1 Unit.**

Examines how the media and journalists fit into society and our culture. May be repeated for credit with different content.

**JOUR 270. Student Media Lab. 0.5 Units.**

Intensive, critical examinations and workshops of Stetson student media by its student staff and faculty advisor. Permission of instructor required.

**JOUR 285. Independent Study. 0.5 or 1 Units.**

Independent studies are intended to provide an opportunity for students with strong interest and initiative to pursue the study of a specific topic. They are arranged by mutual agreement between faculty member and student. Before agreeing to supervise an independent study, ordinarily a faculty member will ask the student to present a clear, written proposal for the work to be completed. Does not count toward minor requirements. Prerequisite: permission of instructor.

**JOUR 290. Special Topics in Journalism. 1 Unit.**

Intensive study of selected topics related to the journalism field. May be repeated for credit with different content.

**JOUR 330. Journalism Methods. 1 Unit.**

Intensive explorations of specific aspects of writing, reporting, and producing journalism. Topics may include Broadcasting, Photojournalism, Editing and Publishing, Public Relations, and other courses. May be repeated for credit with different content.

**JOUR 331. Multimedia Reporting and Storytelling. 1 Unit.**

An advanced reporting course focusing on storytelling in different mediums, using text, images, audio, and/or video. Students will gather information, including on social media, and use it to produce publishable stories.

**JOUR 332. Opinion Writing. 1 Unit.**

This course teaches the art of writing persuasively on multiple platforms using facts, expertise, wit, and passion, whether you're writing as a professional or in the course of everyday life. Students will examine various types of opinion writing, including news, politics, sports, features, food/restaurants, books, and movies. Writing Enhanced course.

**JOUR 340. Journalism Trends. 1 Unit.**

An exploration of what's happening now in journalism and media. May be repeated for credit with different content.

**JOUR 341B. International Journalism. 1 Unit.**

Students will discuss, analyze, and write about current global news, through the lens of news reports and documentaries, looking at what lies behind the headlines and discussing the use of citizen journalism and crowd sourcing, censorship, and violence which confront reporters in the field.

**JOUR 350. Journalism and Society. 1 Unit.**

Examines how the media and journalists fit into society and our culture. May be repeated for credit with different content.

**JOUR 385. Independent Study. 0.5 or 1 Units.**

Independent studies are intended to provide an opportunity for students with strong interest and initiative to pursue the study of a specific topic. They are arranged by mutual agreement between faculty member and student. Before agreeing to supervise an independent study, ordinarily a faculty member will ask the student to present a clear, written proposal for the work to be completed. Does not count toward minor requirement. Prerequisite: permission of instructor.

**JOUR 390. Special Topics in Journalism. 1 Unit.**

Intensive study of selected topics related to the journalism field. May be repeated for credit with different content.

**JOUR 395. Teaching Apprenticeship. 0.5 Units.****JOUR 397. Internship in Journalism. 0.5 or 1 Units.**

Through placement in an approved setting where journalism is practiced, students will have an opportunity to enrich their classroom knowledge with field experience. Full-unit internships require 140 hours for the semester; half-unit internships require 70 hours for the semester. Specific requirements will be presented by way of a contract signed by the student. Basic expectations include a journal, a portfolio of work (if applicable), and a letter of evaluation from the site supervisor. Pre-requisites: permission of program coordinator, junior standing, and completion of both JOUR 100 and one Ideas course. May be repeated for credit up to 2 units, but a maximum of one unit may be applied to the minor. Offered in fall, spring, and summer. Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact Career & Professional Development at [career@stetson.edu](mailto:career@stetson.edu) or 386-822-7315.

**JOUR 400. Journalism Studio. 1 Unit.**

The capstone course of the minor is the creation of a work of journalism developed by the entire class, mentored by a working journalist. Prerequisite: Completion of minor requirements or permission of instructor. Offered in spring semesters.

**JOUR 485. Independent Study. 0.5 or 1 Units.**

Independent studies are intended to provide an opportunity for students with strong interest and initiative to pursue the study of a specific topic. They are arranged by mutual agreement between faculty member and student. Before agreeing to supervise an independent study, ordinarily a faculty member will ask the student to present a clear, written proposal for the work to be completed. Does not count toward minor requirements. Prerequisite: permission of instructor.

**JOUR 490. Special Topics in Journalism. 1 Unit.**

Intensive study of selected topics related to the journalism field. May be repeated for credit with different content.

## Jewish Studies (JWST)

### Courses

**JWST 200B. Introduction to Jewish Studies: Cultures, Histories, Texts. 1 Unit.**

Provides an interdisciplinary introduction to Jewish history and culture from its foundations to the modern world. The class focuses on major themes such as the development of Jewish monotheism in the ancient world; Jewish diaspora, persecutions and interactions with the Christian and Islamic worlds in the medieval and early modern period; Jewish emancipation, modern anti-Semitism and Zionism between the Enlightenment and First World War; and the causes and consequences of the Holocaust and the foundation of Israel as well as the impact of those events on contemporary Jewish culture, politics, and memory in the 21st century.

## Latin American and Latino Studies (LALS)

### Courses

**LALS 103. Mentored Field Experience: Preparation. 0.5 Units.**

A two-semester course associated with faculty-guided research trips to Latin America sponsored by the Hollis International Scholars Program. Each portion of the course is worth 0.5 of a course unit. Prerequisite: competitive selection process in semester prior to course offering.

**LALS 104. Mentored Field Experience: Evaluation. 0.5 Units.**

A two-semester course associated with faculty-guided research trips to Latin America sponsored by the Hollis International Scholars Program. Each portion of the course is worth 0.5 of a course unit. Prerequisite: competitive selection process in semester prior to course offering.

**LALS 190. Special Topics in Latin American and Latino Studies. 1 Unit.**

**LALS 200B. The Latino Spirit: Cultural Expressions of a Diverse World. 1 Unit.**

An introduction to the varied art, music, dance, theatre, and written literature of Latin American including both popular and "high" culture.

**LALS 201S. Latin American Revolutions and Resurrections. 1 Unit.**

An examination of topics such as social change, economic development, conservation problems and political systems.

**LALS 285. Independent Study. 0.5 or 1 Units.**

**LALS 290. Special Topics in Latin American and Latino Studies. 1 Unit.**

**LALS 301B. Mayan Culture. 1 Unit.**

A multidisciplinary course that explores the world of the Maya, from its prehistoric origins through its florescence during the Classic period to the contemporary cultural revival known as the Mayan Movement. Topics include regional history, hieroglyphic writing, calendar systems, mythology, the Popol Vuh, social conflict and contemporary lifestyles.

**LALS 385. Independent Study. 0.5 or 1 Units.**

**LALS 390. Special Topics in Latin American and Latino Studies. 1 Unit.**

**LALS 397. Internship in Latin American and Latino Studies. 0.5 or 1 Units.**

Students will be accepted into the course by permission only and must have at least second year standing, at least two course units studying Latin American topics, and an overall 2.5 GPA. In addition to completing the required hours in the internship, students will be required to present a journal describing some aspects of that experience and a 10-12-page paper on a topic related to the internship. The field supervisor will also be asked for a letter of evaluation. Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact Career & Professional Development at [career@stetson.edu](mailto:career@stetson.edu) or 386-822-7315.

**LALS 485. Independent Study. 1 Unit.**

**LALS 490. Special Topics in Latin American and Latino Studies. 0.5 or 1 Units.**

## Language-Other (LANG)

### Courses

**LANG 101. Special Topics Modern Language. 1 Unit.**

Introductory courses in languages such as Mandarin, Arabic, or Kiswahili. Not open to native speakers.

**LANG 102. Special Topics Lang II. 0.5 Units.**

Continued work in developing language skills and cultural knowledge in special offerings of modern languages such as Mandarin, Arabic, or Kiswahili. Not open to native speakers. This course will NOT satisfy the Modern Language "L" requirement.

**LANG 180. Language Elective. 0.75 to 1.25 Units.**

**LANG 190. Special Topics in Modern Languages and Cultures. 1 Unit.**

This is a continuation of preliminary studies (LANG 101 and LANG 102) in the language/culture of a modern language not taught at Stetson University.

**LANG 290. Special Topics in Modern Languages and Cultures. 1 Unit.**

**LANG 300. Foreign Literature in Translation. 1 Unit.**

Cross-listed with English. A variety of topics will be offered under this title. The student will study works mainly from French, German, Russian, and Spanish literature. Depending upon the specific course and the instructor, various genres and periods will be covered.

**LANG 301. Introduction to Linguistics. 1 Unit.**

Introduction to the scientific study of languages. Overview of the various fields of linguistics with readings and discussions of the most important current trends in this discipline. Prerequisite: Open to all students who have satisfied the University language requirement.

**LANG 390. Special Topics in Modern Languages and Cultures. 1 Unit.**

**LANG 395. Teaching Apprenticeship. 0.5 Units.**

Pass/Fail only.

**LANG 490. Special Topics in Modern Languages and Cultures. 1 Unit.**

## Arabic (LARB)

### Courses

**LARB 101. Elementary Arabic I. 1 Unit.**

This course focuses on the basics of Modern Arabic. Topics include greetings, social interactions, geography, ordering in a restaurant, asking for information and other survival skills. Language topics include the Arabic alphabet, nouns, adjectives, verbs and agreement rules. Not available to native speakers.

**LARB 102L. Elementary Arabic II. 1 Unit.**

Continuation of LARB 101. Beginner level course in Modern Standard Arabic (MSA) language and culture. Continued use of textbook, with a lab component and practice with native speakers of Arabic. Prerequisite: LARB 101, appropriate placement scores, or permission of instructor. Not available to native speakers.

**LARB 201L. Intermediate Arabic I. 1 Unit.**

Prerequisite: LARB 102L or placement test.

**LARB 202L. Intermediate Arabic II. 1 Unit.**

Prerequisite: LARB 201L. Not available to native speakers.

## Linguistics (LING)

### Courses

**LING 190. Special Topics in Linguistics. 1 Unit.**

**LING 215S. Introduction to Psycholinguistics. 1 Unit.**

This course aims to develop a basic understanding of how individuals process one or more languages in the mind. It intends to explore biological and developmental concepts of language. This course will start by examining language development among children as well as adults. It will focus on processes humans engage when comprehending and producing different types of languages. In the case of bilingualism or multilingualism, this course will also explore how bilinguals and multilingual speakers are able to manage and control more than one language in the mind. The processes of early and late bilingualism will also be introduced. How is it possible that fluent bilingual/multilingual speakers are able to activate one single language and suppress another rather effortlessly? What kind of cognitive functions are responsible for language control? What kind of mental processes are responsible for word recognition and/or production? Are the processes involving word recognition the same in first and second language? This course will introduce various psycholinguistic models of language processing such as the Bilingual Interactive Activation Model of Word Recognition (BIA+) and Levelt's Model of Speech Production. In this class the nature of human language will also be explored in comparison to animal utterances and how it can or cannot be considered a type of language. The cognitive consequences of language development and bilingualism will also be presented.

**LING 290. Special Topics in Linguistics. 1 Unit.**

**LING 301. Introduction to Linguistics. 1 Unit.**

Required for teaching certification. Introduction to the scientific study of languages. Overview of the various fields of linguistics with readings and discussions of the most important current trends in this discipline. Prerequisite: Open to all students who have satisfied the University language requirement.

**LING 390. Special Topics in Linguistics. 1 Unit.**

**LING 490. Special Topics in Linguistics. 1 Unit.**

## Mathematics (MATH)

### Courses

**MATH 104Q. Introduction to Logic. 1 Unit.**

An introduction to the informal and formal principles, techniques, and skills that are necessary for distinguishing correct from incorrect reasoning. Offered each semester. Cross-listed as PHIL 104Q.

**MATH 110Q. Elementary Mathematics. 1 Unit.**

Elementary mathematics is a content course, not a course in methods of teaching. Through this course, student will explore and track the development of numbers, from early (pre-school) concepts to additive, multiplicative, and fractional reasoning, and into elementary algebra, geometry and measurement, and statistical methods. Offered annually, either fall or spring semester.

**MATH 111Q. Finite Mathematics. 1 Unit.**

A survey of some important areas of modern, applicable mathematics. Topics will include a selection from the following: matrices and linear systems, linear programming, probability, Markov Chains, financial mathematics, graph theory, voting systems and apportionment, and statistics. Offered each semester. Offered every fall or spring semester.

**MATH 112Q. Mathematical Game Theory. 1 Unit.**

An introduction to the mathematics of competitive decision making, including games of strategy, games of chance, and classical zero-sum game theory. Topics include game trees, backward induction, base two arithmetic, Nim values of combinatorial games, probability, expected value, matrices, domination, and mixed and pure strategies, and graphical and oddment solutions to zero-sum games. Offered based on student demand.

**MATH 113Q. Chaos and Fractals in Nature. 1 Unit.**

This course will investigate chaotic behavior in physical systems, and use mathematics to describe that behavior. Some of the first evidence of chaotic behavior in nature came from a study of a mathematical model of the earth's climate. Since then, it has been discovered that chaotic behavior occurs in many physical systems, including chemical and biological systems. Fractals have turned out to be a very valuable way to describe chaotic systems geometrically. Offered based on student demand.

**MATH 114Q. Elementary Graph Theory. 1 Unit.**

A gentle introduction to graph theory and discrete math, with emphasis on understanding the major results, and using them to do applications from various fields. Topics include connectivity, planarity, adjacency matrices, Eulerian and Hamiltonian graphs, trees, isomorphism, duality, coloring problems, directed graphs, matching problems, and network flows. Offered annually, either fall or spring semester.

**MATH 115Q. Great Ideas in Mathematics. 1 Unit.**

A survey of mathematics from the Ancient Greeks to the modern day through looking at its great ideas and theorems. Topics vary, but may include the Pythagorean Theorem and Euclidean geometry, number theory, Cardano's solution of the cubic, Newton's discovery of the calculus, mathematical modeling, abstraction and proof, and probability and statistics. Offered every spring semester.

**MATH 116Q. Introduction to Cryptology. 1 Unit.**

This course gives a historical overview of Cryptology and the mathematics behind it. Cryptology is the science of making (and breaking) secret codes. From the oldest recorded codes (taken from hieroglyphic engravings) to the modern encryption schemes necessary to secure information in a global community, Cryptology has become an intrinsic part of our culture. This course will examine not only the mathematics behind Cryptology, but its cultural and historical impact. Topics will include: matrix methods for securing data, substitutional ciphers, transpositional codes, Vigenere ciphers, Data Encryption Standard (DES), and public key encryption. The mathematics encountered as a consequence of the Cryptology schemes studied will include matrix algebra, modular arithmetic, permutations, statistics, probability theory, and elementary number theory. Offered annually, either fall or spring semester.

**MATH 122Q. Calculus for Business Decisions. 1 Unit.**

This course covers tools necessary to apply the science of decision-making in the business environment. Students working in teams give oral and written presentations on key projects taken from real world business problems. Quantitative reasoning topics include the following: Graphing Functions; Demand, Revenue, Cost and Profit; Trend Lines, Differentiation; Optimization; and Integration. Students integrate the use of technology with excel spreadsheets, power point presentations, and software packages. Prerequisites: Math Placement Testing required for entry. Offered every fall or spring semester.

**MATH 125Q. Introduction to Mathematical and Statistical Modeling. 1 Unit.**

An introduction to some mathematical techniques used to explore, model and analyze phenomena in the sciences. Topics include probability, descriptive and inferential statistics, hypothesis testing, regression, and linear systems. Offered every fall or spring semester.

**MATH 130. Calculus I with Review Part I. 1 Unit.**

This course is designed for students who enter Stetson with insufficient pre-calculus background for the standard calculus sequence. The combination of MATH 130 and MATH 131Q covers the same calculus material as MATH 141Q, including limits, continuity, differentiation, and applications of derivatives, and includes a review of pre-calculus material including trigonometry, with an emphasis on applications in the sciences. Must be taken in combination with MATH 131Q for Q credit. Math Placement Testing required for entry. Offered every fall or spring semester.

**MATH 131Q. Calculus I with Review Part 2. 1 Unit.**

Designed for students who enter Stetson with insufficient pre-calculus background for the standard calculus sequence. The combination of MATH 130 and MATH 131Q covers the same calculus material as MATH 141Q, including limits, continuity, differentiation, and applications of derivatives, anti-differentiation, the definite integral and the Fundamental Theorem of Calculus, and includes a review of pre-calculus material including trigonometry, with an emphasis on applications in the sciences. Prerequisite: MATH 130. Offered every fall or spring semester.

**MATH 141Q. Calculus I with Analytic Geometry. 1 Unit.**

A first calculus course designed for majors in mathematics and the sciences. Topics include limits, continuity, differentiation, applications of derivatives, the definite integral, and the Fundamental Theorem of Calculus. Math Placement Testing required for entry. Offered every fall or spring semester.

**MATH 142Q. Calculus II with Analytic Geometry. 1 Unit.**

A continuation of MATH 141Q. Topics include techniques of integration, applications of integration, differential equations, sequences and series, power series, and Taylor's Theorem. Prerequisite: MATH 141Q or MATH 131Q. Offered every fall or spring semester.

**MATH 151. Mathematics for Life Sciences. 1 Unit.**

This course provides an introduction to a variety of mathematical topics of use in analyzing problems arising in biological sciences. It is designed for students in biology, agriculture, forestry, wildlife, pre-medicine and other pre-health professions. It is designed to provide an overview rather than a detailed introduction to any particular topic. The general aim of the course is to show how mathematical and analytical tools may be used to explore and explain a wide variety of biological phenomena that are not easily understood with verbal reasoning alone. The mathematical models will be used to illustrate answers to biological problems. Prerequisite: Math Placement Testing required for entry.

**MATH 180. Math Elective. 0.75 to 1 Units.****MATH 190. Special Topics in Mathematics. 1 Unit.**

This is an introductory-level course with varied content designed by faculty to delve into topics that are not typically taught in existing courses. The sophistication and rigor of the content is consistent with courses that are offered in the first year of study in the department.

**MATH 211Q. Linear Algebra. 1 Unit.**

An introduction to the theory and applications of linear systems and vector spaces. Topics include matrix operations, solving linear systems by elimination, basis and dimension, linear transformations, eigenvalues and eigenvectors, and general vector spaces. Applications from various fields are introduced. Prerequisite: MATH 141Q. Offered every fall or spring semester.

**MATH 221Q. Introduction to Logic and Proof. 1 Unit.**

This course prepares students to confront the elements of advanced theoretical mathematics: to understand mathematical statements, to read and write proofs, and to appreciate the processes of mathematical creation. Topics include elementary logic, set theory, functions, relations, and induction. Prerequisite: MATH 142Q. Offered every fall semester.

**MATH 243Q. Calculus III with Analytic Geometry. 1 Unit.**

An introduction to calculus of more than one variable. Topics include vectors, parametric equations, polar coordinates, partial differentiation, multiple integration, and vector fields. Prerequisite: MATH 142Q. Offered every fall or spring semester.

**MATH 285. Independent Study. 0.5 or 1 Units.**

A faculty mentored course designed to cover content not addressed by current courses. By design, the study usually includes only one or two students who are led by a faculty member. Occasionally, an independent study may be used to offer an existing course because of extenuating circumstances. The sophistication and rigor of the content is consistent with courses that are offered in the second or third year of study in the department.

**MATH 290. Special Topics in Mathematics. 1 Unit.**

This is an introductory-level course with varied content designed by faculty to delve into topics that are not typically taught in existing courses. The sophistication and rigor of the content is consistent with courses that are offered in the second or third year of study in the department.



**MATH 301. Number Theory. 1 Unit.**

This course studies elementary properties of integers, including divisibility, factorization, and primality. Topics include congruencies, the Chinese Remainder Theorem, Diophantine equations, divisibility tests, theorems of Fermat, Wilson, and Euler, residue classes, quadratic reciprocity, multiplicative functions, and applications to cryptography. Prerequisite: MATH 221Q. Offered based on student demand.

**MATH 312. Advanced Linear Algebra. 1 Unit.**

A continuation of MATH 211Q, this course is an axiomatic theory of vector spaces. Topics include general vector spaces, inner product spaces, linear mappings, the Rank-Nullity Theorem, representations of mappings, dual spaces, and diagonalization. Prerequisites: MATH 211Q and MATH 221Q. Offered every two years.

**MATH 321. Ordinary Differential Equations. 1 Unit.**

An introduction to the study of equations involving derivatives. Topics include first and second order differential equations, existence and uniqueness of solutions, separation of variables, variation of parameters, linear and non-linear systems, solution by generalized eigenvectors, phase portraits, linearization, numerical methods, potential functions, gradient systems, limit cycles and chaotic systems, and mathematical modeling with differential equations. Prerequisites: MATH 211Q and MATH 243Q. Offered annually, either fall or spring semester.

**MATH 331. Combinatorics and Graph Theory. 1 Unit.**

This course studies techniques of enumeration and graph theory. Topics include binomial coefficients, recursion, generating functions, Burnside's Lemma, Eulerian and Hamiltonian graphs, trees, planarity, duality, graph coloring, graph algorithms, and various practical applications. Cross-listed as CSCI 331. Prerequisite: CSCI 211 or MATH 221Q. Offered every two years.

**MATH 341. Mathematical Modeling and Computer Simulation. 1 Unit.**

An introduction to the development of mathematical models, and the use of computers towards that goal. Topics include model construction, regression, empirical modeling, difference equations and dynamical systems, probabilistic modeling, and Monte Carlo simulation. Cross-listed as CSCI 341. Prerequisites: MATH 142Q, MATH 211Q, and either CSCI 141 or CSCI 261. Offered every two years.

**MATH 343V. Five Equations that Changed the World. 1 Unit.**

This course focuses on Stetson's Ethical or Spiritual Inquiry value. This course will explore the role of mathematics in science and in the world in which we live by studying five famous scientists and their powerful and important breakthroughs, expressed as equations ("mathematical poetry"). Behind these discoveries lie the dramas of jealousy, fame, war, and debate. Through assigned readings, class discussions, and writing projects, the course will go behind the scenes and look at the political conflicts, social upheaval, religious sanctions, family tragedies, and personal ambitions that led to each man's special place in history. Students will then be given the task of selecting a sixth discovery to add the next chapter to the story. Junior Seminar.

**MATH 351. Operations Research. 1 Unit.**

An introduction to deterministic optimization. Topics may include linear programming and the simplex method, integer programming, goal programming, dynamic programming, duality, the transportation problem, network analysis, and game theory. Prerequisites: MATH 142Q, MATH 211Q, and either CSCI 141 or CSCI 261. Offered every two years.

**MATH 361. Numerical Analysis. 1 Unit.**

A study and analysis of common numerical methods used in applied mathematics. Topics include solutions of non-linear equations, the solutions of systems of linear equations, interpolation, numerical integration, and the numerical solution of differential equations. Prerequisites: MATH 142Q and MATH 211Q, and either CSCI 141 or CSCI 261. Cross-listed as CSCI 361. Offered every two years.

**MATH 371. Probability: An Introduction to the Study of Randomness. 1 Unit.**

Topics include discrete and continuous probability distributions, conditional probability, independence, combinatorial probability, expected value and variance, and laws of large numbers. Prerequisite: MATH 243Q. Offered every two years.

**MATH 372. Mathematical Statistics. 1 Unit.**

A theoretical introduction to statistics, including point estimation, confidence intervals, and hypothesis tests. Topics include goodness of fit tests, contingency tables, regression, correlation, analysis of variance, non-parametric tests, and the use of the t, F, Z, and chi-squared distributions to draw inferences about means and variances of one or two populations. Emphasis is on deriving the statistical tests, as well as using them to draw conclusions. Prerequisite: MATH 371. Offered every two years.

**MATH 385. Independent Study. 0.5 or 1 Units.**

A faculty mentored course designed to cover content not addressed by current courses. By design, the study usually includes only one or two students who are led by a faculty member. Occasionally, an independent study may be used to offer an existing course because of extenuating circumstances. The sophistication and rigor of the content is consistent with courses that are offered in the third or fourth year of study in the department.

**MATH 390. Special Topics in Mathematics. 1 Unit.**

A course designed by faculty to delve into topics that are not typically taught in existing courses. The sophistication and rigor of the content is consistent with courses that are offered in the third or fourth year of study in the department. May be repeated for credit with different content.

**MATH 391V. Five Equations That Changed the World. 1 Unit.**

This course focuses on Stetson's Human Diversity Value. This course will explore the role of mathematics in science and in the world in which we live by studying five famous scientists and their powerful and important breakthroughs, expressed as equations ("mathematical poetry"). Behind these discoveries lie the dramas of jealousy, fame, war, and debate. Through assigned readings, class discussions, and writing projects, the course will go behind the scenes and look at the political conflicts, social upheaval, religious sanctions, family tragedies, and personal ambitions that led to each man's special place in history. Students will then be given the task of selecting a sixth discovery to add the next chapter to the story. Junior Seminar.

**MATH 391V1. The Nature of Space Time. 1 Unit.**

This course focuses on Stetson's Ethical or Spiritual Inquiry Value. This course is a writing and discussion intensive study of the nature and philosophy of space and time. Throughout history humans have yearned to understand where and how they fit into the Universe in which they exist. One of the many manifestations of this quest for greater understanding involves the examination of the fabric of the Universe itself: spacetime. This course will examine historical landmark works as well as the current understanding of spacetime which exists in the interdisciplinary intersection of mathematics, philosophy, religion, and physics. This course will approach the study space and time from the vantage point of ethics and spiritual inquiry. While there is no mathematics prerequisite, this course will involve elements of algebra and geometry. All relevant mathematics needed for an understanding of the material will be provided in the course. Junior Seminar.

**MATH 395. Teaching Apprenticeship. 0.5 Units.**

Pass/Fail only. The teaching apprenticeship allows a student to work with a professor in the delivery of a course. The student may assist with homework sessions, peer instruction, development of exercises or projects, development of lecture material, or other tasks designated by the professor.

**MATH 397. Internship in Mathematics. 0.5 or 1 Units.**

Students are expected to complete an internship of varying time length with an outside company or organization. Emphasis is on a relevant learning environment and acquisition of appropriate career skills at a suitable level of authority and responsibility. Prerequisites: Approval of chair and Mathematics faculty supervisor. Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact Career & Professional Development at [career@stetson.edu](mailto:career@stetson.edu) or 386-822-7315.

**MATH 401. Real Analysis I. 1 Unit.**

A rigorous study of the theory of calculus. Topics include basic topology, sequences, functions, limits, continuity, and differentiation. Prerequisites: MATH 211Q, MATH 221Q, and MATH 243Q. Offered every two years.

**MATH 402. Real Analysis II. 1 Unit.**

Topics include integration, infinite series, sequences and series of functions, others at the discretion of the professor. Prerequisite: MATH 401. Offered based on student demand.

**MATH 411. Complex Analysis. 1 Unit.**

A detailed study of the complex number system and complex functions. Topics include harmonic functions, complex differentiation and integration, the Cauchy Integral Formula, Taylor and Laurent series, residues and poles, and conformal mappings. Prerequisite: MATH 243Q or MATH 221Q. Offered every two years.

**MATH 422. Partial Differential Equations. 1 Unit.**

A study of partial differential equations, their solutions, and applications. Topics include Fourier series, separation of variables, boundary value problems, existence and uniqueness of solutions, method of characteristics, numerical solutions, and applications including the heat equation, wave equation, and Laplace's equation. Prerequisite: MATH 321. Offered every two years.

**MATH 431. Topology. 1 Unit.**

A rigorous study of point-set topology, including topics such as open and closed sets, subspaces, continuity and convergence, separation axioms, connectedness, compactness, and product spaces. Prerequisite: MATH 221Q. Offered every two years.

**MATH 441. Abstract Algebra I. 1 Unit.**

A study of group theory, examples, and applications. Topics include subgroups, homomorphism, direct products, factor groups, Sylow Theorems, Free Groups, select applications. Prerequisites: MATH 211Q and MATH 221Q. Offered every two years.

**MATH 442. Abstract Algebra II. 1 Unit.**

The continuation of MATH 441. Topics include rings, fields, Galois theory, others at the discretion of the professor. Prerequisite: MATH 441. Offered based on student demand.

**MATH 485. Independent Study. 0.5 or 1 Units.**

A faculty mentored course designed to cover content not addressed by current courses. By design, the study usually includes only one or two students who are led by a faculty member. Occasionally, an independent study may be used to offer an existing course because of extenuating circumstances. The sophistication and rigor of the content is consistent with courses that are offered in the third or fourth year of study in the department.

**MATH 490. Special Topics in Mathematics. 1 Unit.**

A course designed by faculty to delve into topics that are not typically taught in existing courses. The sophistication and rigor of the content is consistent with courses that are offered in the fourth year of study in the department.

**MATH 498. Senior Project I. 1 Unit.**

Students will select a mathematical topic, and work on it in collaboration with a faculty member. Students may have to do a literature search, learn computer software, or do independent reading on their topic to facilitate the research process. The student will write a project proposal including any preliminary results, and present the problem and results to the department. Prerequisites: Three 300 or 400 level courses in MATH. Writing Enhanced course.

**MATH 499. Senior Project II. 1 Unit.**

Students will extend their research project started in MATH 498. The student will write a final paper, and present the results to the department. Prerequisite: MATH 498.

## Philosophy (PHIL)

### Courses

**PHIL 101B. Introduction to Philosophy. 1 Unit.**

An investigation into the effect of the impact of modern science in shaping our beliefs about the mind, freedom, morality, God and meaning. The effects of the intellectual hegemony of scientific naturalism are explored by way of a comparison between modern and pre-modern cultures and beliefs. Themes may include, "Concepts of Personal Existence," "Video Games and Philosophy," "The Matrix, Metaphysics, and Morality," and "Plato's Republic", as identified by the instructor. Offered each semester.

**PHIL 104Q. Introduction to Logic. 1 Unit.**

An introduction to the informal and formal principles, techniques, and skills that are necessary for distinguishing correct from incorrect reasoning. Offered each semester. Cross-listed as MATH 104Q.

**PHIL 190. Special Topics in Philosophy. 0.5 or 1 Units.****PHIL 250H. History of Ancient Philosophy. 1 Unit.**

A survey of the philosophy of the Pre-Socratics, Plato and Aristotle. PHIL 250H or PHIL 260H offered at least once a year. Writing enhanced course.

**PHIL 260H. History of Modern Philosophy. 1 Unit.**

A survey of and engagement with the great works of the western philosophical tradition from Descartes and the Rationalists, through Hume and the Empiricists, and ending with Kant. PHIL 250H or PHIL 260H offered at least once a year. Writing enhanced course.

**PHIL 270H. History of Philosophy: 19th and 20th Century. 1 Unit.**

A survey of major philosophical movements over the course of the nineteenth and twentieth centuries. The course may include German idealism, phenomenology, pragmatism, logical positivism, critical theory, existentialism, and ordinary language philosophy.

**PHIL 290. Special Topics in Philosophy. 1 Unit.****PHIL 300. Philosophy of Law. 1 Unit.**

An examination of philosophical issues involved in understanding the nature of law. Topics of discussion include the problem of how to define the concept law, the differences between positive and natural law, and the relationship between moral and legal obligations. The class will also examine salient differences among the various areas (regulatory, civil, criminal, constitutional, etc.), sources (legislation, decree, common, etc.) and justifications (utilitarian and deontological) of law.

**PHIL 305. Philosophy of Mind. 1 Unit.**

An examination of the nature of consciousness. Topics may include contemporary theories of behaviorism, functionalism, artificial intelligence, and cognitive science.

**PHIL 306. Philosophy of Language. 1 Unit.**

An examination of the role of language in shaping, limiting and expressing thought. The connection between philosophy and language and the nature of language itself will be explored through the work of contemporary philosophers.

**PHIL 307V. Social and Political Philosophy. 1 Unit.**

This course focuses on Stetson's Social Justice Value. An examination of contemporary social and political issues in the light of classical and contemporary works of philosophy. Topics may include justice, freedom, property, equality, and democracy.

**PHIL 308V. Existentialism. 1 Unit.**

This course focuses on Stetson's Ethical or Spiritual Inquiry Value. An examination of issues concerning the meaning of human existence. Sample topics may include: freedom and responsibility, anxiety and death, authenticity and alienation, the individual and society, emotions and reason, faith and God.

**PHIL 309V. Feminist Philosophy. 1 Unit.**

This course focuses on Stetson's Social Justice Value. An examination of national and global feminist philosophers' efforts to develop a perspective of their own. Discussions will focus on feminist analyses of the family, pornography, reproductive rights, violence against women, the intersection of gender, race, and class, women's oppression, the causes of that oppression, and ways of fighting it. The course will include a service learning component.

**PHIL 310. Contemporary Continental Philosophy. 1 Unit.**

A close reading is given to key figures in contemporary continental philosophy, including, for example, Derrida, Foucault, and Lacan. Its signature philosophical methods such as deconstruction, post-structuralism, and psychoanalysis are discussed. Philosophical influences such as existentialism, neo-Marxism, and phenomenology are considered and contrasts with Anglo-American analytic philosophy are explored.

**PHIL 311V. Philosophy of Race. 1 Unit.**

This course focuses on Stetson's Social Justice Value. This course critically investigates the historical evolution of the concepts of race and racism from the past to the present and considers the role that these concepts have had, and continue to have, in shaping a just society.

**PHIL 313V. Philosophy of Religion. 1 Unit.**

This course focuses on Stetson's Ethical or Spiritual Inquiry Value. An examination of some of the major issues in classical and contemporary philosophy of religion, including the nature and significance of religious language, the existence and nature of God, the problem of evil, religious experience, miracles, and alternatives to theism.

**PHIL 315V. Contemporary Moral Dilemmas. 1 Unit.**

This course focuses on Stetson's Ethical or Spiritual Inquiry Value. This seminar is a course in normative ethical inquiry. As such it focuses on real-life moral dilemmas rather than on philosophical ethical theory. In this respect this course is an applied ethics course. Arguments on both sides of ethical dilemmas are considered. Such issues may include but are not limited to the following: abortion, euthanasia, human rights, racism, sexism, and animal rights. Junior Seminar. PHIL 315V, PHIL 316V, or PHIL 317V offered at least once a year.

**PHIL 316V. Bio-Medical Ethics. 1 Unit.**

This course focuses on Stetson's Ethical or Spiritual Inquiry Value. An intensive study of one area within applied ethics. In this course, the role of medicine in human life and medical advances are explored from philosophical perspectives, including phenomenology, deconstruction, feminism, and disability theory. Topics considered include medicine as professional practice and advances in bio-technologies challenging how we view personhood. Students will learn how to critically examine connected conceptual issues, including identity, authenticity, and autonomy. PHIL 315V, PHIL 316V, or PHIL 317V offered at least once a year.

**PHIL 317V. Environmental Ethics. 1 Unit.**

This course focuses on Stetson's Environmental Responsibility Value. An intensive study of one area within applied ethics. This course explores a variety of ethical frameworks for understanding human impacts on the environment. Sample topics include animal rights, sustainability, deep ecology, feminist ecology, third world critiques of global capital, consumption, population, and world hunger. PHIL 315V, PHIL 316V, or PHIL 317V offered at least once a year.

**PHIL 350V. Ethics. 1 Unit.**

This course focuses on Stetson's Ethical or Spiritual Inquiry Value. This course approaches ethics from a theoretical, rather than an applied, point of view, and will consider a variety of frameworks of use for considering ethical and moral problems. The major Western traditions of deontology, virtue ethics, utilitarianism, feminist ethics of care, and postmodern ethics will be considered and compared. Eastern traditions, including Confucianism and Buddhism, will also be considered. Offered at least once a year.

**PHIL 351. Epistemology. 1 Unit.**

An examination of human knowledge with attention to recent developments and classical theories. Topics include skepticism, the justification of beliefs, rationality and truth. PHIL 351 or PHIL 352 offered at least once a year.

**PHIL 352. Metaphysics. 1 Unit.**

An examination of the classic philosophical problems concerning the nature of reality. Topics may include the nature of consciousness, causation, freedom and determinism, the nature of persons, questions of the objectivity and/or subjectivity of reality. PHIL 351 or PHIL 352 offered at least once a year.

**PHIL 353A. Aesthetics. 1 Unit.**

An examination of the arts and their relation to philosophy. Topics may include theories of art and beauty; language and music; philosophy and the dramatic arts; philosophy and film; philosophy and literature.

**PHIL 390. Special Topics in Philosophy. 1 Unit.**

Topics studied will vary and may include philosophical movements (such as pragmatism), historical periods (such as Roman and Hellenistic philosophy), and philosophical areas (such as the philosophy of law). Can be repeated up to a total of 2 units.

**PHIL 391V. Arendt and King: Ethical Reasoning. 1 Unit.**

This course focuses on Stetson's Social Justice Value. This course looks at a classic text by Hannah Arendt and some key writings and speeches by Martin Luther King, Jr. Both authors provide challenging examples of robust ethical reasoning that brought insight to the most challenging and fraught issues of the twentieth century surrounding the holocaust, segregation and the civil rights movement. The overlapping themes of their works address some of the most difficult and profound ethical questions without losing touch with the concrete circumstances they commented on. Junior Seminar.

**PHIL 395. Teaching Apprenticeship. 0.5 Units.**

Pass/Fail only. A teaching apprenticeship provides an opportunity for a student with an especially strong interest and ability in philosophy to work directly with a philosophy faculty member in the design and implementation of a course. The apprenticeship is arranged by mutual agreement between the faculty member and the student. Such an experience is especially beneficial for students who are considering university teaching as a profession. Prerequisite: permission of instructor. May be repeated once.

**PHIL 397. Internship in Philosophy. 0.5 or 1 Units.**

Opportunities are offered for real world experience, including editorial experience with a philosophy journal and experience in the practical application of ethics in the workplace. Full-unit internships require 140 hours for the semester; half-unit internships require 70 hours for the semester in the field and is supervised by a Philosophy faculty member. Students and the supervising faculty member are responsible for making the arrangements for this work-related experience. May be repeated for credit for up to 1 unit. Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact Career & Professional Development at [career@stetson.edu](mailto:career@stetson.edu) or 386-822-7315.

**PHIL 399. Research in Philosophy. 1 Unit.**

A writing intensive seminar designed to prepare students for the senior project. Prerequisite: Completion of at least two Philosophy courses. Writing enhanced course. Offered every spring semester; should be taken in the junior year.

**PHIL 400. Department Seminar. 1 Unit.**

Selected topics in philosophy are discussed in a seminar format. One member of the Department directs the seminar, but other members of the philosophy faculty participate. This course is required for all philosophy majors and may be repeated for credit. Department approval required. May be repeated up to a total of 2 units. Offered every spring semester.

**PHIL 453. Advanced Logic. 1 Unit.**

A study of second order predicate calculus, mathematical logic, and on occasion, modal logic. Prerequisite: PHIL 104Q.

**PHIL 485. Independent Study. 0.5 or 1 Units.**

May be repeated up to a total of 2 units.

**PHIL 490. Special Topics in Philosophy. 1 Unit.****PHIL 498. Directed Reading - Senior Project. 0.5 Units.**

An optional independent reading course designed for majors who are preparing for their Senior Project.

**PHIL 499. Senior Project. 1 Unit.**

Departmental approval required. Offered every fall semester. Completion of PHIL 399 strongly recommended.

## Military Science (MILS)

### Courses

**MILS 101. Basic Military Science. 0.5 Units.**

A study of the defense establishment and the organization and development of the United States Army. A study of military courtesy, discipline, customs and traditions of the service. A historical perspective of the role of the different branches of the United States Army and the role they have played in the freedom of our nations. An introduction to physical readiness training and exercises that normally include M16/M4 rifle firing simulator, rappelling, and airmobile helicopter operations. Weekly leadership laboratories. If a scholarship/contracted cadet requires mandatory physical training.

**MILS 102. Basic Military Science II. 0.5 Units.**

A review of the customs and traditions of the service. Continued emphasis on physical training and exercises which normally include M16/M4 rifle firing simulator, rappelling, and airmobile helicopter operations. Weekly leadership laboratories. If a scholarship/contracted cadet requires mandatory physical training.

**MILS 190. Special Topics Military Science. 0.75 to 1 Units.****MILS 201. Basic Military Leadership I. 0.5 Units.**

A review of the customs and traditions of the service. The fundamentals of leadership development and the importance of understanding the principles of effective leadership. The focus is on goal setting, communication, problem solving, decision making, and the group process. The course requires mandatory physical training and includes lecture and laboratory.

**MILS 202. Basic Military Leadership II. 0.5 Units.**

The fundamentals of military geography and their application in the use of navigational aids for military forces. A study of preventive medicine countermeasures and first aid techniques that every leader must know. Includes lecture, leadership laboratory and mandatory physical training. Two weekend training exercises normally include M16/M4 range firing simulator, rappelling, and airmobile helicopter operations.

**MILS 285. Independent Study. 0.5 or 1 Units.****MILS 290. Special Topics Military Science. 1 Unit.****MILS 298. U.S. Army Airborne School. 1 Unit.**

Trains students in military parachuting techniques. There are three phases of training. During the ground phase, students learn how to do parachute landing falls and practice exiting the aircraft. During the tower phase, a team effort or "mass exit" concept replaces the individual type training of the ground phase. During the jump phase, students will complete five parachute jumps, with at least one being a night operation. The jumps are conducted at 1200 ft above ground level from a fixed wing aircraft. Emphasis on physical fitness through all phases of training. This course is open only to enrolled ROTC cadets who demonstrate appropriate levels of physical fitness and emotional maturity.

**MILS 301. Officership I. 1 Unit.**

A course examining the foundations of officership, the character, responsibilities, and status of being a commissioned officer. Emphasis is put on the warrior ethos. The course covers a wide spectrum of subjects, from training in common military skills to fostering a value system that emphasizes service to the nation, readiness to persevere in the face of obstacles, and willingness to make personal sacrifices in pursuit of the greater good. The course includes lectures, advanced leadership laboratory, physical training, and practical field training exercises. Prerequisites: Completion of basic military science (or constructive credit) and status of a contracted Army ROTC cadet. This course is taught at Embry-Riddle Aeronautical University.

**MILS 302. Officership II. 1 Unit.**

A continuing development of the processes that distinguish commissioned military service from other professional endeavors. The main emphasis of this class is the preparation of cadets for the month long Leadership Development and Assessment Course they normally attend at the end of the junior year. Here their capability to conceptualize, innovate, synthesize information, and make sound decisions while under stress is evaluated. Includes advanced leadership laboratory, enhanced physical training, and practical field training exercises. Prerequisite: MILS 301. This course is taught at Embry-Riddle Aeronautical University.

**MILS 385. Independent Study. 0.5 or 1 Units.****MILS 390. Special Topics Military Science. 1 Unit.****MILS 401. Advanced Military Leadership. 1 Unit.**

A study of military professionalism and emphasis on command and staff relationships, organizational functions and duties of various staff officers that assist in the leadership of the organization. A study of personnel and logistical systems and the role they play in helping the organization optimize operations and improve life in the Army community. Training in staff briefings is used as an introduction to military procedures. The course includes lecture, laboratory, and physical readiness training. Prerequisites: MILS 301 and MILS 302. This course is taught at Embry-Riddle Aeronautical University.

**MILS 402. Advanced Military Leadership II. 1 Unit.**

A study of ethics and professionalism in the military and the role they play in carrying out the defense policy of the United States. The fundamentals of military law, its impact on the American military society. A study of the law, its impact on the American military society, and its place in the jurisdictional process of American society. A study of the law and warfare and its relationship to the conduct of soldiers in combat. The course includes lectures, laboratory, and physical readiness training. Prerequisite: MILS 401. This course is taught at Embry-Riddle Aeronautical University.

**MILS 485. Independent Study. 0.5 or 1 Units.****MILS 490. Special Topics Military Science. 1 Unit.**

## Physics (PHYS)

### Courses

**PHYS 113P. Energy for a Sustainable Future. 1 Unit.**

An introduction to the scientific study of global energy production and usage that emphasizes renewable energy sources. Also covered are the topics of energy conservation and the impact of various energy sources on global climate change. Mathematics (computations and basic algebra) is used throughout the course in problem sets, laboratories and exams; the relevant mathematical techniques are reviewed and practiced to aid students who lack confidence in their mathematical skills. Weekly labs emphasize the important role observation and measurement in improving understanding and validating theories. No prerequisites. Offered every year. Can be used as a Q course.

**PHYS 114P. The Science of Music. 1 Unit.**

An introduction to the physics of sound and music. Topics covered include the production, propagation, and reception of sound (physical acoustics), and the physics of musical instruments (musical acoustics). Mathematics (computations and very basic algebra) is used extensively throughout the course in problem sets, laboratories and exams; the relevant mathematical techniques are carefully reviewed and practiced to aid students who lack confidence in their mathematical skills. Three lectures and one laboratory per week. No prerequisites. Can be used as a Q course.

**PHYS 121P. College Physics I. 1 Unit.**

This is the first course in a two-course, algebra-based, introduction to physics. Topics include mechanics, heat, and wave motion. Three lectures and one laboratory per week. High school algebra is used extensively. Can be used as a Q course.

**PHYS 122P. College Physics II. 1 Unit.**

This is the second course in a two-course, algebra-based introduction to physics. Topics include electromagnetism, optics, and modern physics. Three lectures and one laboratory per week. High school algebra is used extensively. Prerequisite: PHYS 121P. Can be used as a Q course.

**PHYS 141P. University Physics I. 1 Unit.**

Calculus-based introductory physics for physics, preengineering, mathematics and other science majors. Topics include mechanics, waves, sound and heat. Four lectures and one laboratory per week. Corequisite: MATH 141Q, or MATH 130 with permission of instructor.

**PHYS 142P. University Physics II. 1 Unit.**

This is the second course in the calculus-based introductory sequence for physics. Topics include electrostatic and magnetostatic fields, dc and ac circuits, electromagnetic radiation, and optics. Four lectures and one laboratory per week. Prerequisite: PHYS 141P. Corequisite: MATH 142Q or MATH 131Q with permission of instructor.

**PHYS 243. Modern Physics. 1 Unit.**

This course is the third and final course in the introductory sequence of courses. It introduces the fields of physics that were first developed in the twentieth century, and that continue to evolve today. Topics include special relativity, the quantum theory of light, the structure of the atom, elementary wave mechanics, the properties of nuclei, and the properties of elementary particles. Three lectures and one lab per week. Prerequisite: PHYS 142P. Corequisites: MATH 243Q or permission of instructor, and PHYS 380.

**PHYS 251. Biophysics. 1 Unit.**

Principles drawn from physics are used to build an understanding of biological systems. Topics may include: processes or functions at the level of molecules, cells, or organs; the theory underlying techniques used to make measurements; and the theory underlying techniques used to treat injuries and disease. Prerequisites: MATH 131Q or MATH 141Q, and PHYS 122P or PHYS 142P, and BIOL 141P.

**PHYS 285. Independent Study. 0.5 or 1 Units.****PHYS 304. Mathematical Methods in Physics. 1 Unit.**

This course introduces the mathematical tools that are required for many of the upper-level physics courses. The course emphasizes recognizing the equations that appear repeatedly in many different areas of physics and understanding their solutions. Topics include ordinary differential equations of first and second order, series solution of differential equations, vector analysis, Fourier series, partial differential equations, boundary value problems, Laplace and Fourier transforms, calculus of variations, and functions of a complex variable. Five lectures per week. Prerequisite: MATH 243Q.

**PHYS 312. Laboratory Techniques. 1 Unit.**

A study of experimental techniques and apparatus. Topics include an introduction to laboratory software, statistical analysis of data, error analysis, cryogenics, vacuum techniques, radiation safety and detection, and signal processing. One lecture and two laboratory periods per week. Prerequisite: PHYS 243. Corequisite: PHYS 380.

**PHYS 322. Mechanics I. 1 Unit.**

This course revisits the Newtonian mechanics learned in University Physics, but it harnesses more sophisticated mathematical tools that allow a much richer set of physical problems and phenomena to be studied. Topics include Newton's laws, dynamics of particles, statics of rigid bodies, noninertial reference frames, and gravitation and central forces. Prerequisite: PHYS 141P. Corequisites: PHYS 304 or permission of the instructor, and PHYS 380.

**PHYS 332. Electricity and Magnetism. 1 Unit.**

This course further develops the basic principles of electricity and magnetism introduced in University Physics by harnessing symmetry arguments and vector calculus for derivations and problem solving. Topics include electric fields and potentials, capacitance and dielectrics, magnetic flux and magnetic materials, and electromagnetic induction. Prerequisites: PHYS 142P and PHYS 304 or permission of instructor. Corequisite: PHYS 380.

**PHYS 343. Quantum Mechanics I. 1 Unit.**

This course revisits the wave mechanics that were introduced in Modern Physics, but it examines the theory more thoroughly and applies it to much more sophisticated problems. Topics include the Schrödinger equation, infinite and finite steps, barriers and wells, harmonic oscillators, and the hydrogen atom. Prerequisites: PHYS 243 and PHYS 304 or permission of the instructor. Corequisite: PHYS 380.

**PHYS 352. Optics. 1 Unit.**

This course covers basic optical theory, examining both geometric optics (the ray model) and physical optics (wave theory). Many of the optical phenomena and instruments discussed in the lectures are examined in the laboratory. Topics include thin lenses, thick lenses via matrix methods, optical instruments, interference and interferometers, polarization, diffraction, lasers, holography, Fourier optics, and non-linear optics. Prerequisite: PHYS 142P.

**PHYS 356. Electronics. 1 Unit.**

This is an introductory course in laboratory electronics covering both analog and digital circuits. Many of the circuits discussed in the lectures are built and tested in the laboratory. Topics include ac circuits, transistor circuits, amplifiers, and linear and digital integrated circuits. Prerequisite: PHYS 142P.

**PHYS 362. Thermophysics. 1 Unit.**

This is an introductory course in thermodynamics and statistical mechanics. The topics that are studied include: heat transfer, general gas laws, equations of state, phase diagrams, the laws of thermodynamics, engines, refrigerators, entropy, Maxwell's thermodynamic relations, microcanonical, canonical and grand canonical ensembles, and statistical distribution laws. Prerequisites: PHYS 243 and PHYS 304 or permission of instructor. Corequisite: PHYS 380.

**PHYS 380. Physics Colloquium. 0.0 Units.**

(Pass/Fail only). Physics Colloquium is a corequisite for many physics courses numbered 200 or higher. Physics majors should register for it every semester even if they happen to not be in one of the courses explicitly requiring it as a corequisite. The class will meet once a week and will be the venue for most student presentations assigned as a part of other physics courses. Other activities may include presentations given by faculty or visiting speakers, or discussions of current events that are of interest to the physics community.

**PHYS 385. Independent Study. 0.5 or 1 Units.**

Study of selected topics or laboratory research under the guidance of a professor.

**PHYS 390. Special Topics in Physics. 1 Unit.**

Topics determined by student interest and the availability of staff. Examples include: computational physics, digital electronics, and physical acoustics. Prerequisite: permission of instructor.

**PHYS 395. Teaching Apprenticeship. 0.5 Units.****PHYS 397. Internship in Physics. 0.5 or 1 Units.**

(Letter-graded or Pass/Fail). This course allows students in the physics,, applied physics, and biophysics tracks to complete an internship experience in an approved research/development setting. Settings include industrial research and development laboratories, technical consulting firms, and national laboratories or other technically oriented government agencies. Students will be required to maintain a laboratory notebook (consistent with any proprietary requirements) and will present a colloquium talk on their internship work. A letter of evaluation from the student's supervisor will also be required. Typically, full unit internships require approximately 140 hours for the semester. Specific requirements will be presented by way of a contract signed by the students. If this internship is used to fulfill a major requirement in the applied physics track, it must be letter-graded and for a full unit of credit. Prerequisites: permission of department head and instructor and PHYS 312. Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact Career & Professional Development at [career@stetson.edu](mailto:career@stetson.edu) or 386-822-7315.

**PHYS 412. Advanced Laboratory Techniques. 1 Unit.**

This is a continuation of PHYS 312 intended for students who are interested in pursuing graduate study in physics or a career working in the laboratory. One lecture and two three-hour laboratory periods per week. Prerequisite: PHYS 312 or permission of instructor. Corequisite: PHYS 380.

**PHYS 422. Mechanics II. 1 Unit.**

This is a continuation of Mechanics I. Topics include the mechanics of continuous media, dynamics of rigid bodies, and an introduction to the Lagrangian and Hamiltonian formulations of mechanics. Prerequisite: PHYS 322. Corequisite: PHYS 380.

**PHYS 432. Electromagnetic Theory. 1 Unit.**

This is a continuation of Electricity and Magnetism which includes a more sophisticated look at electrostatics and magnetostatics using more advanced problem solving techniques. It then examines the behavior of electromagnetic waves arising from Maxwell's equations. The course concludes with a brief introduction to relativistic electromagnetism. Prerequisite: PHYS 332. Corequisite: PHYS 380.

**PHYS 443. Quantum Mechanics II. 1 Unit.**

The concepts of quantum mechanics are reexamined using the Dirac formalism, which is used for essentially all advanced work in quantum mechanics. The Dirac formalism is introduced and applied to simple systems. Approximation techniques (time independent and time dependent perturbation theory, the variational principle, and WKB approximation) are applied to more complex systems. Nuclear scattering theory via the Born approximation is also discussed. Prerequisite: PHYS 343. Corequisite: PHYS 380.

**PHYS 485. Independent Study. 1 Unit.**

Study of selected topics or laboratory research under the guidance of a professor.

**PHYS 490. Special Topics in Physics. 1 Unit.**

Topics determined by student interest and the availability of staff. Examples include: atomic, nuclear and particle physics, solid state physics, astrophysics, and general relativity. Prerequisite: Permission of instructor.

**PHYS 497. Senior Project Proposal. 0.5 Units.**

Students are matched with a faculty mentor, and then guided through the process of developing, writing, and orally presenting a proposal for their senior project. Corequisite: PHYS 380.

**PHYS 498. Senior Project. 1 Unit.**

Students perform the laboratory work for their senior project. The class will meet once a week to discuss progress, plans, and any difficulties that have arisen. Prerequisite: PHYS 497. Corequisite: PHYS 380.

**PHYS 499. Senior Seminar. 0.5 Units.**

Students report the results of their senior project in a number of formats including a journal style paper, a poster, a short conference style presentation, and a 40-minute oral presentation and defense. Prerequisite: PHYS 498. Corequisite: PHYS 380.

## Political Science (POLI)

### Courses

**POLI 100. Introduction to Political Science. 1 Unit.**

This introductory course will expose students to the variety of topics, theories, and methodological approaches to the study of political science. The course will examine topics including representation, power, inequality, justice, elections, institutions, partisanship, and socialization. The ultimate goal of the course to help students learn to think like political scientists and to understand the role of political science in the larger society.

**POLI 101S. American National Government. 1 Unit.**

Focuses on tools for understanding and evaluating the major policy choices in the American political system. Specific topics treated include principles of American democracy and the United States Constitution, political culture, interest groups, political parties, elections, and the major policy-making institutions (Congress, the President, the Bureaucracy, and the Courts).

**POLI 102S. Florida Politics. 1 Unit.**

Studies the federal system and the role of the states and communities in the American political system. Contemporary politics and public policies in the state of Florida are examined and discussed.

**POLI 105B. Political Ideologies. 1 Unit.**

Explores the differing value bases for major ideological/ philosophical streams of political thought and orientations such as classical liberalism and socialism, modern neoliberalism, social democracy and the "third way," additional options could include "greenism," multiculturalism and/or Islamicism. The concepts of "human nature" and "natural rights" are stressed, including the debate over "human rights" as exclusively inhering to the individual, or including group/ community rights as well.

**POLI 145S. Politics of the Developing World. 1 Unit.**

Looks at the interactions between the pursuit of economic development and the social and political systems of Third World nations since 1945. After reviewing basic notions and theories of development, the course deals with central development issues and broader development-related problems associated with social disorder, corruption, poverty, and violence. Issues of democratization and institutional change are also prominently featured.

**POLI 180. Political Science Elective. 0.75 to 1 Units.****POLI 190. Special Topics in Political Science. 0.5 or 1 Units.****POLI 200. American Politics. 1 Unit.**

In this course, we explore the systematic study of American politics. Particular topics include a thorough examination of American public opinion, a robust institutional analysis of the American federalist system, and an in-depth understanding of the historical and theoretical explanations for the peculiarities of American politics. This course will expose students to the academic literature, research methods, and contemporary debates in the subfield of American politics.

**POLI 201S. Comparative Politics. 1 Unit.**

Political institutions and behavior in selected European, Communist, and developing countries are examined in their cultural contexts and in relation to the general theories of comparative politics. The course is designed to expose the student to the tools of comparative political analysis as well as to the varied structures and functions of modern political systems. .

**POLI 203S. International Relations. 1 Unit.**

A survey of the diplomatic, legal, economic, military, and organizational relations of nations and the major contemporary problems of world politics. The forces of change in the international system and the impact of sovereignty, nationalism, and power politics are given special attention.

**POLI 204. Introduction to Political Theory. 1 Unit.**

What does it mean to think philosophically about politics, and how might this shape our engagement with political life? This course introduces students to the fundamentals of political theory. First, we read and analyze major political thinkers, including Plato, Machiavelli, Locke, Marx, Fanon, and Okin, among others. We then investigate the major questions raised across the history of political thought. These include the following: What are the different sources of legitimacy that keep political communities together, and should we accept them? What makes a community democratic? What is the relationship between freedom, justice, power, and resistance?.

**POLI 210H. American Political Development. 1 Unit.**

This course applies historical analysis to understanding American government since the founding period. Complementing the Introduction to American Government course, this class will examine many of the same topics, like the Presidency, political parties, and political participation, but go a step further in asking how these subjects have changed and evolved over time.

**POLI 211. Politics of Public Policy. 1 Unit.**

Policymaking is seen as a methodical process of identifying a problem, weighing costs and benefits of policy alternatives, and implementing the ideal solution. In reality, politics makes this process far messier. Students in this course will be the policymakers and explore how every step, from developing, passing and implementing policy solutions, is complicated by the United States' complex political system.

**POLI 285. Independent Study. 0.5 or 1 Units.****POLI 290. Special Topics in Political Science. 1 Unit.****POLI 304. Russian Foreign Policy. 1 Unit.**

An examination of Russia's role in world affairs. After a brief introduction to the history of Russian foreign policy, the course addresses three major topics: the development of the Soviet Union as the leader of the Communist movement; the behavior of the Soviet Union as a superpower; and Russia's descent from power in the Gorbachev and Yeltsin eras and beyond. Considerable attention is given to Russia's current attempt to define for itself a new world role.

**POLI 306V. Law and Society. 1 Unit.**

This course focuses on Stetson's Social Justice Value. The issues of American civil liberties and civil rights are viewed within the framework of decisions of the United States Supreme Court.

**POLI 310V. Biographies of the Charismatic: Populist Movements from the Farmers Alliance to the Tea Party. 1 Unit.**

This course focuses on Stetson's Social Justice Value. An assessment of the eruption of populist movements on the American political scene from the 1890's to the present. The course examines biographies of leading populist figures to illustrate how social movements challenged the existing political, social, and economic order, at times using the language of social justice to advance injustice. Junior Seminar.

**POLI 311. Political Opinion and Voting Behavior. 1 Unit.**

Public opinion is critical for the success of a representative democracy, but it is not clear citizens possess the political sophistication to effectively meet normative ideals. To assess whether this is the case, this course introduces students to many facets of public opinion in the United States. Some of the topics we will examine are: citizens' political knowledge and attitudes, the role of elites and groups in opinion formation, and the extent to which elites respond to public opinion.

**POLI 314. Public Administration. 1 Unit.**

An introduction to public bureaucracies in the United States that covers conceptual topics, such as organizational theory and principal-agent relations, as well as practical subjects like public budgeting and personnel management. Examining issues that lie at the nexus of politics and administration, the course prepares students for careers in government service or private businesses that deal regularly with government agencies.

**POLI 315. American Health Care Policy. 1 Unit.**

Reviews the history of health care in America, concentrating on the history of health care public policies (Medicaid, Medicare) and studies. We will study the parties involved in shaping health care policies. Course reading will be supplemented by speakers representing the health care industry, health care consumers and the government. We will also look at the ethical and political problems posed by health care issues such as AIDS and genetic testing.

**POLI 316V. Environmental Politics. 1 Unit.**

This course focuses on Stetson's Environmental Responsibility Value. Applies public policy analytic models to help explain why governments pursue the policies they do, and what the consequences of these policies are. Students will examine hopeful responses to dilemmas of climate change, deforestation, ozone depletion, over-fishing, and other global phenomena. Junior Seminar.

**POLI 318. The American Presidency. 1 Unit.**

Examines individual presidencies, as well as the presidential election process, and political science theories of the presidency. In a discussion format, students will examine changing criteria for a "successful" presidency and dilemmas of leadership for American presidents in the media age.

**POLI 319. Voters, Campaigns and Elections. 1 Unit.**

An in-depth examination of contemporary American electoral politics. After placing U.S. elections in comparative context, the course will focus on the factors that shape the nature of U.S. elections and their outcomes. Special attention will be given to campaign strategy and finance, the role of the media, the factors shaping citizens voting decisions, and the interpretation of election outcomes.



**POLI 320. Congress. 1 Unit.**

Examines the role of Congress in the process of making and overseeing public policy. The course will also focus on the politics of legislation and the dilemma of the "constant campaign." The course provides preparation for the Model Senate program held in spring.

**POLI 322. The American Judicial Process. 1 Unit.**

Examines the roles of American courts and judges in the processes of formulating public policy. Emphasis is placed on the interplay of politics and jurisprudence in the operation of the courts.

**POLI 323V. Western Political Thought: Classical to Modern. 1 Unit.**

This course focuses on Stetson's Ethical or Spiritual Inquiry Value. Through an analysis of such primary texts as Plato's *The Republic*, Augustine's *City of God*, and Machiavelli's *The Prince*, this course traces the development of political thought from its ancient concerns with virtue and political community to the modern emphasis on freedom and statecraft. In learning how others thought about the role of politics in human society, students will better understand their own value preferences and philosophical orientations in politics.

**POLI 324V. Western Political Thought: Modern to Contemporary. 1 Unit.**

This course focuses on Stetson's Ethical or Spiritual Inquiry Value. Begins with texts that reveal the origins of modern American and European democratic theories. After an assessment of the conservative arguments against these theories, the course tackles the development of the two dominant political ideologies of the 19th and 20th centuries, liberalism and Marxism. Texts to be studied include *Leviathan* by Hobbes, *On Liberty* by Mill, and *The Communist Manifesto* by Marx.

**POLI 325. Political Analysis. 1 Unit.**

An introduction to key concepts in hypothesis formulation and the application of basic statistical techniques. The course covers descriptive statistics, hypothesis testing, correlation and regression analysis, and their application in political analysis. Prerequisite: POLI 100 or instructor approval.

**POLI 326V. Politics, Policy, and Public Health. 1 Unit.**

This course focuses on Stetson's Social Justice Value. Our nation faces multiple public health crises including a global COVID-19 pandemic, an opioid epidemic, a resurgence of diseases, and more. Solving these crises requires government intervention at every level in our federal system. How does politics affect public health in the United States? How do institutions and culture affect our public health decisions? How does public health affect subsequent politics? Who gets what in public health policy? This course will explore the relationship between politics and public health in the United States. Writing Enhanced course. Junior Seminar.

**POLI 327. Russia, China, and the World. 1 Unit.**

Over the past several years, Russia and China have drawn in closer cooperation on issues ranging from trade to energy to the military. But historical tensions in the political relations between the two regional powers continue to inform their relationship. This upper-level seminar examines Russia and China's parallel political development, their relations with one another, and their relations with the outside world from their communist revolutions to present day.

**POLI 328V. Civic Engagement. 1 Unit.**

This course focuses on Stetson's Social Justice Value. Begins with an analysis of the causes and consequences of contemporary civic disengagement and widespread cynicism about all things political. We then ask, "What can students do about it?" Students design and implement their own service learning or community-based research project and commit themselves to creating and/or significantly participating in a local action-oriented social and/or political organization. Junior Seminar.

**POLI 329V. Global Nuclear Politics. 1 Unit.**

This course focuses on Stetson's Social Justice Value. Nuclear politics dominates headlines in contemporary international relations. From the growing threat of nuclear proliferation to controversies over the safety and security of nuclear weapons stockpiles to the growth of local anti-nuclear activism around the world, the conflict over nuclear energy and weaponry continues to be a major site of contestation in global politics. How can we understand the development of nuclear technology and its international and domestic consequences? What is the relationship between this technological development and politics, both local and interstate? This course will explore both the historical development of and contemporary conflicts surrounding the growth of nuclear technology. Junior Seminar.

**POLI 330V. Ethnicity and Politics. 1 Unit.**

This course focuses on Stetson's Human Diversity Value. Examines the full range of issues in the politics of ethnicity, from the origins of ethnic consciousness to the varieties of ethnic conflict and the means that states and non-governmental organizations have used to manage this conflict. Case studies will focus on Central Asia, India, Eastern Europe, and the United States, although frequent reference will also be made to conditions in Southeast Asia and Africa.

**POLI 337. Chinese Politics. 1 Unit.**

This course examines contemporary Chinese politics in the postreform era as informed by an understanding of China's modern political history. The first half of the course includes a brief overview of China's geography and imperial history before examining the rise of the Chinese Communist Party, from the founding of the People's Republic of China and the tumultuous Mao era up through China's economic reform in the 1980s. The second half of the course focuses on contemporary issues in Chinese politics, such as civil society, media and censorship, political economy, and Chinese foreign policy. Junior or senior standing required.

**POLI 340. Russian Politics. 1 Unit.**

An examination of the domestic politics of the Union of Soviet Socialist Republics and its successor states. The central concern of the course is the perennial dominance of authoritarianism over democracy in Russian political culture and behavior. Through a study of relations between ethnic groups, political institutions, citizen and the state, and the center and provinces, the course illustrates the tortuous path toward political change in Russia and the neighboring lands of Eurasia.

**POLI 346. Latin American Politics. 1 Unit.**

Introduces the student to the study of the political systems of Latin America. Presents some elements and characteristics common to most states of the region, examining subsequently the great political revolutions that Latin America has experienced in the 20th century, including the ongoing "democratic revolution."

**POLI 348. Politics in Africa. 1 Unit.**

This course will explore contemporary political regimes in Sub-Saharan Africa in the context of the continent's complicated historical relationship with globalization, and its equally complicated mix of indigenous cultures, social systems, and political practices. Special emphasis will be placed on the experiences of, and prospects for, democratic governance in the region. Prerequisite: POLI 201S.

**POLI 353V. International Law. 1 Unit.**

This course focuses on Stetson's Social Justice. Focuses on the relationship between international law and international politics. It provides the students with insight into historical, cultural and theoretical aspects of law as well as basic information on traditional international law topics such as the law of the sea, laws on the use of force, and international human rights.

**POLI 355V. International Environmental Activism. 1 Unit.**

This course focuses on Stetson's Environmental Responsibility Value. Reviews the development of environmentalism as a social movement, both national and transnational, and as a pragmatic endeavor involving thousands of non-governmental organizations (NGOs). Students delve into the theoretical literature on the subject, and examine a variety of small and large environmental NGOs. They also learn about the difficult and rewarding task of creating an environmental NGO and sustaining it over time. Junior Seminar.

**POLI 385. Independent Study. 0.5 or 1 Units.****POLI 390. Special Topics in Political Science. 0.5 to 1.5 Units.****POLI 395. Teaching Apprenticeship. 0.5 Units.**

Pass/Fail only. Arranged by mutual agreement between faculty member and student, the teaching apprenticeship allows students to assist the professor in a course in which they have exceptional interest and ability. Prerequisite: Permission of instructor. May be repeated once.

**POLI 396. Research Apprenticeship. 0.5 or 1 Units.****POLI 397. Internship in Political Science. 0.5 or 1 Units.**

Pass/Fail only. Students will be accepted into the course by permission only and must have at least second year standing, at least two course units in political science, and an overall 2.5 GPA. In addition to completing approximately 150 hours in the internship, students will be required to present a journal describing some aspects of that experience and a 10-12-page paper on a topic related to the internship. The field supervisor will also be asked for a letter of evaluation. No more than one internship course can be used to satisfy major requirements. Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact Career & Professional Development at [career@stetson.edu](mailto:career@stetson.edu) or 386-822-7315.

**POLI 415. American Constitutional Law. 1 Unit.**

An analysis of cases and controversies arising from the constitutional principles of separation of powers and federalism. The case method will be used in studying issues such as federal-state and congressional-presidential conflict.

**POLI 425V. Contemporary Political Thought. 1 Unit.**

This course focuses on Stetson's Ethical or Spiritual Inquiry Value. Directed at current major theoretical statements concerning some of the most important ideas in political philosophy: justice, freedom, liberty, equality, self, community, individual rights, pluralism, and democracy. Current philosophers such as John Rawls, Robert Nozick, Michael Sandel, Seyla Benhabib, and Juergen Habermas will be studied. The goal is not to come up with the "correct interpretation," given the controversy surrounding each philosopher, but to come to the best understanding we can of the ideas presented and, most importantly, how they fit with, and perhaps change, our ideas.

**POLI 426. American Political Thought. 1 Unit.**

The objectives of this course are (1) an inquiry into the politics of ideas in America and (2) an attempt to draw the connection between theories, religious values, and American institutions. Students will read selections by Jefferson and Hamilton, Alexis de Tocqueville's *Democracy in America*, Lincoln's speeches, an intellectual biography of Jane Addams, among many other works.

**POLI 427V. Democracy and Political Participation. 1 Unit.**

This course focuses on Stetson's Social Justice Value. Examines theoretical and practical relationships between democracy and the political participation of groups and individual citizens. Contemporary issues of declining participation and interest in democratic politics ("civic disengagement") throughout the world are discussed alongside efforts to address these problems through participatory and elite-restraining institutional reforms.

**POLI 450. Wash Sem Intern Foreign Policy. 0.75 to 1 Units.****POLI 451. Politics of International Trade and Finance. 1 Unit.**

Presents the theoretical framework for the study of the political aspects of international economic relations. The course concentrates on the evolution and deterioration of the post WW II Bretton Woods system, looking in particular at globalization, interdependence, North-South cooperation, and emerging patterns of conflict as well as emerging regimes of global and regional coordination and cooperation.

**POLI 452. Global Politics. 0.75 to 1 Units.****POLI 453. Economic Policy. 0.75 to 1 Units.****POLI 485. Independent Study. 0.5 or 1 Units.****POLI 490. Special Topics in Political Science. 0.5 to 1.5 Units.****POLI 495. Independent Study. 0.5 or 1 Units.****POLI 496. Washington Semester. 4 Units.****POLI 499. Senior Project. 1 Unit.**

Senior standing (or permission of the Department). Provides students with an opportunity to do advanced research in a political science area of particular interest to them. Students write a senior thesis after a directed study of the research literature and the problems associated with it. The course is a "capstone" experience in research, writing, argumentation, and exploration of the field of Political Science.

## Portuguese (PORT)

### Courses

#### **PORT 101. Elementary Portuguese & Lusophone Cultures I. 1 Unit.**

This introductory course provides students the opportunity to develop their speaking, listening, writing and reading skills in Portuguese. We will examine a variety of cultural and historical topics including capoeira, quilombos, music, Candomblé, and food as an introduction to the cultures and histories of Lusophone countries, while learning the Portuguese language. For students who have no previous Portuguese or no more than two years of regular high-school Portuguese or similar experience. Offered once a year. Not available to native speakers.

#### **PORT 102L. Elementary Portuguese and Lusophone Cultures II. 1 Unit.**

The course provides students the opportunity to keep developing their speaking, listening, writing and reading skills in Portuguese. We will keep examining a variety of cultural and historical topics from the Lusophone world, while learning the Portuguese language. For students who have no previous Portuguese or no more than two years of regular high-school Portuguese or similar experience. Prerequisite: PORT 101. Not available to native speakers.

#### **PORT 203L. Portuguese Language and Brazilian Cultures. 1 Unit.**

Not available to native speakers. This accelerated course provides students the opportunity to acquire speaking, listening, writing and reading skills in Portuguese. We will examine a variety of contemporary and historical topics including—capoeira, quilombos, samba, soccer, Candomblé, favelas, dictatorship, the Amazons, and food—as an introduction to the cultures and histories of Brazil, while learning the Portuguese language. Prerequisite: Prerequisite: SPAN 202L or equivalent proficiency; and/or Portuguese heritage speakers. Not open to native speakers of Portuguese.

#### **PORT 204. Portuguese Language and Brazilian Cultures II. 1 Unit.**

This accelerated course provides students the opportunity to develop their speaking, listening, writing and reading skills in Portuguese. We will continue examining a variety of topics including—capoeira, quilombos, samba, soccer, Candomblé, favelas, dictatorship, the Amazons, and food—as an introduction to the cultures and histories of Brazil, while learning the Portuguese language. Prerequisites: PORT 203L; SPAN at 300 level or above, equivalent proficiency, or permission of instructor; and/or Portuguese heritage speakers. Not open to native speakers of Portuguese.

#### **PORT 395. Teaching Apprenticeship. 0.5 Units.**

## Psychology (PSYC)

### Courses

#### **PSYC 101S. Introduction to Psychology. 1 Unit.**

This course looks at the ways in which questions about human behavior and mental life are explored by psychologists, what they are discovering, and how they have put some of their answers into action. Using several perspectives prominent in the field of psychology, the course examines representative areas such as perception, the nervous system, states of consciousness, emotion, stress and coping, learning, memory, personality, abnormal psychology, psychotherapy, social processes, and human development. Required course for the major and minor. Offered every semester. PSYC 101S is a prerequisite for many other psychology courses.

#### **PSYC 175. Seminar. 1 Unit.**

Like special topics courses, seminars are designed to extend the range of the curriculum and give students an opportunity to explore special topics. The principal difference is in the format. Seminars are necessarily limited to a small size because they devote class time almost entirely to collaborative interaction among the faculty member(s) and students involved in the course. Any prerequisites will be indicated in the course schedule.

#### **PSYC 180. Psychology Elective. 0.75 to 1 Units.**

#### **PSYC 185. Independent Study. 0.5 or 1 Units.**

Independent studies are intended to provide an opportunity for students with strong interest and initiative to pursue the study of topics that are not part of the regular course offerings. They are arranged by mutual agreement between faculty member and student. Before agreeing to supervise an independent study, ordinarily a faculty member will ask the student to present a clear, written proposal for the work to be completed. Prerequisite: permission of instructor.

#### **PSYC 190. Special Topics in Psychology. 0.5 to 1 Units.**

These lecture/discussion courses are designed to extend the range of the curriculum and give students an opportunity to explore special topics. Such topics, which may vary from semester to semester, might include, for example, particular theorists, distinctive theoretical perspectives, specific problems, or particular areas of research. Any prerequisites will be indicated in the course schedule.

#### **PSYC 203. Great Experiments in Psychology. 1 Unit.**

The innovative history of psychological research is explored in this course by closely examining classic studies that have influenced our concepts of mind and behavior. Emphasis is placed on both the methodological approaches used in these studies and the findings stemming from them. The ongoing influence of these classic works is illuminated by discussion of more recent investigations that have their roots in the original research. Course assignments introduce students to research methods, statistical analyses and writing in the discipline. Required course for the major. Should be completed by the end of the sophomore year. Prerequisite: PSYC 101S. Writing enhanced course. Offered every semester.

#### **PSYC 211. Biological Psychology. 1 Unit.**

This course approaches the study of mind and behavior from a biological perspective, with special attention to the brain processes that underlie sensory, behavioral, and cognitive functions. The course begins with an overview of the structure and function of the nervous system and then explores in more detail the role of the nervous system in eating, sleeping, sex, emotions, stress, language, learning and memory, and mental disorders. Prerequisites: BIOL 121P or BIOL 141P and BIOL 142P. Offered once per year, typically in the fall semester.

#### **PSYC 221. Cognitive Psychology. 1 Unit.**

This course explores the cognitive processes that are involved in attention, sensation, perception, memory, language, reading, problem solving, and decision making. Students will also explore how theory and research relate to daily activities, such as reading, driving, studying, evaluating memory, and making complex decisions. Students will gain hands-on experience with these processes by participating in basic cognitive experiments, analyzing their data, and writing up lab reports. Prerequisite: PSYC 101S. Offered at least once per year.

**PSYC 231. Developmental Psychology. 1 Unit.**

This course explores human development across the life-span, typically including consideration of theories of development, genetic and prenatal influences on behavior, childbirth and the newborn, perceptual and motor development, cognitive processes and academic skills, intelligence, language development, temperament and emotional development, moral development, the attachment relationship and social development, the family, and adult development and aging. Prerequisite: PSYC 101S. Offered every semester.

**PSYC 241. Social Psychology. 1 Unit.**

Social psychology asks how the presence of others, real or implied, affects the behavior of the individual. The course considers experimental techniques used for social psychological data; how social beliefs, perceptions, and attitudes affect and are affected by our behavior; cultural influence, conformity, persuasion, group dynamics, and the application of social psychology to legal situations; the operation and consequences of prejudice, aggression, attraction, and altruism and how these factors may play a role in the management of social conflict. The primary goal is to increase the student's appreciation of the power of social forces in determining behavior. Prerequisite: PSYC 101S. Offered every semester.

**PSYC 242. Theories and Research in Personality. 1 Unit.**

The field of personality focuses primarily on explaining individual differences in behavior. This course introduces students to the diverse ways of conceptualizing, assessing, and studying personality so as to enhance the student's appreciation of the multifaceted nature of behavior. It emphasizes the variety of options and possibilities for analyzing and evaluating individual differences and applies empirical findings to everyday life. Prerequisite: PSYC 101S. Offered every semester.

**PSYC 251V. Psychopathology. 1 Unit.**

This course focuses on Stetson's Human Diversity Value. This course provides an overview of mental health disorders. The major psychological disorders, including schizophrenia, mood disorders, anxiety disorders, somatoform and dissociative disorders, personality disorders, eating disorders, substance related disorders, and sexual and gender identity disorders, are explored from biological, psychodynamic, behavioral, cognitive, humanistic, and sociocultural perspectives. The investigation of each disorder covers symptoms, contributing factors, and treatment options. Prerequisite: PSYC 101S. Offered every semester.

**PSYC 275. Seminar. 1 Unit.**

Like special topics courses, seminars are designed to extend the range of the curriculum and give students an opportunity to explore special topics. The principal difference is in the format. Seminars are necessarily limited to a small size because they devote class time almost entirely to collaborative interaction among the faculty member(s) and students involved in the course. Any prerequisites will be indicated in the course schedule.

**PSYC 285. Independent Study. 0.5 or 1 Units.**

Independent studies are intended to provide an opportunity for students with strong interest and initiative to pursue the study of topics that are not part of the regular course offerings. They are arranged by mutual agreement between faculty member and student. Before agreeing to supervise an independent study, ordinarily a faculty member will ask the student to present a clear, written proposal for the work to be completed. Prerequisite: permission of instructor.

**PSYC 290. Special Topics in Psychology. 1 Unit.**

These lecture/discussion courses are designed to extend the range of the curriculum and give students an opportunity to explore special topics. Such topics, which may vary from semester to semester, might include, for example, particular theorists, distinctive theoretical perspectives, specific problems, or particular areas of research. Any prerequisites will be indicated in the course schedule.

**PSYC 297V. Ethical and Professional Issues in Psychology: Internship. 1 Unit.**

The classroom and internship components of this course are designed to deepen student understanding of the ethical issues central to the field of psychology in both research and practice. The internship allows students to obtain real-world experience useful in pursuing further vocational and educational opportunities. Students are required to complete 120 hours in an approved internship setting over the course of the semester. Offered once a year, typically in the spring semester. Prerequisite: PSYC 101S.

**PSYC 306Q. Behavioral Statistics. 1 Unit.**

In this course, students will learn basic principles of descriptive and inferential statistics and how to apply them in empirical psychological research. Univariable and multivariable applications include t-tests, factorial and repeated measures ANOVA, correlation, chi-, and linear and logistic regression. Students will also learn to identify appropriate statistical approaches based on research hypotheses, study design, and measurement scales and how to report and interpret statistical results when writing APA style reports. Required for the major. To be completed in the junior year. Prerequisites: MATH 125Q. Junior standing required. Offered every semester.

**PSYC 313V. Drugs, Mind and Behavior. 1 Unit.**

This course focuses on Stetson's Health and Wellness Value. This course helps students understand the effects of drug use - legal and illegal - on the individual. It explores drug actions on brain function, their short-term effects on mind and behavior, as well as the possible long-term consequences of drug exposure, including tolerance, dependence, and drug addiction. The course also examines other key factors that can influence drug effects, including characteristics of the user, drug expectancies, and the role of the environment. Offered at least once a year.

**PSYC 322. Memory in Everyday Life. 1 Unit.**

This course will explore the memory issues faced by people in everyday life, including the recollection of past events, judging memory accuracy, flashbulb memories, eyewitness testimony, trauma and repression, and disorders of memory. Students will critically analyze historical events, criminal trials, and their own memories to learn more about memory processes. This course is a mixture of lecture and discussions of experiments, readings, and videos. Prerequisite: PSYC 101S. Offered at least once a year. Writing Enhanced course.

**PSYC 332. Adolescence and Emerging Adulthood. 1 Unit.**

This course considers the sociological, biological and emotional processes that occur between puberty and young adulthood, ages 10-25. Topics covered include psychosocial development, sexuality, role exploration, as well cross-cultural conceptualizations of adolescence. This course will also consider emerging adulthood as the period extending from adolescence into the 20s and shifts in role occurring during this developmental period. Prerequisite: PSYC 101S. Offered at least once per year.

**PSYC 334. Adult Development and Aging. 1 Unit.**

This course examines biological, cognitive, emotional, and developmental processes occurring throughout adulthood. Relationships and sexuality, careers and work life, parenthood, friendship, leisure, retirement, and healthy aging and longevity are discussed. Topics will also include mental illness and neurodegenerative conditions. Life-role changes and their psychosocial and emotional impact are highlighted. Knowledge gained from this course will apply to practical, ethical, and policy implications related to adulthood and aging. Prerequisite: PSYC 101S. Offered at least once per year.

**PSYC 335V. Interpersonal Dynamics. 1 Unit.**

This course focuses on Stetson's Human Diversity Value. The student learns more about personality and interpersonal behavior, including his or her own, through firsthand experience in a laboratory setting. The course is unusual in its format. After the first day, we meet each time as a self-observational group in which each member of the group assumes responsibility for contributing to the development of a shared understanding of the processes occurring within the group. In readings and papers, students become familiar with a variety of theoretical perspectives and observational methods useful in understanding the processes occurring in the group. Prerequisites: junior or senior standing and permission of instructor.

**PSYC 343. Industrial and Organizational Psychology. 1 Unit.**

This course applies psychological principles to people in the workplace. Topics such as motivation and job satisfaction, communication and conflict management, working conditions, safety and health in the workplace, and work-related stress are included. Employee law, the employee selection and appraisal process, employee training and development, and leadership are also discussed. Contemporary issues are examined. Prerequisite: PSYC 101S. Offered at least once per year.

**PSYC 350V. Human Behavior During the Zombie Apocalypse. 1 Unit.**

This course focuses on Stetson's Health and Wellness Value. It focuses on how humans behave in catastrophic times with an emphasis on survival during a potential zombie apocalypse. We will examine past catastrophic events (including natural disasters and epidemics) as examples of what might happen during a zombie apocalypse and emphasize how we can facilitate preparedness for future catastrophes. Literary and media depictions of zombies will be used to illustrate course material. Junior Seminar.

**PSYC 352V. Health Psychology. 1 Unit.**

This course focuses on Stetson's Health and Wellness Value. This course provides an overview of psychological theory, research, and practice concerning the prevention of illness and promotion of health. The role of health psychologists as clinicians and researchers will be emphasized. Students will design and implement a health promotion/illness prevention program. Topics like stress management and sexual risk behavior reduction will be covered. Prerequisite: PSYC 101S. Offered at least once per year.

**PSYC 353. Forensic Psychology. 1 Unit.**

The intent of this course is to examine research on criminal perpetrators. The course will also cover the involvement of psychology in the criminal justice system ranging from psychological evaluations of offenders, insanity defenses and criminal profiling. The course will consider criminal offenses ranging from drug offenses through domestic violence, rape and serial murder. Offered at least once per year.

**PSYC 361V. Look Into the Mirror: Psychological Perspectives of Fairness and Justice. 1 Unit.**

This course focuses on Stetson's Social Justice Value. This course covers what psychological science has to say about bias, such as identifying the sociocultural, cognitive, and evolutionary influences that foster bias. Students will be encouraged to seek out historical context and empirical evidence to understand why prejudice occurs and how to reduce it. Emphasis will be placed on honest self-reflection and listening to those whose experiences are different. Junior Seminar.

**PSYC 362V. The Science of Body Image. 1 Unit.**

This course focuses on Stetson's Health and Wellness Value. Appearance matters... or does it? Physical appearance undoubtedly impacts the way people perceive us, but holding unhealthy attitudes about our bodies can negatively affect mental and physical health. In this course, we will examine how scholars in fields like psychology, gender studies, neuroscience, and health sciences have contributed to our understanding of body image – how people think and feel about the way they look. Course topics include influences on body image (e.g., family, peers, media, sports/exercise participation), the way body image impacts our well-being, body image in diverse groups, and the prevention and treatment of body image disturbance and related concerns. Junior Seminar.

**PSYC 363V. Emotions: The Science Behind Why We Feel. 1 Unit.**

This course focuses on Stetson's Health and Wellness Value. It focuses on the research process in the context of both classic and contemporary theories of human emotion. Students will learn about the study of emotions in the context of multiple disciplines, including psychology, sociology, and neuroscience. This course will help students become more informed consumers of research and develop their ability to discuss research as they learn about the function of emotion, how emotion is expressed and regulated, and physiological and cultural aspects of emotion. Offered at least once every two years. Junior Seminar.

**PSYC 364V. Game of Thrones Made Me Do It: Media's Impact on Behavior. 1 Unit.**

This course focuses on Stetson's Health and Wellness Value. This course will examine the interaction between media and media consumers. The degree to which individuals shape media and media shapes individual behavior will be discussed. Specific topic areas will include the influence of media on aggression and violence, sexual behavior and pregnancy, body dissatisfaction, eating behaviors and gender roles. The course will consider the impact of video games, social media, television, advertising, pornography and other media. Offered at least once every two years. Junior Seminar.

**PSYC 375. Seminar. 1 Unit.**

Like special topics courses, seminars are designed to extend the range of the curriculum and give students an opportunity to explore special topics. The principal difference is in the format. Seminars are necessarily limited to a small size because they devote class time almost entirely to collaborative interaction among the faculty member(s) and students involved in the course. Any prerequisites will be indicated in the course schedule.

**PSYC 385. Independent Study. 0.5 or 1 Units.**

Independent studies are intended to provide an opportunity for students with strong interest and initiative to pursue the study of topics that are not part of the regular course offerings. They are arranged by mutual agreement between faculty member and student. Before agreeing to supervise an independent study, ordinarily a faculty member will ask the student to present a clear, written proposal for the work to be completed. Prerequisite: permission of instructor.

**PSYC 389. UG Research Apprenticeship. 0.5 or 1 Units.**

Pass/Fail only. Students in this course will participate in the activities of a research lab conducting original psychological research. This course runs on an apprenticeship model in which students will perform duties essential for the lab under the professor's guidance. Activities may include running research participants, administering psychological surveys, collecting, entering and analyzing data and assisting with the dissemination of research findings through conference presentations and publications. Specific duties will be at the discretion of the instructor. Prerequisite: PSYC 203 with a grade of B or higher.

**PSYC 390. Special Topics in Psychology. 1 Unit.**

These lecture/discussion courses are designed to extend the range of the curriculum and give students an opportunity to explore special topics. Such topics, which may vary from semester to semester, might include, for example, particular theorists, distinctive theoretical perspectives, specific problems, or particular areas of research. Any prerequisites will be indicated in the course schedule.

**PSYC 395. Teaching Apprenticeship. 0.5 Units.**

Pass/Fail only. A teaching apprenticeship provides an opportunity for a student with especially strong interest and ability in a given subject area to achieve an even deeper understanding by being directly involved with a faculty member in the design and implementation of a course. The apprenticeship is arranged by mutual agreement between the faculty member and the student. Such an experience is especially beneficial for students who are considering university teaching as a profession. Prerequisite: permission of instructor. May be repeated once.

**PSYC 397. Internship in Psychology II. 0.5 or 1 Units.**

Pass/Fail only. (.5 or 1 unit). This course gives students who have already completed PSYC 296V an opportunity to do a second internship that will be useful in pursuing further vocational and educational opportunities. This course does not include a classroom component. Students complete either 70 hrs (.5 unit) or 140 hours (1 unit) in an approved internship setting over the course of the semester. Prerequisite or Co-requisite: PSYC 296V AND Permission of the Instructor. Offered at least once per year. Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact Career & Professional Development at [career@stetson.edu](mailto:career@stetson.edu) or 386-822-7315.

**PSYC 414. Neuropsychology. 1 Unit.**

This course will instruct students in clinical organic disorders affecting brain function. Diseases will include neurodegenerative diseases such as Alzheimer's Disease, clinical syndromes such as aphasia, traumatic brain injuries and strokes. Students will become familiar regarding how brain diseases manifest in behavior and how they are treated. Prerequisite: PSYC 211 and PSYC 251V. Offered at least once every two years.

**PSYC 435. Childhood Behavior Disorders. 1 Unit.**

In the first part of the course, the nature of normal and abnormal development, models of developmental psychopathology, assessment techniques, diagnostic systems used for children, and psychotherapy with children are discussed. The second part of the course focuses on specific childhood behavior disorders such as anxiety disorders, mood disorders, conduct disorders, attention deficit disorders, language and learning disabilities, intellectual disability, autism, childhood schizophrenia, and other disorders. Prerequisites: PSYC 231 and junior or senior standing. Offered once per year.

**PSYC 444. Psychometrics. 1 Unit.**

Psychometrics is the study of measurement theories and techniques employed in psychological assessment. In this course, students will learn to evaluate the properties of items and scales in terms of their validity, reliability, and interpretability. Students will then apply this knowledge by developing their own scales assessing a latent psychological trait or state. Prerequisite: PSYC 306Q. Offered at least once every two years.

**PSYC 445. Psychology of Women. 1 Unit.**

This course considers women's experiences from a biopsychosocial perspective and examines the psychological impact of gender socialization. It includes theoretical and empirical investigation of sex and gender similarities and differences, women's family relationships, women in the workplace, women of color, women who identify as sexual minorities, women's mental health, and violence in the lives of women and girls. Prerequisites: PSYC 101S; Junior or Senior standing. Offered at least once every two years.

**PSYC 451. Clinical and Counseling Psychology. 1 Unit.**

This course provides an overview of clinical psychology and related mental health disciplines. Students learn about the historical roots of clinical psychology and explore projective and objective clinical assessment techniques, psychodynamic, behavioral, cognitive, humanistic, and group therapies, ethical and professional issues, and some of the emerging specialty areas in clinical psychology. Prerequisite: PSYC 251V. Offered every semester.

**PSYC 452V. Human Sexuality. 1 Unit.**

This course focuses on Stetson's Health and Wellness Value. The course examines psychological and physiological factors related to human sexual behavior and feelings. The student will become acquainted with contemporary research findings and theory in the area and will have the opportunity to understand better the dynamics of sexual relationships and to learn to communicate more comfortably and constructively with others regarding sexual beliefs, behaviors, and feelings. Prerequisite: junior or senior standing. Offered at least once every other year.

**PSYC 475. Seminar. 1 Unit.**

Like special topics courses, seminars are designed to extend the range of the curriculum and give students an opportunity to explore special topics. The principal difference is in the format. Seminars are necessarily limited to a small size because they devote class time almost entirely to collaborative interaction among the faculty member(s) and students involved in the course. Any prerequisites will be indicated in the course schedule.

**PSYC 485. Independent Study. 0.5 or 1 Units.**

Independent studies are intended to provide an opportunity for students with strong interest and initiative to pursue the study of topics that are not part of the regular course offerings. They are arranged by mutual agreement between faculty member and student. Before agreeing to supervise an independent study, ordinarily a faculty member will ask the student to present a clear, written proposal for the work to be completed. Prerequisite: permission of instructor.

**PSYC 490. Special Topics in Psychology. 1 Unit.**

These lecture/discussion courses are designed to extend the range of the curriculum and give students an opportunity to explore special topics. Such topics, which may vary from semester to semester, might include, for example, particular theorists, distinctive theoretical perspectives, specific problems, or particular areas of research. Any prerequisites will be indicated in the course schedule.

**PSYC 498. Research Methods and Proposal. 1 Unit.**

This course is designed to deepen the student's understanding of the scientific method as an active process. Course goals include learning to synthesize peer-reviewed literature, develop hypotheses, operationalize variables, analyze and interpret results, and report research in APA style. In addition to applying these techniques in course assignments, students will use them to develop a research proposal for their senior research project to be carried out in PSYC 499. Required course for the major. To be completed after PSYC 306Q. Prerequisites: PSYC 306Q and must have at least 20 units completed (80 credit hours).

**PSYC 499. Senior Project. 1 Unit.**

Students complete the research project they designed in PSYC 498, analyze their data, and prepare an APA-style manuscript and oral presentation reporting their findings. Class meetings are supplemented with individual conferences with the instructor. Required course for the major. To be completed in the senior year, after PSYC 498. Prerequisite: PSYC 498.

## Public Health (PUBH)

### Courses

**PUBH 140V. Introduction to Public Health. 1 Unit.**

This course focuses on Stetson's Health and Wellness Value. This course discusses an interdisciplinary perspective of the health of individuals and populations locally, nationally, and globally. The roles of natural, social, and behavioral sciences, including communities, the environment, policies, and business, are discussed in relation to diverse individual and population health, including health care systems, interventions, services and delivery. Public health careers are presented, and a survey of responsibilities of global, national, state, and local organizations are also described. This course is offered every fall and spring semester.

**PUBH 284. Foundations of Epidemiology. 1 Unit.**

Epidemiology studies the distribution, determinants, and control of diseases in human populations. Students will learn how to apply statistical and quantitative methods to identify the pattern of health outcomes in a specific population according to person, place, and time. Students will practice mathematical reasoning to solve problems related to infectious, chronic, and vaccine preventable diseases, as well as outbreak investigations. This course is offered at least once per year. Prerequisite: PUBH 140V.

**PUBH 285. Independent Study. 0.5 or 1 Units.**

Independent studies provide an opportunity for students with strong interest and initiative to pursue the study of topics that are not part of the regular course offerings. They are arranged by mutual agreement between faculty member and student. Before agreeing to supervise an independent study, ordinarily a faculty member will ask the student to present a clear, written proposal for the work to be completed. Prerequisite: permission of instructor.

**PUBH 290. Special Topics. 1 Unit.**

These lecture/discussion courses are designed to extend the range of the curriculum and give students an opportunity to explore special topics. Such topics, which may vary from semester to semester, consider public health problems and solutions from distinct interdisciplinary perspectives. Any prerequisites will be indicated in the course schedule.

**PUBH 300. Foundations of Health Policy. 1 Unit.**

This course covers the U.S. healthcare system organizational structures, including the Affordable Care Act. Healthcare delivery, management, and financing are introduced, comparing health systems globally, and assessing their differences and their impact on social justice. Legal, ethical, and economic issues are addressed among historical and current policies and practices. Students discuss case studies and health policy current events locally, nationally, and globally. This course is offered at least once every two years.

**PUBH 301. Foundations of Environmental Health Science. 1 Unit.**

Students assess fundamental concepts of environmental factors impacting human health, including sources, exposure pathways, and methods of prevention, intervention, and control. Water, air, and soil pollution are examined, and along with introductory toxicology and the adverse health effects to which diverse populations are exposed. Students discuss case studies, current environmental health issues, and related scholarly publications, including environmental justice and policy. This course is offered at least once every two years.

**PUBH 303. Global Health. 1 Unit.**

The course introduces students to the values, concepts, and functions of public health applied to solving global health problems. Students will learn how social, economic, political, environmental, and cultural factors influence and interact with global health challenges. This course will take an interdisciplinary approach towards various health issues and disparities the global community encounters with a focus on developing countries. This course is offered at least once per year.

**PUBH 308Q. Health and Medical Statistics. 1 Unit.**

Quantitative and analytical skills will be developed to analyze and interpret health and medical data collected from observational and experimental studies. Emphasis will be placed on interpretation of methods throughout published literature in public health, medicine, and the broader health sciences. This course is offered at least once per year.

**PUBH 310. Global Health Governance in Geneva. 0.5 Units.**

The course introduces students to global level leadership related to health issues. Students will learn about the major actors and institutions in global health governance. They will learn about the importance of global health diplomacy and discuss the challenges of building coalitions and partnerships to address global burden of disease. The course involves a field trip to Switzerland where students will visit the World Health Organization (WHO), United Nations (UN), International Committee on Red Cross (ICRC) and other health related organizations. Students will engage in discussions with global health professionals. In addition, students will learn about career opportunities in global governance and how to prepare for them in a competitive globalized world. Minimum of Junior standing required. Prerequisite: Minimum GPA of 3.0.

**PUBH 375. Community Healthcare Seminar. 0.5 Units.**

Offered in collaboration with practitioners from Florida Hospital, this course provides an academic foundation for expected subsequent one-year Health Coach Practicum I and II experiences with Florida Hospital. Topics include: challenges of delivering adequate healthcare in communities; population health; specific problems posed by diabetes, obesity, and cardiovascular disease; ethical dimensions of "underinsurance"; community medicine and the law; and methods of improving compliance and measuring outcomes. This course is offered every fall and spring semester. Prerequisite: Permission of instructor.

**PUBH 376. Health Coach Practicum I. 0.5 Units.**

This practicum is expected of students with successful completion of PUBH 375. Students are expected to complete at least two semesters of the practicum, though there may be exceptions for seniors and other circumstances. Students will implement concepts learned in PUBH 375 through the role of a Health Coach and will accompany Florida Hospital Community Care Team (FHCC) health professionals on patient home visits to more fully understand how an interdisciplinary care coordination team functions in the homes. This course is offered every fall and spring semester. Prerequisites: PUBH 375 and permission of instructor.

**PUBH 377. Health Coach Practicum II. 0.5 Units.**

Offered in collaboration with Florida Hospital, this second practicum follows successful completion of PUBH 376 Health Coach Practicum I. Students are expected to complete at least two semesters of the practicum, though there may be exceptions for seniors and other circumstances. This course is offered every fall and spring semester. Prerequisite: PUBH 376 and permission of instructor.

**PUBH 378. Health Coach Practicum III. 0.5 Units.**

Public Health and healthcare are largely dependent on practice, and this advanced practicum is focused on enhancing the knowledge and experience gained in PUBH 375, PUBH 376, and PUBH 377. Students will be assigned a minimum of 2-3 patients/'clients,' in collaboration with Florida Hospital, to guide clients in self-managing their chronic diseases and solving complex health problems, including overcoming barriers to healthcare access. This course is offered every fall and spring semester. Prerequisite: PUBH 377 and permission of instructor.

**PUBH 385. Independent Study. 0.5 or 1 Units.**

Independent studies provide an opportunity for students with strong interest and initiative to pursue the study of topics that are not part of the regular course offerings. They are arranged by mutual agreement between faculty member and student. Before agreeing to supervise an independent study, ordinarily a faculty member will ask the student to present a clear, written proposal for the work to be completed. Prerequisite: Permission of instructor.

**PUBH 390. Special Topics in Public Health. 1 Unit.**

These lecture/discussion courses are designed to extend the range of the curriculum and give students an opportunity to explore special topics. Such topics, which may vary from semester to semester, consider public health problems and solutions from distinct interdisciplinary perspectives. Any prerequisites will be indicated in the course schedule.

**PUBH 395. Teaching Apprenticeship. 0.5 Units.**

Pass/Fail only. The teaching apprenticeship allows students with exceptional ability and interest to assist faculty in course preparation and administration. Before enrolling, students present a written proposal of the expectations and requirements that have been arranged through mutual agreement between the faculty member and the student. Prerequisite: Permission of instructor. May be repeated once.

**PUBH 397. Public Health Internship. 1 Unit.**

Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. Full-unit internships require 140 hours for the semester. For more information regarding internship orientations, please contact Career & Professional Development at [career@stetson.edu](mailto:career@stetson.edu) or 386-822-7315.

**PUBH 485. Independent Study. 0.5 or 1 Units.**

Independent studies provide an opportunity for students with strong interest and initiative to pursue the study of topics that are not part of the regular course offerings. They are arranged by mutual agreement between faculty member and student. Before agreeing to supervise an independent study, ordinarily a faculty member will ask the student to present a clear, written proposal for the work to be completed. Prerequisite: permission of instructor.

**PUBH 486. Planning for Healthy Cities. 1 Unit.**

This course will examine the relationship between urban planning and public health. Students will learn about the origins of public health and urban planning and their significant overlap. Students will examine how social and institutional structures such as race, class and public policy have shaped development patterns of American cities. They will learn how community design and planning policies have impacted population health outcomes. Environmental and social topics will include, but are not limited to, urban renewal projects, air and water quality, injuries, social capital, food environment, physical activity, housing conditions, environmental justice and vulnerable populations. Students will develop skills to assess and address health related challenges of the built environment. The course will focus on the United States and will take an interdisciplinary approach towards urban planning and public health.

**PUBH 490. Special Topics in Public Health. 1 Unit.**

These lecture/discussion courses are designed to extend the range of the curriculum and give students an opportunity to explore special topics. Such topics, which may vary from semester to semester, consider public health problems and solutions from distinct interdisciplinary perspectives. Any prerequisites will be indicated in the course schedule.

**PUBH 498. Senior Research Proposal. 1 Unit.**

This course provides guidance and instruction to develop necessary skills to write a senior research proposal in public health. Students will learn how to review and write a scientific literature review or/and design an a public health intervention. Alternatively, students can develop a public health needs assessment or program evaluation for the community. Prerequisites: PUBH 284 and one of the following: ENSS 345Q or PSYC 306Q or BIOL 243Q.

**PUBH 499. Senior Project. 1 Unit.**

In this capstone experience, students carry out an interdisciplinary research project of their own design that has been approved by Public Health faculty affiliates. Students will employ evidence-based methods learned within a specific discipline to address a Public Health issue or to answer a research question relevant to Public Health research and practice. Students will also acquire the skills necessary to communicate their project findings through a written thesis or manuscript and an oral presentation. Prerequisite: PUBH 498 or ECON 498 or ENSS 497 or PSYC 498 or SOCI 497 and PUBH 308Q or PSYC 306Q.



# Religious Studies (RELS)

## Courses

### **RELS 100B. Introduction to Biblical Literature. 1 Unit.**

A study of the contents and development of the Hebrew Scriptures, the Apocrypha, and the New Testament, with emphasis on critical methods for biblical study, the influence of the cultures of the ancient Near Eastern and Mediterranean worlds on the Bible, the formative traditions of Judaism and Christianity, and the interpretation of biblical texts. Offered every semester.

### **RELS 103B. Introduction to Asian Religions. 1 Unit.**

An introduction to the beliefs and practices of the religions of the East, including Hinduism, Buddhism, Taoism, Confucianism, and Shinto. By tracing the historical development of these religious traditions and studying the scriptures, doctrines, rituals, ethics, and social institutions, students enter into the worldview of the East. Offered every semester.

### **RELS 105B. One God: Judaism, Christianity, and Islam. 1 Unit.**

This course will provide students with an introduction to the history, beliefs, and practices of Judaism, Christianity, and Islam. A central premise of the course is that religious traditions are best understood as communities of discourses and practices which shape the subjectivities of their adherents. As a result, comparative analysis of the narrative frameworks, foundational beliefs, and devotional practices which constitute these three Abrahamic faiths provides insight into how their members imagine and act in the world. In taking this approach, students will learn to understand and appreciate the common lineages of these religious traditions, as well as their major differences. The course will also serve as an introduction to studying and thinking about religion in an academic setting, helping students to describe, compare, and interpret religious phenomena. Offered as needed.

### **RELS 107B. Introduction to Judaism. 1 Unit.**

Examines the development of Judaism from its ancient biblical beginnings to the creation of the modern state of Israel. The course includes a study of rituals, practices, and literature of Judaism. Special attention is given to the role of the Holocaust and Diaspora in Jewish history. Offered every semester.

### **RELS 108B. Christian Thought and Doctrine. 1 Unit.**

A study of the development of Christian theologies and doctrines from their roots in Judaism and Greco-Roman philosophies to contemporary understandings. Special attention is given to the development of Christian beliefs as seen in Christian scripture and later writings. Offered every three years.

### **RELS 109B. Sacred Traditions of the World. 1 Unit.**

An introduction to prehistoric religions, new religions, Judaism, Christianity, Islam, Hinduism, and Buddhism, with attention to scriptures, rituals, ethics, and alternative conceptions of human nature, enlightenment, community life, divinity, gender norms, and life after death. Offered every semester.

### **RELS 110. Elementary New Testament Greek. 1 Unit.**

An introductory study of the written Greek language of the New Testament period. Emphasis is on grammar and vocabulary, leading to translation of selected texts from the Greek New Testament. Offered every other spring semester.

### **RELS 111. Elementary Biblical Hebrew. 1 Unit.**

An introductory study of classical biblical Hebrew. This course concentrates on basic Hebrew vocabulary and grammar, thus preparing the student to translate various readings from the Hebrew Bible. Offered every other spring semester.

### **RELS 168A. The Bible in Art and Artifact. 1 Unit.**

A course that includes optional spring break travel and has two primary aims: (1) to examine artifacts from the ancient Near Eastern world and the Mediterranean world that have a connection to biblical studies, and (2) to study art works in major museums that portray scenes from the Bible. In addition to classroom study of these objects, the course includes optional travel during spring break to major world museums (such as the British Museum, the National Gallery of Art in London, the Louvre, and the Orsay) to examine these objects first-hand. Offered every other spring semester.

### **RELS 190. Special Topics in Religious Studies. 0.5 to 1 Units.**

Varied subject matter according to the interests and expertise of faculty. May be taken more than once for credit.

### **RELS 190B. Special Topics in Religious Studies: Is That a Religion?. 1 Unit.**

When does fandom become a religion? Is fitness a religion? What about Whiteness? What even counts as a religion? By examining common practices that are usually separated from "organized religion," we will explore how we can understand them differently if we think of them as religions. From this, students will gain tools for reflecting on how they pursue meaning in their own lives - whether that is spiritual, religious, or otherwise.

### **RELS 210. Readings in New Testament Greek. 0.5 Units.**

A course designed to help students improve their ability to read ancient Koine Greek. Reading passages will be selected primarily from the New Testament, with some selections chosen from the Septuagint. Prerequisite: RELS 110. Offered as needed.

### **RELS 211. Readings in Biblical Hebrew. 0.5 Units.**

A course designed to help students improve their ability to read biblical Hebrew. Selected passages from the Hebrew Bible will be analyzed for grammatical forms and translated. This course presupposes a basic knowledge of biblical Hebrew. Prerequisite: RELS 111. Offered every other fall semester.

### **RELS 221H. History of Early Christianity. 1 Unit.**

An exploration of Christianity in terms of five essential dimensions: prophetic, ethical, revelatory, monotheistic, and historical dimensions. Students learn the complexities of the development of each dimension during the formative centuries of the church, as well as alternative understandings that competed for attention. Offered every fall semester.

### **RELS 238V. Religious Ethics and Moral Problems. 1 Unit.**

This course focuses on Stetson's Ethical or Spiritual Inquiry Value. An introduction to the study of religious ethics. We will focus on Jewish, Christian, and Muslim approaches to contemporary moral issues such as war/peacemaking, human rights, racial and economic justice, and human sexuality. Over the course of the semester, students will analyze the varied logics and sources of authority undergirding religious arguments while also situating them in their political, economic, and intellectual contexts. In so doing, students will not only gain valuable insight into how these communities imagine and act in the world, but they will also develop their own perspectives on some of today's most pressing moral quandaries.

### **RELS 241B. Islam: Religion of the Prophet. 1 Unit.**

An examination of Islam's history, theology, rituals, spirituality, social organization, scriptures, art, and its cultural and political expressions in the modern world. Offered every two years.

**RELS 245B. Muhammad and the Qur'an. 1 Unit.**

This course examines the biography of the founder of Islam, the Prophet Muhammad, as well as the Qur'an, the sacred scripture of Muslims. Using primary sources in conjunction with critical secondary literature, we will explore both Muhammad and the Qur'an in historical and contemporary perspective. Thus, while we will discuss the historical Muhammad and the formation of the Qur'an along with the early development of Qur'anic exegesis, we will also focus on modern polemics surrounding the life of Muhammad as well as the roles played by both Muhammad and the Qur'an in Muslim devotional life.

**RELS 252B. Religions of China and Japan. 1 Unit.**

An examination of religious traditions of East Asia, including Buddhism, Taoism, Confucianism, and Shinto. The course traces the historical development of these traditions and considers the lived experience of believers in the modern world. Students explore religious scriptures, doctrines, rituals, ethics, social institutions, spiritualities, and art and consider alternative conceptions of human nature, enlightenment, community life, divinity, gender roles, and life after death. Offered every two years.

**RELS 255B. Apocalyptic Visions and American Culture. 1 Unit.**

A study of Jewish and Christian apocalyptic writings, both biblical writings (primarily Daniel and Revelation) and non-biblical texts, culminating in an examination of the extensive use of apocalyptic ideas and imagery in American culture (art, music, literature, movies, religious beliefs).

**RELS 256V. Gender and Difference in Biblical Texts and Traditions. 1 Unit.**

This course focuses on Stetson's Human Diversity Value. An examination of the role that gender plays in the biblical texts, giving attention to feminist methods of interpretation. Texts that suppress the power of the feminine are examined against those that bring to light positive images. The influence of these texts both in establishing traditional roles for women historically and in shaping patriarchal theologies in our contemporary world is investigated. Offered every fall semester.

**RELS 258B. Religions of India. 1 Unit.**

An introduction to three major religious traditions originating in India including Hinduism, Sikhism, and Jainism. Student explore the variety of religious experiences available in India by studying and comparing the basic historical, philosophical, spiritual, sociological, ritual, and mythical dimensions of these traditions. Offered every spring semester.

**RELS 268. The World of the Bible I: The Middle East. 0.5 or 1 Units.**

A travel course, providing a study of major historical, archaeological, and religious (Jewish, Christian, and Muslim) sites in selected countries of the Middle East, such as Israel, Jordan, and Egypt. The major focus of the course is on the ancient world. Offered every four years.

**RELS 269. The World of the Bible II: The Mediterranean World. 0.5 or 1 Units.**

A travel course, providing a study of major historical, archaeological, and religious sites in selected Mediterranean countries, such as Italy, Greece, and Turkey. The major focus of the course is on the ancient world. Offered every four years.

**RELS 277V. Between Martin and Malcolm: Religion, Civil Rights, and the Black Freedom Movement. 1 Unit.**

This course focuses on Stetson's Social Justice Value. This course examines the role of religion in the civil rights movements primarily through the lives and work of two icons of the Black freedom movement: Martin Luther King, Jr. and Malcolm X (El-Hajj Malik El-Shabazz). We will take seriously their intellectual and political evolutions, and in so doing, move beyond understandings of King and X as polar opposites even as we continue to acknowledge the tensions between them. Along the way, we will also explore the intersections of religion, race, and politics in relation to the role of civil disobedience and (non)violence in socio-political change, leadership and movement building, gendered dynamics of the movements, and the movements in transnational perspective. Finally, we will consider civil rights movements in Florida as well as their legacies for us today.

**RELS 281V. Moral Reflections on the Holocaust. 1 Unit.**

This course focuses on Stetson's Ethical or Spiritual Inquiry Value. An examination of the theological and ethical questions raised by the Holocaust, which saw the murder of six million Jews and five million non-Jews between the years 1933 and 1945. The course evaluates contemporary philosophical, ethical, and theological responses to the Holocaust, addressing such topics as the absence of God, religious faith in a post-Holocaust age, and the problem of evil and suffering.

**RELS 282B. The American Jewish Experience. 1 Unit.**

An exploration of the unique experience of Jews in America. Immigrant biographies and personal reflections, together with journals and historical records, are studied in order to understand both early and contemporary "American Jewish life" as a dynamic phenomenon that has adapted to a variety of social and cultural challenges.

**RELS 285. Independent Study. 0.5 or 1 Units.**

This course is initiated by student interest and contingent upon the expertise of current departmental faculty. Students may take more than one RELS 285, RELS 385, or RELS 485 course during their career with different titles and content.

**RELS 290. Special Topics in Religious Studies. 1 Unit.**

Varied subject matter according to the interests and expertise of faculty. May be taken more than once for credit.

**RELS 302V. The American Christian Experience. 1 Unit.**

This course focuses on Stetson's Ethical or Spiritual Inquiry Value. An examination of the history, beliefs, and practices of significant Christian churches in the United States, including the Puritans, Baptists, Quakers, Methodists, Episcopalians, Presbyterians, Roman Catholics, Eastern Orthodox and Pentecostals. The course also explores controversial ethical issues in the historical development of American Christian churches.

**RELS 305B. Shapers of Christian Thought. 1 Unit.**

An introduction to individuals whose ideas and writings have influenced the formation and development of Christian thought, such as Plato, Pelagius, Augustine, and Anselm. May be taken more than once for credit. Offered every three years.

**RELS 311H. The Dead Sea Scrolls. 1 Unit.**

A study of the discovery of the Dead Sea Scrolls, their contents, the community that produced them, the historical events that shaped the origin and development of the community, and the continuing significance of these Jewish writings. Offered every three years.

**RELS 312V. Immigrants, Outsiders, and the Biblical Tradition. 1 Unit.**

This course focuses on Stetson's Ethical or Spiritual Inquiry Value. Who is the "resident alien" within biblical legal tradition, and what were the dynamics of this individual and others on the fringes of ancient communities? And, how may these writings be relevant to contemporary audiences with regard to migration, insiders, and outsiders? We will approach the topic by addressing a variety of issues, including the manners in which legal writings were utilized in the ancient Near East, how biblical laws were edited and reworked over time, and in what ways the contexts of ancient communities influenced perceptions of the "Other." Importantly, the course offers fresh avenues of exploration for contemporary legal and justice issues concerning newcomers and marginalized groups.

**RELS 313V. Prophets of Social Justice. 1 Unit.**

This course focuses on Stetson's Social Justice Value. An examination of the call for social justice found in the Hebrew prophets and the appropriation of their message by voices for liberation. Modern calls for social justice are examined against biblical demands. Offered every other spring semester.

**RELS 316V. In Search of Jesus. 1 Unit.**

This course focuses on Stetson's Ethical or Spiritual Inquiry Value. An examination of major historical and theological questions surrounding Jesus of Nazareth. How reliable are the accounts in the New Testament gospels? What were his teachings and beliefs? How were the Jesus traditions shaped by the early Christian communities and the gospel writers? The course also explores how various ancient and modern portrayals of Jesus are shaped by individual and cultural expectations. Offered every spring semester. Junior Seminar.

**RELS 317V. The Gospels. 1 Unit.**

This course focuses on Stetson's Ethical or Spiritual Inquiry Value. A study of the life and teachings of Jesus as presented in the four gospels in the New Testament. This course gives major attention to the differences among the gospel accounts and the emphases of the individual gospel writers. Offered every three years.

**RELS 318V. Life and Letters of Paul. 1 Unit.**

This course focuses on Stetson's Ethical or Spiritual Inquiry Value. A study of one of the most important figures in the history of Christianity - Paul of Tarsus. The course includes an examination of the life and background of Paul and an investigation of the purpose and content of his letters. Offered every three years.

**RELS 334V. Buddhism: The Middle Way. 1 Unit.**

This course focuses on Stetson's Ethical or Spiritual Inquiry Value. An examination of the history, philosophy, rituals, mythology, and art of Buddhism. Beginning with the life of the Buddha, the course traces the development of Buddhism in India and its transplantation to other parts of Asia. Schools studied include Tibetan Buddhism, Zen Buddhism, and American forms of Buddhism. The course also discusses the complex interaction between Buddhism and Hinduism. Offered every two years.

**RELS 335V. Religion and Violence in Asia. 1 Unit.**

This course focuses on Stetson's Human Diversity Value. This course will examine instances across Asia where religion and violence intersect. Through the lens of conflict, this course will examine traditions such as Hinduism, Buddhism, Islam, Confucianism, Daoism, and Shinto. The goal of the course will be to dispel stereotypes concerning religious violence and to explore the religious arguments used to justify violence. Offered every two years.

**RELS 336B. Society and the Supernatural in Asia. 1 Unit.**

An exploration of literary and folkloric accounts of the supernatural in several Asian milieus. Students will explore beliefs about Indian demons, Chinese fox spirits, and Japanese ghosts, and examine how these beliefs are shaped by history and religious traditions. Major themes will include family life, religious specialists, and community activities, all of which respond to the threat or promise of the supernatural in various ways. Offered every two years.

**RELS 337B. The Religion and Culture of Hinduism. 1 Unit.**

A study of the religious life and practices of Hindus, examining the pre-Aryan roots of Hinduism, the philosophy of the Upanishads and the Bhagavad-Gita, the mythology and iconography of key Hindu gods and goddesses, primary modes of Hindu worship and devotion, and emerging forms of Hinduism in America. Offered every two years.

**RELS 361B. Reform and Revolution in Modern Islam. 1 Unit.**

This course examines Islam and its adherents from the era of colonial modernity to the present, with a focus on figures and movements of reform, renewal, and revolution in the wake of Western political and cultural domination. The course will investigate a basic question: What happened to different Muslim communities and intellectuals (specifically those in the Arab world, Iran, Turkey, and West Africa) as they responded to the challenges posed by "Westernization" and "modernization?" Moreover, it will explore the relatively new phenomenon of Islam in America. The class concludes with an investigation of various contemporary debates in the Islamic world, including feminism, the refugee crisis, and American/Western responses to Islam and Muslims.

**RELS 363B. Resisting Religion. 1 Unit.**

This course will explore the conceptual developments behind atheism, agnosticism, and irreligious perspectives in world history. Using the lens of religious studies, students will examine nonreligious positions through the negotiations, tensions, and challenges they pose to religious traditions. This course does not promote or advocate atheism or irreligion, rather, students will examine and critique voices reacting against religious hegemonies. The course will also explore ritualized atheism in the Church of Satan and parody religions like Jediism. The goal of this course is to instill a proper understanding of nontheistic perspectives and consider the fluctuating boundaries of seemingly defined religious traditions.

**RELS 365B. Mary, Max, and Mozart: Religion and European Culture. 1 Unit.**

This course examines the interplay of religion and culture within Europe and particularly Austria. Participants consider the impact of the Grail Legends, the cult of Mary, and the Reformation and Counter Reformation on Medieval Tyrol, and visit several relevant sites. The music of Mozart and Wagner, challengers to National Socialism, and current post-war efforts at restitution and reconciliation are also discussed. A summer Innsbruck study abroad course. Offered every other summer.

**RELS 370. Methods and Theories in the Study of Religion. 1 Unit.**

An examination of the scholarly attempts to understand, describe, and relate to the sacred. Attention is given to critical methods of social science, philosophy, theology, history, textual studies, and phenomenology. The course also focuses on preparation for the senior research project. Prerequisites: Restricted to majors; Junior standing. Writing enhanced course. Offered every fall semester.

**RELS 380. Department Colloquium. 0.0 Units.**

Pass/Fail only. A critical examination of current developments in religious studies. Prerequisite: RELS major or minor. Offered every fall semester.

**RELS 385. Independent Study. 0.5 or 1 Units.**

This course is initiated by student interest and contingent upon the expertise of current departmental faculty. Students may take more than one RELS 285, RELS 385, or RELS 485 course during their career with different titles and content.

**RELS 390. Special Topics in Religious Studies. 1 Unit.**

Varied subject matter according to the interests and expertise of faculty. May be taken more than once for credit.

**RELS 395. Teaching Apprenticeship. 0.5 Units.**

Pass/Fail only. Provides an opportunity for select religious studies majors or minors to work closely with a faculty member in planning, teaching, and evaluating a lower-division course. The student also pursues independent study in the subject matter of the course. Prerequisite: junior or senior status and permission of the department chair. May be repeated once.

**RELS 397. Internship in Religious Studies. 0.5 or 1 Units.**

Pass/Fail only. Through placement in an approved setting such as a religious institution, a non-profit organization, or a social-service agency, students will have an opportunity to enrich their classroom knowledge with experience in religious, ethical, or social justice issues. Typically, full unit internships require 140 hours for the semester. Specific requirements will be presented by way of a contract signed by the student. Requirements may include a journal, research paper, or appropriate work product, and a letter of evaluation from the site supervisor. Prerequisites: permission of department chair and instructor, religious studies major or minor, successful completion of two courses in religious studies, and junior or senior status. May be repeated for credit, but a maximum of one credit may be applied to the major or minor. Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact Career & Professional Development at [career@stetson.edu](mailto:career@stetson.edu) or 386-822-7315.

**RELS 412V. Envisioning the Psalms. 1 Unit.**

This course focuses on Stetson's Ethical or Spiritual Inquiry Value. An introduction to the world of the psalmists, examining the prayers and laments of ancient Israel. The images and metaphors of the psalms are explored in order to comprehend the worldview behind the texts. Students explore how both ancient and modern readers find instruction, prayer, and praise in the poetry of the psalms. Offered every other spring semester.

**RELS 480. Department Colloquium. 0.0 Units.**

Pass/Fail only. A critical examination of current developments in religious studies. Prerequisite: RELS major or minor. Offered every fall semester.

**RELS 485. Independent Study. 0.5 or 1 Units.**

This course is initiated by student interest and contingent upon the expertise of current departmental faculty. Students may take more than one RELS 285, RELS 385, or RELS 485 course during their career with different titles and content.

**RELS 490. Special Topics in Religious Studies. 1 Unit.**

Varied subject matter according to the interests and expertise of faculty. May be taken more than once for credit.

**RELS 499. Senior Project. 1 Unit.**

Directed, independent research, culminating in a major research paper and an oral presentation. It is a capstone course in which the student demonstrates her/his research, critical thinking, and communication skills. Prerequisites: RELS 370, senior status, and permission of the department chair. Writing enhanced course. Offered every semester.

## Russian Language (RUSS)

### Courses

**RUSS 101. Elementary Russian I. 1 Unit.**

For students who have had no previous Russian or fewer than two years of pre-college Russian. Introduction to the alphabet, basic grammar, and vocabulary of modern Russian language. Not open to native speakers.

**RUSS 102L. Elementary Russian II. 1 Unit.**

For students who have completed RUSS 101 and for students who have had two or more years pre-college Russian whose placement scores indicate admission to this level. Prerequisite: RUSS 101 or permission of the instructor. Not open to native speakers.

**RUSS 190. Special Topics in Russian Language and Literature. 1 Unit.**

For students who have completed RUSS 101 and for students who have had two or more years pre-college Russian whose placement scores indicate admission to this level. Prerequisite: RUSS 101 or permission of the instructor. Not open to native speakers. Not open to native speakers.

**RUSS 201. Second-Year Russian I. 1 Unit.**

Intensive work on expanding key language skills of listening comprehension, reading, composition and speaking. Prerequisite for RUSS 201: RUSS 102 or permission of the instructor.

**RUSS 201L. Second Year Russian I. 1 Unit.**

Intensive work on expanding key language skills of listening comprehension, reading, composition and speaking. Prerequisite: RUSS 102L or permission of the instructor. Not open to native speakers.

**RUSS 202L. Second Year Russian II. 1 Unit.**

Intensive work on expanding key language skills of listening comprehension, reading, composition and speaking. Prerequisite: RUSS 201L. Not open to native speakers.

**RUSS 285. Independent Study. 0.5 or 1 Units.****RUSS 290. Special Topics in Russian Language and Literature. 1 Unit.****RUSS 301L. Intermediate Russian Conversation and Composition I. 1 Unit.**

Emphasis on the application of grammar to written compositions. Extensive vocabulary building. Continued development of oral proficiency through individual and group discussions and presentations. Prerequisite: RUSS 202L or permission of the instructor.

**RUSS 302L. Intermediate Russian Conversation and Composition II. 1 Unit.**

Emphasis on the application of grammar to written compositions. Extensive vocabulary building. Continued development of oral proficiency through individual and group discussions and presentations. Prerequisite: RUSS 301L or permission of the instructor.

**RUSS 303L. Advanced Russian Grammar. 1 Unit.**

An advanced seminar usually designed to develop knowledge of difficult grammatical constructions and structural features of modern Russian. Topics in morphology include expressive use of verbs of motion, advanced concepts in aspectual choice, and correct formation and use of participles.

**RUSS 305L. The Art of the Russian Short Story. 1 Unit.**

This course introduces Russian literature through the short story. The course involves close analysis of the short story genre and its development over the course of the 19th-20th Centuries, with an added emphasis on comprehension of complex, literary lexicon and syntax. Taught in Russian. Prerequisite: RUSS 201L.

**RUSS 306L. Introduction to Russian Poetry. 1 Unit.**

This course surveys 19th and 20th Century Russian poetry, emphasizing the analysis of individual poems by major poets. Taught in Russian. Prerequisite: RUSS 201L.

**RUSS 307L. Advanced Conversation and Stylistics. 1 Unit.**

This course is for students who have had at least three years of college-level Russian. It teaches advanced conversation and reading, and includes reading Russian newspapers and working with Russian films or documentaries. All reading and discussion in class is in Russian. The course meets twice a week. Prerequisite: RUSS 302L or its equivalent.

**RUSS 385. Independent Study. 0.5 or 1 Units.****RUSS 390. Special Topics in Russian Language and Literature. 1 Unit.**

Topics include advanced directed reading, linguistic analysis, phonetics, and media studies. In Russian.

**RUSS 395. Teaching Apprenticeship. 0.5 Units.****RUSS 397. Internship in Russian. 0.5 or 1 Units.**

A student-initiated internship (domestic or abroad) where skills in Russian language study can be developed. Prerequisites: completion of RUSS 201L and permission of instructor and chair. Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact Career & Professional Development at [career@stetson.edu](mailto:career@stetson.edu) or 386-822-7315.

**RUSS 398. Contemporary Russia: Culture and Civilization. 1 Unit.****RUSS 401L. Advanced Russian Conversation and Composition I. 1 Unit.**

Provides advanced Russian students the chance to polish, advance, and diversify their skills. Focus on stylistics, syntax, and vocabulary building. Prerequisite: RUSS 302L or permission of the instructor. Repeatable with permission of instructor.

**RUSS 485. Independent Study. 0.5 or 1 Units.****RUSS 490. Special Topics Russian Lang/Li. 0.5 to 1 Units.****RUSS 490L. Special Topics in Russian Language. 1 Unit.****RUSS 499. Senior Project. 1 Unit.**

## Russian, East European and Eurasian Studies (REES)

### Courses

**REES 190. Special Topics in Russian, East European and Eurasian Studies. 1 Unit.****REES 200B. Empire, Culture, Power: An Introduction to Russian, East European and Eurasian Studies. 1 Unit.**

This course offers an introduction to the vast sweep of Russia, Eastern Europe, and Eurasia from an interdisciplinary perspective. This is one of the world's most important and intriguing but troubled regions with extraordinary diversity of religions, cultures at the intersection of the Western and Eastern worlds, and political systems ranging from empires to democracies.

**REES 201B. Russia Today. 1 Unit.**

Introduction to Russian studies, with attention to political, demographic, economic, social, and cultural features of the Russian area.

**REES 285. Independent Study. 0.5 or 1 Units.****REES 290. Special Topics in REES. 1 Unit.****REES 290B. Introduction to Caucasus: Religion and Coexistence in Georgia. 1 Unit.**

Georgia is a land of multiple faiths: Judaism, Islam, Official Atheism, Christian Orthodoxy, and Paganism have a long history of coexistence. This three-week course begins in Tbilisi with an introduction to religions in Georgia. The last two weeks students travel to spiritual sites central to Georgia's religious history. We will reflect upon and better understand religious traditions and values.

**REES 301A. Survey of Russian Civilization. 1 Unit.**

Introduction to Russian cultural achievements in music, visual arts, architecture, folk arts, philosophy, and religion.

**REES 309. Survey of Russian Literature in English. 1 Unit.**

Introduction to important works in Russian literature from the twelfth to twentieth century.

**REES 310. 20th Century Russian Literature in English. 1 Unit.**

The course encompasses many literary movements - Realism, Symbolism, Socialist Realism, and Village Prose - in their historical context. Genres include essays, tales, poetry, the novel, autobiography, film, and plays.

**REES 311V. Making Russian Music. 1 Unit.**

This course focuses on Stetson's Human Diversity Value. This seminar uses music and its history as the prism through which to examine Russia's ever-mutating definition of self. We will consider how Imperial, Soviet, and post-Soviet Russian musicians, critics and audience have defined diverse genres of Russian music in constructing Russian national identity. This construction has required a perpetual balancing act between positioning Russia within the world at large all the while claiming its messianic uniqueness. Junior Seminar.

**REES 320A. Russian and Soviet Film. 1 Unit.**

Explores the one-hundred year tradition of Russian film art. We approach film as both an historical object that offers understanding into the traditions and beliefs of Russia, as well as works of art. Through workshops on cameras, editing, and acting, students gain additional insights into the potentials for cinematic art.

**REES 338. Central Asia Politics. 1 Unit.**

Long a peripheral region of European and Asian empires, Central Asia is now reclaiming its own identity in the wake of the collapse of the USSR. The primary focus of the course is on politics, society, and foreign policies in the new Central Asian states of Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan, though some attention will also be given to the Turkic regions of western China as well as Iran and Afghanistan. Among the topics to be examined are Islamic revivalism, ethnic conflict, national security, the attempts to construct modern national identities as well as modern political and economic systems. Cross-listed with POLI 338.

**REES 340V. Tolstoy and Dostoevsky. 1 Unit.**

This course focuses on Stetson's Ethical or Spiritual Inquiry Value. Two of the world's greatest writers. They lived in one age, in one country, and sometimes in one city. They could not have agreed less on God, nature, man, and society. One Russian philosopher wrote that Tolstoy and Dostoevsky "exemplify an insoluble controversy, in which two sets of assumptions, two fundamental concepts of existence, confront one another." To understand them both, and choose between them, is to define your own nature. In English.

**REES 341V. Leo Tolstoy's War and Peace. 1 Unit.**

This course focuses on Stetson's Human Diversity Value. The first priority is to read, analyze, and (most importantly) enjoy a long and complex novel about life in Russia at the beginning of the nineteenth century. In this national epic, Tolstoy wages polemical war on issues like historiography, human psychology, decision-making, nation-building, moral codes, violence, gender, and class. The answers are never what you expect, and they are as pertinent today as they were a hundred and fifty years ago. Junior Seminar.

**REES 342V. Real Men, Real Women? Gender in 20th- and 21st-Century Russian Literature and Culture. 1 Unit.**

This course focuses on Stetson's Human Diversity Value. We explore the contentious topic of gender in a Russian context by examining an array of representations of masculinity and femininity in Russian literature and film since the early twentieth century. By interrogating these representations, we will assess what it means (and what it has meant) to be a Russian man or woman, and in the process, we may challenge some of our own Western assumptions about gender constructs. As we identify and analyze the characteristics of ideal/real men and women, we will consider how and whether gender stereotypes are reinforced or shattered in the works of contemporary authors. Format: discussion-based class with minilectures for context. Requirements: thoughtful and active class participation, two short essays and a longer paper, a class presentation and discussion leader assignment, a midterm examination, and a final examination. Writing Enhanced course. Junior Seminar.

**REES 343V. Protest Culture and Putin's Russia. 1 Unit.**

This course focuses on Stetson's Human Diversity Value. This course examines the relationship between individuals and the state in Putin's Russia. It analyzes a variety of texts – fiction, cinema, journalism, and popular culture – dealing with the chaos of the "wild 1990s," Putin's solidification of power in the early 2000s, and the rise of the protest culture that has dominated media attention in the last several years. Attention is devoted to the two recent Russo-Chechen Wars, activism and war in Ukraine, Putin's interactions with Donald Trump, and the recent protests in Belarus. Course materials include works by representative authors, artists, journalists, and cultural critics. Format: discussion-based class with mini-lectures for context. Requirements: thoughtful and active class participation, two short essays and a longer paper, a class presentation and discussion leader assignment, a midterm examination, and a final examination. Junior Seminar.

**REES 385. Independent Study. 0.5 or 1 Units.****REES 390. Topics in Russian Studies. 0.5 to 1 Units.**

Topics include single authors, historical periods, genres, or themes. In English.

**REES 395. Teaching Apprenticeship. 0.5 Units.**

Pass/Fail only.

**REES 397. Internship in Russian Area Studies. 0.5 or 1 Units.**

A student-initiated internship (domestic or abroad) that builds knowledge and competency in Russian-area studies such as politics, geography, history, business, etc. Prerequisites: Permission of instructor and chair. Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact Career & Professional Development at [career@stetson.edu](mailto:career@stetson.edu) or 386-822-7315.

**REES 398. Contemporary Russian Culture. 1 Unit.**

Analysis of current changes in Russian society as seen through culture in its historical context, beginning with the idea of culture. Texts are drawn from literature, journalism, history, film, art, and culture studies. In English.

**REES 485. Independent Study. 0.5 to 1 Units.****REES 499. Senior Project. 1 Unit.**

## Sociology (SOCI)

### Courses

**SOCI 101S. Understanding Society: An Introduction to Sociology. 1 Unit.**

This course surveys the major theories, research methods, and contemporary issues and findings in sociology. Whether exploring gender, crime, the family, religion, race, social class, social movements, or other social phenomena, students will discover how and why people behave as they do, and, in so doing, learn more about themselves and the social world. By analyzing the effects of group relations on people's behavior; how individuals, groups, social institutions, community, and culture affect each other; and the impact of social processes on our lives, students will discern the relevance of sociology to their own lives and to fostering social justice. Note: SOCI 101S is a prerequisite to all 300- and 400-level sociology courses. Offered every fall and spring semester.

**SOCI 190. Special Topic in Sociology. 0.5 or 1 Units.**

These lecture/discussion courses are designed to extend the range of the curriculum and give students an opportunity to explore special topics. Their topics are contingent upon the expertise of current departmental faculty. Any prerequisites will be indicated in the course schedule. Students may take more than one SOCI 190, SOCI 290, SOCI 390, or SOCI 490 course during their career with different titles and content. Note: A special topics course topical seminar may count as an Area 1, Area 2, or Area 3 course for sociology majors and minors. Please consult the department chairperson prior to course registration to obtain permission for the course to do so.

**SOCI 204. Contemporary Social Problems. 1 Unit.**

This course focuses on the nature and the function of problems in modern society and culture. Topics covered include poverty and economic inequality; race, sex, and age discrimination; media impact; changes in the family; crime; violence; and alienation from work and friends. The course ends with a look at the human condition, exploring the notion of whether we are creating a world culture. Area 2: Social Issues and Inequality course.

**SOCI 205. Population, Environment and Society in Asia. 0.5 Units.**

This seminar is designed to allow students to analyze population trends and phenomena in relation to their social settings and the environment in Asia. The seminar will immerse students in one of the most populous cities in Asia, where we will focus on issues such as transportation, manufacturing, consumption, waste, and health, to become more informed global citizens. Study abroad course.

**SOCI 215V. Population, Society, and Environment. 1 Unit.**

This course focuses on Stetson's Environmental Responsibility Value by analyzing population trends and phenomena in relation to their social setting and the environment; fertility, mortality, and migration as components of population change; and problems of population growth. Area 3: Social Change course.

**SOCI 247. Social Deviance. 1 Unit.**

This course examines human social behavior that society views negatively and labels as "deviant." It analyzes theories of social deviance and how deviance is related to conventional values, roles, and social institutions. Further, it investigates deviance as a social construction and a political phenomenon. Among the topics that may be considered are crime, delinquency, sexual deviation, and drug dependency as specific forms of deviance. Area 2: Social Issues and Inequality course.

**SOCI 255S. Sociology of Families and Intimate Relationships. 1 Unit.**

What is a family? How can it both provide support, love, and intimacy, and yet provoke conflict, turmoil, and violence? How do today's families differ from those of the past? Have hooking up, cohabitation, singlehood, and gay and lesbian relationships replaced traditional marriages? What consequences do such changes have for individuals and society? We will analyze the social bases of contemporary U.S. families and intimate relationships and their organization and operation as a social institution, a primary group, and a set of roles and examine the interrelatedness among gender, race/ethnicity, social class, and sexuality as central features of these phenomena. Area 1: Social Institutions course.

**SOCI 270S. Sport and Society. 1 Unit.**

This course familiarizes students with the main concepts, theories, research methods, and issues in the field of the sociology of sport; analyzes the social bases of sport, including the role, culture, structure, organization, and functioning of sports in contemporary society; examines social controversies in sports; explores issues of race/ethnicity, gender, sexuality, and social (in)equality in sports; and relates sport as a social institution to other social institutions. Area 1: Social Institutions course.

**SOCI 276S. Sociology of Criminal Procedure. 1 Unit.**

This course is designed to provide a basic understanding of criminal procedure and the ways in which it is developed by the relevant state and federal case law. Particular focus will center on "search and seizure" and other topics that govern the police and state executive in light of how sociologists view criminal procedure's reflexive relationship with society. Area 2: Social Issues and Inequality course.

**SOCI 285. Independent Study. 0.5 or 1 Units.**

This course is initiated by student interest and contingent upon the expertise of current departmental faculty. Students may take more than one SOCI 285, SOCI 385, or SOCI 485 course during their career with different titles and content.

**SOCI 290. Topical Seminar. 0.5 or 1 Units.**

This course is initiated by student interest and contingent upon the expertise of current departmental faculty. Students may take more than one SOCI 290, SOCI 390, or SOCI 490 course during their career with different titles and content. Note: A topical seminar may count as an Area 1, Area 2, or Area 3 course for sociology majors and minors; please consult the department chairperson prior to course registration.

**SOCI 300. Social Change and Social Movements. 1 Unit.**

This course examines social change and explores various social movements within a national and global scope. Students learn about social change from traditional and modern sociological perspectives. They analyze variations in social movements and identify significant social factors that account for this variation, and explore several theoretical formulations about the relationship between them. Prerequisite: SOCI 101S or permission of instructor.

**SOCI 301. Qualitative Research Methods. 1 Unit.**

This course provides an introduction to several qualitative research methods, which may include participant observation, network analysis, historical methods, surveys, linguistic methods, cross-cultural comparative research, and visual methods. Students will design and implement their own "mini-studies" using these techniques and gain practical experience in qualitative research methods. Offered at least once every two years. Prerequisite: SOCI 101S or ANTH 101B or permission of instructor.

**SOCI 302V. Criminology. 1 Unit.**

This course focuses on Stetson's Social Justice value by considering the extent and nature of crime in the United States, including theories of crime causation and the nation's response to crime via the criminal justice system (e.g., police, courts, and corrections). Prerequisite: SOCI 101S or permission of instructor. Area 2: Social Issues and Inequality course.

**SOCI 304S. Social Inequality. 1 Unit.**

Everyone knows that social inequalities exist, but what are the nature and extent of inequalities in the United States and globally? What are the social impacts of inequalities? Why do inequalities exist? Are inequalities genetic or socially-created, inevitable or reversible? This course pursues answers to these questions, exploring social class, race, and gender inequalities locally, nationally, and globally. Prerequisite: SOCI 101S or permission of instructor. Area 2: Social Issues and Inequality course.

**SOCI 307V. Race, Ethnicity, and Immigration. 1 Unit.**

This junior seminar focuses on Stetson's Human Diversity value by examining the role of race, ethnicity, and immigration in U.S. society and cultures. It analyzes the social construction of race and ethnicity; race, ethnicity, nationality, and immigrant status as systems of identity, interpersonal and social relations, and social structure; beliefs, images, practices, and other social forces (e.g., historical and institutional) that create, maintain, and change race and ethnicity, patterns of racial/ethnic relations, stratifying practices, and social inequality; ideology, prejudice, stereotypes, and individual and institutional discrimination; and strategies for creating a just society. Area 2: Social Issues and Inequality course. Junior Seminar.

**SOCI 312V. Gender and Society. 1 Unit.**

This course focuses on Stetson's Human Diversity value by exploring the social construction and dynamics of gender; the conditions and events that shape people's gender identities, interactions, and lives; and their consequences for individuals, social organization, social institutions, and society. What do phrases such as "Suck it up; be a man!" and "Act like a lady!" mean? How do we "do" gender? How are social worlds structured and how do they operate as gendered phenomena? What is the role of culture and social movements in reinforcing or challenging existing social arrangements? The intersection of gender, race/ethnicity, social class, and sexuality are highlighted as fundamental features influencing experiences and outcomes, particularly social inequality. Prerequisite: SOCI 101S or permission of instructor. Area 2: Social Issues and Inequality course.

**SOCI 337V. Sociology of Developing Societies. 1 Unit.**

This course focuses on Stetson's Human Diversity value by analyzing social change, social movements, social stratification, economic dependency, and political conflict in developing countries, with special emphasis on Latin America, Africa, and Asia. Prerequisite: SOCI 101S or permission of instructor. Area 3: Social Change course. Writing-enhanced course.

**SOCI 338V. Examining a Pandemic: An Interdisciplinary Approach to Tuberculosis. 1 Unit.**

This course focuses on Stetson's Social Justice Value. This course analyzes one of the most deadly infectious diseases, globally, historically, and currently, from sociological, public health, and anthropological perspectives. The course examines the social experience of tuberculosis (TB) illness before the discovery of effective antibiotics, interrogates the factors contributing to resurgent TB, and evaluates the challenges to designing and implementing effective TB control programs in an era of global pandemics. Junior Seminar.

**SOCI 363V. Community-Based Research. 1 Unit.**

This junior seminar focuses on Stetson's Social Justice value by focusing on the uses of social science theory, methodology, and data for policy, program, planning, and evaluation applications in the community. It is designed to facilitate faculty, student, and community collaboration to plan and conduct research to address social, environmental, and/or justice issues identified by the community. Students learn to apply the theories and methods they have mastered in the classroom to real problems in the community, and communities gain access to the rich research resources of the University. The result is a powerful learning experience for students and faculty, as well as a valuable research product for communities. Junior Seminar.

**SOCI 370S. Work, Occupations, and Professions. 1 Unit.**

Work occupies a dominant role in our lives: it defines and identifies us, dictates how we spend our time, and significantly impacts the quality of our lives and our places in society. With changes in the global economy, many Americans experience less job security and struggle to balance the demands of work and family. This course analyzes the social organization and meaning of work and trends in occupational and industrial structures and the labor market in contemporary U.S. society. It explores the relationships among gender, race/ethnicity, and social class and work and the causes and consequences of globalization on work. Prerequisite: SOCI 101S or permission of instructor. Area 1: Social Institutions course or Area 3: Social Change course.

**SOCI 375. Medicine and Health in Society. 1 Unit.**

This course examines how social structure influences the occurrence of illness and why some social groups suffer more sickness and diseases than others, the experiences of illness, different models/understandings/definitions of illness and how people decide when they are sick, how they respond and cope with the symptoms of various diseases, and how they make decisions about when and from whom to seek help, and finally, the profession of medicine, types of health care providers, and medical technologies and bioethics. Students will learn to appreciate the extent to which medicine and health are social constructs. Prerequisite: SOCI 101S or permission of instructor. Writing Enhanced course. Area 1: Social Institutions course.

**SOCI 379. Sociology of Law. 1 Unit.**

This course examines law as a social phenomenon and explores the relationships among law, social conditions, and ideas. Students systematically analyze variations in the law, identify significant social factors that account for this variation, and explore several theoretical formulations about the relationship between them. Students gain an understanding of how to make sense out of diverse empirical findings, how to more accurately predict legal variation, and how to identify new avenues of possible research. Prerequisite: SOCI 101S or permission of instructor. Area 1: Social Institutions course.

**SOCI 385. Independent Study. 0.5 or 1 Units.**

This course is initiated by student interest and contingent upon the expertise of current departmental faculty. Students may take more than one SOCI 285, SOCI 385, or SOCI 485 course during their career with different titles and content.



**SOCI 390. Topical Seminar. 1 Unit.**

These lecture/discussion courses are designed to extend the range of the curriculum and give students an opportunity to explore special topics. Their topics are contingent upon the expertise of current departmental faculty. Any prerequisites will be indicated in the course schedule. Students may take more than one SOCI 190, SOCI 290, SOCI 390, or SOCI 490 course during their career with different titles and content. Note: A special topics course topical seminar may count as an Area 1, Area 2, or Area 3 course for sociology majors and minors. Please consult the department chairperson prior to course registration to obtain permission for the course to do so.

**SOCI 391V. Examining a Pandemic. 1 Unit.**

This course focuses on Stetson's Social Justice Value. This junior seminar course analyzes tuberculosis (TB), one of the most deadly infectious diseases, globally, historically, and currently, from sociological, public health, and anthropological perspectives. Topics include the social construction and social experience of illness, and social and structural factors contributing to TB's resurgence in poor and marginalized groups. Area 2: Social Issues and Inequality and Area 3: Social Change.

**SOCI 395. Teaching Apprenticeship. 0.5 Units.**

Pass/Fail only. A teaching apprenticeship provides an opportunity for a student with an especially strong interest and ability in sociology to achieve a deeper understanding of a given subject area by working directly with a department faculty member in the design and implementation of a course. The apprenticeship is arranged by mutual agreement between the faculty member and the student. Such an experience is especially beneficial for students who are considering university teaching as a profession. Prerequisite: Permission of instructor. May be repeated once within the department.

**SOCI 396. Research Apprenticeship. 0.5 or 1 Units.**

A student serves as an apprentice to a faculty mentor on a project that directly supports that faculty member's research agenda. Permission of instructor. Pass/Fail or letter-graded; 0.5 or 1.0 units; limited to 1.0 total units to count toward the Sociology major or minor.

**SOCI 397. Internship in Sociology. 0.5 or 1 Units.**

Letter-graded or pass/fail. This course provides an opportunity for students to enrich their classroom experiences by exploring a substantive area of sociology in an approved setting. Full-unit internships require 140 hours for the semester; half-unit internships require 70 hours for the semester. The student intern and supervising instructor negotiate the setting, structure, requirements, and outcomes and outline them in a contract signed by the student. Basic expectations include field notes; a research paper, project, or other appropriate work product; and a letter of evaluation from the site supervisor. Sociology majors may take up to two SOCI 397 units during their career with different titles and contents; other students may take only one SOCI 397 unit for elective sociology credit. Only one full-unit or two half-unit, letter-graded internship(s) may count toward the minor. Prerequisite: SOCI 101S, major or minor status, and permission of instructor. Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact the Office of Career and Professional Development at [career@stetson.edu](mailto:career@stetson.edu) or 386-822-7315.

**SOCI 485. Independent Study. 0.5 or 1 Units.**

This course is initiated by student interest and contingent upon the expertise of current departmental faculty. Students may take more than one SOCI 285, SOCI 385, or SOCI 485 course during their career with different titles and content.

**SOCI 490. Topical Seminar. 1 Unit.**

These lecture/discussion courses are designed to extend the range of the curriculum and give students an opportunity to explore special topics. Their topics are contingent upon the expertise of current departmental faculty. Any prerequisites will be indicated in the course schedule. Students may take more than one SOCI 190, SOCI 290, SOCI 390, or SOCI 490 course during their career with different titles and content. Note: A special topics course topical seminar may count as an Area 1, Area 2, or Area 3 course for sociology majors and minors. Please consult the department chairperson prior to course registration to obtain permission for the course to do so.

**SOCI 495. Sociological Theories. 1 Unit.**

Sociological theory enables students to think more deeply about the social world, from work and religion to sex and love to prisons, politics, and global capitalism. This course explores such subjects through the ideas of major classical and contemporary sociological theorists, including Emile Durkheim, Karl Marx, Max Weber, Michel Foucault, Pierre Bourdieu, Anthony Giddens, Jurgen Habermas, and others. Theory traditions covered include conflict theory, structural-functional theory, rational choice theory, symbolic interactionism, and theories of modernity and postmodernity. One of five core courses required of sociology majors; offered every fall semester; should be taken in the junior year. Prerequisites: SOCI 101S and 2 other courses in sociology. Co-requisite: SOCI 496. Prerequisite to SOCI 497, SOCI 498Q, and SOCI 499.

**SOCI 496. Social Research Methods. 1 Unit.**

This course studies the processes of social inquiry and introduces research methods for the social sciences, with particular attention to the design and execution of quantitative and qualitative social research, including the nature, goals, and logic of social research and the structure and processes of inquiry. Topics include problem formulation; causation; the role of theory in social research; conceptualization, operationalization, and measurement; reliability and validity; sampling; quantitative and qualitative methods of data collection; coding; introduction to data analysis; and ethical and political issues of social research. One of five core courses required of sociology majors; offered every fall semester; should be taken in the junior year. Prerequisites: SOCI 101S and 2 other courses in sociology. Co-requisite: SOCI 495. Prerequisite to SOCI 497, SOCI 498Q, and SOCI 499.

**SOCI 497. Methods and Styles of Social Science Communication. 1 Unit.**

This course emphasizes writing various types of social science documents (such as book and journal reviews, abstracts, annotated bibliographies, and the required proposal for the research thesis); communicating with lay audiences; and delivering professional presentations of scholarly work. A major component of the course is preparation of the written research proposal that serves as the basis for the senior research project in SOCI 499. Students orally present their proposals for departmental approval. Offered every spring semester; should be taken in the junior year. Prerequisites: SOCI 101S, SOCI 495, and SOCI 496. Co-requisite: SOCI 498Q. Prerequisite to SOCI 499. (This course is open to other social science majors and minors, with permission of the instructor.) Writing enhanced course.

**SOCI 498Q. Tools for Quantitative Analysis. 1 Unit.**

This course introduces applied statistical concepts and emphasizes the use of bivariate and multivariate statistical procedures for analyzing sample survey data. One of five core courses required of sociology majors; offered every spring semester; should be taken in the junior year. Prerequisites: SOCI 101S, SOCI 495, and SOCI 496. Co-requisite: SOCI 497. Prerequisite to SOCI 499. (This course is open to other social science majors and minors, with permission of the instructor. Sociology majors may fulfill this requirement by completing an approved statistics course in another department; any substitution must be approved by the department chair.).

**SOCI 499. Senior Project. 1 Unit.**

In this research course, students execute the research project they proposed in SOCI 497 and present the findings of their studies in an oral presentation and in a written report which contains an abstract; a problem statement and research objectives or hypotheses; identification of the main concepts and variables, including their definition, operationalization, and measurement; a review of the pertinent theoretical and empirical literature; a description of the study design and execution; findings and their interpretation; summary, conclusions, implications, and suggestions for further research; a bibliography; and a copy of the research instrument. One of five core courses required of sociology majors; offered every fall semester; should be taken in the senior year. Prerequisites: SOCI 101S, SOCI 495, SOCI 496, SOCI 497, and SOCI 498Q. (Sociology majors who are also majoring in another social science discipline or allied interdisciplinary field may fulfill this requirement by completing a senior project in another social science department or allied interdisciplinary program; must to be approved by the sociology faculty members, in conjunction with the faculty members in the other department or program, prior to initiation of the Senior Project course.).

## Social Science - Interdisciplinary (SSCI)

### Spanish (SPAN)

#### Courses

**SPAN 101. Elementary Spanish I. 1 Unit.**

For students who have no previous Spanish or no more than two years of regular high-school Spanish. Not open to native speakers.

**SPAN 102L. Elementary Spanish II. 1 Unit.**

For students who have completed SPAN 101 and for those who have had more than two years of regular high-school Spanish whose placement scores indicate admission to this level. Not open to native speakers.

**SPAN 190. Special Topics. 0.5 or 1 Units.**

For students who have completed SPAN 101 and for those who have had more than two years of regular high-school Spanish whose placement scores indicate admission to this level. Not open to native speakers. Not open to native speakers.

**SPAN 201. Language in Cultural Contexts. 1 Unit.**

**SPAN 201L. Language in Cultural Contexts. 1 Unit.**  
Emphasis on the development of speaking and writing skills in a cultural context combined with grammar review. Prerequisite: SPAN 102L or placement by examination. Not open to native speakers.

**SPAN 202L. Reading Culture (Poetry, Narrative, Drama). 1 Unit.**

Emphasis on vocabulary building and the acquisition of reading skills in cultural contexts. Prerequisite: SPAN 201L, placement examination, or permission of instructor. Not open to native speakers.

**SPAN 285. Independent Study. 0.5 or 1 Units.****SPAN 290. Special Topics. 1 Unit.****SPAN 301L. Expression Through Writing. 1 Unit.**

Emphasis on developing a high level of proficiency in the writing skills. Prerequisite: SPAN 202L or placement by examination. Writing Enhanced course.

**SPAN 302L. Oral Expression. 1 Unit.**

Emphasis on developing a high level of proficiency in the spoken language. Prerequisite: SPAN 202L. Not open to native speakers.

**SPAN 303L. Business in Hispanic Cultures. 1 Unit.**

Emphasis upon the vocabulary, concepts, and writing skills necessary for the business world in Hispanic cultures. Prerequisite: SPAN 202L.

**SPAN 304L. Spanish Grammar. 1 Unit.****SPAN 305L. Understanding Spain. 1 Unit.**

An introduction to the history and culture of Spain from prehistoric times to the present, including political and intellectual history, geography and the arts. Class is taught in Spanish, with readings in Spanish and English complemented by the use of audio-visual materials. Prerequisite: SPAN 202L.

**SPAN 306B. Understanding Spanish America. 1 Unit.**

An introduction to the history and culture of Spanish America from Pre-Columbian times to the present, including political and intellectual history, geography, and the arts. Class is taught in Spanish, with readings in Spanish and English complemented by the use of films and audio-visual materials.

**SPAN 309L. Studies in Hispanic Culture. 1 Unit.**

Various special topics pertaining to the culture of the Spanish speaking world are offered under this title. Class is taught in Spanish, with readings and/or complementary audio-visual materials in English and Spanish. This course may be taken more than once if the topic is different.

**SPAN 310L. Spanish Cultures Through Literature. 1 Unit.**

Representative Spanish literary works from the Middle Ages to the present are studied in this course. The course stresses the ways in which writers present and represent themselves as individuals and communities within changing cultural contexts. Readings and discussions are in Spanish.

**SPAN 311L. Spanish-American Cultures Through Literature. 1 Unit.**

Students will study important works and authors of the Spanish-speaking nations of the Western Hemisphere from the period of the conquest to the present day. Emphasis is on the ways in which writers present and represent themselves as individuals and communities within changing cultural contexts. Readings and discussions are in Spanish. Prerequisite: SPAN 202L.

**SPAN 313L. Spanish in Communities: Latinos in the U.S.. 1 Unit.**  
Students will complete 35 hours of service-learning through different community sites while learning about diverse social issues and concerns of Latinos in the United States. Topics explored include: education, bilingualism, health issues, the distinct causes of Latino migration, the persistence of poverty, hardships caused by citizenship status, policing, incarceration, and racial and generational differences within and between Latina/o communities. Prerequisite: SPAN 202L or permission of instructor.

**SPAN 331V. Social, Political and Economic Issues in Spain and the Hispanic World. 1 Unit.**  
This course focuses on Stetson's Social Justice Value. This course will examine a variety of issues, such as government repression, terrorism, racism, immigration, homelessness, marginalization, and the effects of globalization, within Spain and the Spanish-speaking world.. Junior Seminar.

**SPAN 385. Independent Study. 0.5 or 1 Units.**

**SPAN 390. Special Topics. 1 Unit.**  
Prerequisite: SPAN 202L or placement at the 300-level or permission of instructor.

**SPAN 395. Teaching Apprenticeship. 0.5 Units.**  
Pass/Fail only. A teaching apprenticeship gives a student insight into the methodological aspects of teaching a class in Modern Languages. It consists in class observations, goals and strategies discussions with the instructor, and some teaching responsibilities in and out of the classroom. The apprenticeship is arranged by mutual agreement between the faculty member and the student. Prerequisite: permission of instructor. May be repeated once.

**SPAN 397. Internship in Spanish. 0.5 to 1 Units.**  
A student-initiated internship where skills in Spanish can be developed. Pre-requisites: SPAN 201L and permission of instructor and chair. Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact Career & Professional Development at career@stetson.edu or 386-822-7315.

**SPAN 414L. Theme Study. 1 Unit.**  
Various courses in the literature and/or cinema of Spain and/or Spanish America are offered under this title. Each course is centered on a specific theme, such as Justice, Violence, War, The Encounter, Poetic Friendships Between Spain and Spanish America, The Kitchen, Dictatorship, Exile, etc. Readings and discussions are in Spanish. This course may be repeated as an elective if content is different.

**SPAN 415L. Spanish American Genre/Period Study. 1 Unit.**  
Various courses in the literature of Spanish America are offered under this title. Offerings include the Twentieth Century Spanish American Novel, The Contemporary Spanish American Short Story, The Argentine Novel, Spanish American Modernist Poetry, etc. This course may be repeated as an elective if content is different.

**SPAN 416L. Spanish Genre/Period Study. 1 Unit.**  
Various courses in the literature of Spain are offered under this title, such as Golden Age Drama, Nineteenth or Twentieth Century Novel, Post-Civil War Narrative, Contemporary Theater, Spanish Crime Fiction, etc. This course may be repeated as an elective if content is different. Prerequisite: SPAN 202L.

**SPAN 485. Independent Study. 0.5 or 1 Units.**

**SPAN 490. Special Topics. 0.5 to 1 Units.**

**SPAN 499. Senior Research. 1 Unit.**

## Theatre Arts (THEA)

### Courses

**THEA 101A. Introduction to Theatre. 1 Unit.**  
A survey course that offers an aesthetic and historical appreciation for the development of theatre performance, and an appreciation for the work performed by theatre practitioners (such as that of the playwright, performer, designer and director).

**THEA 121. Stagecraft. 1 Unit.**  
Study of the basic theory of planning, designing, drafting, construction, and rigging of scenery, lighting, costumes, and other technical elements of theatre. Laboratory required.

**THEA 130A. Principles of Acting. 1 Unit.**  
A study of the fundamental techniques involved in the performer's use of the body, voice, and imagination leading to greater self-confidence and imaginative expression in preparing roles for stage and screen.

**THEA 185. Independent Study. 0.5 or 1 Units.**  
**THEA 190. Special Topics in Theatre. 1 Unit.**  
Intensive study of selected topics related to theatre.

**THEA 203. Principles of Directing. 1 Unit.**  
An introduction to the fundamentals of directing. This includes script analysis as a basis for production and working with actors in scene work. Prerequisite: THEA 130A or permission of instructor.

**THEA 205A. Voice and Diction. 1 Unit.**  
Theory and practice designed to help the student develop the speaking voice for performance, particularly in regard to support, articulation, and expressiveness.

**THEA 210. Theatre Workshop. 0.25 Units.**  
For majors, minors, and non-majors participating in technical activities in support of major theatre productions. This course may be repeated for credit. A student may only enroll in either 210 or 214, but not both in the same semester.

**THEA 212. Theatre Performance. 0.25 Units.**  
For majors, minors, and non-majors participating in research, rehearsal and performance activities in support of major theatre productions. This course may be repeated for credit.

**THEA 214. Theatre Workshop: Leadership. 0.25 Units.**  
Students taking this course will pursue a leadership role in the production of one of the theatre program's season offerings. This course may be repeated for credit. A student may only enroll in either 210 or 214, but not both in the same semester. Permission of instructor required.

**THEA 220A. Entertainment Design. 1 Unit.**  
Survey and study through analysis and discussion of the design of scenery, lighting, costumes, sound, props and special effects in theatre, film and television.

**THEA 237. Acting Comedy. 1 Unit.**  
In-depth study and application of select acting techniques appropriate to genres of comedy, including situation comedy, farce, and the comedy of manners. Prerequisite: THEA 130A or permission of instructor.

**THEA 238. Acting for the Camera. 1 Unit.**  
In-depth study and application of select acting techniques appropriate to film and video production. Prerequisite: THEA 130A or permission of instructor.

**THEA 241H. Theatre History from Classical to the Neo-Classical Era. 1 Unit.**

Study of the development of theatre arts from Classical to the Neo-Classical Era, focusing on developmental changes in the areas of literature, theory, and conventions of performance. Offered every other year in the fall semester.

**THEA 242H. Theatre History From Modern to the Postmodern Era. 1 Unit.**

Study of the development of theatre arts from Modern to the Postmodern Era, focusing on developmental changes in the areas of literature, theory, and conventions of performance. Offered every other year in the spring semester.

**THEA 261A. Theatre Fest. 1 Unit.**

Critical study, attendance, and review of multiple live theatre productions in a theatre festival or other similar event. Offered on demand.

**THEA 271A. Representations of Performance in Film. 1 Unit.**

An aesthetic examination of the nature of theatrical performance through watching, discussing, and reviewing films that seek to communicate to a general audience the experience of – what it feels like to be – an actor in performance.

**THEA 285. Independent Study. 0.5 or 1 Units.****THEA 290. Special Topics in Theatre. 1 Unit.**

Intensive study of selected topics related to theatre.

**THEA 321. Scenic Design. 1 Unit.**

An introduction to the aesthetics and the process of scenic design through critique and discussion of projects. Students will examine the text or source material as well as the action of the play while learning to communicate effectively visual design ideas using design tools and processes. Prerequisite: THEA 121.

**THEA 322. Stage Lighting. 1 Unit.**

Study of design concepts, use of color, equipment, and drawings in designing the lighting for a dramatic production. Prerequisite: THEA 121 or permission of instructor.

**THEA 323. Scenic Artistry. 1 Unit.**

A studio class in scenic painting techniques and processes for the theatre. Students will explore and experiment with scaling, textures, materials, carving and color theory. Students will learn to analyze, plan and sample scenic renderings or other source material to accurately recreate design treatments.

**THEA 325A. Costume and Makeup. 1 Unit.**

A study of the historical development, design process, and construction techniques for costumes used in theatrical productions, plus a study of the materials and techniques used for stage make-up. Laboratory work required.

**THEA 337. Acting: Mask and Movement. 1 Unit.**

In-depth study and application of select acting techniques that focus on increasing the effectiveness of movement and gesture as expressive tools. Prerequisite: THEA 130A or permission of instructor.

**THEA 343. History of Musical Theatre. 1 Unit.**

This course will offer an extensive overview of the historical development of musical theatre, from its origins in Greek Theatre to the postmodern revivals of the 21st century. Prerequisite THEA 101A or permission of instructor.

**THEA 344V. Theatre History: Non-Western. 1 Unit.**

This course focuses on Stetson's Human Diversity Value. Study of the development of non-Western theatre (Asia and Africa), focusing on developmental changes in the areas of performance, space, text, and audience. Prerequisite THEA 101A or permission of instructor.

**THEA 372V. Sticking It to the Man: Theatre of Protest. 1 Unit.**

This course focuses on Stetson's Social Justice Value. A survey of theatrical literature and practice that focuses on its use as an agent of social, economic, or political discourse and change. Major geographic areas include Eastern Europe, Hispanic USA, Latin America, and Africa. Junior Seminar.

**THEA 373V. The Plays of August Wilson. 1 Unit.**

This course focuses on Stetson's Human Diversity Value. An intense study of the plays of August Wilson which chronicle the African-American experience over the course of the 20th century. Junior Seminar.

**THEA 374V. Revenge Drama: The Ethics of Vengeance. 1 Unit.**

This course focuses on Stetson's Ethical or Spiritual Inquiry Value. This course offers an intense study of several revenge plays and musicals from three different historical periods: The Greek era, the Renaissance, and the 20th century. Junior Seminar.

**THEA 375V. The Comedienne: Female Comics. 1 Unit.**

This course focuses on Stetson's Human Diversity Value. This course focuses on Stetson's Human Diversity Value. This course offers an intense study of female comedians of the 20th century using theories of gender and performance. Junior Seminar.

**THEA 376V. Native American Culture and Performance. 1 Unit.**

This course focuses on Stetson's Human Diversity Value. This course examines the interactivity of Native American culture and performance based on studying performance by Indians and the performance of "Indianness" by Indians and non-Indians alike. This includes studying Native American actors and acting; films and plays by Indian and non-Indian authors seeking to define or redefine "Indianness"; public acts and speeches, and when possible, live performances. Junior Seminar.

**THEA 385. Independent Study. 0.5 or 1 Units.****THEA 390. Special Topics in Theatre. 0.5 to 1 Units.**

Intensive study of selected topics related to theatre.

**THEA 395. Teaching Apprenticeship. 0.5 Units.**

Pass/Fail only. Students assist a faculty member with the teaching and management responsibilities related to one of the program's existing courses. Prerequisite: Permission of instructor. May be repeated once.

**THEA 399. Junior Portfolio Review. 0.5 Units.**

In this course, students will create and present a professional style portfolio highlighting their achievements in creative activity. In addition, students will offer a formal proposal for their Senior Research Project. Prerequisite: THEA 121, THEA 130A, and THEA 203, or permission of instructor.

**THEA 402. Advanced Theatre Studio. 1 Unit.**

This course provides an opportunity for advanced students of Directing and Design to collaborate on the fully supported and budgeted production of short plays presented as part of the regular theatre season. Based on contemporary theatre theory and practice, the course focuses on building collaborative art and the communication among practitioners that facilitate that process.

**THEA 403. Advanced Directing. 1 Unit.**

Advanced study of contemporary staging theory and practice. In addition to surveying contemporary directors and techniques, the student will direct a one-act play for public performance. Prerequisite: THEA 203, or permission of instructor.

**THEA 408. Theories of the Theatre. 1 Unit.**

A study of the major dramatic theories that have influenced Western drama and theatre from classical to modern times. Prerequisite THEA 101A or permission of instructor.

**THEA 438. Acting Period Style. 1 Unit.**

In-depth study and application of select acting techniques appropriate to the performance of Shakespeare, Restoration Drama, and other period texts. Prerequisite: THEA 130A or permission of instructor.

**THEA 443. Theatre History: America. 1 Unit.**

Study of the development of the theatre in America, focusing on developmental changes in the areas of performance, space, text, and audience. Prerequisite THEA 101A or permission of instructor.

**THEA 444. Theatre History: Non-Western. 1 Unit.**

Study of the development of non-Western theatre (Asia and Africa), focusing on developmental changes in the areas of performance, space, text, and audience. Prerequisite THEA 101A or permission of instructor.

**THEA 446. Arts Management. 1 Unit.**

Applied study of the organization and management of a nonprofit arts organization, to include organizational structures, budgeting, timetables, staffing, marketing/publicity, and general preproduction planning. Although focused on theatre production, the issues and techniques covered are applicable to art, music, and other artistic organizations.

**THEA 485. Independent Study. 0.5 or 1 Units.****THEA 490. Special Topics in Theatre. 1 Unit.**

Intensive study of selected topics related to theatre.

**THEA 498. Senior Seminar Production. 1 Unit.**

This course serves as a collaborative research group project. Together, students will demonstrate mastery of the critical inquiry process inherent to theatre arts by researching a topic or question related to one of Stetson's Core Values (Personal Growth, Intellectual Development, Global Citizenship). This course will culminate in a live theatre production that results from the research generated through this creative inquiry. Offered very year in the fall semester. Offered every year in the fall semester.

**THEA 499. Senior Project. 0.5 or 1 Units.**

As a capstone course, students evaluate their major achievements in creative activity. The course culminates in the oral presentation of a professional theatre arts portfolio. Prerequisite: THEA 498.

## World Languages & Cultures (WLGC)

### Courses

**WLGC 301B. Approaches to World Cultural Studies. 1 Unit.**

The course introduces students to the basic principles and methods of Cultural Studies. Focusing on cultural material (literature, film, visual arts, music etc.) of Western and Non-Western nations, the course stresses a critical reflection on diverse cultural experiences, behaviors and norms and seeks to establish relationships amongst these norms and values within a global context.

**WLGC 331V. Social, Political and Economic Issues in Spain and the Hispanic World. 1 Unit.**

This course focuses on Stetson's Social Justice Value. This course will examine a variety of issues, such as government repression, terrorism, racism, immigration, homelessness, marginalization, and the effects of globalization, within Spain and the Spanish-speaking world.. Junior Seminar.

**WLGC 397. Internship in World Lang/Cult. 0.5 or 1 Units.**

Through placement in an approved setting where journalism is practiced, students will have an opportunity to enrich their classroom knowledge with field experience. Full-unit internships require 140 hours for the semester; half-unit internships require 70 hours for the semester. Specific requirements will be presented by way of a contract signed by the student. Basic expectations include a journal, a portfolio of work (if applicable), and a letter of evaluation from the site supervisor. Pre-requisites: permission of program coordinator, junior standing, and completion of both JOUR 100 and one Ideas course. May be repeated for credit up to 2 units, but a maximum of one unit may be applied to the minor. Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact Career & Professional Development at [career@stetson.edu](mailto:career@stetson.edu) or 386-822-7315.

**WLGC 499. Senior Research in Translation. 1 Unit.**

Annotated translation senior project: Substantial translation of an original untranslated text, with translator's note on translanguing and transcultural difficulties, and cultural background research on the topic. Prerequisite: Minimum of two 300-level L designated courses.

# Course Descriptions - School of Business Administration

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## Accounting (ACCT)

### Courses

**ACCT 190. Special Topics in Accounting. 1 Unit.**

**ACCT 191. Special Topics in Accounting. 1 Unit.**

**ACCT 201. Fundamentals of Accounting. 1 Unit.**

In Accounting I, you will learn not only the technical vocabulary of business but also essential business skills such as how data from common business transactions is captured, summarized, and reported to interested decision makers. You will begin to learn how to read and interpret the resulting financial statements. You will begin to encounter ethical dilemmas that are inherent in financial reporting situations and to develop your own responses to them. In short, Accounting I is a course that is critical to your future success as a business student and to your later career in the business world. You will learn how to make sound business decisions and how to predict the consequences that those decisions will have on your company's profitability and solvency. You will learn how to prepare a plan for your company's future (i.e., a budget) and how to compare actual results to your plan. The information in this course needs to be retained and applied far beyond the end of the semester if you are to be a successful business professional. Co-requisite: SOBA 201.

**ACCT 202. Fundamentals of Accounting II. 1 Unit.**

Builds on the material introduced in ACCT 201 with a more technical and in depth coverage of financial statement use and preparation and managerial accounting topics for decision making. Prerequisite: ACCT 201.

**ACCT 211. Introduction to Financial Accounting. 1 Unit.**

Financial Accounting with emphasis on the concepts and standards for financial reporting in corporate accounting. Prerequisite: Sophomore standing.

**ACCT 212. Introduction to Management Accounting. 1 Unit.**

Introduction to uses of accounting data for planning, control and decision making. Prerequisite: ACCT 211.

**ACCT 213. Introduction to Financial and Managerial Accounting. 1 Unit.**

A survey of both financial and managerial accounting. Financial accounting and reporting will be explored from a user perspective. Students will also learn to use managerial accounting information for planning, control, and decision-making. This course is open to non-business majors and pre-MBA students. It cannot be used to fulfill the undergraduate foundation requirements for business majors.

**ACCT 250. Personal Financial Decision-Making. 1 Unit.**

This course will cover personal financial decision-making topics including budgeting, personal tax planning, time value of money, consumer credit, buying decisions, insurance, basic investing, retirement planning, and financial goal-setting.

**ACCT 285. Independent Study. 0.5 or 1 Units.**

**ACCT 290. Special Topics in Accounting. 1 Unit.**

**ACCT 300. Accounting Colloquium. 0.0 Units.**

This course provides an overview of the accounting profession, including its history, the critical role of professionalism, ethics, and integrity, the standard-setting and regulatory environment in which it operates, and licensure and credentialing, among others. Prerequisite: ACCT 201 or Accounting Major.

**ACCT 301. Federal Taxation of Individuals. 1 Unit.**

A study of the tax laws applicable to individuals and business owners. Prerequisite: ACCT 211 or ACCT 201.

**ACCT 303. Financial Accounting I. 1 Unit.**

A study of the process in establishing Generally Accepted Accounting Principles, basic accounting concepts, financial statements, unusual income reporting items, accounting for assets and their related revenues and expenses. Prerequisite: ACCT 211 or ACCT 202, either with a grade of C or higher.

**ACCT 304. Financial Accounting II. 1 Unit.**

Accounting for current and long-term liabilities, stockholder's equity, cash flow statements and error correction. Prerequisite: ACCT 303 with a grade of C or higher.

**ACCT 310. Accounting Information Systems. 1 Unit.**

The purpose of this course is to examine contemporary topics concerning the use of information technology (IT) and Accounting Information Systems (AIS) by modern business organizations and to explore the accountant's potential role as user, manager, auditor and/or designer of such technologies and systems. Prerequisites: junior standing, ACCT 212 and ACCT 303 or permission of instructor. The course is open only to accounting majors and minors. ACCT minor requirement also open to BSAN majors and BSAN minors (with instructor approval).

**ACCT 341V. Money and Me: Behavioral Accounting. 1 Unit.**

This course focuses on Stetson's Human Diversity Value. This course is designed to introduce students to literature in behavioral accounting, economics and finance, as well as how advances in this field might benefit students personally. The course will address money through the lens of personal and social responsibility, as well as behavioral patterns, habits and socioeconomic background. Junior Seminar.

**ACCT 385. Independent Study. 0.5 or 1 Units.**

**ACCT 390. Special Topics in Accounting. 1 Unit.**

May be repeated for credit. Courses offered on special topics in Accounting, depending on faculty and student interest. Prerequisites may be required for upper-level topics offerings.

**ACCT 395. Teaching Apprenticeship. 0.5 Units.****ACCT 397. Accounting Internship. 0.5 Units.**

Students will complete a 120 hour internship in accounting, auditing, tax or information systems with a business, governmental or not-for-profit entity. Emphasis is on a relevant learning environment and acquisition of appropriate career skills at a suitable level of responsibility. Prerequisite: ACCT 304; Accounting major; junior standing; and permission of instructor and accounting department chair. Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact Career & Professional Development at career@stetson.edu or 386-822-7315.

**ACCT 402. Federal Taxation of Entities. 1 Unit.**

A study of the tax laws applicable to corporations, partnerships, Corporations and L.L.C.s Tax research is a part of the course. Prerequisite: ACCT 301.

**ACCT 406. Auditing I. 1 Unit.**

The theory and practice of external auditing, including a review of generally accepted auditing standards (GAAS) for audit planning, field work, and reporting as well as the Code of Professional Conduct and the accountant's legal liability. Accounting and review services and agree-upon procedures are also discussed. Prerequisite: ACCT 304.

**ACCT 407. Financial Accounting III. 1 Unit.**

A study of accounting for inter-corporate investments, consolidated statements, foreign operations, disaggregated information and partnerships. Prerequisite: ACCT 304.

**ACCT 410. Accounting Information Systems. 1 Unit.**

The purpose of this course is to examine the principle vulnerabilities of and threats to business information technology and accounting information systems and to examine the corresponding information security and internal controls necessary to protect organizational IT and AIS resources and reduce risks associated with such technologies and systems. Prerequisite: ACCT 304.

**ACCT 411. Current Issues in Accounting. 1 Unit.**

This course includes in depth studies of advanced topics in accounting, tax or accounting information systems. The subjects will vary with instructor and student interest. Prerequisite: ACCT 304.

**ACCT 421. Managerial Cost Accounting. 1 Unit.**

Use of cost data for product costing, managerial planning, control and decision-making. Prerequisite: ACCT 202 or ACCT 212 with a grade of C or higher and ACCT 303.

**ACCT 424. Principles of Business Valuation. 1 Unit.**

Principles of Business Valuation. 4 credits. An introduction to business valuation of non-public companies, with a focus on valuation theory, financial statement analysis, financial analysis, risk assessment and measurement, and the application of valuation methodologies and professional judgment. Junior or Senior standing required. Prerequisite: SOBA 201 or FINA 311.

**ACCT 440. Data Analytics for Accounting. 1 Unit.**

This course provides students with an overview of the data analytics process in accounting: asking appropriate accounting questions in audit, managerial, financial statement, and tax analytics, finding and mastering appropriate accounting data to address those questions, performing test analysis and communicating the results of the data through data visualizations. Extensive hands-on, experiential learning using Excel, Access, MySQL, IDEA and Tableau labs is a key part of the course. Basic Knowledge of excel is recommended. Pre-requisites ACCT 303, SOBA 201, and STAT 301Q.

**ACCT 485. Independent Study. 0.5 or 1 Units.**

Content to be determined by instructor.

**ACCT 490. Special Topics in Accounting. 0.5 to 1 Units.**

May be repeated for credit. Courses offered on special topics in Accounting, depending on faculty and student interest. Prerequisites may be required for upper-level topics offerings.

**ACCT 502. Federal Taxation of Entities. 3 Credits.**

An overview of U.S. tax laws applicable to corporations, partnerships, estates, trusts, flow-through entities, and not-for-profit organizations. Prerequisite: ACCT 301. This course is not open to students who have taken or are planning to take ACCT 540 and/or ACCT 541.

**ACCT 503. Tax Research. 3 Credits.**

This course will use research techniques to examine tax issues as they relate to individuals and business entities (corporations, partnerships, S Corporations, LLCs, and LLPs). Students will also be exposed to estates, trusts, and gifts. Students will be required to use the internet and databases to find authoritative sources to defend their positions when developing solutions to tax issues. Client letters and file briefs will also be prepared. Prerequisite: ACCT 301, ACCT 402 or ACCT 502 is recommended.

**ACCT 504. Strategic Accounting Systems. 3 Credits.**

Students examine the preparation and evaluation of the financial information necessary to effective managerial decision-making, including the evaluation and reporting of things such as inventories, property, debt, and equity as well as cost analysis and reporting. The emphasis is placed on decision-making and value creation for the enterprise.

**ACCT 507. Financial Accounting III. 3 Credits.**

A study of accounting for inter-corporate investments, consolidated statements, foreign operations, disaggregated information and partnerships. A significant research component is required. Prerequisite: ACCT 304.

**ACCT 508. Governmental and Not-For-Profit Accounting. 3 Credits.**

A study of accounting and reporting requirements for local, state, and federal government and not-for-profit organizations. Prerequisite: ACCT 304.

**ACCT 509. Cases in Financial Accounting and Reporting. 3 Credits.**

This course will examine various technical/complex issues and current topics in financial reporting, primarily via a case-analysis approach. Prerequisite: ACCT 304.

**ACCT 510. Data Analytics for Accountants. 3 Credits.**

This course focuses on the use of the analytical tools and techniques which currently comprise the business analytics environment. Topics covered include descriptive, predictive and prescriptive analytics, data mining, optimization, visualization and simulation modeling for decision making, with specific application to accounting and auditing. Open to Master of Accountancy students only.

**ACCT 511. Current Issues in Accounting. 3 Credits.**

Graduate level seminar on current issues and problems in the field. The topics will include discussion of the profession's code of ethics. Prerequisite: Completion of the MACC Accounting Foundation.

**ACCT 512. Taxation for Managers. 3 Credits.**

This course provides an overview of U.S. income laws for individuals and business entities. This course is designed for students with no previous coursework in taxation. Open only to M.B.A. students.

**ACCT 516. Advanced Auditing. 3 Credits.**

A continuation of the study of external auditing, including coverage of audit sampling and attestation engagements as well as individual research in an auditing topic. The course also considers selections from the academic and practitioner literature which examine current issues and problems in auditing and the profession. Prerequisite: ACCT 406.

**ACCT 519. Financial Reporting for Managers. 3 Credits.**

The study of financial accounting and reporting from a management perspective. Open only to EMBA students.

**ACCT 520. Financial Accounting and Reporting Seminar. 3 Credits.**

A study of advanced issues in financial accounting and reporting from a user perspective. Open only to M.B.A. students.

**ACCT 521. Contemporary Issues in Managerial Accounting. 3 Credits.**

This course will provide the student with research techniques relating to management accounting issues. Topics will be addressed in a case study format and will include cost measurement concepts, cost accumulations, production costs, decision making models, forecasting and production techniques, planning and budgeting, variance analysis, performance measures, and benchmarking. Students will be required to prepare papers presenting their solutions to the cases. Prerequisite: ACCT 421.

**ACCT 522. Accounting and Managerial Decision-Making. 3 Credits.**

Study of the use of accounting information by managers for internal planning, control, and decision-making. This course is designed for students with an introductory accounting background. Open only to M.B.A. students.

**ACCT 523. Financial & Mgrl Acct for Mgrs. 3 Credits.**

The study of financial accounting and reporting from a user perspective and of the use of management accounting information for managerial decision-making. Open only to MBA students.

**ACCT 524. Principles of Business Valuation. 3 Credits.**

Principles of Business Valuation. 3 credits. An introduction to business valuation of non-public companies, with a focus on valuation theory, financial statement analysis, financial analysis, risk assessment and measurement, and the application of valuation methodologies and professional judgment. Prerequisites: Business Finance foundation course.

**ACCT 530. Estate, Fiduciary, and Gift Taxation. 3 Credits.**

A study of estate taxation, fiduciary and trust taxation, and aspects of estate and gift research. Prerequisite: ACCT 301, ACCT 402 or ACCT 502 is recommended.

**ACCT 533. Forensic Accounting and Fraud Examination. 3 Credits.**

This course provides an overview of forensic accounting and fraud examination. Prerequisite: ACCT 520 or ACCT 304.

**ACCT 540. Taxation of U.S. Corporations. 3 Credits.**

The study of regular, S and exempt corporate taxation, including the taxation of the formation, operation and liquidation of these entities. Prerequisites: ACCT 211 and ACCT 301.

**ACCT 541. Taxation of U.S. Partnerships. 3 Credits.**

The study of partnership taxation, including the taxation of the formation, operation and liquidation of these entities. Prerequisites: ACCT 211 and ACCT 301.

**ACCT 542. Multijurisdictional Taxation. 3 Credits.**

The study of state, local and multinational taxes, including nexus, income and expense sourcing, multijurisdictional income tax allocations, current trends in cross-border enforcement, Subpart F income, branch vs. subsidiary income and the effects of repatriation, multinational account disclosures including OVDI, FATCA and FBAR. Prerequisite: ACCT 211 and ACCT 301.

**ACCT 563. Advanced Accounting Theory. 3 Credits.**

This course examines the postulates, principles, and concepts of accounting and financial reporting that have developed over time and the institutions that have shaped them. The course also takes a critical view of the complex reporting issues currently facing business today and requires students to research theoretical issues. Prerequisite: ACCT 304.

**ACCT 585. Independent Study. 3 Credits.**

M.Acc elective only with Department Chair Permission. Content to be determined by instructor.

**ACCT 590. Special Topics in Accounting. 3 Credits.****ACCT 591. Information Technology and Business Strategy. 3 Credits.**

Using case analysis, discussion boards, readings and videos, this course explores ways in which information technology can potentially impact business strategy relating to enterprise resource planning, supply chain management, customer relationship management, and creation of the "agile" enterprise. Master of Accountancy only.

## Aerospace Studies (AERS)

### Courses

**AERS 101. Foundations of the Air Force. 0.25 Units.**

This survey course focuses on the structure and missions of Air Force organizations, officership and professionalism. It covers an overview of Air Force and defense topics and introduces communication skills training.

**AERS 102. Foundations of the Air Force. 0.25 Units.**

This survey course focuses on the structure and missions of Air Force organizations, officership and professionalism. It covers an overview of Air Force and defense topics and introduces communication skills training.

**AERS 111. Leadership Laboratory. 0.0 Units.**

This course (to be taken in conjunction with AERS 101 and 102) is a weekly laboratory that touches on the topics of Air Force customs and courtesies, health and physical fitness and drill and ceremonies.

**AERS 112. Leadership Laboratory. 0.0 Units.**

This course (to be taken in conjunction with AERS 101 and 102) is a weekly laboratory that touches on the topics of Air Force customs and courtesies, health and physical fitness and drill and ceremonies.

**AERS 201. The Evolution of Aerospace Studies. 0.25 Units.**

This survey course covers the beginnings of manned flight and the development of aerospace power in the United States, including the employment of air power in WWI, WWII, Korea, Vietnam and the Gulf War. It also covers the peaceful employment of U.S. air power in civic actions, space exploration support and scientific missions.



**AERS 202. The Evolution of Aerospace Studies. 0.25 Units.**

This survey course covers the beginnings of manned flight and the development of aerospace power in the United States, including the employment of air power in WWI, WWII, Korea, Vietnam and the Gulf War. It also covers the peaceful employment of U.S. air power in civic actions, space exploration support and scientific missions.

**AERS 211. Leadership Laboratory. 0.0 Units.**

This course (to be taken in conjunction with AERS 201 and 202) provides you with the opportunity to demonstrate fundamental management skills and prepares you for field training.

**AERS 212. Leadership Laboratory. 0.0 Units.**

This course (to be taken in conjunction with AERS 201 and 202) provides you with the opportunity to demonstrate fundamental management skills and prepares you for field training.

**AERS 301. Leadership Studies. 1 Unit.**

This course studies the anatomy and importance of quality leadership and management, the role of discipline in leadership situations and the variables that affect leadership. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts. Students will deal with actual problems and complete projects associated with planning and managing the Leadership Laboratory.

**AERS 302. Leadership Studies. 1 Unit.**

This course studies the anatomy and importance of quality leadership and management, the role of discipline in leadership situations and the variables that affect leadership. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts. Students will deal with actual problems and complete projects associated with planning and managing the Leadership Laboratory.

**AERS 311. Leadership Laboratory. 0.0 Units.**

This course (taken in conjunction with AERS 301 and 302) offers opportunities to develop fundamental management skills while planning and conducting cadet activities.

**AERS 312. Leadership Laboratory. 0.0 Units.**

This course (taken in conjunction with AERS 301 and 302) offers opportunities to develop fundamental management skills while planning and conducting cadet activities.

**AERS 401. National Security Studies and Preparation for Active Duty. 1 Unit.**

This course is designed to help prepare cadets for their first active duty assignment as an Officer in the Air Force. In this course, cadets learn about the role of a professional military leader in a democratic society and societal attitudes toward the armed forces. They also learn the requisites for maintaining adequate national defense structure, the impact of technological and international developments on strategic preparedness, military law and the overall policy-making process.

**AERS 402. National Security Studies and Preparation for Active Duty. 1 Unit.**

This course is designed to help prepare cadets for their first active duty assignment as an Officer in the Air Force. In this course, cadets learn about the role of a professional military leader in a democratic society and societal attitudes toward the armed forces. They also learn the requisites for maintaining adequate national defense structure, the impact of technological and international developments on strategic preparedness, military law and the overall policy-making process.

**AERS 411. Leadership Laboratory. 0.0 Units.**

This course (taken in conjunction with AERS 401 and 402) allows cadets to use their leadership skills to plan and conduct cadet activities and prepares them to be commissioned into the active duty Air Force.

**AERS 412. Leadership Laboratory. 0.0 Units.**

This course (taken in conjunction with AERS 401 and 402) allows cadets to use their leadership skills to plan and conduct cadet activities and prepares them to be commissioned into the active duty Air Force.

## Business Administration (SOBA)

### Courses

**SOBA 200. Professional Communications. 1 Unit.**

This course develops students' written and oral communication skills for the professional environment. Students will use supporting technology to improve writing mechanics, develop various forms of written assignments applicable to the business disciplines, evaluate research sources, and write a topical research paper. Students will also be required to make presentations, develop supporting materials for presentation effectiveness, communicate in small groups, and participate in feedback sessions. Writing enhanced course.

**SOBA 201. Fundamentals of Financial Analysis. 1 Unit.**

This course covers the fundamental skills of Microsoft Excel and an introduction of corporate finance. The course focuses on beginning to advanced level functions of Microsoft Excel by providing hands-on experience with the Microsoft Excel applications. Students will apply appropriate statistical procedures to provide recommendations and/or solutions to business problems. This course covers time value of money, capital budgeting, long-term capital management, the cost of capital, risk and return. Co-requisite: ACCT 201. Prerequisite: ECON 103S or ECON 104S.

**SOBA 202. Fundamentals of Organizations and Markets. 1 Unit.**

This course provides a cross-functional survey of business, with an emphasis on marketing and management. Students are introduced to the business environment and planning processes. Students will be exposed to resource management and control processes and will acquire knowledge of individual, group, and consumer decision making processes. Students will learn about the process of marketing which involves managing internal resources to deliver value to customers and capturing value for the organization. Additionally, students will learn the centrality of effective leadership and teamwork to maximizing competitiveness and to attaining organizational goals. Prerequisite: ECON 103S or ECON 104S. Requires sophomore standing or higher.

**SOBA 203. Fundamentals of Marketing and Technology. 1 Unit.**

This course provides balanced and integrated content on the marketing and technology elements of the organization. Students will learn how businesses create, deliver, communicate, and capture customer value through revenue generating activities which are supported by data and information systems. Topics include an introduction to the various information systems that facilitate business processes such as networks, cloud computing, e-commerce platforms, payment systems, and data security. Related marketing topics include customer insights, consumer behavior and how the digital transformation of the organization impacts all aspects of the marketing mix including: brand development, pricing strategies, e-commerce and distribution, and digital advertising and social media. Prerequisite: SOBA 201, SOBA 202.

**SOBA 209V. Introduction to Business Ethics. 1 Unit.**

This course introduces the student to the contemporary legal, social, regulatory and ethical issues confronting businesses today. Specifically, students will discuss the role of business and government in a capitalist environment, the American legal system, the U.S. regulatory structure and process, Affirmative Action programs, employees' rights, consumer protection, product liability, and environmental protection. Prerequisite: Sophomore standing.

**SOBA 297. Introductory Internship. 0.5 to 1 Units.**

This course is designed as an introductory internship for students who have not yet taken content-area courses (e.g., accounting, marketing, etc.), but want to gain early experience in an internship setting. Students will work within an organization that agrees to provide an opportunity to develop the professional competencies introduced in SOBA 205 - Professional Communications. Internships require 100 hours for .5 unit within a semester time frame. Prerequisite: SOBA 205; Major/minor in School of Business; minimum GPA of 2.5, permission of Internship Faculty and Management Chair. Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact Career & Professional Development at [career@stetson.edu](mailto:career@stetson.edu) or 386-822-7315.

**SOBA 341. Taxation and Business Decisions. 1 Unit.**

For business students with a major other than accounting. The course objective is to provide the student with an understanding and appreciation for the impact of federal taxation on business decisions. Prerequisite: ACCT 202 or ACCT 212.

**SOBA 360V. Social Justice and the Bottom Line. 1 Unit.**

This course focuses on Stetson's Social Justice Value. Businesses can be powerful enhancers or inhibitors of social justice. From hiring practices to employee welfare to workplace conditions to environmental sustainability to the world-wide distribution of wealth, both large and small businesses impact many issues related to social justice. In this course, we examine how issues of social justice are connected to a wide variety of business practices and systems. We explore questions concerning the responsibility of businesses in creating a more just world and examine the relationship between business practices promoting social justice and businesses' bottom lines. Junior Seminar.

**SOBA 385. Independent Study. 0.5 or 1 Units.****SOBA 390. Advanced Topics in Business. 1 Unit.**

This course looks at various topics of interest to Business School students. This course emphasizes interactive and in-depth study of contemporary significant topics not covered in other School of Business Administration offerings.

**SOBA 394V. The Struggles of Apartheid and Social Justice - South Africa. 1 Unit.**

This course focuses on Stetson's Social Justice Value. From the perspective of both literature, film, and philosophy, this course explores the historical and ongoing cultural and economic injustices that result from apartheid, including the effects of discrimination and prejudice. The course will compare and contrast apartheid to other forms of discrimination, including race, religion, gender, sexuality, and handicapped worldwide. Junior Seminar.

**SOBA 395. Teaching Apprenticeship. 0.5 Units.**

Pass/Fail only.

**SOBA 397. Business Internship. 0.5 or 1 Units.**

The objective of this course is to give the student the opportunity to learn business principles and concepts in a "real world" context. Students will work within an organization that agrees to provide them with significant managerial work and support during the internship period. Full time internships require 200 hours (1-unit) or 100 hours (.5 unit) within a semester time frame. A maximum of one unit of internship credit may be applied towards the BBA degree requirements. Prerequisite: MGMT 305; Major/minor in School of Business; minimum GPA of 2.5 in major; permission of Internship Faculty and Management Chair. Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact Career & Professional Development at [career@stetson.edu](mailto:career@stetson.edu) or 386-822-7315.

**SOBA 485. Independent Research. 0.5 or 1 Units.****SOBA 490. Special Topics in Business Administration. 1 Unit.****SOBA 496. Business Thesis. 1 Unit.**

Students will perform an independent, original research study in their business field of study or interest under the direction of a research adviser and a faculty member with disciplinary expertise. The completed study must be publicly defended before a faculty committee. Prerequisites: Senior Standing; ACCT 201, SOBA 201, SOBA 202, SOBA 203, and STAT 301Q or FINA 311, MGMT 305, BSAN 250 (or BSAN 350), and STAT 301; a minimum overall GPA of 3.0; and permission of instructor.

**SOBA 500. Current Issues in Business. 3 Credits.**

A graduate level seminar on current issues and problems in the field. Graduate only.

**SOBA 502. Contemporary Business Issues. 3 Credits.**

This course provides the core competencies and tools that provide the foundation for the Executive M.B.A. program. Major Topic areas include: Public Speaking and Presentation, Business Ethics, Tools for Statistical Management, Fundamental Statistical Management Techniques, and Case Analysis Approaches and Techniques. Graduate only.

**SOBA 506. Foundations of Business Analytics. 3 Credits.**

In this course you will learn the basics of analytics. You will be introduced to fundamental statistical concepts and visualization techniques for understanding many common data analysis methods. Software such as Excel, XLMiner and Tableau will be used throughout the class.

**SOBA 507. Foundations of Accounting and Finance. 3 Credits.**

This course provides a foundation for further graduate study in business by introducing the student to the basic concepts and principles of Accounting and Finance. Topics include, financial statements, time value of money, capital investment decisions, break-even analysis, debt and equity financing and using Accounting information in equity valuation.

**SOBA 535. Integrated Business Strategy. 3 Credits.**

Course develops an integrated understanding of complex business planning and strategy. To advance this objective, a computer based management simulation is utilized. Comprehensive analysis is required for each step. Graduate only.

**SOBA 560. Business Plan Development. 3 Credits.**

This plan includes close analysis of business objectives, industry competition, finances, operations, and marketing strategies. An intricate report is formally presented to select E.M.B.A. faculty or industry analysts. Graduate only.

**SOBA 590. Special Topics. 3 Credits.****SOBA 597. Graduate Internship. 1 to 3 Credit.**

Students work within an organization that agrees to provide them with significant managerial work and support during the internship period. This is an on-the-job learning experience intended to supplement the graduate curriculum. Minimum number of required contact hours for a graduate internship is based on the guidelines established in the School of Business Administration Graduate Business Program Internship Policy. Prerequisite: Permission of Instructor and Permission of the Director of Graduate Studies. Graduate only.

## Business Law (BLAW)

### Courses

**BLAW 297. Business Law Internship. 0.5 Units.**

A structured work and observation experience in a law firm or other legal setting. Specific guidelines must be followed by students seeking to arrange an internship for academic credit. Students must work 100 hours during the semester at the internship site. Prerequisite: Major/minor in School of Business; minimum GPA of 2.5, permission of Internship Faculty and Management Chair. Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact Career & Professional Development at [career@stetson.edu](mailto:career@stetson.edu) or 386-822-7315.

**BLAW 385. Independent Study. 0.5 or 1 Units.****BLAW 390. Business Law Special Topics. 1 Unit.****BLAW 397. Business Law Internship. 1 Unit.**

A structured work and observation experience in a law firm or other legal setting. Specific guidelines must be followed by students seeking to arrange an internship for academic credit. Students must work 200 hours during the semester at the internship site. Prerequisite: BLAW 407 or BLAW 408. Permission of instructor required. Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact Career & Professional Development at [career@stetson.edu](mailto:career@stetson.edu) or 386-822-7315.

**BLAW 407. Business Law I. 1 Unit.**

A course in business law with an emphasis on contracts, sales, business torts, and real property law. Prerequisite: Junior Standing.

**BLAW 408. Business Law II. 1 Unit.**

A course in business law with an emphasis on business organization, as well as commercial, employment, and intellectual property law. Prerequisite: Junior Standing.

**BLAW 409. Legal Research, Writing, and Analysis. 1 Unit.**

This course will incorporate elements of law school doctrinal, research, and writing courses. Students will refine case analysis, research, and writing skills within the context of business law topics. This course, though not limited to, is intended to benefit pre-law students. Prerequisites: BLAW 407 or BLAW 408 or permission of instructor. Writing Enhanced course.

**BLAW 490. Business Law Special Topics. 1 Unit.****BLAW 507. Contemporary Issues in Business Law. 3 Credits.**

This course examines current law Changes and court case interpretations in legal areas that are relevant to contemporary accounting practice. Open to Master of Accountancy Students only.

## Business Systems Analysis (BSAN)

### Courses

**BSAN 111. Introduction to Business Analytics. 1 Unit.**

This course provides an introduction to business analytics and builds quantitative skills using application software. By end of the course students will be able to apply broad statistical concepts and analyze data using Excel.

**BSAN 190. Special Topics in Business Systems and Analytics. 1 Unit.****BSAN 250. Management Information Systems. 1 Unit.**

An introduction to the Information Technology issues associated with the business enterprise. Designed to provide a broad perspective for understanding the nature of the use of information technology for competitive advantage and the management of information resources in traditional and E-Organizations. Emphasis of the course is on both managerial and technology points of view. Prerequisite: BSAN 111.

**BSAN 285. Independent Study. 0.5 or 1 Units.****BSAN 290. Special Topics in Business Systems and Analytics. 1 Unit.****BSAN 300. Programming for Analytics. 1 Unit.**

This course provides the student with an introduction to programming concepts and structures utilizing an object-oriented programming language. An in-depth coverage of object definitions, object properties, and object behavior is provided. Principles of programming style and good program design techniques are emphasized. Advanced projects cover business applications. Prerequisite: BSAN 111 or SOBA 201.

**BSAN 323V. Health Anamatics: Analytics, Informatics and Healthcare. 1 Unit.**

This course focuses on Stetson's Health and Wellness Value. This course in an interdisciplinary and integrative field involving the data, systems, technologies, analytics, and delivery to inform decision makers and improve the value-based delivery of healthcare. In addition, political, economic, social, technical, ethical, and legal implications of data-driven healthcare decision-making are explored from a global perspective. The healthcare industry generates nearly 1/3 of the world's data and healthcare will be the largest employment sector within the next decade. This course provides real-world rigor, reinforces principles of excellence in writing, and enables hands-on learning with enterprise leading SAS analytics global software, used at over 80,000 customer sites in approximately 150 countries. Junior Seminar.

**BSAN 351V. Technology Globalization and Social Justice. 1 Unit.**

This course focuses on Stetson's Social Justice Value. This course is intended to enable students to understand and to respond to contemporary social issues that arise from the use of information technology. Students will explore cultural, economical, global, and ethical considerations arising from computerization. The primary focus of the course will be the determination of the weight that these social issues should have in the design, implementation, and uses of present and anticipated applications of information and communication technology on individuals, industry, government, and society. Prerequisite: SOBA 203.

**BSAN 360. Project Management. 1 Unit.**

This course focuses on the fundamental knowledge essential to managing, planning, scheduling and controlling projects in the information technology field with emphasis placed upon the understanding of the project environment, the phased approach to managing projects, critical path analysis, and the tools used to manage projects. The concepts and techniques covered are appropriate for all types of 254 projects, ranging from small to large, and from highly technological to administrative in nature. Prerequisite: BSAN 250 or SOBA 203.

**BSAN 363. Cloud Computing. 1 Unit.**

This course introduces students to the essential concepts and technologies of cloud computing, its history, innovation, and business rationale. This project-based course focuses on skill building across various aspects of cloud computing. We cover conceptual topics and provide hands-on experience through projects utilizing public cloud infrastructures, specifically Amazon Web Services (AWS). Topics include: Cloud computing overview, Public cloud infrastructures, Virtualization, Cloud storage, cloud computing deployment models, basic issues in cloud security and an introduction to AWS services. Prerequisite, SOBA 203.

**BSAN 370. Electronic Commerce. 1 Unit.**

This course provides an introduction to the concept and application of E-Business and E-Commerce from a business perspective. Topics include, infrastructure for E-Commerce, E-Commerce business models, and the use of E-Commerce in organizations for competitive advantage. Prerequisite: BSAN 250 or SOBA 203.

**BSAN 382. Web Development. 1 Unit.**

This is an applied course in the design and development of high quality web sites. Students will learn basic HTML, webpage development software, and graphic/photo editing software. An emphasis is placed on creating, managing and maintaining an entire web site. The goal of this course is to give the student the ability to integrate design principles and practical software skills in the web environment. Prerequisite: BSAN 250 or SOBA 203.

**BSAN 383. Descriptive Analytics and Visualization. 1 Unit.**

This course introduces the concept of Business Intelligence (BI). Students will learn how BI is used by organizations to make better business decisions, use fewer resources, and improve the bottom line. This course provides an overview of business intelligence topics as well as hands-on experiences. Topics include business analytics, data visualization, data mining, data warehousing and business performance management. Prerequisite: BSAN 250 or SOBA 203.

**BSAN 385. Independent Study. 0.5 or 1 Units.****BSAN 390. Special Topics in Business Systems and Analytics. 1 Unit.**

This course is designed to acquaint students with current trends and issues in information technology by focusing on one of a number of information technology topics. Topics currently addressed in this course are Database Applications, Advanced Spreadsheet Analysis, or Open-Source Web Site Development. Prerequisite: BSAN 250 or SOBA 203.

**BSAN 393. Communications Networks. 1 Unit.**

This course provides an in-depth examination of data communication processes and structure. Central focus is on LAN, WAN, and Intranet technologies, as well as design and implementation of networking applications within the organization. Prerequisite: BSAN 250 or SOBA 203.

**BSAN 395. Teaching Apprenticeship. 0.5 Units.****BSAN 397. Internship. 0.5 or 1 Units.**

Students will complete an internship in business systems and analytics at a business, governmental or not-for-profit organization. Emphasis is on a relevant learning environment and acquisition of appropriate career skills at a suitable level of authority and responsibility. Internships require 200 hours (1-unit) or 100 hours (0.5 unit) within a semester time frame. A maximum of one unit of internship credit can be used as an elective towards the major. Prerequisites: Permission of Faculty Instructor and Department Chair; BSAN 250 or SOBA 203; 2.5 GPA; Business Systems and Analytics Major. Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact Career & Professional Development at [career@stetson.edu](mailto:career@stetson.edu) or 386-822-7315.

**BSAN 398. Databases and Big Data. 1 Unit.**

This course provides in-depth coverage of enterprise level database technology issues including data modeling, logical and physical table design, and implementation in a relational DBMS environment. Students gain hands-on experience in the use of enterprise-level development techniques such as CASE tools and advanced SQL. Prerequisite: BSAN 250 or SOBA 203.

**BSAN 461. Business Process Management. 1 Unit.**

This course provides an extensive investigation of a company's core business processes and the interactions within and between them. The primary focus of this course is the application of information technologies to transform organizations and improve their performance. Students will gain in-depth knowledge of enterprise systems, to include hands-on experience with SAP ERD software, and the role they play in changing organizations. Prerequisite: BSAN 250 or SOBA 203.

**BSAN 463. Prescriptive Analytics. 1 Unit.**

Prescriptive analytics includes methodologies for determining the best course of action for managerial decision problems. The goal is to identify the best or optimal alternative(s) in situations with a large number of alternatives with specific financial or other characteristics and limitations. Topics include linear, integer and goal programming, decision analysis, and other optimization models. Business applications of these methodologies to production planning, location analysis, personnel planning, transportation, capital budgeting, financial portfolio analysis and other areas will be discussed. Spreadsheet based software will be used. Prerequisite: STAT 301Q.

**BSAN 465. Predictive Analytics. 1 Unit.**

This course provides an introduction to predictive analytics techniques used in business and social science research. Using enterprise-class analytic software, students will learn how to build predictive models using techniques such as logistic regression, discriminant analysis, cluster analysis, and decision trees. Prerequisite: STAT 301Q or equivalent.

**BSAN 481. Social Media Analytics. 1 Unit.**

This course introduces technologies and managerial issues related to social media analytics (SMA). Students will learn the importance of social media in influencing the reputation of contemporary businesses, examine text mining, sentiment analysis, and social network analysis, and apply the concepts, techniques, and tools to analyzing social media data. Real-world data such as online reviews, microblog postings, human interaction networks, and business networks will be studied. Hands-on training will be provided using a variety of software tools. Prerequisites: STAT 301Q (or equivalent) and junior/senior standing, or permission of instructor.

**BSAN 485. Independent Study. 0.5 or 1 Units.****BSAN 488. Applications Development for E-Business. 1 Unit.**

This course examines the design and implementation of web-based applications systems using an event-driven/object oriented development platform. Included is in-depth coverage of the technologies required for the implementation of E-Business web sites. Topics include E-Business web site design, Server-side development technologies, Cascading Style Sheets, Web Data Access, XML, and Ajax Web Development. A web application development project is used as a medium to allow students to practice their implementation skills as well as design side skills in the areas of database design and normalization, user interface design, program usability considerations, and the system development life cycle. Prerequisites: SOBA 203 or BSAN 250.

**BSAN 490. Special Topics in Business Systems and Analytics. 1 Unit.****BSAN 494. Business Analysis. 1 Unit.**

This course will provide instruction and educational content to students in each of the 53 Performance Competencies outlined in the IIBA Business Analysis Competency Model. Student will gain knowledge essential to planning, analysis, design, and implementation. Upon successful completion of the course, students will have the knowledge to perform effectively as an entry-level business analyst and be eligible for an Academic Certificate in Business Analysis. Prerequisite: BSAN 398, BSAN 300 and BSAN 383.

**BSAN 501. Current Topics in Information Technology. 3 Credits.**

This course is designed to acquaint students with current trends and issues in information technology by focusing on one of a number of information technology topics. Topics currently addressed in this course are Ethics and Technology, Information Technology Project Management, System Dynamics Modeling, or Digital Inclusion. Graduate only.

**BSAN 508. Managerial Decision Analytics. 3 Credits.**

An analysis of the quantitative decision making process in management. This course explores the relationship between business intelligence and management decision making both in theory and in practical terms. Students learn how to apply a variety of quantitative tools to decision situations. Emphasis is placed on decision theory, forecasting, linear programming, queuing, simulation and other decision making tools. Graduate only.

**BSAN 523. Applied Health Analytics. 3 Credits.**

This course is designed to provide an applied health analytics management overview of healthcare information systems administration, healthcare dataanalytics, and healthcare future trends. Healthcare systems generate nearly 1/3 of the world's data and the healthcare industry will be the largest employmentsector within the next decade. Healthcare stakeholders are promised a better world through data analytics by eliminating medical errors, reducing readmissions, providing evidence based care, demonstrating quality outcomes, and adding cost efficiencies among others. There is significant demand to take advantage of increasing amounts of data by utilizing analytics for executive insights and decision making in healthcare. This course combines clinical healthcare concepts with analytics knowledge, through applied experientiallearning exercises and case studies to improve value-based management of healthcare.

**BSAN 525. Programming for Analytics. 3 Credits.**

This course provides the student with an introduction to programming concepts and structures utilizing a popular programming language in the field of analytics. An in depth coverage of programming fundamentals and analytics programming techniques is provided. Principles of programming style and good program design principles are emphasized. Advanced projects cover real-world applications.

**BSAN 527. Machine Learning for Business Decisions. 3 Credits.**

This course demonstrates the application of several machine learning methods for addressing practical problems that arise in business. Emphasis will be given to preprocessing methods such as feature selection, feature extraction, dimensionality reduction, unsupervised learning (clustering), supervised learning (Classification) and data visualization. Methods will be introduced and demonstrated through a business-related series of case studies from manufacturing, production systems, healthcare, finance industry and marketing. Prerequisite: BSAN 508.

**BSAN 535. Databases and Big Data for Analysis. 3 Credits.**

This course provides in-depth coverage of enterprise level database technology issues including data modeling, logical and physical table design, and implementation in a non-relational environment. Students gain hands-on experience in the implementation of enterprise-level development techniques such as SQL and MongoDB.

**BSAN 561. Introduction to Business Processes and ERP Systems. 3 Credits.**

This course provides an examination of the core business processes of organizations as implemented in ERP systems. The primary focus of this course is the application of information technologies, specifically ERP systems, to transform organizations and improve their performance. Students will gain in-depth knowledge of enterprise systems, to include hands-on ERP system experience and an examination of the role ERP systemsplay in changing organizations. Prerequisites: SOBA 506 and SOBA 507. Graduate Only.

**BSAN 591. Technology for Business Transformation. 3 Credits.**

Using case analysis, class discussion, and problem solving exercises, this course explores the critical factors affecting business success through the use of information technology. Business strategy issues, uses of business intelligence, e-business technologies, streamlining business operations, creating an environment that builds innovation and organizational transformation are discussed in detail. Graduate only.

**BSAN 592. Corporate Information Strategy and Management. 3 Credits.**

This course examines how information technology (IT) enables organizations to conduct business in radically different and more effective ways. The focus is on IT strategy implementation and how it is managed at the corporate level to enable strategic competitive advantage. Graduate only.

**BSAN 593. Electronic Commerce. 3 Credits.**

This course provides an in-depth examination of the concept and application of electronic commerce from a managerial perspective. The evolving application of E-Commerce as a means of obtaining competitive advantage and achieving organizational objectives is examined. Case analysis, class discussion, and problem solving exercises are used extensively. Topics include, infrastructure for E-Commerce, E-Commerce business models, and current issues surrounding the implementation of E-Commerce in organizations. Graduate only.

**BSAN 594. Project Management. 3 Credits.**

This course provides in-depth knowledge essential to managing projects in the information technology field. It considers strategic and operational issues, the significance of rapidly advancing technology, and personnel and organizational issues relating to technology introduction and use. This course focuses on the fundamental aspects of managing projects-planning, scheduling, and controlling. The concepts and techniques covered are appropriate for all types of projects, ranging from small to large, and from highly technological to administrative in nature. Graduate only.

**BSAN 594C. Project Management. 10 Credits.**

## Entrepreneurship (ENTP)

### Courses

**ENTP 190. Special Topics in Entrepreneurship. 1 Unit.****ENTP 285. Independent Study. 0.5 or 1 Units.****ENTP 290. Special Topics in Entrepreneurship. 1 Unit.****ENTP 301. Creative Problem Solving. 1 Unit.**

The class is designed to prepare the student in the use of creative thinking tools and a mindset equipped to explore possibilities and create options to establish a competitive advantage in an increasingly complex and uncertain environment.

**ENTP 305. Principles of Entrepreneurship. 1 Unit.**

This course introduces students to the challenges and opportunities of entrepreneurship. It includes sound academic theory, success stories, case studies, exercises and class discussion regarding the uniqueness of entrepreneurial firms. This course draws clear distinctions between small business and the entrepreneurial mind-set.

**ENTP 307. Managing Innovation. 1 Unit.**

Organizational design refers to the way that an organization structures and aligns its people and resources. Students will construct an organizational design by developing and testing key assumptions using the lean start-up methodology and business modeling practices. A business model is a logical and internally consistent representation of the design and operations of a business, capturing the essence of how it will be focused and demonstrating how an interrelated set of decision variables will be addressed to create, deliver and capture value. Prerequisite: MGMT 305 or ENTP 305 or SOBA 202.

**ENTP 315. Launching Your New Venture. 0.5 Units.**

The focus of this course will be to address the process of launching a new venture from ideation stage to market. Depending on the idea, the student may not be prepared to launch at the end of the semester, but should have made considerable progress toward that end. Students in the class will also be prepared to participate in external new venture competitions at the local, regional, national, and international levels.

**ENTP 353V. Social Entrepreneurship. 1 Unit.**

This course focuses on Stetson's Social Justice Value. Do you want to change the world? Social entrepreneurship is about convening human and financial resources to develop a sustainable organization with the objective of doing good in society. Students will examine the topic from the societal, ethical, financial and managerial perspectives. The pedagogy will consist of case studies, field experiences, and readings. Join the revolution! Junior Seminar.

**ENTP 385. Independent Study. 0.5 or 1 Units.****ENTP 390. Special Topics in Entrepreneurship. 1 Unit.****ENTP 395. Teaching Apprenticeship. 0.5 Units.****ENTP 397. Entrepreneurship Internship. 0.5 or 1 Units.**

This course provides students with the opportunity to intern with either an entrepreneurial company or with a company that consults entrepreneurial organizations. Students will present their personal learning goals, objectives, and action steps to the faculty prior to being placed with a host company. Near the completion date of their internship each student will provide the faculty a comprehensive personal evaluation of what was learned during this experience and how well they satisfied their initial personal goals and objectives. This course is a part of the Joseph C. Prince Entrepreneurship Program. Prerequisite: permission of instructor. Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact Career & Professional Development at [career@stetson.edu](mailto:career@stetson.edu) or 386-822-7315.

**ENTP 399. Prince Entrepreneurship Studies Seminar. 1 Unit.**

This course focuses on the threats and opportunities associated with the world of the entrepreneur. Particular attention is paid to the importance of concepts such as entrepreneurial innovation, creation, decision-making, and the psychology of entrepreneurs. Students are exposed to and have the unique opportunity to dialog with successful entrepreneurs both inside and outside the classroom setting. Students will collaborate with faculty, entrepreneurs and other students to study a wide variety of current issues in entrepreneurship. This course is a part of the Joseph C. Prince Entrepreneurship Program. Prerequisite: junior standing.

**ENTP 405. Scaling Entrepreneurial Firms. 1 Unit.**

The focus of this course will be to address the greatest challenge for a high growth firm--scalability. Scalability issues throughout the firm will be addressed including: change management, culture, leadership, human resources, financial, funding, marketing, strategy and business modeling. Prerequisite: ENTP 301, ENTP 305, and ENTP 307. Offered in spring semesters.

**ENTP 410. Prince Seminar: Entrepreneurial Leadership. 1 Unit.**

This class focuses on entrepreneurial leaders and the experiences that have led to their success and failures. Guest speaker entrepreneurs will present their experiences to the class based upon specific entrepreneurship topics and engage in open discussion with the students regarding those topics. Concepts conveyed by the speakers will be expanded upon by the instructor before and after each presentation. Prerequisite: ENTP 305.

**ENTP 450. International Entrepreneurship. 1 Unit.**

This course introduces students to entrepreneurship in a global context, challenging students to explore and apply entrepreneurial management ideas, techniques and strategies especially applicable to the international and global environment. The course's content and design is structured to encourage the student to understand and apply decision making behavioral techniques consistent with an entrepreneurial way of thinking especially specific to the development considerations of enterprise (business), community and economic development in the context of global and international issues and concerns. Cross-listed as INTL 450.

**ENTP 451. Entrepreneurial Management. 1 Unit.**

This course offers students the tools to manage the growth process of a start-up company. Strategic, financial, marketing and personnel problems common to small start-up companies are investigated using the case method. This course is a part of the Joseph C. Prince Entrepreneurship Program.

**ENTP 452. Venture Capital and High Growth Entrepreneurship. 1 Unit.**

This course integrates the material of ENTP 399 and ENTP 451 by focusing on the financing of the start-up firm. Students will examine, in depth, the issues involved in the raising of capital for the development of early stage companies. This examination will view the capital raising challenge from both the perspectives of the entrepreneur and the investor. Special attention will be paid to evaluating the management of entrepreneurial firms and the market potential for their products and/or services. Students will be required to evaluate "live" companies and make investment decisions. This course is a part of the Joseph C. Entrepreneurship Program. Prerequisite: ACCT 201 and SOBA 201 or FINA 311.

**ENTP 485. Independent Study. 0.5 or 1 Units.****ENTP 490. Special Topics in Entrepreneurship. 1 Unit.****ENTP 553. Venture Capital and Private Equity. 3 Credits.**

This course focuses on institutional financing of the early-stage and growth stage firm. Students will examine management of the venture capital firm, their evaluation process, term sheets, due diligence, exits and related topics. The course will view the capital raising challenge from the perspectives of both the entrepreneur and the investor. Student will be required to evaluate "live" companies and make investment decisions.

**ENTP 585. Independent Study. 3 Credits.**

# Family Enterprise Management (FENT)

## Courses

**FENT 190. Special Topics in Family Enterprise. 1 Unit.****FENT 235. Foundations of Family Enterprises. 1 Unit.**

The purpose of this course is to introduce students to family enterprises, the most prevalent form of organization around the world. Throughout the class students will develop a general understanding family enterprises, how they are unique, and the different challenges that they face to remain family owned. The emphasis of the course is on the development of a set of tools, vocabulary, knowledge, and skills needed to understand the world of family enterprises, and the challenges inherent in managing, owning, and advising these types of organization. Writing enhanced course.

**FENT 285. Independent Study. 0.5 or 1 Units.****FENT 290. Special Topics in Family Enterprise. 1 Unit.****FENT 297. Family Enterprise Internship. 0.5 Units.**

A structured work and observation experience with a family-owned enterprise (or a business that works with a family-owned enterprise). Specific guidelines must be followed by students seeking to arrange an internship for academic credit. Students must work 100 hours during the semester at the internship site. Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact Career & Professional Development at [career@stetson.edu](mailto:career@stetson.edu) or 386-822-7315.

**FENT 350. Cross-Cultural Negotiation and Conflict Resolution. 1 Unit.**

This course affords students practical knowledge related to negotiation and conflict resolution. The course focuses on the steps involved in negotiation, cross-cultural communication issues, and persuasion tactics. Students will also participate in mock negotiations and strategies associated with conflict resolution. Prerequisite: FENT 235 or Director approval.

**FENT 355. Governance and Succession Planning. 1 Unit.**

This course provides a fundamental understanding of ownership, stewardship, and succession planning, the goal being preparation of both future leaders as well as business consultants in these areas. Students will also explore legal resources available to support organizations in these areas. Topics include strategic planning, estate planning (e.g., prenuptial agreements and trusts), transfer, and related tax issues. Prerequisite: FENT 235 or instructor approval.

**FENT 360. Case Studies in Family Business. 1 Unit.**

Focusing on a family business context, and utilizing seminal theoretical frameworks in order to 'make sense' of complex and diverse real-life situations, the class is organized around the case study method. Working individually and in teams, participants gain strong analysis, recommendation and presentation abilities. Students who excel in this class are poised to compete at the University of Vermont's annual Global Family Case Competition.

**FENT 385. Independent Study. 0.5 or 1 Units.****FENT 390. Special Topics in Family Enterprise. 1 Unit.****FENT 395. Teaching Apprenticeship. 0.5 Units.**

Pass/Fail only.

**FENT 397. Family Enterprise Internship. 0.5 or 1 Units.**

A structured work and observation experience with a family-owned enterprise (or a business that works with a family-owned enterprise). Specific guidelines must be followed by students seeking to arrange an internship for academic credit. Students must work 200 hours during the semester at the internship site. Prerequisites: FENT 235; Junior Standing; Major in School of Business Administration: Permission of Instructor. Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact Career & Professional Development at career@stetson.edu or 386-822-7315.

**FENT 455. Interdisciplinary Research Project in Leadership, Culture, and Family Enterprise. 1 Unit.**

This course is a culmination of all the disciplines underscoring family enterprise. It integrates the student's experience and learning in the family, business, and ownership systems. Students will gain a broader and integrated understanding of the family, business, and ownership systems by applying the information learned through their coursework in family enterprise. By the end of the course, students have created a research project that supports their role in the market. Prerequisites: FENT 235, FENT 355 and FENT 397, or instructor approval.

**FENT 485. Independent Study. 0.5 or 1 Units.****FENT 490. Special Topics in Family Enterprise. 1 Unit.****FENT 585. Independent Study. 3 Credits.**

## Finance (FINA)

### Courses

**FINA 150S. Managerial Economics. 1 Unit.**

Managerial economics involves the application of economic methods in the managerial decision-making process. This course integrates economic theory with business practice for the purpose of facilitating decision making and forward planning by Management. The course aims to provide a framework for decision making which are directed to maximize profits and outcomes of a company. The course focuses on increasing the efficiency of organizations by employing all possible business resources to increase output while decreasing unproductive activities. The two main purposes of managerial economics are: to optimize decision making when the firm is faced with problems or obstacles, with the consideration of macro and microeconomic theories and principles, and to analyze the possible effects and implications of both short and long-term planning decisions on the revenue and profitability of business.

**FINA 190. Special Topics in Finance. 1 Unit.****FINA 191. Special Topics in Finance. 0.5 Units.**

The goal of this course is to provide a basic understanding of personal finance to enable students to reach and maintain financial security during their lifetimes. The course will emphasize the fundamental issues of importance to all individuals and will include the following topics: personal financial planning, the home buying process, the buy/lease auto decision, insurance and investment products, credit cards, mortgages and personal loans, and many more. This course is structured for students without any background in business or finance.

**FINA 285. Independent Study. 0.5 or 1 Units.****FINA 290. Special Topics in Finance. 1 Unit.****FINA 303. Money and Financial Institutions. 1 Unit.**

A study of the role of money and the flow of funds in the financial process and their relationship to the U.S. and international financial systems. The course will also cover financial institutions and the characteristics of the main financial markets. Prerequisite: ECON 103S or ECON 104S.

**FINA 311. Financial Management. 1 Unit.**

An introduction to corporate finance from the viewpoint of the financial manager. Major topics include the fundamental concepts, financial theory, time value of money, cash flow valuation, stocks and bonds, capital budgeting and risk and return. Prerequisite: ACCT 211, ECON 103S, and BSAN 111 (or MATH 125Q or STAT 201 or STAT 301Q).

**FINA 313. Fundamentals of Finance. 1 Unit.**

Introduction to the fundamentals of financial statements, essential elements of finance, financial analysis, valuation, budgeting, and basic financial management. This course is only open to students in the Organizational Leadership Program.

**FINA 318. Fundamentals of Financial Planning. 1 Unit.**

The goal of this course is to introduce and prepare students to gain the fundamentals of financial planning and develop a deeper understanding of the role of risk management and insurance in dealing with events that can adversely affect people, families, firms, and other organizations, leading to a better understanding that will stimulate critical thinking and sound reasoning necessary in the field of financial services. Topics covered include the financial planning process, financial statement and cash flow management, financing strategies, education planning, income tax fundamentals and planning, and financial planning for special circumstances. Many of the topics introduced in this course will be developed and mastered in other courses included in the financial services track. Prerequisite: ACCT 201 and SOBA 201 or FINA 311.

**FINA 320. Investments. 1 Unit.**

An introduction to investments, primarily from the viewpoint of the individual investor. Investment media; regulation; treatment of risk; financial markets, brokers and the investments industry; sources of investor information; fundamental and technical analysis, investment companies, introduction to portfolio theory, and random walk concepts. Emphasis is on stocks, bonds, and commodities investing in the U.S. markets, but other media and foreign markets are also considered. Prerequisite: ACCT 201 and SOBA 201 or FINA 311.

**FINA 361. Real Estate Principles. 1 Unit.**

A survey of commercial real estate property and valuation as an investment. Prerequisite: ACCT 201 and SOBA 201 or FINA 311. Junior standing required.

**FINA 362. Real Estate Law. 1 Unit.**

This course explores the types of laws (Federal, State, and Municipal statutes, Common Law, Agency Law, as well as Federal and State Constitutions) that affect real estate ownership and use. We will focus on the importance of the rule of law in establishing and maintaining property rights, as well as the role of government and society in defining individual property rights when faced with objectives of common good (e.g. zoning, taxation, environmental laws). Prerequisite: FINA 361.



**FINA 375V. Collapse or Abundance: Prospects for the Environment, the World's Poor, and Accelerating Technology. 1 Unit.**

This course focuses on Stetson's Environmental Responsibility Value. Examines whether economic growth is sustainable in terms of the environment, natural resources, and ability to support the world's population at a level above mere subsistence living. Explores the debate from the time of Thomas Malthus in 1798 to current on sustainable economic growth and the planet. Discussion centered on whether accelerating technology reads to abundance or misery for the majority of the world's population. Junior Seminar.

**FINA 385. Independent Study. 0.5 or 1 Units.****FINA 390. Special Topics in Finance. 1 Unit.****FINA 395. Teaching Apprenticeship. 0.5 Units.**

The purpose of this course is to provide students an opportunity to obtain experiential and practical learning by interning with corporations, financial institutions, and government agencies. Does not count as upper-division elective toward finance major.

**FINA 397. Finance Internship. 0.5 or 1 Units.**

Pass/Fail course. The purpose of this course is to provide students an opportunity to obtain experiential and practical learning by interning with corporations, financial institutions, and government agencies. Does not count as upper-division elective toward finance major. Prerequisite: SOBA 2101 or FINA 311. Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact Career & Professional Development at [career@stetson.edu](mailto:career@stetson.edu) or 386-822-7315.

**FINA 401. Retirement Planning. 1 Unit.**

This course covers retirement planning. This course covers retirement planning. Topics covered include various types of retirement accounts such as IRAs and employee sponsored plans such as 401(k)s and 403(b)s. Prerequisites: ACCT 201 & SOBA 201 or FINA 311 and FINA 318.

**FINA 402. Estate Planning and Insurance. 1 Unit.**

This course covers estate planning & insurance. Topics covered include various types of retirement accounts such as IRAs and employee sponsored plans such as 401(k)s and 403(b)s. In addition, emphasis will be placed on estate planning techniques such as the use of gifts and trusts and the related tax implications. Prerequisite: ACCT 201 & SOBA 201 or FINA 311 and FINA 318.

**FINA 412. Multinational Finance. 1 Unit.**

The financial management of multinational firms. Analysis is given of foreign exchange rate determination, international financial institutions and markets, and management of assets under international financial uncertainty. Prerequisite: ACCT 201 and SOBA 201 or FINA 311.

**FINA 413. Bank Management. 1 Unit.**

Emphasis will be placed on the management of commercial banks and related depository financial institutions. Topics will include asset/liability management, capital formation, source and use of funds, supervision and examination policies and profitability planning. Prerequisite: ACCT 201 and SOBA 201 or FINA 311.

**FINA 414. Corporate Financial Management. 1 Unit.**

This course covers the management of financial assets by firms. This includes long-term fixed asset management as well as short-term management of cash assets. Emphasis will be placed on the planning and budgeting process as it relates to the management of firm assets. Prerequisite: ACCT 201 & SOBA 201 or FINA 311.

**FINA 415. Financial Risk Management. 1 Unit.**

This course focuses on the evaluation of financial risks to firms from changes in interest rates, exchange rates, or commodity or other prices. The course will cover risk exposure evaluation; products available such as forward rate agreements, futures contracts, options, and swaps; and hedging strategies. Students will be exposed to theory as well as computational aspects of risk management techniques. Prerequisites: ACCT 201 & SOBA 201 or FINA 311 and MATH 122Q and STAT 301Q.

**FINA 416. Derivatives and Risk Management. 1 Unit.**

This course focuses on the evaluation of financial risks to firms from changes in interest rates, exchange rates and/or commodity and other prices. The course will cover risk exposure evaluation; products available to hedge this risk such as forward rate agreements, futures contracts, options and swaps; and hedging strategies. Students will be exposed to theory as well as computational aspects of risk management techniques including derivative pricing models. Prerequisites: MATH 122Q and FINA 320.

**FINA 417. Financial Ethics. 0.5 Units.**

This course is designed to familiarize students with the CFA Institute Code of Ethics and Standards of Professional Conduct and reinforce ethical behavior in the global investment management industry. The ethical principles presented in this course will provide students with a frame of reference for ethical behavior for all investment professionals, heighten awareness of how to recognize and respond to ethical dilemmas and to empower students to respond to ethical dilemmas in an appropriate manner. Prerequisite: FINA 320.

**FINA 421. Equity Fund Management. 1 Unit.**

An applied course in equity analysis and portfolio management. Students set objectives, strategy, and selection criteria for the Roland George Growth Fund. Securities are analyzed and proposed to the trustees. Students may participate as trustees, team captains, and research assistants. Numerous presentations, research papers, and meetings are required with an open-ended class schedule. Responsibility also includes monitoring of the Roland George Income Fund holdings. Successful investment practitioners participate as lecturers in the George Program, including portfolio managers, analysts, and pension fund consultants. Scholarships based on merit are awarded to top students in the program. Prerequisites: FINA 320 and approval of the course instructor.

**FINA 422. Income Management. 1 Unit.**

An applied course in income analysis and advanced topics in portfolio management. Holdings of the Roland George Income Fund are analyzed and changes are prepared based on objectives, criteria, and strategy set by the class. Students may participate as trustees, team captains, and research assistants. Numerous presentations, research papers and meetings are required with an open-ended class schedule. Responsibility also includes monitoring of the Roland George Growth Fund holdings. Successful investment practitioners participate as lecturers in the George Program including portfolio managers, analysts, and pension fund consultants. Scholarships based on merit are awarded to top students in the program. Prerequisites: FINA 320 and approval of the course instructor.

**FINA 423. Certified Financial Planning Capstone. 1 Unit.**

An integrated capstone course covering the various topics studied in previous courses. Interpersonal communication, professional conduct and fiduciary responsibility will also be covered. Realworld case based with an emphasis on both written and verbal communication. Prerequisites: FINA 318, FINA 320, FINA 401, FINA 402 and ACCT 301. Requires Senior standing.

**FINA 450. Advanced Portfolio Analysis. 1 Unit.**

Advanced Portfolio Management is an advanced overview of portfolio management and security analysis. Topics covered will include: Investment policy creation, portfolio strategy and policy, advanced quantitative stock and bond analysis, risk management, macro-analysis, technical analysis, and performance and risk evaluation. This course will be taught as a combination of case study analysis and hands-on application with RGIP student-run portfolio. It is expected that students will take a very active role in the class via presentations, discussion, and "real world" application of advanced portfolio management techniques. Prerequisite: FINA 416, FINA 421, and FINA 422.

**FINA 485. Independent Study. 0.5 or 1 Units.****FINA 490. Special Topics in Finance. 1 Unit.****FINA 501. Current Issues in Finance. 2 or 3 Credits.**

A graduate level seminar on current issues and problems in the field. Graduate only.

**FINA 503. International Business and Finance. 3 Credits.**

Examination of macroeconomic principles by focusing on foreign exchange consequences, financial institutions, international payments flows, international monetary system, and international banking. Graduate only.

**FINA 505. Financial Economics. 3 Credits.**

The course considers the rapidly changing economic conditions that characterize today's global economy. Basic macro and microeconomic concepts and principles will be studied in the context of how they frame business decisionmaking in a global marketplace.

**FINA 509. Strategic Financial Analysis. 3 Credits.**

The course introduces the basic principles of financial analysis as they are applied to the operation of the enterprise. Financial decisions such as cash flow budgeting and planning, capital expenditure decisions, and capital structure decisions will be considered as well as firm interaction with capital markets.

**FINA 511. Advanced Financial Management. 3 Credits.**

Corporate finance course aimed at further understanding and application of financial concepts learned in the basic course. Emphasis placed on the responsibility of the financial manager to contribute to the operating efficiency of the firm, its long range objective and the financial decision-making process. Graduate only.

**FINA 518. Graduate Introduction to Financial Planning. 3 Credits.**

This course will introduce and prepare students in the fundamentals of financial planning and develop a deeper understanding of the role of risk management, leading to a better understanding to stimulate critical thinking and sound reasoning necessary in the field of financial planning. Topics covered include the financial planning process, financial statement and cash flow management, financing strategies, education planning, income tax fundamentals and planning, and financial planning for special circumstances. Many of the topics introduced in this course will be further developed and mastered in other courses included in the financial planning track. Prerequisite: SOBA 507.

**FINA 520. Advanced Investments. 3 Credits.**

An advanced investments course focusing on security analysis and portfolio management. Topics covered will include financial intermediaries, markets and regulation, sources of investor information, fundamental and technical analysis, risk and return and asset pricing. In addition, students will learn how to develop investment objectives and constraints, optimal portfolio strategies and to evaluate investment performance. Emphasis is on stocks, bond and commodities. Derivative instruments will also be examined as they relate to speculation and risk management. Microsoft Excel will be used extensively in the course. Prerequisite: FINA 511.

**FINA 521. Applied Research in Equities. 2 or 3 Credits.**

A graduate level seminar in equity analysis and portfolio management. Research projects are done for the Roland George Investments Program. Prerequisite: FINA 320 or approval of instructor. Graduate only.

**FINA 522. Applied Research in Fixed-Income Analysis. 2 or 3 Credits.**

A graduate level seminar in fixed-income analysis and portfolio management. Research projects are done for the Roland George Investments Program. Prerequisite FINA 320 or approval of Instructor. Graduate only.

**FINA 523. Real Estate Investment. 3 Credits.**

Real Estate is the single largest asset class in the world and for most individuals and families is the single largest generator of generational wealth. This course uses a quantitative approach to making real estate investment and ownership decisions. We will focus on understanding real estate as an investment asset class as well as the role of real estate management for corporate users and investors.

**FINA 524. Advanced Individual Tax Planning. 3 Credits.**

This course will cover individual tax planning from the perspective of a financial planner. Topics include fundamental tax law, taxation of trusts and estates, AMT, tax management techniques, deductions and charitable contributions. Prerequisite: SOBA 507.

**FINA 525. Advanced Estate Planning and Insurance. 3 Credits.**

This course covers estate planning and insurance. Topics covered include various types of retirement accounts such as IRAs and employee sponsored plans such as 401(k)s and 403(b)s. In addition, emphasis will be placed on estate planning techniques such as the use of gifts and trusts and the related tax implications. Prerequisite: SOBA 507.

**FINA 530. Advanced Certified Financial Planning Capstone. 3 Credits.**

An integrated capstone course covering the various topics studied in previous courses. Interpersonal communication, professional conduct and fiduciary responsibility will also be covered. Real world case based with an emphasis on both written and verbal communication. Prerequisites: SOBA 507, FINA 520, FINA 518, FINA 5XX (proposed Retirement Planning), FINA 5XX (proposed Estate Planning & Insurance) or permission of instructor.

**FINA 553. Venture Capital and Private Equity. 3 Credits.**

This course focuses on institutional financing of the early-stage and growth-stage firm. Students will examine management of the venture capital firm, their evaluation process, term sheets, due diligence, exits and related topics. The course will view the capital raising challenge from the perspectives of both the entrepreneur and the investor. Students will be required to evaluate "live" companies and make investment decisions.

**FINA 561. Advanced Retirement Planning. 3 Credits.**

This course will introduce and prepare students to gain mastery level comprehension of various aspects of personal and business oriented retirement planning concepts. Using real data and real-life examples, this class will guide students through the features and implications of Roth and other IRAs; ISOs, NQSOs, SERPs, ESPPs and 83(b); Social Security; and the difference between pension, profit sharing, 401(k), 457, and other retirement plans. Prerequisite: SOBA 507.

**FINA 585. Independent Study. 3 Credits.****FINA 590. Special Topics. 3 Credits.**

## Human Resource Management (HRMT)

### Courses

**HRMT 320. Recruitment and Selection. 1 Unit.**

Attracting, selecting, and retaining employees are essential human resource management activities that contribute to an organization's success. This course provides an overview of workforce planning, job analysis and design, recruitment and selection processes, legal and compliance issues, and retention and succession planning strategies. Students will learn the role of talent management in creating a high-performing workforce and supporting organizational goals. Prerequisite: MGMT 308.

**HRMT 321. Employment Law. 1 Unit.**

In this course, students will learn the fundamentals of labor and employment law and will explore the roles and responsibilities of employers and unions. Students will study the law regulating the employer-employee relationship and questions of public policy relating to employment litigation. This course also surveys the law governing disputes between employers and employees, with an emphasis on federal statutes. Prerequisite: MGMT 308 or BLAW 407 or BLAW 408.

**HRMT 322. Managing Employee Performance and Learning. 1 Unit.**

Human capital is a vital driver of an organization's ability to execute its strategies and establish a sustainable competitive advantage. The performance management and learning processes selected and implemented by an organization play a critical role in aligning organizational goals to employees' performance and leveraging human capital capabilities to achieve those goals. This course is designed to provide students with an in-depth study of the concepts, processes, and issues associated with managing performance and learning in the workplace. Attention will be given to planning, designing, implementing, and evaluating performance management systems and learning efforts. Prerequisite: MGMT 308.

**HRMT 397. Human Resource Management Internship. 1 Unit.**

This course provides students the opportunity to work within an organization that agrees to provide them with significant managerial work and support during the internship period. Full time internships require 200 hours (1-unit) within a semester time frame. A maximum of one unit of internship credit may be applied towards the BBA degree requirements. Prerequisite: MGMT 308 and one 300-level HRMT course; Major/minor in School of Business Administration, minimum GPA of 2.0 in major, permission of Internship Director or Management Chair. Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact Career & Professional Development at [career@stetson.edu](mailto:career@stetson.edu) or 386-822-7315.

**HRMT 420. Managing Compensation and Benefits. 1 Unit.**

Organizations can utilize total compensation to attract, retain, and motivate qualified employees. Accordingly, compensation and benefit practices receive considerable attention from executives, human resource professionals, managers, and employees. Therefore, human resource professionals must be aware of the complexities of managing external, internal, and individual equity issues associated with compensation and benefits systems. In this course, students will be introduced to multidisciplinary theories that serve as the foundation of these systems and will explore the dimensions of total compensation design, administration, and maintenance. Attention will be given to principles underlying successful compensation systems, including internal alignment, external competitiveness, pay-for-performance, and other incentive and reward systems. Students will develop a practical and comprehensive understanding of compensation and benefits, as well as applied skills in making compensation decisions and examining issues total compensation administration. Prerequisite: MGMT 308. Writing Enhanced course.

**HRMT 425. Strategic Human Resource Management. 1 Unit.**

As the final course in the Human Resource Management curriculum, this experience provides an opportunity to integrate and apply the human resource principles and practices to resolve complex organizational challenges or to enhance organizational performance. Students will integrate their knowledge of HR functional areas to develop strategic solutions and opportunities. To these ends, students will engage in strategic planning, the evaluation of organizational change initiatives, and will demonstrate the leadership, interpersonal, and business competencies required of successful HR professionals. Using a Human Resource Management Simulation, issues pertaining to recruitment and selection, compensation and benefits, training and development, performance management, and compliance will be presented. Supplemental assignments will provide opportunities to engage strategic planning and organizational change initiatives. Prerequisite: MGMT 308, HRMT 320, HRMT 321, HRMT 322, HRMT 420.

## International Business (INTL)

### Courses

**INTL 190. Special Topics in International Business. 1 Unit.****INTL 201. International Business and Culture. 1 Unit.**

Companies that conduct business across national borders must operate within the context of varied national requirements and cultural expectations. This course will investigate different aspects of a multinational corporation operating in a global environment through a broad range of topics including management, financial, accounting, and marketing strategies.

**INTL 285. Independent Study. 0.5 or 1 Units.****INTL 290. Special Topics in International Business. 1 Unit.****INTL 301. Seminar on Business and Culture. 1 Unit.**

This course may be held totally on-campus or on-campus followed by a short-term international experience in the country or region of interest. It will introduce students to the basics of doing business in a particular country or region, and will cover topics such as basic facts and background of the country, governmental structure and regulations, the importance of national culture, and other issues and challenges such as negotiating tactics, communication, dining, and travel within the country. This course may be taken for credit more than once if the country or region of focus is different for each. Prerequisites: junior standing or permission of the instructor.

**INTL 353V. Cuba: Justice, Equity, and the Clash of Ideologies. 1 Unit.**

This course focuses on Stetson's social Justice Value. Students will identify and critique competing claims of justice and equity that are now features of Cuba's historical landscape. In addition, the course will consider issues of social justice and equity relating to the future of Cuba as regime change nears and as rapprochement with the US moves forward. A prominent feature of the class will be examining the evolving and competing views of economic justice expressed in the turbulent bilateral relations between the US and Cuba. The course is a "hybrid" course with part of the course being taught on campus and part being taught in a trip (required) to Cuba. The cost of the trip is additional to tuition. Contact the instructor of record for trip dates and costs. Junior Seminar.

**INTL 385. Independent Study. 0.5 or 1 Units.****INTL 390. Special Topics in International Business. 1 Unit.****INTL 394. International Business Seminar. 1 Unit.**

The purpose of this course, which is held off campus in a foreign country consistent with one's modern language study, is to expose students to international business issues. During this study abroad guests from local businesses, professional organizations and cultural experts will be used to provide the students with a diverse yet in-depth investigation into doing business in the particular country selected. International students may complete an internship to satisfy this requirement. Prerequisite: permission of IB Major Coordinator.

**INTL 394V. International Development and the Plight of the Poor. 1 Unit.**

This course focuses on Stetson's Social Justice Value. International development is concerned with advancing the quality of life for humans. There are many different aspects of this, and the aspect of international development that this course focuses on is projects that are used to help the plight of the poor in developing countries. More specifically, it looks at how global organizations such as NGOs, micro-finance institutions, for profit businesses, and governments can work together towards developing projects that help the poor in developing countries.. In this course, students will apply critical thinking skills, field observations, and reflective processing to explore and reveal the contextual impacts and opportunities associated with international development projects. Through readings, discussions, cultural immersion and experiential learning in an international setting, students engage in applied activities designed to broaden international perspectives while providing opportunities for personal and professional growth. The course is a hybrid course that will include a required 4-day trip to a developing country over break. It will consist of visits and participation in international development projects.

**INTL 395. Teaching Apprenticeship. 0.5 Units.****INTL 397. Internship in International Business. 0.5 or 1 Units.**

This course provides students the opportunity to work within an organization that agrees to provide them with significant managerial work and support during the internship period. Full time internships require 200 hours (1-unit) or 100 hours (.5 unit) within a semester time frame. A maximum of one unit of internship credit may be applied towards the BBA degree requirements. Prerequisite are: Major/minor in the School of Business Administration, minimum GPA of 2.5 in major, Permission of Internship Director or Management Chair. Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact Career & Professional Development at career@stetson.edu or 386-822-7315.

**INTL 405. Cross-Cultural Dynamics and Management. 1 Unit.**

The management of firms with international operations differs significantly from those doing business in a single country. This course addresses managerial concerns peculiar to international, multinational, and global business organizations. Focus is on the issues confronting managers, especially top management, as they strive to plan, organize, staff, and control global business operations. Prerequisite: SOBA 202 or MGMT 305.

**INTL 444. International Trade Administration. 1 Unit.**

ITA introduces students to the processes of international trade and trade finance. Students will become familiar with how nations protect national interests through trade regulations and how firms protect their interests when trading globally. The course will emphasize trade regulation, documentation and finance. The role of facilitating organizations such as the X-M Bank and the Overseas Private Investment Corporation (OPIC) will also be considered. Junior standing required.

**INTL 450. International Entrepreneurship. 1 Unit.**

This course introduces students to entrepreneurship in a global context, challenging students to explore and apply entrepreneurial management ideas, techniques and strategies especially applicable to the international and global environment. The course's content and design is structured to encourage the student to understand and apply decision making behavioral techniques consistent with an entrepreneurial way of thinking especially specific to the development considerations of enterprise (business), community and economic development in the context of global and international issues and concerns. Prerequisite: MGMT 305, MKTG 315, FINA 311, and ACCT 211 or SOBA 202. Cross-listed as ENTP 450.

**INTL 485. Independent Study. 0.5 or 1 Units.****INTL 490. Special Topics in International Business. 1 Unit.****INTL 501. International Experience. 3 Credits.**

This is a repeatable graduate level study abroad/field experience course. The International Experience course features field experience while in residence in a nation outside of the United States. These courses generally consist of classroom and field experience activities and appropriate academic activity. Graduate only.

**INTL 585. Independent Study. 3 Credits.****INTL 596. International Business Seminar. 2 Credits.**

Elective travel course open to graduate students. Graduate only. Prerequisite: permission of International Business Coordinator.

# Management (MGMT)

## Courses

**MGMT 190. Special Topics in Management. 1 Unit.**

**MGMT 285. Independent Study. 0.5 or 1 Units.**

**MGMT 290. Special Topics in Management. 1 Unit.**

**MGMT 297. Introductory Internship. 0.5 or 1 Units.**

This course is designed as an introductory internship for students who have not yet taken content-area courses (e.g., accounting, marketing, etc.), but want to gain early experience in an internship setting. Students will work within an organization that agrees to provide an opportunity to develop the professional competencies introduced in SOBA 205 - Professional Communications. Full time internships require 200 hours (1-unit) or 100 hours (.5 unit) within a semester time frame. Prerequisite: SOBA 205; Major/minor in School of Business; minimum GPA of 2.5 in major; permission of Internship Faculty and Management Chair. Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact Career & Professional Development at [career@stetson.edu](mailto:career@stetson.edu) or 386-822-7315.

**MGMT 303. Evidence-Based Management. 1 Unit.**

Evidence-based management means making managerial decisions based on the best available evidence. Managers are often influenced by habit, fads, convention, and unrealistic levels of confidence. This course helps students rethink their approach to information and the decision making process and develop skills and knowledge needed to identify, gather, critically appraise, and apply evidence of different forms to decision-making. Prerequisite: SOBA 201 or BSAN 111.

**MGMT 305. Principles of Management. 1 Unit.**

This course introduces students to the functions of management and the responsibilities associated with each function. Students will acquire a basic set of tools, vocabulary, knowledge, and skills needed to manage an organization in a dynamic, diverse, and competitive environment.

**MGMT 306. Organizational Behavior. 1 Unit.**

Organizational behavior is a field of study that seeks to understand, explain, and improve human behavior in organizations. Successful organizations focus their efforts on improving aspects of human behavior such as job performance and organizational commitment. This course will guide students through a model that seeks to explain such areas of organizational behavior and will prepare students to apply knowledge of individual, group, and organizational mechanisms to effectively lead and manage in the workplace.

**MGMT 307. Managing Innovation. 1 Unit.**

Organizational design refers to the way that an organization structures and aligns its people and resources. Students will construct an organizational design by developing and testing key assumptions using the lean start-up methodology and business modeling practices. A business model is a logical and internally consistent representation of the design and operations of a business, capturing the essence of how it will be focused and demonstrating how an interrelated set of decision variables will be addressed to create, deliver and capture value. Prerequisite: SOBA 202 or MGMT 305.

**MGMT 308. Human Resource Management. 1 Unit.**

This class provides students with a survey of the field of human resource management (HRM). Specifically, students will acquire knowledge of the processes, practices, and systems that support the strategic direction of the business through acquiring, training and development, appraising, and compensating employees, as well as attending to labor relations, health and safety, and fairness concerns in the workplace. Students will learn the centrality of effective human resource management to employee satisfaction and productivity, as well as to maximizing competitiveness and to attaining organizational goals.

**MGMT 385. Independent Study. 0.5 or 1 Units.**

**MGMT 390. Special Topics in Management. 0.5 or 1 Units.**

**MGMT 395. Teaching Apprenticeship. 0.5 Units.**

**MGMT 397. Management Internship. 0.5 or 1 Units.**

This course provides students the opportunity to work within an organization that agrees to provide them with significant managerial work and support during the internship period. Full time internships require 200 hours (1-unit) or 100 hours (.5 unit) within a semester time frame. A maximum of one unit of internship credit may be applied towards the BBA degree requirements. Prerequisite: SOBA 202 or MGMT 305; Major/minor in School of Business Administration, minimum GPA of 2.5 in major, permission of Internship Director or Management Chair. Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact Career & Professional Development at [career@stetson.edu](mailto:career@stetson.edu) or 386-822-7315.

**MGMT 400. Enhancing Organizational Creativity and Innovation. 1 Unit.**

This class will focus on helping students understand the established concepts that serve as foundation for individual and organizational creativity, while giving them multiple tools to enhance their own personal creativity. Study will also focus on how individuals and organizations inhibit creative expression, on liberating personal creativity, and on building organizational cultures where "out of the box" thinking and innovation are encouraged, rewarded, and appreciated. Class materials will be drawn from "cutting edge" sources on creativity and innovation. Prerequisite: SOBA 202 or MGMT 305.

**MGMT 409V. Managerial Ethics, Sustainability, and the Future. 1 Unit.**

This course focuses on Stetson's Ethical or Spiritual Inquiry Value. This highly experiential class will use a modular structure to study four key arenas that directly lead to effective, ethical and responsible individual and managerial decision-making: 1) High levels of self-awareness; 2) Understanding of functional and dysfunctional organizational patterns; 3) Appreciation of "big picture, futurist" thinking and practice; and 4) Sensitivity to technological advance and its consequences. Focus will all consider the differences between the traditional paradigm of management and the new paradigm that is emerging in the world's best organizations. Note: Counts as a Spiritual and Ethical Inquiry course for any major except Management. Prerequisite: SOBA 202 or MGMT 305.

**MGMT 410. Research in Managerial Ethics. 1 Unit.**

Managers must be aware of all stakeholder interests in today's rapidly changing global environment. This course focuses on principles and core concepts of managerial ethics and corporate social responsibility. In this highly experiential writing intensive course, students will study contemporary research on managerial ethics and conduct a study on these concepts and practices (e.g., ethical decision-making, corporate culture, corporate social responsibility, ethics and marketing, environmental sustainability, etc.). The final class project will be the development of a scholarly research paper analyzing a contemporary ethical management and/or social responsibility problem. Prerequisite: SOBA 209V. Writing Enhanced course.

**MGMT 430. Advanced Leadership Development. 1 Unit.**

In this course, students will be introduced to leadership "best practices" that promote optimal performance in those that they lead. Consideration will be given to transformational and servant leadership approaches, the relationship between personal effectiveness and leadership, social intelligence and leadership, and how leaders' assumptions and behaviors affect the motivation, satisfaction, commitment and performance of employees. Prerequisite: SOBA 202 or MGMT 305.

**MGMT 465. Leading Organizational Change and Development. 1 Unit.**

As all organizations are challenged to manage change, managers who successfully address change can lead their organizations to higher productivity levels and success. This course will offer students multiple "frames" and mental models to "see and understand" organizational dynamics and change processes. Study will also address effective ways to create change energy and ways to overcome resistance to change. Prerequisite: SOBA 202 or MGMT 305.

**MGMT 485. Independent Study. 0.5 or 1 Units.****MGMT 490. Special Topics in Management. 1 Unit.****MGMT 495. Strategic Management. 1 Unit.**

This course presents a real-world concept of Business Administration that relates and integrates the principles and problems studied in the various "functional" fields from a corporate management perspective. Students use skills of close reading, careful observation, critical analysis, and persuasive writing to demonstrate integration of learning. The goal is to demonstrate applied and/or critical problem-solving to real world case studies. Prerequisites: ACCT 201, SOBA 201, SOBA 202, SOBA 203 and STAT 301Q; or MGMT 305, FINA 311, MKTG 315, ACCT 211 and BSAN 250. Requires Senior standing. Capstone course. Must be taken at Stetson University.

**MGMT 500. Current Issues in Management. 2 or 3 Credits.**

A graduate level seminar on current issues and problems in the field. Graduate only.

**MGMT 502. Management and Leadership. 3 Credits.**

Students become aware of their impact on others in the work environment via their managerial philosophy and style. Focus is on developing constructive approaches and methods to enhance creativity, innovation, employee motivation, and career success. Graduate only.

**MGMT 510. Leadership Development Foundations. 3 Credits.**

This course will introduce students to fundamental theories and concepts of management and leadership and will emphasize the application of these concepts to students' personal and professional lives. Through a variety of exercises, assessments, and developmental projects, students will gain knowledge of their strengths and opportunities areas as a leader, explore current leadership challenges and the latest ideas from leadership literature, and students will develop plans to enhance their leadership skills and promote organizational effectiveness.

**MGMT 511. Leading Teams and Developing Relationships. 3 Credits.**

Relationship management and teamwork are required at every level of an organization and are critical factors of organizational success. This course is designed to help students enhance their ability to create and manage high-quality relationships in the workplace and to effectively contribute to and lead teams. Students will acquire knowledge of the factors of team member effectiveness and leader character, as well as collaboration, conflict management, and other relationship management strategies. Prerequisite: MGMT 510.

**MGMT 512. Managing Human Resources. 3 Credits.**

In today's competitive landscape, effective human resource management is a key to organizational success. No one organization or group can effectively manage a company's human resources, and it is critical for senior leaders to acquire an understanding of how human resource policies and practices can produce employee competencies and behaviors required to achieve strategic aims. To this end, students will learn how theories and principles of organizational behavior can be applied to create human resource policies, practices, and systems that can enhance the strategic success of organizations. Prerequisite: MGMT 511.

**MGMT 513. Leadership Capstone. 3 Credits.**

As the culminating leadership course in the EMBA program, the overarching goal of MGMT 513 is two-fold. First, the course is designed to assist students in the integration of their academic study of leadership and their personal leadership experiences in preparation for their continued success and leadership development. Second, the course will prepare students to engage in essential leadership processes at the organizational level. Students will acquire an understanding of the complexities of organizational culture and the process of implementing change and will construct a plan to apply these concepts to inspire change and enhance the effectiveness of their organizations. Prerequisite: MGMT 512.

**MGMT 519. Organizational Theory and Behavior. 3 Credits.**

This course studies the organization from both a macro and micro perspective by focusing on organizational structure and organizational interactions. The dynamics and links between individual, groups, and the environment are analyzed to highlight the determinants of organizational effectiveness. Graduate only.

**MGMT 541. Healthcare Management. 3 Credits.**

This course focuses on management within various components of the health care delivery system. Emphasis is given to the integration of subject matter from health administration and business administration courses. topical discussion through case studies and lectures will include an introduction of the organization of the system, the development of organizational strategy in health care institutions, the strategic planning process, leadership in the health care industry, quality management, and the formulation of policy and objectives.

**MGMT 585. Independent Study. 1 to 3 Credit.****MGMT 590. Current Topics in Management. 2 or 3 Credits.**

A graduate level seminar on current issues and problems in the field. Graduate only.

**MGMT 595. Strategic Management. 3 Credits.**

An integrated concept of Business Administration that will relate and integrate the principles and problems studied in the various "functional" fields from a corporate management perspective. Case studies. Graduate only. Capstone course. Prerequisite: Completion of 12 hours of graduate work, including FINA 511 or ACCT 520.

**MGMT 596. Strategic Management & Theory. 3 Credits.**

An integrated concept of Business Administration that will relate and integrate the principles and problems studied in the various "functional" fields, including Organizational Theory and Behavior, from a corporate management perspective. Case studies. College of Law Graduate only. Capstone Course. Prerequisite: Completion of FINA 511 or ACCT 520.

## Marketing (MKTG)

### Courses

**MKTG 190. Special Topics in Marketing. 0.5 or 1 Units.****MKTG 285. Independent Study. 0.5 or 1 Units.****MKTG 290. Special Topics in Marketing. 1 Unit.****MKTG 307. Marketing Management. 1 Unit.**

Marketing Management is a project-based course that explores the interdependency among marketing mix elements. Students will explore the content, strategy, and development of a marketing plan, including marketing performance evaluation. A key focus is customer segmentation and developing specific strategies and tactics related to target customers. The course also includes market estimation and other quantitative analysis needed for marketing planning. Prerequisite: Sophomore standing; majors/minors only or permission of instructor.

**MKTG 315. The Marketplace and Consumers. 1 Unit.**

This course is designed to provide the student with an introductory knowledge of the fundamentals, principles, and practices of marketing as it relates to the consumer. This course is intended to furnish the student with an understanding of the basic functions of marketing, familiarize the student with the primary elements in the marketing mix, and help the student develop an appreciation for the necessity and complexity of marketing's function in today's business environment. Prerequisites: Junior standing; minimum of C grade for Marketing majors.

**MKTG 316. Consumer Dynamics. 1 Unit.**

This course involves the interdisciplinary study of customers as the focus of the marketing system. Analysis will be on individual, group, and situational influences as a means of understanding the consumer decision-making process. Emphasis is on the qualitative research tools that may be used by managers to explore and build long-term customer relationships. Prerequisite: SOBA 202 and SOBA 203 or MKTG 307 or MKTG 315.

**MKTG 318. Marketing Research. 1 Unit.**

This course emphasizes the quantitative research process as an aid to decision-making in marketing management. Topics include: research methodology, use of secondary data, presentation of marketing research results, and evaluation of the effectiveness of marketing research. Prerequisites: SOBA 203 or MKTG 307 or MKTG 315; STAT 301Q.

**MKTG 330V. Social Marketing for Social Change. 1 Unit.**

This course focuses on Stetson Ethical or Spiritual Inquiry Value. This course will examine issues of social responsibility in profits and nonprofits and how marketing theory and techniques may be used to promote more environmentally and socially conscious business practices. In general, social marketing techniques are used to influence individuals or groups to change their behavior in order to improve a social good such as: individual health, the environment, and the community. Students will develop an appreciation of these techniques and apply them by developing a social marketing plan. Junior Seminar.

**MKTG 333. Business Negotiations. 1 Unit.**

The purpose of this course is to enable students to understand the theory and processes of negotiation. Much managerial activity involves bargaining, negotiations, and settling disputes. In this course, students will understand how two or more parties with competing interests can use the negotiation process to attain an agreement, settle a matter of mutual concern, or resolve a conflict. This course will focus on a variety of issues managers deal with and thus, will be relevant to students with diverse interests such as, Marketing, Sales, Human Resources, and Entrepreneurship among others. Prerequisite: SOBA 202 or SALS 230 or MKTG 307.

**MKTG 385. Independent Study. 0.5 or 1 Units.****MKTG 390. Special Topics in Marketing. 1 Unit.**

Prerequisite required: MKTG 307 or MKTG 315.

**MKTG 395. Teaching Apprenticeship. 0.5 Units.****MKTG 397. Marketing Internship. 0.5 to 1 Units.**

The purpose of the course is for students to complete a 140-hour field internship under the supervision of a faculty member and field supervisor. A written paper and formal presentation about the internship experience will comprise the classroom portion of the course. MKTG 397 may not be used to meet major or minor degree requirements. Prerequisites: MKTG 315, permission of the instructor, and student must meet SoBA internship requirements. Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact Career & Professional Development at [career@stetson.edu](mailto:career@stetson.edu) or 386-822-7315.

**MKTG 417. Marketing in the Supply Chain. 1 Unit.**

This course explores the decision areas in distribution design and management. Topics include: supply chain forms, distribution system design, wholesaling, retailing, evaluation of channel systems, and long-term relationship management between firms. Discussion focuses on current events in distribution and trends facing distribution managers. Prerequisite: SOBA 202 and SOBA 203 or MKTG 315 or MKTG 307.

**MKTG 418. Marketing Analytics. 1 Unit.**

In the digital business era and internet revolution, the challenge of marketing managers has shifted from acquiring data to making sense of enormous amounts of data. Marketing analytics is designed to introduce different data analysis techniques that would help in making wide range of decisions from segmentation to assessing customer life time value. The objective of this course is to give you the knowledge and skills, as a future marketing manager, to make intelligent decisions in your choices of analysis techniques, understanding of data and decision making based on such data. This course builds on MKTG 318 and emphasizes the choice and understanding of analytical technique for decision making for marketing management. Prerequisite: MKTG 318 or Permission of Instructor.

**MKTG 420. Global Marketing: Business Without Borders. 1 Unit.**

This course is designed to provide students with the basic principles of marketing management required to conduct quantitative analysis as a global marketing manager. Topics include: analysis of consumers, competitors and channels; frameworks to evaluate the similarities and differences between domestic and global marketing; and marketing ethics and cross-cultural nuances. The goal is understanding how the environment (especially diversity in language, culture, religion, politics, and social forces) affects the application of marketing principles and business practice on a global basis. Through the use of cases, multicultural team exercises, and group projects, this course equips the global manager with tools to solve marketing problems beyond their own borders. Prerequisite: SOBA 202 or MKTG 315 or MKTG 307.

**MKTG 425. Services Marketing. 1 Unit.**

Why study services marketing? The United States, and much of the world's economy, is dominated by services. This course addresses the distinct needs and challenges of managing and delivering quality service to customers. Service organizations, such as banks, transportation companies, hotels, hospitals, educational institutions, and professional services firms require an approach to marketing strategy both in the planning and execution of an optimal service experience. Prerequisite: SOBA 202 or SOBA 203 or MKTG 307 or permission of instructor.

**MKTG 436. Sport Properties and Sponsorship. 1 Unit.**

This course will examine unique brand management strategies of and through sport properties, i.e., using the tangible and/or intangible assets managed by rights owners that draw fans and revenues, including teams, leagues, facilities, events, tours, athletes, equipment/sporting goods, and products. Methods of building and transforming sport brands to effectively attract, engage, and retain fans will be examined, along with the use of cash and/or in-kind fees paid by commercial brands in return for access to exploitable commercial potential associated with sport properties. Prerequisite: SOBA 202 and SOBA 203 or MKTG 315 or MKTG 307.

**MKTG 440. Integrated Marketing Communications. 1 Unit.**

This course explores the role of promotions in the marketing mix and studies a wide variety of tools and media. The course has a strong evaluative element, and students are expected to critique and enhance marketing messages from a variety of sources. The course is built around the idea that the message itself is only part of the equation; media selection, placement, and evaluation are equally critical, as are sound target market principles. Topics include: analysis of market situations and consumer behavior, positioning strategies, promotion tools, and media evaluation. A quantitative approach to measuring promotion effectiveness is emphasized. Prerequisites: SOBA 202 and SOBA 203 or MKTG 315 or MKTG 307.

**MKTG 441. Digital Marketing. 1 Unit.**

This course studies the strategic decisions and tactical applications of digital marketing from the perspective of the marketing manager. Students explore how to implement key marketing objectives including branding, customer acquisition, and customer retention to create value for customers within the framework of the marketing mix. Topics include: online customer insights, analytics, web sites, blogs, e-mail marketing, advertising, content marketing, online PR, social media, and mobile media. Prerequisite SOBA 202 and SOBA 203 or MKTG 315 or MKTG 307.

**MKTG 442. Social Media Marketing. 1 Unit.**

Social Media Marketing is the use of one or more social media platforms by marketers to increase brand awareness, identify key audiences, generate leads, convert leads to sales, and build meaningful relationships with customers. Social media allows businesses to gain a competitive advantage through the creation and distribution of valuable, relevant, and consistent content to attract and retain clearly defined audiences. This course will focus on understanding social media and will examine the strategic use of social media for developing and implementing effective marketing strategies. Prerequisite: SOBA 202 or SOBA 203 or MKTG 307 or permission of instructor.

**MKTG 450. Marketing Strategy. 1 Unit.**

This course integrates other marketing courses in order to emphasize the development and application of problem-solving techniques in a wide range of marketing problems. Using cases, students develop skills in linking the logic and concepts of marketing to data, analyze relevant data, and make and justify rational marketing decisions. Prerequisites: MKTG 307 or MKTG 315 and either ACCT 201 or ACCT 212, Senior Standing, Marketing majors or Permission of Instructor.

**MKTG 485. Independent Study. 1 Unit.****MKTG 490. Special Topics in Marketing. 1 Unit.**

This course offers the student an in-depth investigation of special or timely marketing topics not covered in other marketing courses. Repeatable. Prerequisite: SOBA 202 and SOBA 203 or MKTG 315 or MKTG 307.

**MKTG 500. Current Issues in Marketing. 3 Credits.**

A graduate level seminar on current issues and problems in the field. Graduate only.

**MKTG 511. Marketing Concepts and Strategy. 3 Credits.**

The course examines the fundamentals of brand and market evaluation from a flexible, customer-oriented marketing perspective. This includes the concepts, analyses, and activities that comprise the management of the marketing function as well as practice in integrating the marketing mix elements to solve marketing problems.

**MKTG 516. Marketing Decision Making. 3 Credits.**

A study of the process for designing and implementing strategic programs for the marketing of goods and services. Topics covered include the gathering of decision-making data, setting of strategic direction, and the creation of marketing programs. Graduate only.



**MKTG 533. Business Negotiations. 3 Credits.**

The purpose of this course is to enable students to understand the theory and processes of negotiation. Much managerial activity involves bargaining, negotiations, and settling disputes. In this course, students will understand how two or more parties with competing interests can use the negotiation process to attain an agreement, settle a matter of mutual concern, or resolve a conflict. This course will focus on a variety of issues managers deal with and thus, will be relevant to students with diverse interests such as, Marketing, Sales, Human Resources, and Entrepreneurship among others. Prerequisite: SOBA 507 and SOBA 507.

**MKTG 585. Independent Study. 1 to 4 Credit.**

## Professional Sales (SALS)

### Courses

**SALS 230. Professional Selling and Communication. 1 Unit.**

This course explores the field of professional selling and the overall sales process required to create value and successful long-term relationships with customers. Focus is on earning trust, sales ethics, buyer behavior, communication skills, strategic prospecting, needs assessment, sales presentations, negotiating, and service after the sale. Extensive use of lab simulated and actual customer role-plays are integrated throughout the course for students to demonstrate the methods learned. Prerequisite: Sophomore standing or Permission of Department. Students may not earn credit for both SALS 230 and SPTB 350.

**SALS 297. Professional Sales Internship. 0.5 Units.**

A structured work and observation experience in a professional sales setting. Specific guidelines must be followed by students seeking to arrange an internship for academic credit. Students must work 100 hours during the semester at the internship site. Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact Career & Professional Development at [career@stetson.edu](mailto:career@stetson.edu) or 386-822-7315.

**SALS 330. Advanced Professional Selling and Communication. 1 Unit.**

The focus of this course is the study and application of advanced sales creation strategies and skills that apply to any industry. Building on the content and skills learned in SALS 230, students will apply their individualistic sales personalities to complex issues such as national account selling, international selling strategies, and contract negotiations. A key component of Advanced Professional Selling is the student's demonstrated mastery of the selling process whereby students will begin teaching others the professional selling process. Lab simulated and actual customer role-plays are used extensively throughout the course. Prerequisite: SALS 230 or SPTB 350.

**SALS 385. Independent Study. 0.5 or 1 Units.****SALS 390. Special Topics in Professional Sales. 1 Unit.****SALS 395. Teaching Apprenticeship. 0.5 Units.****SALS 397. Professional Sales Internship. 1 Unit.**

A structured work and observation experience in a professional sales setting. Specific guidelines must be followed by students seeking to arrange an internship for academic credit. Students must work 200 hours during the semester at the internship site. Prerequisite: Junior standing; SALS 230; Permission of instructor. Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact Career & Professional Development at [career@stetson.edu](mailto:career@stetson.edu) or 386-822-7315.

**SALS 410. Sales Management. 1 Unit.**

This course is an interactive exploration of the strategic and tactical issues important to managing and leading a professional sales organization. The curriculum is designed around frameworks that provide the sales manager with an understanding of the entire sales force system, which affords the student a comprehensive view of the significant decisions faced by any selling organization. Frameworks include the role of the sales force in go-to-market strategies, how to assess the effectiveness of a selling organization, and success drivers such as sales force sizing, hiring, training, compensation, and coaching. Lab simulated role-plays are used extensively throughout the course to demonstrate methods learned. Prerequisites: SALS 230 and MKTG 315, or SOBA 203.

**SALS 450. Executive Sales Strategy. 1 Unit.**

This course integrates other sales and marketing courses in order to emphasize the development and application of problem-solving techniques in a wide range of sales and sales management problems. Using cases and role-plays, students develop skills in linking the logic and concepts of sales and marketing to data, analyze relevant data, and make and justify rational sales and sales management decisions. Prerequisite: SOBA 202 and SOBA 203 or MKTG 315 and SALS 330; Senior standing; Professional Sales majors only.

**SALS 485. Independent Study. 0.5 or 1 Units.****SALS 490. Special Topics in Professional Sales. 1 Unit.**

## Sport Business (SPTB)

### Courses

**SPTB 201. Introduction to Sport Business. 1 Unit.**

This course will provide an overview of the sport industry and explore unique aspects of sport business. Various sport industry segments will be examined, as well as their unique connections to major sectors of society and other industries. Current sport business issues will be researched, discussed, and debated within the contexts of sport as a product, a service, and an experience.

**SPTB 285. Independent Study. 0.5 or 1 Units.****SPTB 297. Internship in Sport Business. 0.5 Units.**

A structured work and observation experience in a sport management setting on or off campus. Specific guidelines must be followed by students seeking to arrange an internship for academic credit.

Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact Career & Professional Development at [career@stetson.edu](mailto:career@stetson.edu) or 386-822-7315. Prerequisite: SPTB 201 or permission of instructor.

**SPTB 320. Legal Concepts of Sport Business. 1 Unit.**

This course provides an overview of legal issues commonly encountered in the sport industry. The course covers standards of care and tort liability in sport settings; legal principles and best practices applicable to sport contracts and policies; intellectual property and media rights in sport; constitutional rights and responsibilities of sport organizations and participants; and discrimination against protected classes in sport environments. Prerequisite: Junior standing and SPTB 201, or BLAW 407, or BLAW 408.

**SPTB 340. Sport Finance. 1 Unit.**

This course examines the financial tools that sports managers use to run their sport businesses and teams. As such, it explores traditional and innovative methods of revenue acquisition and financial management in sports organizations, the financial business structure of sports organizations, and the financial planning and forecasting processes that make organizations effective. Various other aspects of finance are discussed as they relate to sports organizations, including capital structure, stocks and bonds, inventory management, and taxation. Prerequisites: FINA 311, junior standing.

**SPTB 345. Sport Analytics. 1 Unit.**

This course introduces the skills, technologies applications, and practices essential to analyzing, synthesizing, and evaluating data for business decisions in the sport industry for managing media rights and content, managing game-day elements, building inventories and value of sport properties, growing and engaging fan bases, and valuing sponsorships. Prerequisites: Junior standing or permission of instructor.

**SPTB 345Q. Sport Business Analytics. 1 Unit.**

This course introduces the skills, technologies applications, and practices essential to analyzing, synthesizing, and evaluating data for business decisions in the sport industry for managing media rights and content, managing game-day elements, building inventories and value of sport properties, growing and engaging fan bases, and valuing sponsorships. Prerequisites: junior standing and STAT 301Q or permission of instructor.

**SPTB 350. Sport Sales, Negotiations, and Promotions. 1 Unit.**

This course will examine the importance of sales and the components of a successful sales force within a sport property. Theoretical and practical professional sales techniques and roles will be examined, including sales processes, sales force structures, customer relationship management (CRM), and the role of analytics in sales. Basic negotiation and marketing promotional theory will be examined within a sport industry context. Prerequisite: Junior standing and SPTB 201 or permission of instructor.

**SPTB 385. Independent Study. 0.5 or 1 Units.**

This course is offered only on special individual bases and will be directly supervised by a faculty instructor, who will determine the course content. May be offered for variable credit. May be repeatable.

**SPTB 390. Special Topics. 0.5 or 1 Units.**

When offered, this course will enhance the sport business curriculum by providing instruction in a specialized topic in the sport business field not addressed by the current curriculum. Prerequisite: MKTG 315. May be offered for variable credit. May be repeatable.

**SPTB 397. Internship in Sport Business. 1 Unit.**

A structured work and observation experience in a sport management setting on or off-campus. Specific guidelines must be followed by students seeking to arrange an internship for academic credit. Students must work 200 hours during the semester at the internship site. Open to Sport Business Majors or Minors only. Prerequisites: Junior Standing; SPTB 201; Permission of Instructor. Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact Career & Professional Development at [career@stetson.edu](mailto:career@stetson.edu) or 386-822-7315.

**SPTB 436. Sport Properties and Sponsorships. 1 Unit.**

This course will examine unique brand management strategies of and through sport properties, i.e., using the tangible and/or intangible assets managed by rights owners that draw fans and revenues, including teams, leagues, facilities, events, tours, athletes, equipment/sporting goods, and products. Methods of building and transforming sport brands to effectively attract, engage, and retain fans will be examined, along with the use of cash and/or in-kind fees paid by commercial brands in return for access to exploitable commercial potential associated with sport properties. Prerequisite: Junior standing and SOBA 202 and SOBA 203, or MKTG 315 or MKTG 307.

**SPTB 440. Contemporary Sport Media. 1 Unit.**

This course will explore the utilities and tactics of emerging media formats as digital tools to analyze, create, implement, manage, monitor, and monetize sport consumer behavior, event promotion strategies, and comprehensive sport marketing plans. Tactics will include using digital multimedia approaches to traditional media functions and digital/mobile marketing strategies to attract and retain customers and clients, increase revenues, and enhance online traffic and reputation. Prerequisite: Junior standing and SPTB 201 or MKTG 315 or SOBA 203 or permission of instructor.

**SPTB 450. Sport Event Management. 1 Unit.**

This course will foster an understanding of events as the essential core of sport business, as solutions to problems, as economic impact and community engagement tools, and as media spectacles. Students will examine and experiment with the theory, design, development, and implementation of sport event strategic and operational elements, including promotions, audience-building, partnerships, environment creation, and revenue operations. Prerequisite: Senior standing and SPBT major/minor and SPTB 201 or permission of instructor.

**SPTB 485. Independent Study. 0.5 or 1 Units.****SPTB 490. Special Topics. 0.5 to 1 Units.****SPTB 497. Senior Research Proposal. 1 Unit.**

Students will identify a topic in a selected field of study, prepare a review of pertinent literature, formulate a research question, and propose an experimental design. Open to majors only. Prerequisite: STAT 301Q.

**SPTB 498. Senior Research Project. 1 Unit.**

Students will demonstrate competency in the research process by conducting an experimental research study in their field of expertise. The project includes data collection, statistical analysis, and writing an experimental research paper. Prerequisite: SPTB 497.

**SPTB 499. Senior Project Forum. 0.5 Units.**

Students will attend and participate in a forum on current research topics in sport management. Each student will prepare and present his/her senior research project as an oral and poster presentation at the research forum. Prerequisite: SPTB 498.

## Statistics (STAT)

### Courses

**STAT 285. Independent Study. 0.5 or 1 Units.****STAT 301Q. Business Statistics. 1 Unit.**

A survey of statistical topics useful in support of managerial decision-making and focuses on estimation of parameters from one- and two normally distributed populations, statistical inference of one- and two-sample tests for means and proportions, the chi-square test, advanced regression and correlation analysis, and introduction to cluster and stratified sampling techniques. Computer applications are included. The course fosters application of knowledge to the contemporary business environment. Prerequisite: MATH 125Q or BSAN 111 or SOBA 201 and MATH 122Q.

**STAT 382. Survey Research Methods. 1 Unit.**

This course covers how to write and administer a good survey, and how to analyze and report on the resulting data. Sampling and non-sampling error. Questionnaire design and survey administration, with particular focus on potential problems that can bias survey results. Simple random, stratified, and cluster sampling. Emphasis is on practical application. Prerequisite: STAT 301Q or equivalent.

**STAT 385. Independent Study. 0.5 or 1 Units.****STAT 390. Special Topics in Decision Science. 1 Unit.****STAT 440Q. Forecasting. 1 Unit.**

This course focuses on statistical techniques useful in modeling and forecasting data, simple linear regression models, multiple regression, including model diagnostic procedures, and model selection and validation. Analysis of time series data, including Box-Jenkins techniques. Use of computer software packages in data analysis. Emphasis is on real-world applications. Prerequisite: STAT 301Q or equivalent, a Calculus course, or permission of instructor. Writing Enhanced course.

**STAT 460Q. Experimental Design and Advanced Data Analysis. 1 Unit.**

This course focuses on planning large-scale statistical studies and analyzing the resulting data. One- and two-sample hypothesis testing techniques, with special emphasis on underlying assumptions, nonparametric alternatives, and power analysis. Analysis of variance, including factorial experiments. Multivariate methods. Focus will be on analysis of large real-world data sets, using a major statistical software package. Prerequisite: STAT 301Q or equivalent, or permission of instructor.

**STAT 482. Quality. 1 Unit.**

This course presents the basic managerial and technical issues that are important to understand, implement and manage quality in business. Focus will be given to the global significance, strategic importance, and economic impacts of quality; various quality philosophies; employee involvement; statistical concepts relevant to designing quality in manufacturing and service organizations; process control for variable and attribute data; process capabilities; diagnosis and analysis of control charts. Case studies will be used. Prerequisite: STAT 301Q or equivalent.

**STAT 485. Independent Study. 0.5 or 1 Units.****STAT 490. Special Topics in Decision Science. 1 Unit.**

This course allows for in-depth study of a specialized area in statistics. Topics will vary with instructor and student interests. Prerequisite: STAT 301Q or permission of instructor.

**STAT 500. Current Issues in Decision Sciences. 2 or 3 Credits.**

A graduate level seminar on current issues and problems in the field. Graduate only.

**STAT 585. Independent Study. 3 Credits.**

MBA elective only with Department Chair permission. Content to be determined by instructor.

# Course Descriptions - School of Music

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## Music (MUSC)

### Courses

#### **MUSC 100. Recital Attendance. 0.0 Units.**

Automatically added to the schedule and therefore the transcript of all music majors in any semester they are listed as a music major. Zero Credit; Pass/Fail only. Requirements listed in current School of Music Student Handbook available in the Catalog.

#### **MUSC 115. Italian Diction. 0.0 Units.**

A study of the phonetic principles of the Italian language as they pertain to singing. Introduction to IPA. Offered fall semesters.

#### **MUSC 116. Voice Seminar: English Diction and Singing as a Profession. 0.0 Units.**

A study of the phonetic principles of the English language as they pertain to singing; continued studies in IPA. Introductory content in singing as a profession. Prerequisite: MUSC 115. Offered fall semesters.

#### **MUSC 118. German Diction. 0.5 Units.**

A study of the phonetic principles of the German language as they pertain to singing. Continued study of IPA. Prerequisite: MUSC 115. Offered fall semesters.

#### **MUSC 125. Keyboard Accompanying I. 0.25 Units.**

Students will study piano sight-reading techniques; sight-reading is a crucial skill in accompanying and collaborating with other musicians. Foundations in following or working with other musicians as a pianist in real-time performance are introduced in this class, and developed in MUSC 225. Because of divergent skill sets in individual pianist, the instructor will provide appropriate accompanying opportunities based on individual skill level. Offered Fall Semesters. Piano Majors, Organ Majors, or permission of instructor.

#### **MUSC 151. Music Culture. 0.5 Units.**

An introduction to musical styles from around the world. The class explores the traditional music cultures of the Americas, South Africa, Hungary, India, and others. Most classes include a guest lecture by a music faculty member who specializes in the music and culture of the world area presented. Offered fall semesters.

#### **MUSC 160. Music Theory Fundamentals I. 0.5 Units.**

Designed for music majors who need a review of fundamental theory skills prior to taking MUSC 171. This is a second half of the semester course. Offered fall semesters.

#### **MUSC 161. Music Theory Fundamentals II. 0.5 Units.**

The second semester of a year-long sequence designed to introduce students to the elements of music. This course will apply the building blocks of musical construction introduced in MUSC 160 to analysis and basic composition. Prerequisite: MUSC 160 or permission of instructor. Offered spring semesters.

#### **MUSC 170. Aural Training Review. 0.0 Units.**

(Pass/Fail only). Reinforces ear training and sight singing skill for students unable to complete any section of MUSC 173, MUSC 174, MUSC 273, or MUSC 274. Required for students who drop any section of the regular Aural Training sequence. Offered fall and spring semesters. May be repeated as necessary.

#### **MUSC 171. Music Theory I. 1 Unit.**

A study of the materials of music, including fundamentals (pitch, rhythm, scales and modes, intervals, triads, seventh chords), melody and melodic organization, diatonic harmony, basic voice-leading, and basic musical forms. Offered fall semesters.

#### **MUSC 172. Music Theory II. 1 Unit.**

Uses the foundation of music theory fundamentals that was built in MUSC 171 or MUSC 161 as a springboard to delving into more advanced music theory topics: resolving seventh chords, less common diatonic triads, secondary dominants, secondary leading-tone chords, instrumental transposition, modulation, harmonic sequences, and small musical forms. Offered fall and spring semesters. Prerequisite: MUSC 171 or MUSC 161.

#### **MUSC 173. Aural Training I. 0.5 Units.**

An aural approach to the study of the materials of music studied in music theory, including scales, intervals, chord quality, melody, rhythm, harmonic function, and form. Offered fall and spring semesters.

#### **MUSC 174. Aural Training II. 0.5 Units.**

Development of skills learned in MUSC 173. Prerequisite: MUSC 173 or permission of instructor. Offered fall and spring semesters.

#### **MUSC 175. Functional Keyboard I. 0.25 Units.**

First course in a 4-semester sequence teaching students proficiency at the keyboard in the following areas: scales and scale fingerings, harmonic progressions, basic harmonization of a melody, score reading, prepared pieces, and sight reading. Offered fall semesters. Lab fee required.

#### **MUSC 176. Functional Keyboard II. 0.25 Units.**

Continuation of MUSC 175. Prerequisite: MUSC 175. Offered spring semesters. Prerequisite: MUSC 175. Lab fee required.

#### **MUSC 180. Music Elective. 0.25 to 1 Units.**

#### **MUSC 185. Independent Study. 0.25 to 1 Units.**

The content for this one-on-one course will be aligned at the 100 level with an existing music course; may only be taken by permission of instructor and dean. Offered fall and spring as needed.

#### **MUSC 186A. The Guitar: Instruments, Styles, and Cultures. 1 Unit.**

A study of the diverse and evolving history of the classical, acoustic and electric guitar through readings and recordings. Students will become familiar with the many different types of guitars in the classical, acoustic, and electric guitar families. They will be able identify the stylistic differences between musical genres, and will learn to place specific examples in their proper historical and social context, as well as critically evaluate what they hear using basic music vocabulary. For non-majors. Offered spring semester.

#### **MUSC 187A. Music and Politics: Expression, Repression, and Protest. 1 Unit.**

This course surveys the many complex intersections of music and politics in Western culture. We will explore how politics have shaped the creation, promotion, and reception of classical and popular music, but also consider how music and ideas about music have influenced politics. Topics will include the role of music in the construction of national, racial, and ethnic identities; government stifling of musical expression; and music as a tool of protest and political action.

**MUSC 190A. Special Topics in Music. 1 Unit.**

Special topics as determined by the instructor. For non-music majors.

**MUSC 191A. Introduction to Western Art Music. 1 Unit.**

Designed to increase the student's knowledge, understanding, and enjoyment of music. Objectives include gaining a basic knowledge of the history and nature of our musical heritage, acquiring familiarity with some of the great works of music, developing the ability to discuss music in both oral and written forms, and developing greater appreciation for music in general and for a wider range of music. The focus of the course is art music from the Gregorian period to more recent music. World music and other types of music may be included. For non-music majors and non-music minors.

**MUSC 192A. The Concert Experience. 1 Unit.**

For people who don't have a background in music, going to a classical concert may be unfamiliar (is he really playing inside the piano?), boring (what does everyone find so enjoyable about this strange music?), or even intimidating (am I supposed to clap now?). In The Concert Experience, you will learn the answers to these questions and more as you attend and write about Stetson University School of Music performances, talk with professional musicians about their work preparing concerts, and learn the basics of rhythm, pitch, and instruments that create the sounds we hear. The class offers an intriguing introduction that will prepare you for a lifelong appreciation of great classical music. For non-music majors and non-music minors.

**MUSC 194. Introduction to Indian Music. 0.5 Units.**

A study of the fundamentals of Indian music in both theory and practice. Students will learn the basics of Indian music through demonstrations, listening, reading, and playing the tabla. The basics of Indian vocal technique will be studied along with traditional classical Indian musical instruments such as the santur, sitar, and tamboura. For non-music and music majors. Offered spring semesters.

**MUSC 196A. Jazz and 20th Century American Music. 1 Unit.**

A study of the evolution of the uniquely American art form, jazz, through study and recorded performances of outstanding jazz artists within five main style periods; and an investigation of the relationship of jazz to both classical and popular music. For non-music and music majors. Music majors, see MC396. Offered fall and spring semesters as needed.

**MUSC 197A. History of Popular Music. 1 Unit.**

A study of the evolution of popular music through reading and recorded performances by outstanding artists. Objectives include gaining a knowledge of the history and nature of our musical heritage, developing the ability to discuss popular music, and developing greater appreciation for music in general. For non-music majors. Offered spring and summer semesters as needed. Writing-intensive designation.

**MUSC 199A. Music and Sounds in Video Games: Context and Histories. 1 Unit.**

This course explores the field of ludomusicology—the study of sound and music in games—by exploring emerging techniques for analyzing video game music, while considering game music in its larger cultural, historical, and technical contexts. Students will learn about the history and development of game audio, read scholarly and critical articles about games, analyze individual game soundtracks, and explore the connections between video games and other forms of art and media. The course includes a writing enhanced designation, and involves a variety of writing exercises including journal entries, reflection papers, critical critiques of relevant scholarship, and a final research paper.

**MUSC 215. Voice Seminar: Performance Techniques I. 0.0 Units.**

A study of acting, movement, and stage deportment designed for voice performance majors in their second year. Offered fall semesters.

**MUSC 216. Voice Seminar: Performance Techniques II. 0.0 Units.**

A continuation of that in Performance Techniques I, including the study of such topics as stage combat, character research and development, and audition preparation techniques. Offered spring semesters.

**MUSC 218. French Diction. 0.5 Units.**

A study of the phonetic principles and peculiarities of the French language, especially as they pertain to singing. Continued studies in IPA. Prerequisite: MUSC 117. Offered spring semesters.

**MUSC 225. Keyboard Accompanying II. 0.25 Units.**

Students build on sight-reading skills learned in Keyboard Accompanying I and apply them in keyboard accompanying situations of increased rigor and in various styles of music, and with various collaborators, whether vocal or instrumental, or large or small ensemble. Students develop interpersonal skills in working with other musicians in chamber music rehearsal settings, and collaborative skills in interpreting various style of Western music in real-time performance. Offered Fall Semesters. Piano or Organ Majors, or Permission of Instructor. Restricted to Piano or Organ Majors or permission of instructor. Prerequisite: MUSC 125.

**MUSC 252. Composition Seminar. 0.0 Units.**

A weekly seminar for all composition majors featuring student and faculty presentations on major works written after 1900 as well as lectures and demonstrations by guest performers. Offered fall and spring semesters.

**MUSC 254. Guitar Seminar. 0.0 Units.**

The study of performance practices, pedagogy, and literature for the guitar. Prerequisite: Guitar majors only. Offered fall and spring semesters.

**MUSC 255. Instrumental Techniques: Strings. 0.5 Units.**

A course designed to develop a teaching knowledge of the stringed instruments and provide sufficient skills for purposes of demonstrating the instruments to developing players both individually and in an ensemble setting. Offered Fall and Spring semesters.

**MUSC 256. Instrumental Techniques: Woodwinds. 0.5 Units.**

A course designed to develop a teaching knowledge of the woodwind instruments and provide sufficient skills for purposes of demonstrating the instruments to developing players both individually and in an ensemble setting. Offered Fall and Spring semesters. Lab fee required for reeds supplied by the University: \$50.

**MUSC 257. Instrumental Techniques: Brass. 0.5 Units.**

A course designed to develop a teaching knowledge of the brass instruments and provide sufficient skills for purposes of demonstrating the instruments to developing players both individually and in an ensemble setting. Offered Fall and Spring semesters.

**MUSC 258. Instrumental Techniques: Percussion. 0.5 Units.**

A course designed to develop a teaching knowledge of percussion instruments and provide sufficient skills for purposes of demonstrating the instruments to developing players both individually and in an ensemble setting. Offered Fall and Spring semesters.

**MUSC 259. Technology for Musicians. 0.5 Units.**

A hands-on introduction to essential applications of technology that every musician should know. Topics include digital audio recording and editing, MIDI sequencing and software instruments, music notation, multimedia, and historical trends. Requires lab work outside of class. Offered Fall and Spring semester. Half Semester Course.

**MUSC 271. Music Theory III. 1 Unit.**

A continued study of tonal music with an emphasis on advanced modulation, chromatic harmony, complex chordal structures, and advanced formal designs such as fugue and sonata form. Prerequisite: MUSC 172. Offered fall semesters.

**MUSC 272. Music Theory IV. 1 Unit.**

With a strong emphasis on listening, analysis, and student composition, Theory IV includes the study of various musical styles and analytic methods for 20th-Century music. Some topics include 20th-Century lieder, Impressionism, atonal music, 12-tone composition, and the varied musical styles composed after 1945. Offered spring semesters. Prerequisite: MUSC 172.

**MUSC 273. Aural Training III. 0.5 Units.**

Continuation of MUSC 173-MUSC 174, incorporating materials from MUSC 271 and MUSC 272. Prerequisite: MUSC 174. Offered fall and spring semesters.

**MUSC 274. Aural Training IV. 0.5 Units.**

Development and mastery of materials learned in MUSC 273. Incorporates material from MUSC 271 and MUSC 272. Prerequisite: MUSC 273. Offered fall and spring semesters.

**MUSC 275. Functional Keyboard III. 0.25 Units.**

Continuation of MUSC 175 and MUSC 176. Prerequisite: MUSC 176. Offered fall semesters. Co-requisite MUSC 271 Theory III. May be repeated for credit. Lab fee required.

**MUSC 276. Functional Keyboard IV. 0.25 Units.**

Continuation of MUSC 275. Prerequisite: MUSC 172. Offered spring semesters. May be repeated for credit. Lab fee required.

**MUSC 277. Conducting I. 0.5 Units.**

This course focuses on study and application of basic patterns and gestures used in conducting ensembles, and learning fundamental skills needed to conduct an ensemble. Development of the physical technique needed to communicate basic patterns, asymmetrical meters, multi-meters, preparatory gestures, cues, releases, articulation, the fermata, dynamics and tempi. Offered fall and spring semesters.

**MUSC 279. Introduction to Composition. 0.25 Units.**

A study and application of the basic techniques of music composition through lectures, projects, lessons, and class performances. Prerequisite: MUSC 172 or permission of the instructor. Offered fall and spring semesters. Repeatable for credit.

**MUSC 285. Independent Study. 0.25 to 1 Units.**

The content for this one-on-one course will be aligned at the 200 level with an existing music course; may only be taken by permission of instructor and dean. Offered fall and spring as needed.

**MUSC 288. Conducting II: Instrumental. 0.5 Units.**

Refine and develop the physical technique and gestures learned in Conducting I. Develop listening and interpretive skills to be applied in rehearsal and performance. Emphasis will be placed on more detailed score study, further transposition studies, and the acquisition and application of efficient and effective rehearsal techniques. Prerequisite: MUSC 277. Offered spring semesters.

**MUSC 289. Conducting II: Vocal. 0.5 Units.**

Refine physical gestures learned in Conducting I. Develop listening and interpretive skills to be applied in rehearsal and performance. Apply technical facility in conducting gesture to execute rehearsal plans. Prerequisite: MUSC 277. Offered spring semesters.

**MUSC 290. Special Topics in Music. 1 Unit.****MUSC 300. Career Skills for the Entrepreneurial Musician. 0.5 Units.**

Exploration of career opportunities emphasizing individual research and dialog with musicians working in the field. Topics include resume writing, graduate school preparation, auditioning skills, internships, development of understanding agents, promotional materials, grant writing, entrepreneurial skills, and other business practices related to the music profession. Offered fall and spring semesters.

**MUSC 311. Music History I. 1 Unit.**

A survey of Western music from Antiquity through the Baroque era. Representative works are studied and significant trends and developments are discussed. An individual listening list is developed in conjunction with the course. Prerequisites: MUSC 172. Offered fall semesters. Offered Summer semesters as needed.

**MUSC 312. Music History II. 1 Unit.**

A survey of Western music from the Enlightenment to the present. Representative works are studied and significant trends and developments are discussed. An individual listening list is developed in conjunction with the course. Prerequisites: MUSC 172. Offered spring semesters. Writing Enhanced course.

**MUSC 321. Studies in Musical Form: Form in Beethoven. 1 Unit.**

This course concentrates on musical form in the 18th and 19th centuries with special reference to Beethoven's piano sonatas, chamber music, and symphonies. It has three units: theme types and small forms (following Caplin), schema theory in the Galant style (following Gjerdingen), and sonata theory (following Hepokoski and Darcy). Prerequisite: MUSC 271.

**MUSC 363. String Orchestral Excerpts. 0.25 Units.**

This course focuses on the art of preparing and performing orchestral auditions. String students will study excerpts and perform a mock audition in class. Participants will have extensive opportunity to play and hear the standard orchestral repertoire. Prerequisite: Must be taking private lessons. Offered fall and spring semesters.

**MUSC 364. Voice Pedagogy I. 0.25 Units.**

Topics covered include standard physiology and traditional Western classical pedagogy, voice acoustics, speech motor control theory, somatosensory awareness, and the changing voice through the life cycle. Voice Pedagogy I sets the stage for an effective and extensive student teaching practicum in the second semester with further exploration of topics as they pertain to stylistically diverse voice pedagogy. Offered fall semesters.

**MUSC 365. Keyboard Pedagogy. 0.5 Units.**

An overview of the theory and evolution of keyboard pedagogy, and extensive survey of the materials, resources and professional organizations available for enhancing effective teaching. Included will be a supervised applied teaching component.

**MUSC 366. Wind, Brass, Percussion Pedagogy. 0.5 Units.**

This class will examine and explore the methodology of teaching woodwind, brass, and percussion instruments. The pedagogy and philosophy of teaching in general will be discussed, including, but not limited to fundamental technical and musical development from the beginning to advanced level, inspirational techniques, structure and organization of lesson time, structure and organization of practice time, and methods of evaluation. Offered once a year as necessary. Junior or senior standing required.

**MUSC 367. String Pedagogy. 0.5 Units.**

Informs music majors about teaching for string instruments, including typical problems and solutions for posture, instrument sizing, instrument position, technique, and repertoire. Offered once a year as necessary. Juniors or senior standing required.

**MUSC 368. Guitar Pedagogy. 0.5 Units.**

A one-semester survey course that acquaints the student with current methods, issues, and materials in guitar teaching and their practical applications. By evaluating texts as well as studying the business of teaching, teaching philosophies, and sequential paths for divergent styles of music, students will become more prepared to successfully teach in any music community. Offered every other year as necessary.

**MUSC 369. Voice Pedagogy II. 0.25 Units.**

This course answers the growing demand for expert vocal instruction for students of a wide range of ages and in diverse vocal styles. This course builds on knowledge from Voice Pedagogy I, and gives students a chance to teach their own voice students. This course provides a strong foundation in functional voice instruction, and the skills to find, process, and apply current voice pedagogy and voice science research in their own teaching. Offered spring semesters. Prerequisite: MUSC 364.

**MUSC 371. Counterpoint. 1 Unit.**

A study of the principles of polyphonic writing as they were embodied in the music of the 16th and the 18th centuries. Assignments include analysis and composition. Prerequisite: MUSC 271. Offered spring semester of alternate years.

**MUSC 374. Foundations of Organ. 0.5 Units.**

An introduction to the organ, providing orientation to the instrument for organists and non-organists alike. The class explores the long history of the instruments, including specific historical styles of organ building. Visits to area instruments will examine the practical considerations for contemporary instrument design, including issues involved in placement, room acoustics and how the needs of a particular setting/client can dictate an instrument's configuration. Basic reed and stopped flute tuning along with other maintenance issues that can be dealt with by non-professionals are explored. Offered every other year as necessary.

**MUSC 375. Composition I. 1 Unit.**

Directed study of advanced compositional techniques. Prerequisite: MUSC 279 and BM Composition major. Offered fall and spring semesters.

**MUSC 376. Composition II. 1 Unit.**

Continuation of MUSC 375. Prerequisite: MUSC 375 and BM composition major. Offered fall and spring semesters. This class includes participation in the weekly Composition Seminar.

**MUSC 377. Conducting III: Advanced Instrumental Conducting. 0.5 Units.**

Advanced study of the skills and philosophies acquired in Conducting I and Conducting II. Development of advanced ensemble rehearsal techniques, conducting gestures, score study, repertoire selection and program development. Advanced exploration and refinement of interpretive skills as a conductor in order to develop a mature, informed, and independent approach to score study, rehearsal, and performance. Prerequisite: MUSC 288 and instructor approval. Offered as needed.

**MUSC 378. Conducting III: Advanced Vocal Conducting. 0.5 Units.**

Progress in score study and advanced rehearsal technique. Interpret choral/orchestral scores as a conductor with clear and expressive physical gestures. Obtain mature results as a rehearsal technician and performing artist. Prerequisite: MUSC 289 and instructor approval. Offered as needed.

**MUSC 379. Orchestration and Arranging. 1 Unit.**

Experience in orchestration and arranging for all combinations of instrumental groups, transposition of instruments, groupings, and application through performance. Prerequisite: MUSC 172. Offered fall semesters.

**MUSC 383. Wind Band Literature. 1 Unit.**

A survey/study of wind band/ensemble literature and history from its beginnings in the Renaissance era through the classical era's wind serenades to the modern day contemporary wind band/ensemble. While the majority of this course's survey of musical literature will focus on the modern wind band (wind ensemble, symphonic band, etc.) and its important and significant compositions from the twentieth and twenty-first centuries, a number of examples of works from throughout history composed for various groupings of wind, brass and percussion instruments will also be explored and studied. Prerequisite: MUSC 172. Offered fall semesters every other year (even numbered years). Writing Enhanced course.

**MUSC 385. Independent Study. 0.25 to 1 Units.**

The content for this one-on-one course will be aligned at the 300 level with an existing music course; may only be taken by permission of instructor and dean. Offered fall and spring as needed.

**MUSC 387. Opera Literature. 1 Unit.**

The course is a survey/seminar study of operatic literature designed for the undergraduate student. Students will acquire knowledge and be conversant in style, form, recognizable sound and dramatic impetus of the great operatic composers, from the origins of opera through the early 21st century, as well as develop an understanding of operatic voice fach (types) and all of the components that comprise an operatic production. Prerequisite: MUSC 172. Writing Enhanced course. Offered spring semesters of alternate years.

**MUSC 388. Piano Literature I. 1 Unit.**

An historical survey of the outstanding works of the eighteenth, nineteenth, and twentieth centuries for chamber ensembles. Prerequisites: MUSC 172. Offered fall semester of alternate years.

**MUSC 389. Piano Literature II. 1 Unit.**

A systematic survey of literature/repertoire of the keyboard/piano from the early Romantic period (Schubert and Mendelssohn) to the present, focusing not only on obtaining a greater knowledge and recognition of selected works, but on gaining an understanding of the stylistic evolution of those respective works, and their creators as well. Prerequisite: MUSC 172. Writing Enhanced course. Offered spring semesters of alternate years.

**MUSC 390. Special Topics in Music. 1 Unit.****MUSC 391. Symphonic Literature. 1 Unit.**

An historical survey of the outstanding works of the eighteenth, nineteenth, and twentieth centuries for the symphony orchestra. Prerequisites: MUSC 172. Offered spring semester of alternate years.

**MUSC 392. Song Literature. 1 Unit.**

An overview of solo vocal literature and history from the seventeenth through the twentieth century. Prerequisites: MUSC 172. Offered spring semesters every other year. Writing Enhanced course.

**MUSC 394. Chamber Music Literature. 1 Unit.**

An historical survey of the outstanding works of the eighteenth, nineteenth, and twentieth centuries for chamber ensembles.  
Prerequisites: MUSC 172. Offered spring semester of alternate years.

**MUSC 395. Teaching Apprenticeship. 0.5 Units.**

Upper division students mentor and work with underclassmen under the supervision of a faculty member in a suitable area of expertise. Offered all semesters as needed. Permission of instructor and dean.

**MUSC 396. Jazz and 20th Century American Music. 1 Unit.**

An upper-division version of MUSC 196A, with additional assignments. A study of the evolution of the uniquely American art form, jazz, through study and recorded performances of outstanding jazz artists within five main style periods; and an investigation of the relationship of jazz to both classical and popular music. Offered fall and spring semesters as needed.

**MUSC 397. Internship. 0.25 Units.**

Hands-on experience in the music field through a variety of cooperating organizations. Writing-intensive course. Enrollment in an internship course requires students to attend an orientation prior to beginning work at their internship site. For more information regarding internship orientations, please contact Career & Professional Development at career@stetson.edu or 386-822-7315.

**MUSC 471. Advanced Analysis. 1 Unit.**

A study of various analytic and research methods (e.g., linear analysis, advanced set-theoretical studies, approaches to form, transformational theory, etc.) with reference to selected tonal and/or non-tonal pieces. The course entails several analytical assignments; a final paper is required. Prerequisites: MUSC 271 and MUSC 272. Offered spring semester of alternating years.

**MUSC 475. Composition III. 1 Unit.**

Continuation of MUSC 376. Prerequisite: MUSC 376 and BM Composition major. Offered fall and spring semesters.

**MUSC 485. Independent Study. 0.25 to 1 Units.**

The content for this one-on-one course will be aligned at the 400 level with an existing music course; may only be taken by permission of instructor and dean. Offered fall and spring as needed.

**MUSC 490. Special Topics in Music. 1 Unit.****MUSC 497. Senior Research Project Proposal. 0.25 Units.**

Hands-on experience in the music field through a variety of cooperating organizations.

**MUSC 498. Senior Research Proposal. 0.5 or 1 Units.**

One-on-one instruction and preliminary research prepares student for the MUSC 499 capstone project. Offered fall and spring semesters. See specific degree requirements as not all music degrees require this course before taking MUSC 499.

**MUSC 499. Senior Research Project. 1 Unit.**

Offered fall and spring semesters. A. Composition Research Project. The preparation, organization, rehearsal, and presentation of a senior composition recital. Prerequisite: MUSC 475. Co-requisite MUSX 462.B. Music Theory. The preparation analytic paper. Prerequisite: MUSC 498.C. Music Technology Project. Completion of a significant music technology research project. Includes a 25-minute music technology recital. Prerequisite: MUSC 498. Co-requisite MUSX 462.D. BA Music. Completion of a significant study in an area to combine the non-music and music emphases in a BA music degree. Prerequisite: MUSC 498.

## Music-Applied (MUSA)

### Courses

**MUSA 100. Class Applied Study. 0.25 Units.**

Class lessons in piano, voice, and guitar for non-music majors (0.25 units.).

**MUSA 101. Private Lessons for Non-Music Majors. 0.25 Units.**

0.25 unit course for non-music majors studying applied music. Intended for students pursuing a minor in music, or students on music scholarship, or any student approved by the Dean. Offered fall and spring semesters, and summers as needed.

**MUSA 111. Secondary Lessons for Music Majors. 0.25 Units.**

0.25 unit course for music majors studying a secondary instrument and music minors. Offered fall and spring semesters, and summers as needed.

**MUSA 112. Primary Lower-Division Lessons for Music Majors. 0.5 Units.**

0.5 unit lower-level course for music majors studying the major instrument. Intended for music majors who have not passed the sophomore decision. Offered fall and spring semesters, and summers as needed. Prerequisite: Successful audition in the School of Music for admission as a music major.

**MUSA 151. Secondary Class Lessons for Music Majors. 0.25 Units.**

This course is intended for music majors needing group instruction on rudimentary performance elements on an instrument other than one's primary instrument. Permission of instructor.

**MUSA 185. Independent Study. 0.25 to 1 Units.**

The content for this one-on-one course will be aligned at the 100 level with an existing music course; may only be taken by permission of instructor and dean. Offered fall and spring as needed.

**MUSA 190. Special Topics in Applied Music. 0.25 to 1 Units.****MUSA 290. Special Topics in Applied Music. 0.25 to 1 Units.****MUSA 312. Primary Upper-Division Lessons for Music Majors. 0.5 Units.**

0.5 unit upper-level course for music majors studying the major instrument. Intended for music majors in the following degrees: BM theory, composition, technology, outside field, BA music and BME. Offered fall and spring semesters, and summers as needed. Prerequisite: Successful passing of Sophomore Decision for the major.

**MUSA 313. Primary Upper-Division Lessons for Music Majors. 1 Unit.**

1-unit upper-level course for music majors studying the major instrument. Intended for music majors in the following degrees: BM Voice, BM Guitar, BM Piano, BM Orchestral Instrument, BM Organ. Offered fall and spring semesters, and summers as needed. Prerequisite: Successful passing of Sophomore Decision required for the major.

**MUSA 385. Independent Study. 0.25 to 1 Units.**

The content for this one-on-one course will be aligned at the 300 level with an existing music course; may only be taken by permission of instructor and dean. Offered fall and spring as needed.

**MUSA 390. Special Topics in Applied Music. 0.25 to 1 Units.****MUSA 490. Special Topic in Applied Music. 0.25 to 1 Units.**



# Music Education (MUED)

## Courses

### **MUED 259. Vocal Techniques for Instrumentalists. 0.5 Units.**

This course is specifically designed to prepare music education majors who have an instrumental background to work with vocal and choral music education students in public schools. The course will focus on the principles of vocal technique, vocal pedagogy, diction, and improvisation as they apply to choral settings. Topics will include but are not limited to the development of the child's and adolescent's voice, selecting appropriate music for those voices, the problem of vocal abuse, the rationales behind group vocal warm-up practices, appropriate rehearsal techniques, and performance practices. Prerequisite: MUED 265 with grade of C or higher or admission to Outside Field in Teacher Pre-Certification. Offered spring semesters. Requires off-campus travel to public schools in counties near Stetson's DeLand campus.

### **MUED 260. Instrumental Techniques for Vocalists I. 0.5 Units.**

This course is specifically designed to prepare music education majors who have a vocal background to work with instrumental music education students in public schools and is the first course of a two-course sequence. The focus of this course will be a survey or overview of the woodwind, brass, percussion, and string instruments commonly played in the band and orchestra. Students will study the unique sounds characterizing each instrument and how that sound is produced, developing perception and discrimination of the acoustical properties of the instruments, the correct formation of the embouchure for the brasses and woodwinds, the techniques of bowing string instruments, proper approaches to percussion instruments, and the physical attributes required to successfully perform on instruments in general. The ability to successfully produce a sound and perform at a basic level on various representative instruments is a required outcome. Prerequisite: MUED 265 with a grade of C or higher or admission to Outside Field in Teacher Pre-Certification. Offered spring semesters. Requires off-campus travel to public schools in counties near Stetson's DeLand campus.

### **MUED 261. Instrumental Techniques for Vocalists II. 0.5 Units.**

This course is specifically designed to prepare music education majors who have a vocal background to work with instrumental music education students in public schools and is the second course of a two-course sequence. In this course students will apply the skills and knowledge that they acquired in MUED 260 to a beginning band and/or beginning orchestra setting as well as to rehearsal and performance practice for more advanced performers. Topics will include but are not limited to approaches for teaching beginning instrumentalists in group lesson settings, choosing appropriate literature for young instrumentalists, and rehearsing and conducting for performances that include instrumentalists and vocalists. Students will continue to work on their ability to perform on instruments at a basic level. Prerequisite: MUED 265 with grade of C or higher or admission to Outside Field in Teacher Pre-Certification. Requires off-campus travel to public schools in counties near Stetson's DeLand campus.

### **MUED 265. Principles and Methods of Music Instruction for Diverse Learners. 1 Unit.**

This course is the introductory course for all Music Education Majors, and very importantly, it fills the FSEM requirement for these students. Course participants broadly review educational literature and philosophy and theory. Activities include the articulation of written philosophy, written evaluations generated during field work, written lesson plans, micro-teaching experiences, and various activities that combine those listed here, such as written evaluations of peers' micro-teaching experiences. All FSEM and WE traits are to be met in this important course, including faculty mentoring of incoming students and development of speaking and writing skills. Writing enhanced course. Lab fee required. Offered fall semesters. Requires off-campus travel to public schools in counties near Stetson's DeLand campus.

### **MUED 325. Elementary School Music Methods. 0.5 Units.**

A methods and materials course designed for teaching K-6 general music. Basic principles of music instruction for children will be studied along with specific methodologies, including but not limited to Orff Schulwerk, Kodaly, and Dalcroze-Eurhythmics. Students will practice and demonstrate proper vocal techniques for children as well as the use of classroom instruments in instruction, performance, and as accompaniment to singing. Child development and classroom management are studied. Students complete field teaching and observation experience in the elementary classroom. Development of professional portfolio is begun. Prerequisite: MUED 265 with grade of C or higher. Offered spring semesters. Requires off-campus travel to public schools in counties near Stetson's DeLand campus.

### **MUED 350. Music Education Professional Development Hour (MEPD). 0.0 Units.**

This weekly hour-long gathering brings all Music Education majors together to experience guest speakers from all aspects of music education as well as outstanding music educators and their students to demonstrate how they achieve their success. There are also numerous student-lead experiences and interactions designed to strengthen positive relationships among the students and faculty while adding to skill and knowledge of the field. Offered fall and spring semesters and automatically added to schedule for all Music Education majors. Requires off-campus travel to public schools in counties near Stetson's DeLand campus.

### **MUED 354. Instrumental Methods I: Elementary/Middle School. 0.5 Units.**

This course will focus on beginning and middle school instrumental music programs. Students will apply various learning theories, behaviorist techniques, and cognitive learning skills to the instrumental music lesson. Administrative and assessment skills needed to implement and maintain an instrumental program will be developed. Field experiences in the schools will be central to this course. Elementary and middle school literature will be reviewed and studied. Prerequisites: MUED 325 with grades of C or higher and admission to approved teacher education program (BME) or admission to BMOF-Education. Offered Fall Semesters. Lab fee required. Writing Enhanced course. Requires off-campus travel to public schools in counties near Stetson's DeLand campus.

**MUED 355. Instrumental Methods II: Middle/High School. 0.5 Units.**

This course will focus on secondary school instrumental music programs and will include advanced study of the materials and methods needed for successful teaching of instrumental music in schools. Various philosophies of music education and curriculum development will be discussed. Extensive involvement with actual teaching of bands and orchestras in public schools is a central part of this course. Specialized ensemble techniques including jazz and chamber ensemble and solo and small ensemble contest and festival preparation in band and orchestra will be discussed. Literature for the various high school level ensembles will be reviewed and studied. Prerequisite: MUED 354 with grade of C or higher and admission to approved teacher education program (BME) or admission to BMOF-Education or permission of instructor. Writing Enhanced course. Lab fee required. Offered every spring semester. Requires off-campus travel to public schools in counties near Stetson's DeLand campus.

**MUED 356. Choral Methods I: Elementary/Middle School. 0.5 Units.**

This course will focus on elementary and middle school vocal music programs. Students will apply various learning theories, behaviorist techniques, and cognitive learning skills to vocal music lessons/experiences. Among other important developmental aspects of young singers, there will be a particular focus on the changing voice. Administrative and assessment skills needed to implement and maintain vocal performance programs will be developed. Field experiences in the schools will be central to this course. Elementary and middle school literature will be reviewed and studied. Prerequisite: MUED 325 with a grade of C or higher and admission to approved teacher education program (BME) or admission to BMOF-Education. Offered Fall Semesters. Lab fee required. Writing Enhanced course. Requires off-campus travel to public schools in counties near Stetson's DeLand campus.

**MUED 357. Choral Methods II: Middle School/High School. 0.5 Units.**

This course will focus on secondary school vocal/choral music programs and will include advanced study of the materials and methods needed for successful teaching of vocal/choral music in schools. Various philosophies of music education and curriculum development will be discussed. Extensive involvement with actual teaching of choirs in public schools is a central part of this course. Specialized ensemble techniques including jazz and chamber ensemble and solo and small ensemble contest and festival preparation in vocal/choral music will be discussed. Literature for the various high school level ensembles will be reviewed and studied. Prerequisites: MUED 356 with a grade of C or higher and admission to approved teacher education program (BME) or admission to BMOF-Education. Lab fee required. Offered spring semesters. Writing Enhanced course. Requires off-campus travel to public schools in counties near Stetson's DeLand campus.

**MUED 359. Administering the School Music Program: Marching Band, Musicals, & Large Productions. 0.5 Units.**

This course will focus on the skills and knowledge required to run a successful school music program. Advanced techniques for production of large-scale music experiences common in public schools, including but not limited to marching band and musicals, will be examined and field experiences will be important to the learning process. Budgets, scheduling, booster organizations, and travel, as well as preparation for professional employment and continuing professional growth will be among the topics discussed. Prerequisite: MUED 355 or MUED 357 with a grade of C or higher; Admission to approved teacher education program (BME) or admission to BMOF-Education. Offered fall semesters. Requires off-campus travel to public schools in counties near Stetson's DeLand campus.

**MUED 385. Independent Study. 0.5 or 1 Units.****MUED 395. Teaching Apprenticeship. 0.5 Units.**

## Music-Ensemble (MUSE)

### Courses

**MUSE 111. Stetson Opera Theatre. 0.25 Units.**

Open to any major by audition or consultation with the instructor. Performance class for opera scenes or full operatic productions with set and live orchestra. Freshmen and Sophomores take 111 level. Offered Fall and Spring Semesters.

**MUSE 190. Special Topics in Music Ensemble. 0.25 to 1 Units.****MUSE 290. Special Topics in Music Ensemble. 0.25 to 1 Units.****MUSE 301. Concert Choir. 0.25 Units.**

Concert Choir, Stetson Women's Chorale, Stetson Men, or Choral Union: open to any major by consultation with instructor. Fills Creative Arts requirement for non-music majors. Performing vocal ensembles required for various music majors. Offered Fall and Spring Semesters.

**MUSE 303. Stetson Chorale. 0.25 Units.**

Stetson Women's Chorale: open to any major by consultation with instructor. Fills Creative Arts requirement for non-music majors. Performing vocal ensembles required for various music majors. Offered Fall and Spring Semesters.

**MUSE 304. Stetson Hatter Choir. 0.25 Units.**

Stetson Men: open to any major by consultation with instructor. Fills Creative Arts requirement for non-music majors. Performing vocal ensembles required for various music majors. Offered Fall and Spring Semesters.

**MUSE 305. Choral Union. 0.25 Units.**

Choral Union: open to any major by consultation with instructor. Fills Creative Arts requirement for non-music majors. Performing vocal ensembles required for various music majors. Offered Fall and Spring Semesters.

**MUSE 311. Stetson Opera Theatre. 0.25 Units.**

Open to any major by audition or consultation with the instructor. Performance class for opera scenes or full operatic productions with set and live orchestra. Juniors and Seniors take 311 level. Offered Fall and Spring Semesters.

**MUSE 320. Concert Band. 0.25 Units.**

Open to any major by consultation with instructor. Performing instrumental ensembles required for various music majors. Offered Fall and Spring Semesters.

**MUSE 321. Symphony Orchestra. 0.25 Units.**

Open to students from any major by consultation with the instructor. Fills Creative Arts requirement for non-music majors. Performing instrumental ensembles required for various music majors. Offered Fall and Spring Semesters.

**MUSE 322. University Symphonic Band. 0.25 Units.**

Symphonic Band: open to any major by consultation with instructor. Fills Creative Arts requirement for non-music majors. Performing instrumental ensembles required for various music majors. Offered Fall and Spring Semesters.

**MUSE 323. Jazz Ensemble. 0.25 Units.**

Jazz Ensemble: open to any major by consultation with instructor. Fills Creative Arts requirement for non-music majors. Performing instrumental ensembles required for various music majors. Offered Fall and Spring Semesters.

**MUSE 324. Clarinet Choir. 0.25 Units.**

Performing ensembles for small groups. All sections coached by faculty member. Various concerts/recitals performed with or without faculty conductor. Required for various music majors. Open to all majors by consultation with instructor. Offered Fall and Spring Semesters.

**MUSE 325. Flute Choir. 0.25 Units.**

Performing ensembles for small groups. All sections coached by faculty member. Various concerts/recitals performed with or without faculty conductor. Required for various music majors. Open to all majors by consultation with instructor. Offered Fall and Spring Semesters.

**MUSE 326. Brass Ensemble. 0.25 Units.**

Performing ensembles for small groups. All sections coached by faculty member. Various concerts/recitals performed with or without faculty conductor. Required for various music majors. Open to all majors by consultation with instructor. Offered Fall and Spring Semesters.

**MUSE 327. Horn Ensemble. 0.25 Units.**

Performing ensembles for small groups. All sections coached by faculty member. Various concerts/recitals performed with or without faculty conductor. Required for various music majors. Open to all majors by consultation with instructor. Offered Fall and Spring Semesters.

**MUSE 328. Percussion Ensemble. 0.25 Units.**

Performing ensembles for small groups. All sections coached by faculty member. Various concerts/recitals performed with or without faculty conductor. Required for various music majors. Open to all majors by consultation with instructor. Offered Fall and Spring Semesters.

**MUSE 329. Chamber Orchestra. 0.25 Units.**

Performing ensembles for small groups. All sections coached by faculty member. Various concerts/recitals performed with or without faculty conductor. Required for various music majors. Open to all majors by consultation with instructor. Offered Fall and Spring Semesters.

**MUSE 330. Guitar Ensembles. 0.25 Units.**

Performing ensembles for small groups. All sections coached by faculty member. Various concerts/recitals performed with or without faculty conductor. Required for various music majors. Open to all majors by consultation with instructor. Offered Fall and Spring Semesters.

**MUSE 331. Chamber Ensembles. 0.25 Units.**

Performing ensembles for small groups. All sections coached by faculty member. Various concerts/recitals performed with no conductor as approved by the faculty member serving as chamber music coordinator. Required for various music majors. Open to all Stetson University students by consultation with instructor. Offered Fall and Spring Semesters.

**MUSE 390. Special Topics in Music Ensemble. 0.25 to 1 Units.****MUSE 490. Special Topics in Music Ensemble. 0.25 to 1 Units.**

## Music-Experience (MUSX)

### Courses

**MUSX 190. Special Topic Music Experience. 0.0 Units.****MUSX 290. Special Topic Music Experience. 0.0 Units.****MUSX 341. Improvisation. 0.0 Units.**

This course is an introduction to the art of improvisation using modal and tonal song forms. It emphasizes the performance of music at every class meeting. Offered Fall or Spring semesters as needed.

**MUSX 344. Movement. 0.0 Units.**

Experience in various styles of dance.

**MUSX 345. Exercise for Musicians. 0.0 Units.**

A course designed to help musicians better understand how issues related to exercise are beneficial to musical practice and performance. Study includes developing correct posture, balance and core strength, avoiding repetitive use injuries, the benefits of improving cardiovascular performance for musicians, stress relief, and safety. CO-requisite MUSA 312 or MUSA 313, or permission of the dean/associate dean.

**MUSX 346. String Orchestral Excerpts. 0.0 Units.**

This course focuses on the art of preparing and performing orchestral auditions. String students will study excerpts and perform a mock audition in class. Participants will have extensive opportunity to play and hear the standard orchestral repertoire. Prerequisite: Must be taking private lessons. Co-requisite: MUSA 312 or MUSA 313, or permission of the instructor.

**MUSX 348. The Early Church Cantatas of Johann Sebastian Bach and Sacred Oratorios of George Frideric Handel. 0.0 Units.**

This experiential course will focus on the early sacred church cantatas by Johann Sebastian Bach, selected biblical and sacred oratorios by George Friedrich Handel, and the influence of sacred music in the western tradition during the highpoint of the Baroque Period. Singing melodic passages and hearing the cantus firmus, listening to and playing instruments including the organ, and conducting German chorales and oratorio recitatives are examples of experiential classwork. Corequisite: MUSA 312 or MUSA 313 or permission of instructor.

**MUSX 349. Making and Adjusting Single Reeds. 0.0 Units.**

A hands-on course with step-by-step teaching and practice of making single reeds from reed blanks and adjusting both hand-made and commercial reeds. Offered Every Other Fall Semester. Co-requisite: Must also be enrolled in applied lessons.

**MUSX 351. Art Song of the Spanish Diaspora. 0.0 Units.**

The course would be a survey of Spanish language art song repertoire, which in the last 40 years has exploded in popularity and is only now widely available in published materials.

**MUSX 352. Sounds New: 21st Century Art Songs. 0.0 Units.**

This course surveys the quickly expanding world of solo vocal song composition, particularly from English-language composers from the beginning of the current millennium. Offered fall or spring as needed.

**MUSX 353. Shakespeare and Music. 0.0 Units.**

The course is designed to connect music majors to the plays of Shakespeare, to examine how composers through the 16th-21st century have been inspired by and created musical compositions based on certain plays, as well as how the plays were adapted to the specific works to be examined in order to meld the arts of drama and music.

**MUSX 354. The Operas of Giuseppe Verdi. 0.0 Units.**

The course will examine the operatic works of Giuseppe Verdi, discovering style characteristics and how his literature grew and developed during his long career as a composer in this genre.

**MUSX 355. Music in Vienna. 0.0 Units.**

Music in Vienna is a MUSX course which is paired with a three-week faculty-led study abroad program hosted by IES Abroad in Vienna, Austria during the summer of 2021. This course will explore the rich musical history of Vienna and prepare students for a three-week immersive summer trip.

**MUSX 356. Clarinet Orchestral Excerpts. 0.0 Units.**

This course focuses on the art of preparing and performing orchestral excerpts. Clarinet students will have extensive opportunity to listen to and prepare standard orchestral excerpts and will perform a mock audition at the close of the course. Co-requisite: the student must be enrolled in applied lessons.

**MUSX 357. The Operas of Giacomo Puccini. 0.0 Units.**

Introduction to the operas of Italian composer Giacomo Puccini intended for music performance majors. General and specific information regarding style elements, forms, and source material used by Puccini, as well as brief history/context of the operatic compositional world during his career. Studies of operatic plot, libretto, and general casting of roles in several operas as well as a study of notable arias or ensembles. Studies of landmark operatic productions and of specific, important roles. Offered fall or spring semesters as needed.

**MUSX 358. Intro to Baroque Flute. 0.0 Units.**

Through the use of replica baroque flutes, students will learn the techniques involved in performing on a historical instrument. Offered every other Fallsemester. Prerequisite: MUSA 101, MUSA 112, MUSA 312, MUSA 313, or permission of instructor. Co-requisite: Must also be enrolled in applied lessons.

**MUSX 362. Junior Recital. 0.0 Units.**

A 25-minute solo recital (or equivalent, such as an opera role or concerto performance, approved by the teacher). Offered fall and spring semesters. Co-requisite MUSA 312 or MUSA 313, or permission of the dean/associate dean.

**MUSX 385. Independent Study. 0.0 Units.****MUSX 390. Special Topic Music Experience. 0.0 Units.****MUSX 462. Senior Recital. 0.0 Units.**

A 25-minute or 50-minute solo recital (duration dependent on degree requirement). Offered fall and spring semesters. Co-requisite for applied recitals: MUSA 312 or MUSA 313; co-requisite for composition and music technology recitals: MUSC 498.

**MUSX 485. Independent Study. 0.25 to 1 Units.****MUSX 490. Special Topic Music Experience. 0.0 Units.**

# Course Descriptions - College of Law

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## Law (LAW)

### Courses

#### **LAW 1150. CIVIL PROCEDURE. 4 Credits.**

A survey of the procedural law applicable to civil lawsuits in the United States, with particular emphasis on the federal courts. Topics covered include personal and subject matter jurisdiction, the Erie doctrine, pleading, discovery, motions, trials, post-trial motions, and issue and claim preclusion.

#### **LAW 1181. CONTRACTS. 4 Credits.**

An examination of the principles that govern the formation of legally enforceable agreements and promises. Emphasis is placed on offer and acceptance, consideration and its substitutes, and the Statute of Frauds, breach of contract, assignments, and discharge. (Formerly Contracts I and Contracts II).

#### **LAW 1195. CONSTITUTIONAL LAW I. 4 Credits.**

An introduction to legal analysis, constitutional history, theory and case law. This course explores the federal system, including such doctrines as judicial review; implied powers; state powers and the commerce clause; federal powers and the commerce clause; separation of powers, due process state action and equal protection.

#### **LAW 1200. CRIMINAL LAW. 4 Credits.**

An examination of substantive criminal law. The course will analyze common law concepts as well as statutory revisions.

#### **LAW 1251. REAL PROPERTY. 4 Credits.**

An introduction to estates in land, future interests, and landlord and tenant relationships, real estate issues, restrictive covenants, and easements. (Formerly Real Property I and Real Property II).

#### **LAW 1270. RESEARCH AND WRITING I. 4 Credits.**

This course will introduce students to legal analysis, writing, and research skills for producing predictive legal analysis.

#### **LAW 1275. RESEARCH AND WRITING II. 3 Credits.**

This course builds upon the legal analysis, writing, and research skills taught in Legal Research and Writing I by focusing on producing persuasive written and oral legal arguments. Pre-requisite: LAW 1270.

#### **LAW 1290. TORTS. 4 Credits.**

A study of civil liability for accidental and intentional tangible harms to property and physical and/or emotional injuries to persons. The course places heavy emphasis on the law of negligence by examining the elements of negligence and available defenses. This course also will give some treatment to certain intentional torts, strict liability and vicarious liability.

#### **LAW 2190. EVIDENCE. 4 Credits.**

An examination of the principal rules of evidence applicable in the federal and Florida courts.

#### **LAW 2190T. EVIDENCE\*. 4 Credits.**

An examination of the principal rules of evidence applicable in the federal and Florida courts.

#### **LAW 2350. PROFESSIONAL RESPONSIBILITY. 3 Credits.**

A study of the ethical considerations involved in the lawyer-client relationship. The Rules of Professional Conduct and Codes of Judicial Conduct will be examined. This course satisfies the professional responsibility requirement.

#### **LAW 3030. ACCOUNTING FOR LAWYERS. 2 to 3 Credits.**

This course provides an introduction to accounting concepts and its application to the practice of law. This course will assist students in reading and understanding financial statements (balance sheet, income statement, statement of cash flows), financial ratios, time value of money, annual shareholder reports, and other concepts important in the practice of law. This course is designed for students who are unfamiliar with accounting concepts and the prior study or training in accounting (while welcome) is not necessary. A student who earned more than 8 credits in post secondary accounting courses is not eligible to register for this course.

#### **LAW 3040. ADMINISTRATIVE LAW. 3 Credits.**

A study of the law concerning the powers & procedures of federal governmental agencies and their role within our constitutional structure. This course satisfies the Administrative Law Requirement. (r).

#### **LAW 3045. ADMIN LAW FOR HEALTH CARE. 2 to 3 Credits.**

The focus of the course will be on federal and state administrative laws, regulations and procedures dealing with the health care system. This course satisfies the Administrative Law Requirement. (r).

#### **LAW 3052. ADVANCED APPELLATE ADVOCACY. 3 Credits.**

This course is an experiential practice-based course requiring students to develop a portfolio of documents for various stages of an appeal or other post-conviction action. Aside from learning the federal rules of appellate procedure as well as advanced principles governing motions on appeal, interlocutory appeals, and writs, among others, students will learn sophisticated styles of reasoning through the study of critical and comparative rhetoric, advanced persuasive strategies, and master briefs. The major project requires students to draft an amicus brief.

#### **LAW 3053. ADMIRALTY. 2 to 3 Credits.**

An examination of the leading principles and procedural aspects of admiralty jurisdiction and the maritime law of the United States. (o).

#### **LAW 3054. ADOPTION LAW SEMINAR. 3 Credits.**

This seminar will focus primarily on domestic adoption law and policy and the foster care system within the United States. The course may cover international adoption law and policy to a much lesser extent. There will be a final paper and an in-class presentation required in lieu of a final exam. LAW 3412 is a recommended pre-requisite but not required. (meets writing requirement).

#### **LAW 3055D. ADV CIVIL TRIAL SKILLS-DAMAGES. 1 Credit.**

Develop a thorough understanding of the Damages issues which come up in civil trials and practice incorporating Damages into the closing argument.

#### **LAW 3055V. ADV CIV TRIAL SKILLS-VOIR DIRE. 1 Credit.**

Develop a thorough understanding of the Jury Selection process, with a special emphasis choosing juries for civil trials. Note: Students who have enrolled in or taken the course on Jury Selection (3608) may not enroll in this course.

**LAW 3056. ADVANCED APPELLATE COMPASSIONATE RELEASE PRACTICUM. 1 Credit.**

This course will explore the compassionate release process in the federal system and students will work on actual compassionate release appeals. As a class we will ultimately be handling three to five cases during the semester. Members of the class will be working in teams of two in preparing the actual petitions under the supervision of attorneys at the Federal Defender Office.

**LAW 3063. ADV CONTRACTS: COMM AGREEMENTS. 2 to 3 Credits.**

This course builds upon the basic Contracts course to explore a series of agreements between sophisticated parties in detail in order to develop the ability to read, understand, and draft contracts effectively. Actual non-disclosure and confidentiality agreements, employment agreements, services agreements, agreements for the sale of goods, lending agreements, and agreements for merger and acquisition will be examined in their entirety, and the issues addressed will be further developed through practical exercises. Pre-requisite: LAW 1181.

**LAW 3063I. Adv. Contracts: Issues, Concepts and Methods. 2 to 3 Credits.**

This is an advanced course in the concepts and topics first introduced to students in their first-year Contracts course. This course will cover in-depth some of the difficult topics that were introduced in Contracts (e.g. parol evidence, conditions). It will also include topics that were probably not covered in the Contracts course but are important in practice (e.g. third party issues; letters of intent). Students will study some of these topics from diverse theoretical perspectives (e.g. economic, relational, and critical approaches). They will also study some topics through skill-based methods particularly suited to study of contract topics (e.g. drafting, negotiation). Pre-requisite: LAW 1181.

**LAW 3065. ADVANCED CORPORATE LAW SEMINAR. 2 to 3 Credits.**

A study of recent developments and trends in Corporation Law. (meets writing requirement) Pre-requisites: LAW 3154 or LAW 3255. (o).

**LAW 3066. ADVANCED LEGAL WRITING: ADVOCACY IN AGENCY RULEMAKING. 2 Credits.**

This distance learning course examines the use of public comments during the notice-and-comment process in agency rulemaking at the federal level. The course will introduce students to basic agency rulemaking concepts, focusing on how to draft and submit a public comment letter and deliver remarks at a public meeting during the notice-and-comment process. Students will prepare at least one comment letter and deliver a short oral presentation on a proposed federal agency regulation.

**LAW 3075. ADVANCED CRIMINAL TRIAL ADVOCACY. 2 to 3 Credits.**

This course will focus on every aspect of trying a criminal case (murder) from both the prosecution and defense side. In every class, students will participate in exercises involving voir dire, opening statements, direct and cross examination and final arguments. They are critiqued to learn from the exercises. At the end of the semester, the students break out in two groups and prosecute or defend a DUI manslaughter case in a realistic fashion. Trial techniques are discussed throughout the course and explanations are provided so students learn the reasons why objections are appropriate or evidence is presented. This is an advocacy course that requires participation and is recommended for students who want to sharpen their skills in a jury trial setting. Pre-requisites: LAW 2190 and LAW 3920. (r).

**LAW 3081. ADVANCED CROSS EXAMINATION. 1 Credit.**

Advanced Cross Examination is based on Professor Bodiford's book, Cross Examination in a Nutshell (West Academic, 2018), and presents the "5 T's of Cross" – Theme, Topic, Target, Tone, and Tempo. Focus is on structuring and delivering cross exams in a manner that emphasizes persuasion and storytelling, while maintaining flexibility and control of witnesses and opposing counsel. A weekend course, it will alternate between short lectures and workshops and skills practice. Pre-requisites: Evidence and Trial Advocacy.

**LAW 3083. ADV EMPLOYMENT DISCRIM SEMINAR. 2 to 3 Credits.**

A study of the problems of employment discrimination on the basis of race, sex, age, religion, handicap, and other criteria. (meets writing requirement) Pre-requisite: LAW 3333 is preferred, but not required. (o).

**LAW 3090. ADVANCED LEGAL RESEARCH. 1 or 2 Credit.**

This course will review the basics and then exhaustively explore topics such as legislative history and interpretation, administrative rules and regulations, looseleaf services and other materials in special subject areas such as taxation, labor law and bankruptcy. On-line computer research will be contrasted with the print sources. Emphasis will be placed on the use of the Florida materials. Legal citation systems will be reviewed. (r).

**LAW 3105. ADVANCED TORT LAW SEMINAR. 2 to 3 Credits.**

A study of recent developments and trends in tort law. (meets writing requirement).

**LAW 3115. INTRO TO AGING AND THE LAW. 2 to 3 Credits.**

This course is a survey of the variety of issues of law and ethics that face elderly people and their families. This course serves as the introductory course for those students interested in elder law.

**LAW 3124. DISPUTE RESOLUTION BOARD. 1 or 2 Credit.****LAW 3126. THE MODERN STADIUM TRANSACTION: ANTITRUST TO OPENING DAY. 1 Credit.**

This class will look at the ever-evolving legal, political and transactional challenges of developing a stadium for a professional sports team. In this weekend course, we will start with the basics of understanding the legal challenges/issues with franchise movement and the tax implications of public financing. We will then explore the challenges in trying to get such a project completed. During the course, we will examine the current legal relationship between the Tampa Bay Rays and the City of St. Petersburg and explore how the franchise can maneuver itself to a new home. This course will examine real life deals (Tampa Bay and Atlanta) and a current and typical stadium challenge with the Tampa Bay Rays. The course will be taught by the lawyers who actually handled the transactions. This course will help demonstrate the connection between many of the student's law school courses (State Constitutional Law, Real Estate, Tax, Contracts, Landlord/Tenant) the students have taken and a real-world application.

**LAW 3129. AMERICAN LEGAL HISTORY. 2 to 3 Credits.**

An examination of issues and themes in American law from the 18th century to the present. The course is taught from a law and society perspective, studying the ways law affects and is affected by broader social, economic, and political structures and patterns. Special emphasis is placed on the role of law in both implementing and challenging racial, gender, and class injustices, including in the areas of slavery and segregation, coverture and patriarchy, and labor and wealth/poverty. Areas of law studied may include constitutional law, private law (contracts, torts), labor law, civil rights law, and criminal law. The meaning of American law in the context of American democracy will also be considered. (r).

**LAW 3130. ANTITRUST LAW. 2 to 3 Credits.**

A study of the antitrust laws of the United States as they relate to agreements between competitors, monopolization, mergers and restrictive trade practices. (o).

**LAW 3131. ANTITRUST SEMINAR. 2 to 3 Credits.**

This seminar will focus on advanced antitrust issues not considered in the Antitrust course, LAW 3130, including international competition law and current antitrust hot topics. While there are no pre-requisites for this course, the Antitrust course is strongly recommended and preferred; students who have not taken an Antitrust course are urged to speak with the seminar professor before registering. (Meets writing requirement).

**LAW 3132. ANIMAL LAW SEMINAR. 2 to 3 Credits.**

This course examines materials relevant to understanding the legal status of animals. It will cover a number of topics related to animal law, including various issues that arise under the laws of property, contracts, and torts. It will also incorporate criminal and constitutional law issues and will consider the evolution of the law's understanding and treatment of animals by examining selected federal and state laws. (meets writing requirement).

**LAW 3140. APPELLATE PRACT & ADVOC: CIVIL. 3 Credits.**

Offered since 1988, the course emphasizes the practical aspects of appellate practice in Florida appellate courts, with comparisons to practice in the federal system. Students study how to prepare for and take an appeal, including preserving errors in the trial court—an important topic for trial court litigators. The course emphasizes writing and advocacy skills, with chapters and classes on each. During the semester students prepare a brief from a record, prepare a motion, view a video of an actual oral argument, and present an oral argument. The class covers issues of appellate ethics and professionalism, and has typically included guest participation by one or more appellate judges and practitioners. The course should be of interest to students who may want to consider an appellate practice, who want to develop the capability of handling appeals from a trial practice, or who plan to be trial litigators and will benefit from an understanding of the appellate process. Grading is based on the written assignments and oral argument. There is no final exam. The class satisfies an experiential requirement. (r).

**LAW 3140C. APPELLATE PRAC & ADV: CRIMINAL. 3 Credits.**

This course addresses the procedural and substantive aspects of Florida criminal appellate practice. The course touches on every facet of the state criminal direct appeal process, from commencing the appeal and ensuring the record is complete, to locating error within the record, standards of review, briefing the issues, presenting argument, and post-decision motions and subsequent review. The course focuses on issue identification and advocacy, written and oral, and students will identify issues from a record, write a brief, and present oral argument. The class includes guest presentations by appellate judges and District Court staff. Students considering criminal trial or appellate practice will benefit from this course. The class satisfies an experiential requirement. (r).

**LAW 3145. ARBITRATION. 2 Credits.**

This course covers arbitration and related forms of Alternative Dispute Resolution. Students will study the legal framework including, but not limited to the relevant Florida and federal statutes; the Florida Rules of Court on Arbitration; other Florida and federal court rules (including local rules); and the relevant rules on ethics and professional responsibility. The course will involve students in a variety of practical exercises. This course satisfies the Experiential Requirement. (r).

**LAW 3146. AWESOME ADVOCACY. 1 Credit.**

Students explore methods of persuasion from a theoretical perspective and apply the lessons learned through performance-based exercises designed to expand the boundaries of their understanding of advocacy skills and mastery of techniques. This course will be instructed by a former Scottish Crown Prosecutor.

**LAW 3152. BANKRUPTCY. 3 Credits.**

A survey of the rights and remedies of debtors and creditors during bankruptcy proceedings, focusing primarily on consumer bankruptcy cases. This course satisfies the Code Requirement. (r).

**LAW 3153. BANKRUPTCY EXTERNSHIP. 3 Credits.**

Students work with local bankruptcy practitioners on pro bono consumer bankruptcy cases. Each student will be assigned multiple clients throughout the semester, enabling repetition of most aspects of client representation—interviewing a client, gathering and assessing documentation, completing petition and schedules. Students help conduct client interviews and prepare documents for filing. Students also attend the 341 meeting (if it occurs during the externship semester), and attend case hearings. Completion of Bankruptcy, Bankruptcy Seminar, or Business Entities preferred. Students who have not completed Bankruptcy will be considered but may want to take Bankruptcy concurrently.

**LAW 3154. BUSINESS ENTITIES. 4 Credits.**

This four credit hour survey course would give students an overview of the state law relating to business entities. It would emphasize the law governing partnerships, limited liability companies and corporations. (Note: Students may not take this course with LAW 3114 or LAW 3255).

**LAW 3155. BANKRUPTCY JUDICIAL EXTERNSHIP. 1 to 5 Credit.**

Student interns are assigned to work with bankruptcy judges in the Middle District of Florida during the semester. Each student is required to work closely with the judge(s) and law clerks performing research and writing assignments with respect to current cases before the court. Students also have the opportunity to attend and observe the courtroom performances of counsel (i.e., motion hearings, mediations, arbitrations, and trials), especially regarding those cases with respect to which they have been assigned work. Student participants are selected based upon demonstrated academic performance and interest in bankruptcy practice. Four credit hours are provided for participation in the fall semester. This is a pass/fail graded course. Suggested pre-requisite: LAW 3152 or LAW 3156. (o).

**LAW 3156. BANKRUPTCY SEMINAR. 2 to 3 Credits.**

This seminar will provide in-depth coverage of various issues in Chapter 11 business reorganizations, such as considerations in filing for Chapter 11 bankruptcy protection, obtaining financing within the bankruptcy, use of pre-petition and post-petition assets, appointment of professionals in the bankruptcy, and filing of and voting on plans of reorganization. (meets writing requirement) Pre-Requisite: LAW 3152.

**LAW 3159. BUSINESS ETHICS. 2 to 3 Credits.**

An exploration of the evolving notion of professionalism in the context of the role of the lawyer. The foundation of the course will be both ethical reasoning and awareness (beyond the Standards of Professional Responsibility) as well as philosophy of law. (o).

**LAW 3161. CARIBBEAN LAW EXTERNSHIP. 3 Credits.****LAW 3162. CHILDREN AND THE LAW. 2 to 3 Credits.**

This course covers a broad range of issues touching upon children, including but not limited to: dependency; termination of parental rights; adoption; and representing children; the regulation of children's conduct; and related state and federal laws. NOTE: If you take Children and the Law (the course) you are precluded from taking Children and the Law (the seminar). (o).

**LAW 3170. COMPASSIONATE RELEASE PRACTICUM. 1 Credit.**

This practicum provides an overview of the compassionate release process with the important developments from the First Step Act. The course involves the research, writing, and preparation of petitions under the supervision of the Middle District of Florida's federal defender's office.

**LAW 3171. CLIMATE JUSTICE: U.S. AND INTERNATIONAL PERSPECTIVE. 1 to 2 Credit.**

The regulation of climate change has taken center stage internationally and regionally as the world braces for increasingly more severe impacts from the carbon-intensive global economy. In recent years, adaptation to these impacts has become a primary focus of global efforts to ensure the health and safety of the most vulnerable communities of the world such as the urban and rural poor, low lying island nations, indigenous peoples, and future generations in the face of climate change impacts. Climate justice emerged as part of the global response to these impacts. Climate justice focuses on the disproportionate burden of climate change impacts on the poor and marginalized and seeks to secure a more equitable allocation of the burdens of these impacts at the local, national, and global levels through proactive regulatory initiatives and reactive judicial remedies that draw on international human rights and domestic environmental justice theories. This course addresses climate justice from U.S. and international law perspectives and considers legal responses to promote climate justice in several regions of the world. It also evaluates regulatory obstacles under international law, U.S. law, and foreign domestic law in seeking to promote climate justice on a global scale.

**LAW 3172. CHAPTER 11 BANKRUPTCY REORGANIZATIONS. 3 Credits.**

This experiential and simulation class studies in depth corporate reorganizations under Chapter 11 of the Bankruptcy Code. The class will have two aspects: 1, traditional lecture and discussion on the substantive and procedural law of Chapter 11, and 2, student "moot court" style briefing and argument on current cutting-edge Chapter 11 issues. Students will have the chance to both act as an attorney, with briefing and oral argument, and as a judge, where they will hear arguments and write opinions. This course should be of interest to any student who either wants to hone her legal and oral advocacy skills, or who has an interest in the broad areas of bankruptcy, business, and commercial law.

**LAW 3173. BUSINESS LAW REVIEW. 1 Credit.**

Students will do work related to the Business Law Review for one credit for each semester when they are on the journal. The related work will include reviewing and vetting submissions to the Business Law Review, proof reading, cite checking, and research checks of submissions to the Business Law Review, helping finalize publication of articles to be published by the Business Law Review, research and writing on topics relevant to the Business Law Review.

**LAW 3174. BUSINESS LAW REVIEW EDITOR. 2 Credits.**

Same as Business Law Review (3173).

**LAW 3175. BUS LAW REVIEW WRITING CREDIT. 1 or 2 Credit.**

Students who write an academic paper in connection with their work on the Business Law Review would be supervised by a faculty advisor. The faculty advisor would then evaluate the paper and assign a grade on our P/F scale (S, S-, S+). The student would earn 1 or 2 credits, depending on the length and research involved in the writing project, such determination to be made by the faculty advisor.

**LAW 3190. COMMERCIAL TRANSACTIONS. 4 Credits.**

This is a survey course covering the Uniform Commercial Code as a whole, as well as its relationship to other commercial law. This course will address key elements of Articles 1,2,3,4, and 9, and may also address other materials as time permits. The course is intended to give students a broad exposure to commercial law, but in significantly less depth than individual courses in Sales, Leases & Licenses; Payment Systems; and Secured Transactions. This course may not be taken by a student who has taken ALL THREE of the following: LAW 3821; LAW 3768; and LAW 3832. This course satisfies the Code Requirement. (r).

**LAW 3198. COMPARATIVE CORPORATE LAW. 1 to 3 Credit.**

This course is intended to provide an introduction to Latin American Company Law. It will address the most basic differences between the Civil Law applicable in this region to the Law of Corporations and other Business Associations as compared to their Common Law counterparts. Basic issues related to bankruptcy, antitrust regulation and shareholder rights will also be explored.

**LAW 3204. COMPLEX LITIGATION. 2 to 3 Credits.**

This course is an examination of the unique procedural issues that arise in complex civil litigation. Students will begin with a brief foray into the theoretical underpinnings of the civil procedural rules used in American courts today. They will then expand from this theoretical background to explore complexity encountered by lawyers and litigants at four distinct stages: identification of parties and claims; pretrial discovery and case management; trial and remedy. Particular emphasis will be placed on the practical aspects of the modern class action device, including certification of classes and settlement. Prerequisite: LAW 1150 (o).

**LAW 3213. CONFLICT OF LAWS. 2 to 3 Credits.**

A study of interstate, multistate, and international jurisdictional and choice of law considerations and recognition and enforcement of foreign judgments. (r).

**LAW 3216. LW & THE CIVIL RIGHTS MOVEMENT. 2 or 3 Credits.**

A special condensed course that examines the Civil Rights campaign from 1955 – 1965, and the influence of the Civil Rights Movement on the federal judicial system. Classroom discussions are followed by a five-day travel experience during which students visit museums, institutes, centers, universities, and historic places identified with civil rights law and The Civil Rights Movement, and meet with actual veterans of the Civil Rights Movement, civil rights activists and lawyers in cities throughout the Southeast. This course is tethered with LAW 3219. Students may not take the classroom discussion or travel component separately.



**LAW 3217. THE FIRST AMENDMENT. 3 Credits.**

This course will examine First Amendment values and standards of review, and then consider limitations on the content of speech, including speech advocating illegal activity, fighting words and hate speech, defamation, obscenity and other sexually explicit speech, commercial speech, and the right of privacy. The course will examine issues of prior restraint; the public forum doctrine; symbolic speech and expressive conduct as speech; government speech; the regulation of broadcasting, the Internet, and social media technology; and religious speech, including financial aid to religious organizations, and the tension between the free exercise of religion and government sponsorship of religion. Pre-Requisite(s): LAW 1195.

**LAW 3219. LAW & THE CIVIL RIGHTS MOVEMENT TRAVEL CRSE. 3 Credits.**

A special condensed course that examines the Civil Rights campaign from 1955 – 1965, and the influence of the Civil Rights Movement on the federal judicial system. Classroom discussions are followed by a five-day travel experience during which students visit museums, institutes, centers, universities, and historic places identified with civil rights law and The Civil Rights Movement, and meet with actual veterans of the Civil Rights Movement, civil rights activists and lawyers in cities throughout the Southeast. This course is tethered with LAW3216. Students may not take the classroom discussion or travel component separately.

**LAW 3225. CONSTITUTIONAL LITIGATION. 2 to 3 Credits.**

This is a course in advanced and applied principles in constitutional litigation. The focus will be on how to enforce constitutional protections in civil courts under 42 U.S.C. § 1983, including claims of excessive force, wrongful strip searches, and retaliation for protected speech. Practical examples and real litigation strategies and practices will be examined in the context of pursuing civil lawsuits against public officials and local governments for the violation of constitutional rights. We will consider topics such as what it means to act "under color of state law," absolute and qualified immunities; government liability for the acts of individual officials; remedies for constitutional violations, including monetary and injunctive relief; and attorney's fees awards.

**LAW 3226. CONSTITUTIONAL MORALITY SEMINAR. 3 Credits.**

Constitutional Morality is a seminar exploring whether there is a proper, perhaps inevitable connection between the Constitution of the United States and moral philosophy. Stated as two questions, first, does the Constitution require moral behavior from all bureaus and officials (legislative, judicial, executive, and administrative) at all levels (federal, state, and local) of American Government? Second, if the Constitution requires such moral adherence, then does it render all immoral governmental conduct per se unconstitutional, or does the Constitution, explicitly or implicitly, authorize certain types of immoral governmental behavior?

**LAW 3230. CONSTRUCTION LAW. 2 to 3 Credits.**

A survey of construction law and practice, emphasizing contract, tort, and warrant concepts. The course will review leading case authorities, contract forms, parties to the construction process, and practice issues. (o).

**LAW 3238. CONSUMER LAW. 2 to 3 Credits.**

This course is a study of current state and federal law as it applies to the protection of the consumer in the marketplace. This course satisfies the Administrative Law requirement.

**LAW 3243. COPYRIGHT LAW. 2 to 3 Credits.**

This course provides an overview of the development and nature of copyright law. Topics include the origin, evolution and application of copyright law to protect expressions in a variety of ever expanding mediums. The course covers common law and statutory historical progressions, application, enforcement and termination of rights, litigation strategies and issues, and discussion of current topics of interest in the field.

**LAW 3245. CORPORATE FINANCE. 2 to 3 Credits.**

An examination of the legal, financial, and managerial theory of modern corporate financial structures. (o).

**LAW 3246. CORPORATE TAXATION. 2 to 3 Credits.**

Tax considerations in corporate formations, distributions, redemptions and liquidations. The course will cover both the taxation of SubChapter C and SubChapter S corporations. Prerequisite: LAW 3449. (r).

**LAW 3247. CORP GOVERNANCE GLOBAL MARKET. 3 Credits.**

This course explores the question of how and whether corporations can be good citizens. This course will give students a range of perspectives on modern issues surrounding corporate governance, including new innovations created by the recent Congressional financial regulatory reform laws known as Dodd-Frank and Sarbanes-Oxley, as well as classic agency problems. This course will deal with risk management, profit maximization, ethical dilemmas, as well as how corporations may exercise the ability to spend corporate money in politics post-Citizens United. This course will be divided into four principle areas of study: (1) corporate management, who has responsibility for day to day operation of the corporation; (2) the board of directors, who has responsibility of oversight; (3) investors, who owns the corporations; and (4) stakeholders such as employees and community residents, who may be heavily impacted by corporate choices. LAW 3154 and LAW 3255 are recommended, but not required.

**LAW 3265. CRIM PROCEDURE - ADJUDICATION. 3 Credits.**

This course is a criminal procedure class with emphasis on pretrial, trial, and post-trial proceedings. Among other things, this course will cover bail, the preliminary hearing, the grand jury, joinder and severance, pretrial motions, discovery, speedy trial, plea negotiations, trial rights, double jeopardy, sentencing, post-conviction remedies, habeas corpus, and appeals.

**LAW 3270. CRIM PROCEDURE-INVESTIGATION. 3 Credits.**

An examination of the leading constitutional cases on criminal justice with special emphasis on the fourth, fifth and sixth amendments to the United States Constitution and on the nature and application of due process in relation to the criminal procedure structure. (r) (NOTE: This course is a pre-requisite for LAW 4560 and LAW 4550.).

**LAW 3276. CRIMINAL RESPONSIBILITY SEM. 2 or 3 Credits.**

The standard rationales behind punishing competent, adult offenders who act of their own free will break down when faced, for example, with the insane, the very young, or the provoked. The class is a hybrid book club and writing workshop, focusing on those situations in which criminal responsibility is less than clear-cut. The professor leads the discussion for the first half of the term; in the second half, students lead the discussion on the subjects of their paper topics. Past paper topics have included, for example, multiple personality disorder, brainwashing, and addiction. This course satisfies the Writing Requirement.

**LAW 3278. CRITICAL RACE JUDGMENTS. 2 Credits.**

Is it possible to be both a judge and a feminist?" So opens *Feminist Judgments*, a collection of key decisions in English law rewritten by feminist legal scholars. It is a provocative question, and one that prompted a group of Critical Race Theorists to ask another. "Is it possible to be both a judge and a Critical Race Theorist?" For some, the answer is obvious: no. Recall the controversy surrounding the suggestion that a prospective Supreme Court justice might have unique experiences as a "wise Latina" that could productively shape her jurisprudence. The reason some people might find the notion of a judge who is also a Critical Race Theorist unfathomable is not because Critical Race Theorists have nothing to say about legal doctrine. Instead, it is because what Critical Race Theorists have to say has become, in some sense, jurisprudentially unspeakable. In fact, several Justices on the U.S. Supreme Court have suggested that simply acknowledging and speaking about race is problematic. This see-no-evil-hear-no-evil approach to race and law has facilitated and legitimized the perception that Critical Race Theorists are "beyond allreason." This course will challenge that assumption. More precisely, the course will provide a concrete indication of what a Critical Race Theory approach to constitutional law might look like. The course's overarching aim is to demonstrate not only that Critical Race Theorists have something to say about specific legal regimes and disputes, but that what they have to say can be doctrinally processed within the logics of standard legal principles like precedent and stare decisis. Students should leave the class with a very clear sense that there are Critical Race Theory ways of "doing" (and not just critiquing) law.

**LAW 3279. CYBERLAW SEMINAR. 2 or 3 Credits.**

The Internet has changed the way we work and live, presenting us with a wide variety of legal issues that can be characterized as "Cyberlaw." This seminar will focus on who regulates the Internet; speech and the Internet; copyright and trademarks and the Internet; privacy and the Internet; jurisdiction and the Internet; and network access, ownership and the private ordering of the Internet. (meets writing requirement).

**LAW 3282. DEFAMATION, PRIVACY AND OTHER ECONOMIC ISSUES IN TORTS SEMINAR. 2 or 3 Credits.**

This course will focus on selected tort subjects which are not covered in depth in the first-year curriculum. Topics examined will include defamation, the rights of privacy and publicity, interference with common law civil rights, and harm to family relationships. The course may also consider the economic torts, including tortious interference, conspiracy, and restraint of trade. (meets writing requirement).

**LAW 3285. DELAWARE INFLUENCE ON CORP LW. 1 to 3 Credit.**

This one-credit hour course will give students an in-depth understanding of ten of the most important Delaware corporation law cases. Taught by the Honorable Andrew G.T. Moore, former Justice of the Delaware Supreme Court, and Professor Clark Furlow, each class will be devoted to one case. Students will learn why the case is important, how it changed or solidified a particular area of the law, and where it fits in the overall body of Delaware corporation law. There will be a one-hour exam at the end of the course.

**LAW 3289. DEPOSING MEDICAL EXPERTS. 1 Credit.**

This is a one (1) credit condensed one (1) weekend course that will provide students with a practical review of Federal and Florida Law related to deposing medical expert witnesses. After reviewing the relevant rules, students will engage in interactive medical expert deposition exercises, view the video deposition of a medical expert, and finally will depose a medical expert. Students will be provided with actual medical records and expert reports. Stetson University College of Law's grading policy for elective, pass-fail courses will apply to this course. Student evaluations will be based on preparation and class participation.

**LAW 3291. DIRECTED RESEARCH PROJECT. 1 to 3 Credit.**

Research leading to the writing of a series of short papers, reflecting substantial effort, on various aspects of a single legal subject. Upon approval of the research, the student must register for credit with the Registrar's Office at the beginning of the semester in which the research is to be undertaken. This course does NOT satisfy the writing requirement. S/U grade only.

**LAW 3296. DISABILITY LAW. 2 to 3 Credits.**

Disability Law takes a civil rights approach to studying laws relating to individuals with disabilities. To that end, the course examines American law that protects individuals with disabilities in the areas of employment, public accommodations (i.e., privately operated facilities open to the public), governmental services and programs, education (K-12), higher education, and housing. Students will study the Americans with Disabilities Act, Rehabilitation Act, Individuals with Disabilities Education Act, Family and Medical Leave Act, and Fair Housing Act. Students who have already completed the course Disability Law Seminar (Course# 3296S) may not enroll in this course.

**LAW 3296S. DISABILITY LAW SEMINAR. 2 or 3 Credits.**

This seminar surveys the evolution of federal law as it relates to people with disabilities. We will cover disability discrimination in the areas of employment, education, government services, public accommodations run by private entities, and housing. In exploring these areas, we will examine relevant case law and statutes (i.e., the ADA and its amendments, the Rehabilitation Act of 1973, the IDEA, the Affordable Care Act, and the Fair Housing Act) and their implementing regulations and guidance. We will also cover international/comparative legal protections for people with disabilities. In addition to studying legal authorities, we will engage in practical classroom exercises. Students who have already completed the course Disability Law (Course# 3296) may not enroll in this course.

**LAW 3297. THE DOCUMENT OF THE DEAL: CORPORATE CONTRACTS. 2 Credits.**

Each week this course will present and analyze the contracts and other documents related to a different aspect in the life and death of a business entity. In a sense this course would be an experiential-oriented capstone offering, preparing students to enter a transactional practice. Pre-Requisites: LAW 3154 OR LAW 3255.

**LAW 3298. DIVERSE ISSUES IN ADVOCACY I. 1 Credit.**

This course seeks to introduce students to prevailing issues in the representation of marginalized clients in varying groups in the United States. The course would examine these issues from the perspective of advocacy training, recognizing the importance of understanding diversity in the context of written and oral advocacy. This course would examine three groups of individuals, namely clients with diminished capacity, clients of different races and cultural backgrounds, and LGBT clients.

**LAW 3300. DISASTER LAW PRIMER. 1 Credit.**

This course is designed as a primer to teach the basic overview of disaster law and highlight systemic legal issues in a post disaster world. Students will understand the role of FEMA and interplay between state government, volunteers and local agencies. This one credit disaster law primer builds context for the one credit Disaster Law Externship where students will assist an attorney on a FEMA appeal; students must enroll in both courses during the same semester in a tethered model to learn through a 'practicum' course design. This allows students to learn context while also engaged in a 'real world' lawyering experience.

**LAW 3300E. DISASTER LAW EXTERNSHIP. 1 to 2 Credit.**

The Disaster Law Externship is a tethered experience to the Disaster Law Primer. Together both courses are structured as a 'practicum' course design where students engage in a 'real world' lawyering experience while learning context in the substantive primer. related to the course subject. Students in the externship setting learn through experience. Each student is assigned to a field placement supervisor and supervising attorney. The field placement supervisor is also an instructor for the primer course. Students are assigned to work directly on cases involving disaster research or claims to include FEMA appeals, and research on systemic issues related to disaster benefits. This course is designed to work directly with attorneys on disaster outreach committees so students will understand the responsibility of the American Bar Association and the State Bar in coordinating outreach efforts. Students are required to assist the assigned attorney on the case with legal research, relevant fact gathering and understanding the available benefits through FEMA or other agencies to assist people in rebuilding their lives post disaster. Students are required to engage in field hours, participate in reflective journals and keep time in order to satisfy the course work for the externship. This externship allows students to study the new FEMA guidelines and Individual Household Manual as well as understand the impact of disaster upon individuals across the nation. Students will engage in two round-table discussions regarding their assigned cases and are required to complete a written research project at the end of the semester. Attorneys in the field and the field placement supervisor will provide direct assessment and feedback relevant for each student's performance.

**LAW 3315. ELDER & DISABILITY LW EXTRNSHP. 1 to 4 Credit.**

Students will be placed with several of the agencies in the Tampa Bay area, including the State Attorney General's office, the State Long-Term Care Ombudsman, the Guardianship Hearing Master (Hillsborough or Pinellas) and the State Attorney's office. In addition to the hours at the assigned placements, students produce 25 pages of research and maintain journals.

**LAW 3316. ELDER LAW DRAFTING & PRACTICE. 2 Credits.**

This course covers the drafting issues and the law for some of the more frequently drafted documents in an elder law practice. In addition to reviewing the applicable laws and drafting techniques, the students will also be required to draft the various documents.

**LAW 3317. CONSUMER PROTECT EXTERNSHIP. 3 Credits.**

This externship will give students a practice education in dealing with various consumer scams targeting elderly individuals. The students will research and respond to requests for "technical assistance" about consumer scams and exploitations. Students, based on their research, will refer the victims to the various state agencies that have jurisdiction over the scams and exploitations. Interns will work out of the Center for Excellence in Elder Law. Pre-Requisites: None, but LAW 3238 or LAW 3115 recommended.

**LAW 3318. ELDER LAW LITIGATION. 1 Credit.**

This one credit course would focus on the various types of litigation involved in an elder law practice including administrative advocacy as well as jury and non-jury cases. The course will apply substantive law to the skills of advocacy. Dispute resolution mechanisms will also be covered along with the special issues that may be encountered in elder law litigation when clients have diminished capacity, health problems, etc. Prerequisites: None, although LAW 3115 would be helpful.

**LAW 3319. ELDER LAW PRACTICE MANAGEMENT. 2 Credits.**

This course is designed to cover the issues faced by elder law attorneys in setting up their practices. The course would cover issues in determining office space and location, purchasing vs. leasing equipment, negotiating contracts, time management, software and billing, the ADA and accommodations for clients, hiring and firing staff, working with care managers and others as independent contractors, etc.

**LAW 3320. ELDER LAW SEMINAR. 3 Credits.**

This seminar exposes students to a variety of legal topics that impact the elderly. (meets writing requirement)(o).

**LAW 3324. ELECTION LAW SEMINAR. 3 Credits.**

This course will explore various aspects of election law including redistricting, voter registration, the Voting Rights Act, campaign finance and recounts. Earlier Supreme Courts avoided election law challenges fearing entanglement with the political thicket. But modern courts increasingly entertain all manner of suits about how elections work. (This course satisfies the writing requirement.) Prerequisite: LAW 1195.

**LAW 3325. ELECTRONIC COMMERCE SEMINAR. 2 to 3 Credits.**

This seminar will examine whether the law is keeping pace with the rapid growth of computer networks and the Internet, using Electronic Commerce as its organizing focus looking at the issues from the perspective of a merchant interested in pursuing "electronic commerce," rather than the point of view a government seeking to "control" impact of computer technology. The seminar will examine topics such as the formation, terms, and enforceability of electronic contracts; security, privacy, and taxation of online transactions; commoditization of information; emerging legal exposures for online operations; and basic problem of determining what law applies to these issues. (meets writing requirement)(r).

**LAW 3326. ELECTRONIC DISCOVERY. 2 to 3 Credits.**

This course explores how the availability of information in electronic format transforms the civil litigation process, and considers critical issues which arise in data management in the litigation process. The course examines developing case law and addresses the practical issues arising in the preservation, collection, searching, processing, and production of electronic data. The course includes an introduction to technology, tools, and software utilized in electronic discovery and data management.

**LAW 3330. EMPLOYEE BENEFITS. 2 to 3 Credits.**

A study of the law of employee benefits (including pensions and health, disability and life insurance benefits), reviewing substantive law, the relationship between the Employee Retirement Income Security Act (ERISA) and other substantive areas, and the practice and procedure of employee benefits litigation. The course will explore fast-changing areas such as ERISA preemption, recent developments in health and disability benefits litigation, discrimination, the problems of contingent workers, and special ethical issues arising in employee benefits practice. (r).

**LAW 3332. EMPLOYMENT & LABOR LW EXTERN. 1 to 4 Credit.**

This externship course involves field placement in the U.S. Equal Employment Opportunity Commission (EEOC), the National Labor Relations Board (NLRB), the Occupational Safety and Health Commission (OSHA), or the Florida Public Employee Relations Commission (PERC). Students placed with the EEOC are assigned actual cases, beginning with client intake and proceeding through investigation, including interaction with the employer, witnesses, etc., review of documents, and determination of cause/no cause. Students placed with the NLRB or PERC will have the opportunity to study first-hand the role of the agency by participation in the investigation, preparation, and observation of hearings conducted by the agency. Students placed with OSHA will be involved in researching and investigating allegations of retaliation against whistleblowers under more than 20 different federal statutes and may also participate in inspections or investigations of potential violations of workplace safety or health standards.

**LAW 3333. EMPLOYMENT DISCRIMINATION. 2 to 3 Credits.**

This course examines federal statutes prohibiting discrimination in employment on the basis of race, color, national origin, sex, age, religion, or disability. The course focuses on the policy, theory and analytical framework of Title VII of the 1964 Civil Rights Act, The Age Discrimination in Employment Act, and The Americans With Disabilities Act, and the role of the federal Equal Employment Opportunity Commission, including principles of judicial deference. This course satisfies the Administrative Law Requirement. (r).

**LAW 3334. EMPLOYMENT LAW. 2 to 3 Credits.**

This course surveys the law regulating the fundamentals of the employee-employer relationship and examines a variety of public policy questions relating to employment standards regulation. The subjects covered may include the common-law doctrine of at-will employment and the development of contract and tort exceptions to that doctrine; statutory efforts to protect employees from wrongful discharge; the law of work-related invasions of privacy (e.g., drug-testing, genetic screening, polygraphs, etc.); legal protection of employees from abusive treatment (e.g., sexual harassment and other forms of outrageous conduct); the legal duties owed by employees to their employers (loyalty, non-disclosure of trade secrets, covenants not to compete, etc.); the regulation of employment compensation (e.g., Fair Labor Standards Act, prevailing wage laws); and the regulation of workplace health and safety (e.g., Occupational Safety and Health Act). This course may also cover the Worker Adjustment and Retraining Notification Act and the Family Medical Leave Act. This course does not cover questions of unionization (covered in Labor Law) and provides only a superficial overview of employment discrimination law (covered comprehensively in Employment Discrimination). (r).

**LAW 3336. END OF LIFE ISSUES SEMINAR. 2 to 3 Credits.**

This seminar reviews the development of the issue of the "right" to die and reviews how courts, legislatures, Congress, health care providers and regulators have responded to this issue. The legal, societal, regulatory, religious, and ethical issues will be discussed. (meets writing requirement) (o).

**LAW 3337. ENTERTAINMENT LAW. 3 Credits.**

This course provides a concentrated review of the areas of law most often involved in entertainment litigation, including: artistic control, credit and attributions, compensation, scope of rights, warranties and indemnities. This course includes an overview of the structure of the U.S. entertainment industry as well as an examination of a variety of industry agreements. (r).

**LAW 3339. ENVIRONMENTAL HAZARDS ASSOCIATED WITH REAL PROPERTY. 2 to 3 Credits.**

This course will examine legal issues arising from hazardous conditions in real property, including liability for contaminated soil and groundwater; the duty to report contamination; Florida's petroleum and dry cleaning programs; use of Brownfields incentives in the redevelopment of property; asbestos and lead regulations; control and disposal of hazardous wastes; risk allocation by contract or insurance; due diligence investigations; and enforcement issues.

**LAW 3340. ENVIRONMENTAL LAW. 3 Credits.**

An introduction to the common law and statutory basis for protection of natural resources and abatement of pollution. This course satisfies the Administrative Law Requirement. (r).

**LAW 3342. ENVIRONMENTAL LAW EXTERNSHIP. 1 to 4 Credit.**

Students work on environmental and land use issues under the direct supervision of government attorneys. Placements include the National Oceanic and Atmospheric Administration, the Hillsborough County Environmental Protection Commission, and The Ocean Conservancy. (r).

**LAW 3349. ENVIRONMENTAL PRACTICE. 2 to 3 Credits.**

This course teaches the art of regulatory practice through a series of problems and simulation exercises. Students learn how to find and use the sources of law used by environmental lawyers, including statutes, regulations, guidance and policy. In the exercises, students will take on the various roles environmental lawyers play, engaging in compliance counseling, enforcement, litigation, and rule-making. In addition, they will be able to delve more deeply into the substance of environmental law.

**LAW 3351. EQUALITY UNDER LAW SEMINAR. 3 Credits.**

This seminar surveys the ways that the Supreme Court has succeeded and failed to recognize legal equality of individuals in the United States across differences of race, gender, religion, immigration and voting rights. The Course will start with cases in which the Supreme Court failed to recognize equality among men and women, nonwhites and whites, religious minorities and Christians, immigrants and citizens, voters and nonvoters. Then the Course will look at cases where the court recognized equality among genders, races, religions, non-citizens and citizens, and voters. Prerequisites: First-year curriculum.

**LAW 3355. ENVIRONMENTAL ADVOCACY. 2 Credits.**

A successful environmental professional should possess the ability to advocate, counsel, investigate, persuade, research, and educate. This course will develop those skills through various writing and oral advocacy projects. Students will produce a Freedom of Information Act request, a public comment letter or media release, a memo or brief in a citizen suit and will illustrate various advocacy strategies and facets of environmental advocacy. Different research and writing skills will be emphasized through exploring these diverse types of advocacy. Prerequisites: None. However, LAW 3340; LAW 3945; LAW 3759 or LAW 3040 would be helpful.

**LAW 3370. ENVIRONMENTAL REGULAT OF WATER. 2 to 3 Credits.**

A survey of federal and state regulations for control of water quality and the prevention of water pollution. This course will examine current problems of ground water contamination, industrial permitting and citizen group enforcement. This course satisfies the Administrative Law Requirement. (o).

**LAW 3390. ESTATE PLANNING. 3 Credits.**

A course emphasizing the income, estate, and gift tax consequences of various dispositive schemes, the settlement of life insurance proceeds and employee death benefits, and the disposition of business benefits, with a survey of the donative arrangements for the disposition of property, including inter vivos transfers and wills. Pre-requisite: LAW 3930 or LAW 3898.

**LAW 3393. ETHICS & THE PRACTICE OF CRIMINAL LAW. 3 Credits.**

This distance learning class will address the unique ethical issues faced by attorneys practicing in the area of Criminal Law. Issues faced by both prosecuting attorneys and criminal defense attorneys will be covered. Topics will include, among others, the prosecutor's duty to act as a minister of justice, perjury, confidentiality, use of the media, and the prosecutor's duty to respect the defendant's attorney/client privilege. Pre-requisites: LAW 1200 and LAW 2350.

**LAW 3395. EUROPEAN UNION BUSINESS LAW. 1 to 3 Credits.**

Students will study the EU legal regime as it regulates the free movement of goods and services, workers, persons, and capital. Special emphasis will be placed on doing business in the EU from the perspective of the United States businesses and law firms. This course meets the LL.M. degree requirement. (o).

**LAW 3396. EUROPEAN UNION LAW. 2 to 3 Credits.**

This course will focus on the constitutional/administrative law of the European Union (EU). Students will study the history of the EU, the treaties underpinning the EU, the institutional structure of the EU, the Law-making procedures of the EU, enforcement of and challenges to the law of the EU, and the protection of human rights under EU law. (o).

**LAW 3397. EUROPEAN UNION COMPETITION LAW. 1 Credit.****LAW 3398. EUROPEAN INTELLECTUAL PROPERTY LAW & PRACTICE. 1 Credit.**

The class is designed to provide an overview on European Intellectual Property Law with a focus on technology protection (patents & trade secrets) as well as trademarks. Meaningful technology protection needs to cover multiple jurisdictions. Europe and especially the EU being one of the world's most relevant technology producers and markets needs to be considered and assessed by U.S. attorneys.

**LAW 3401. EU AND UN HUMAN RIGHTS. 1 Credit.**

This course will provide an introduction to the European Convention on Human Rights, including its history, scope and enforcement mechanisms. Students will examine the case law of the European Court of Human Rights in relation to a selection of rights, including the right to life, freedom of expression and the prohibition of torture. Where possible, discussion will be linked to current issues facing Europe.

**LAW 3405. EVIDENTIARY FOUNDATIONS & OBJECTIONS. 3 Credits.**

EFO is a practical course designed to enrich students' understanding of the Federal Rules of Evidence and their application in a trial setting. Through a series of exercises, which simulate pretrial motions and witness examinations, students develop the skills to advocate in writing and orally for and against the admissibility of evidence at trial. The trial simulation exercises, which are followed by professor critiques and self-assessment through video review, help students master laying foundations for various types of evidence, making evidentiary proffers, and objecting to evidence. The course also involves a written motions requirement that focuses students on evidentiary issues and how those issues fit into their case theory. Prerequisites: First-year curriculum, Evidence, and Trial Advocacy.

**LAW 3412. FAMILY LAW. 3 Credits.**

A study of the problems, policies and law related to marriage, divorce and child custody. (r).

**LAW 3414. FAMILY LAW MEDIATION. 3 Credits.**

This course will explore the kinds of conflicts faced by families of all types. Intra-family conflict in many of its forms will be discussed (emotional, social, in addition to legal). Both theoretical and practical aspects will be considered. Through both readings and practical application, the class will take an interdisciplinary approach to resolving family conflicts through mediation. Students will be involved in a variety of practical exercises and participate through a variety of roles (as lawyers, clients, and mediators/neutrals). This is a graded course. LAW 3412 is recommended as a pre-requisite, but not required. This course satisfies an experiential requirement.

**LAW 3415. FAMILY LAW EXTERNSHIP. 1 to 4 Credits.**

Students work on family law-related matters under the direct supervision of attorney, judges, and/or magistrates in either Hillsborough or Pinellas County. Placements include the Community Law Program, Bay Area Legal Services, and the 13th Judicial Circuit Court. There are up to 10 placements available. Students will work a minimum of 8 hours per week on site and produce at least 25 pages of work product over the semester. This is a 3-credit pass/fail course. Pre-requisites: LAW 3412, LAW 1275 and LAW 2350.

**LAW 3430. FEDERAL COURTS & FEDERAL SYSTEM. 2 to 3 Credits.**

This course focuses on the federal judicial system, its powers under the Constitution and its relationship to other decision-makers, including Congress and state courts. Some of the topics that will be surveyed are justiciability of "cases or controversies," the power of Congress to control federal court jurisdiction, federal question jurisdiction, sovereign immunity, abstention doctrines and the scope and limitations on Supreme Court review of various decisions. (o).

**LAW 3445. FEDERAL GOVERNMENT LITIGATION EXTERNSHIP. 3 or 4 Credits.**

Students work under the direct supervision of government attorneys from the U.S. Department of Justice and the Department of Veterans' Affairs as well as under the supervision of one or more full-time faculty members. Students gain experience in document drafting, preparation of pleadings and motions with legal memoranda, preparation of agency litigation reports, review of hearing transcripts, fact witness and expert witness interviews, affidavit preparation, and case strategy decision-making. S/U grade only. (r).

**LAW 3449. FEDERAL INCOME TAXATION I. 3 Credits.**

An introduction to the basic principles underlying the federal income tax system. It examines the basic concepts underlying the income taxation of individuals. Areas covered include: tax theory; terminology and concepts; sources of tax law; characteristics of income; realization, recognition and characterization concepts; and personal deductions, exemptions and credits compared to business deductions and outlays. This course satisfies the Code Requirement. (r).

**LAW 3450. FEDERAL INCOME TAXATION II. 2 to 3 Credits.**

An in-depth examination of capital transactions analyzing the concepts of capital gains and losses and the consequences of such characterization. Business or investment depreciation, recapture, installment sales, at-risk rules, and non-recognition provisions also are discussed. Pre-requisite: LAW 3449. (r).

**LAW 3451. FEDERAL INDIAN LAW. 3 Credits.**

Federal Indian Law examines the complex relationship between Indian tribes, states, and the federal government. The course explores the scope of tribal sovereignty by examining competing claims to criminal and civil jurisdiction, treaty rights including hunting and fishing, protection for Indigenous religion, and claims by tribes against the federal government for both the taking of property and breach of trust.

**LAW 3454. FEDERAL JUDICIAL EXTERNSHIP. 1 to 4 Credit.**

Students intern (clerk) with a member of the Federal judiciary in the United States District Court or United States Bankruptcy Court for the Middle District of Florida. Each student is assigned to work with a federal judge, a federal judge-magistrate, or a bankruptcy judge. Students perform numerous research and writing assignments under the auspices of the particular judges to whom they are assigned. Students also are provided a unique opportunity to attend judicial proceedings (e.g., jury selections, hearings, sentencings, trials, mediations, and arbitrations), and to obtain first-hand insight into the internal operations of a federal court. Student participants are selected based upon relevant academic and work qualifications.(r).

**LAW 3455. FED JUD EXTERNSHIP LIAISON. 4 Credits.**

In addition to the activities of Federal Judicial externship, the Liaison serves as the student coordinator of the program in conjunction with the judicial supervisor.

**LAW 3480. FED TAX OF EST, TRUSTS & GIFTS. 3 Credits.**

This course examines the federal system of taxation of gratuitous transfers, including the Estate Tax, the Gift Tax, Taxation of Generation-Skipping Transfers and Income Taxation of Estates and Trusts. This course satisfies the Code Requirement.

**LAW 3485. FEMINIST JURISPRUDENCE SEMINAR. 2 to 3 Credits.**

A survey of feminist legal theory, drawing from the experiences of women and from critical perspectives developed within other disciplines, resulting in analysis of the relationship between law and gender and developing new understandings of the limits of and opportunities for legal reform. (meets writing requirement)(o).

**LAW 3487. FINANCIAL ADVOCACY. 1 Credit.**

The purpose of this course is to better prepare students to represent individuals and families by teaching them basic real world financial skills. The course will include discussion on credit and debit cards; banking, including checking, savings, loans and mortgages; credit score, credit reports and identity theft; basic bankruptcy; and retirement and insurance.

**LAW 3490. FLORIDA ADMINISTRATIVE LAW. 3 Credits.**

A study of the powers and procedures of Florida administrative agencies, including administrative investigation, rule-making and adjudication, and judicial control of administrative action. Major differences between Florida and federal administrative law will be explored, and some comparison made with the administrative law of other states. This course satisfies the Administrative Law Requirement. (r).

**LAW 3491. OPEN GOVERNMENT IN FLORIDA: PUBLIC RECORDS AND SUNSHINE LAW. 2 or 3 Credits.**

This course will provide students with a broad understanding of Florida's open government laws – the Sunshine Law, which covers meetings of government agencies, and the Public Records Law, which covers records of public agencies and sometimes private entities. Students will understand Florida's strong public policy in favor of open government, the legal requirements of the open government laws, and their practical application in general business affairs, the legal representation of clients, and as a discovery tool in litigation.

**LAW 3500. FLORIDA CIVIL PROCEDURE. 2 or 3 Credits.**

The examination and application of the Florida Rules of Civil and Appellate Procedure. (r).

**LAW 3501. FLORIDA CONSTITUTIONAL LAW. 3 Credits.**

A study of principles and operation of state constitutions with emphasis on the Florida Constitution. (r).

**LAW 3502. FLORIDA CRIMINAL PROCEDURE. 3 Credits.**

A course devoted exclusively to the procedural rules and tactics attendant to the pleading and trial of a criminal case, with emphasis on existing Florida law. LAW 3270 is NOT a pre-requisite. (r).

**LAW 3504. FLORIDA REAL ESTATE LAW. 2 to 3 Credits.**

Creating a familiarity with and appreciation for the legal challenges inherent to transactions involving Florida real property is the objective of this course. It will be presented at an intermediate level of complexity for law and practice to students who have fulfilled the first year's curriculum, and who intend to advance to property related courses of advanced complex-subject matter. [This course is strongly recommended as a prerequisite to courses that explore mortgage foreclosure, for example] The course will provide an overview that melds the law of Property, Contract, and Tort to survey such subjects as sales agent commission disputes, contractual terms-expressed and implied, financing provisions, restrictions and conditions upon title, assurance of title, document preparation for closing, and contentious interests of other parties.

**LAW 3506. STATE SUPREME COURT JUD EXTERN. 5 to 12 Credits.**

This program accepts a limited number of students with strong academic records to intern with the Florida Supreme Court each semester. Selection of students is based upon class standing (typically the top 25% of the class). Students who receive an offer to intern with the highest court of another state may also request through the Associate Dean of Academics to receive credit within this externship program; such a request must be granted before the student begins the externship program and the student must participate in all required components of the externship program to receive credit. Students seeking to intern with the Florida Supreme Court must apply through Stetson's application process to receive externship credit. Under the direction of particular Court Justices and/or their staff, students will review and make recommendations to the Court on matters such as: petitions for discretionary review, attorney discipline matters, extraordinary writs, and other issues in cases pending before the Court. Students must have completed their required course-work, other than area requirements, to participate in the program. Students will receive 7 credits in a summer term or 12 credits in a fall/spring term. S/ U grade only.

**LAW 3511. FOOD LAW AND POLICY SEMINAR. 2 to 3 Credits.**

This class emphasizes the important role of food law and policy in the current food system, dominated by a few multinational corporations. It is often argued that individual food choice is the ultimate exercise of personal responsibility in our society. This course challenges that conventional wisdom - recognizing that a complex web of agricultural and food laws influences that ends up on our plates, and ultimately affects the health of individuals and communities. These policies, and the regulatory mechanisms supporting them, play a vital role in determining the health, economic, social, and environmental outcomes for our nation. Examining these outcomes in terms of a series of legal and policy issues, this course will facilitate discussion on a host of topics: food safety, obesity, nutrition, sustainability, food deserts, labeling, marketing, trade, biotechnology, organic, private standards, urban agriculture, hunger, right-to-food, animal welfare, local food programs, and farmers' markets. Pre-requisite: LAW 1290 (meets writing requirement).

**LAW 3512. FLORIDA MEDICAL MALPRACTICE. 2 Credits.**

This is a two (2) credit, condensed course that meets over two (2) weekends that will provide students with a practical overview of Medical Malpractice in Florida and will compare and contrast it with Federal actions for Medical Malpractice. There will be a final examination and Stetson University College of Law's grading policy for elective, pass-fail courses will apply to this course. Student evaluations will be based on class preparation and the final examination.

**LAW 3513. FLA LEGIS & POL ADVOCACY PRACT. 2 Credits.**

This 2 credit summer course is designed to provide students with an understanding of the tools and skills necessary to become an effective legislative and policy advocate. Students will learn advocacy techniques to competently present matters to policymakers and work within the legislative process, review laws and regulations affecting lobbying and lobbyists, and comprehend the complex landscape of public policy. Students will learn to research rules and legislation, present initiatives to policymakers, and influence the regulatory and legislative processes. In addition to a traditional lecture and discussion format, students will engage in research assignments and hands-on advocacy involving actual regulations and/or legislation.

**LAW 3525. HEALTH INSURANCE LAW. 2 to 3 Credits.**

This course will examine the law applicable to private health care plans, including private insurance policies, health maintenance organization contracts, and self-funded plans. The course will cover state insurance law, the Affordable Care Act, and ERISA. (r).

**LAW 3529. HEALTH CARE: OVERVIEW. 3 or 4 Credits.**

This survey course will focus on the basics of the health care system, using the text and current events to provide an overview of health care programs, access, participants, benefits, contracts, business relationships, and other core features of health law in the United States.

**LAW 3535. HONORS COLLOQUIUM. 2 Credits.**

The Honors Colloquium is designed for students accepted into Stetson's Honors Program based on academic performance in the first and second semesters. The Colloquium will explore various topics concerning the history and theory of law. Conducted in a seminar format, various professors will lead students in discussion of the assigned topics. (r).

**LAW 3537. HOMELESS ADVOCACY EXTERNSHIP. 1 to 3 Credit.**

Students will further the cause of homeless advocacy by assisting the efforts of public interest organizations engaged in work on behalf of the homeless. Typical duties will include: interviewing clients, conducting research; preparing legal memoranda; drafting and reviewing public records request and responses; assisting in all aspects of discovery such as document analysis, organization and indexing depositions; and assisting in the preparation of legal documents and pleadings. LAW 3771 and LAW 3592 are preferred, but not required. Pre-Requisite: LAW 2350.

**LAW 3538. IMMIGRATION LAW. 3 Credits.**

A study of immigration law topics to include: employment and family-based benefits; exclusion and deportation; political asylum and refugees; permanent residence; U.S. citizenship; special considerations pertaining to foreign investors; and current policy and legislative issues. (o).

**LAW 3539. IMMIGRATION LITIGAT & ADVOCACY. 3 Credits.**

This experiential course prepares students to litigate in immigration court as well as in Federal courts for immigration related actions. The course covers all facets of deportation proceedings in immigration court, appellate advocacy before the Board of Immigration Appeals in Washington, D.C., and the proper procedure and advocacy required in the Federal courts for immigration matters, both at the district as well as the appellate level. This course satisfies the Experiential Requirement. Pre-requisites: None, although LAW 3920 and/or LAW 3140 is highly recommended.

**LAW 3541. INDIVIDUAL RESEARCH PROJECT. 1 to 3 Credit.**

By individual arrangement with a faculty member, a student may enroll in one semester of legal research leading to the writing of a single paper of publishable quality reflecting substantial effort. Upon approval of the project, the student must register for credit in the project with the Registrar's Office at the beginning of the semester in which the project is to be undertaken. This course satisfies the writing requirement. Students enrolled in this course must attend the Scholarly Writing Series or certify that he or she has watched the videotaped version of the Series.

**LAW 3544. HUMAN TRAFFICKING. 3 Credits.**

Human trafficking is an appalling and growing transnational crime. Even if it is not a new trend, it has spread to every region in the world and become a great part of the illicit global economy. The course will address human trafficking as a crime and a human rights violation. We will look at the Trafficking Victim Protection Act (TVPA) and its amendments as well as the protocol. The course is to provide the student with a comprehensive understanding of human trafficking. This course satisfies the Experiential Requirement.

**LAW 3545. HEALTH CARE: COMPLIANCE&ETHICS. 3 or 4 Credits.**

This survey course will cover: Healthcare Compliance & Ethics, Technology, Human Resources And Management Issues, Fraud & Abuse (Kickbacks, Stark, False Claims, Antitrust, Tax, HIPAA).

**LAW 3547. GLOBAL ETHICS & COMPLIANCE. 2 Credits.**

Introduces students to theory and practice of global compliance. Students will learn how to identify red flags that could require further assessment for compliance with anti-corruption laws. Students will learn how to articulate key elements of an effective global ethics and compliance program. Students will also learn techniques and strategies on how to effectively handle a workplace ethics and compliance investigation.

**LAW 3548. IN-HOUSE COUNSEL EXTERNSHIP. 1 to 4 Credit.**

Students will work with in-house counsel for at least 120 hours during the semester and participate in an online class. Each student will be required to produce work product of up to 30 pages. Work may include drafting of corporate and litigation documents; attending meetings, negotiations, or courtroom proceedings; and researching regulations, cases, or statutes. Suggested pre-requisites (may be waived by instructor): LAW 3255 or LAW 3154 and one commercial course. (o).

**LAW 3549. INDIVIDUAL EXTERNSHIP PROGRAM. 1 to 12 Credit.**

This program will serve as a mechanism through which students may obtain credit for performing legal work and educational activities that fall outside the scope of preexisting clinic and externship programs. Students will be required to participate in an orientation course during the first week of the semester and subsequently meet at least twice with the overseeing professor. The orientations and meetings are flexible, and may be accomplished using technology. Students will perform legal work such as research and writing, reviewing documents, conducting investigations, drafting documents, and observing legal proceedings. Additionally, students will submit guided reflections and work product assignments, and actively participate in all academic activities assigned by the overseeing professor. Pre-requisites: All first-year courses.

**LAW 3550. THE IMPACT OF COVID-19 ON THE CRIMINAL LEGAL SYSTEM AND HUMAN RIGHTS. 2 Credits.**

This class will explore the impact that the Covid-19 pandemic has had on the criminal legal system and issues related to human rights and civil rights experienced by communities of color in the United States. We will utilize case examples related to state wide release of jail prisoners, the issues related to reentry planning for formerly incarcerated individuals who may have been exposed to COVID-19 as well as the impact on the administration of the criminal court system. We will also examine the impact of the COVID-19 crisis on the Black, Asian and Native American communities. The objective of this course is to shed light on the chasm between law and justice during this pandemic era and how lawyers can help bridge that gap as they address inequities caused by the criminal legal system as well as inequities caused by other economic and social law and policies.

**LAW 3551. THE IMPACT OF COVID-19 ON THE CIVIL LEGAL SYSTEM. 1 Credit.**

This course is designed as an introductory survey course of the impact of Covid-19 upon civil systems. The course is designed to prepare students for the many legal issues now relevant in the civil setting and the increased demand on our civil court systems. Students will study the particular need of communities vulnerable before the pandemic, as well as a growing vulnerability for those hit hardest by the economic impact. The course will provide an overview of selected legal issues with assigned readings, national training tutorials and engage students in discussion. The course will provide an overview of the pandemic's impact on the elderly, infirm or those high risk, analysis of child welfare, custody cases, domestic abuse, landlord/tenant eviction proceedings and a growing homeless population, as well as consumer protection issues. The course is structured with both recorded and online lectures and in every class students are expected to engage in reform policy discussion. Every student is required to select a writing topic, conduct research and draft a final paper on one of the related topics discussed in class.

**LAW 3552. INSIDER TRADING SEMINAR. 2 Credits.**

This seminar will provide an in-depth look at the regulation of insider trading. Subjects covered will include: theories of insider trading law including classical, tipper/tippee, and misappropriation; common law fraud; property law and embezzlement theory; Powell's outsized role in creating the scaffolding of insider trading regulation; criminal insider trading prosecutions; legislative attempts to clarify insider trading prohibitions; and economic and market factors at play in insider trading. Prerequisite: First-year curriculum.

**LAW 3553. INSURANCE LAW. 2 to 3 Credits.**

An introduction to the nature of insurance, the organization and state supervision of insurance companies, and development of the concepts of insurable interests as related to property and liability insurance as well as to insurance of the person. (r).

**LAW 3560. INTELLECTUAL PROPERTY. 3 Credits.**

A survey course covering the basics of domestic copyright, patent, trademark and unfair competition law. Coverage includes common law, state and federal protections, and discussion of comparative externalities related to application, scope of enforcement and interplay between the subject areas. (r).

**LAW 3561. INTELLECTUAL PROP EXTERNSHIP. 1 to 3 Credit.**

Students work under the direct supervision of intellectual property counsel and/or supervisory staff at selected sites. Patent law is emphasized although some interaction with trademark and unfair competition law may also be involved. Students gain experience in searches related to protectability, drafting licensing agreements, drafting opinion letters, submitting different types of applications to governmental bodies responsible for IP regulation and administration, and engaging in strategizing and related preparation for dispute resolution. Students with STEM backgrounds and/or prior IP experience will receive preference. (r).

**LAW 3564. INTERNATIONAL SPACE LAW. 1 Credit.**

The course will examine the role of international law in the regulation of outer space activities, including those related to the moon and other celestial bodies. Specifically, the course examines the current and potential future uses of outer space. The course addresses the international institutions that are involved in this process, the legal regime of outer space and celestial bodies—including the exploitation of space natural resources—the legal status of spacecraft including their registration, liability considerations, and assistance to astronauts. The course will also focus on recent developments and more specific topics in space law, which include mining, commercialization, space tourism, and claims of sovereignty over outer space and celestial bodies. The course will also address military activities (space force) and the intersection of cyberspace with outer space.

**LAW 3565. INT'L BUS/TRANSBRDER CRIME SEM. 2 or 3 Credits.**

The primary objective is to instill awareness among students interested in transactional law of the growing significance of legal compliance in global business activities. The course will focus on the new trends of international cooperation in criminal matters, discussions on money laundering issues and on the new legal framework designed to combat bribery and corrupt practices in international business transactions. With business crime issues expanding and diversifying, students will learn about exciting legal developments taking place around the world. (meets upper- level writing requirement).



**LAW 3567. INTERNATIONAL ENERGY LAW. 2 or 3 Credits.**

Energy is the backbone of world economies, and lawyers play a central role in the multiple aspects of energy trade. Exploration, exploitation, transformation, taxation, mitigation of impact and more are all regulated by some form of law, from international conventions to contracts. This class will teach the basics of international energy law and markets, in three parts: What is "energy," what are the international laws and contracts that apply to the energy markets, how are environmental impacts managed?.

**LAW 3571. INTERNATIONAL PRACTICUM. 2 to 4 Credits.**

**LAW 3572. INT'L BANKING & FINANCE LAW. 2 to 3 Credits.**  
Surveys the international monetary system. Included are a systematic and global overview of the functions and values of money; exchange rates, currency practices and exchange restrictions; techniques for hedging of foreign exchange risks, including the use of forward exchange contracts and currency futures, options and swaps; domestic and international banking; international trade finance; international capital markets and loan documentation; and payment, clearing and settlement systems. (r).

**LAW 3573. INT'L BUSINESS TRANSACTIONS. 3 Credits.**

This course will consider selected problems in international trade, surveying some of the many issues encountered in private international transactions and emphasizing the options available to counsel engaged in the "preventive" practice of law. As such, the primary focus will be on recognizing and anticipating potential problems, and choosing the most appropriate form or structure for the business from among a range of equally viable or legally correct approaches, in order to manage the increased risk inherent in international transactions. Three major areas will be explored (1) the sale of goods across national borders, primarily through "letter of credit" transactions, (2) establishing foreign means of production or distribution through "licensing" or "franchising" operations, and (3) direct investment in foreign means of production or distribution "onshore" in another country. (r).

**LAW 3575. INT'L CRIMINAL LAW. 2 to 3 Credits.**

An exploration of crimes, such as terrorism, drug trafficking and related offenses, counterfeiting and transnational crimes and certain human rights offenses. Special emphasis will be placed on individual and state responsibilities; jurisdictional considerations; issues on obtaining persons abroad; and international cooperation efforts. (o).

**LAW 3577. INT'L ENVIRONMENTAL LAW. 2 to 3 Credits.**

This course is an introduction to international legal principles and the application of those principles to specific global environmental problems. The course will focus on environmental concerns such as transboundary acid rain; stratospheric ozone depletion; nuclear accidents; ocean dumping; hazardous waste exports; decertification; endangered species protection; preservation of the rain forests; the effect of trade policies such as GATT; population control, environmental warfare; global climate change; and the management of Antarctica. (o).

**LAW 3580. INTERNAT'L INTELLECT PROPERTY. 2 to 3 Credits.**

A survey of the major international treaties and agreements, and relevant U.S. law and enforcement mechanisms regarding intellectual property rights in the context of international business transactions. (r).

**LAW 3580S. INTL INTELLECTUAL PROPERTY SEM. 2 Credits.**

Preparation of studies and papers covering current international intellectual property topics using relevant treaties and statutes germane to the global location impacted by the case or controversy. Papers and projects generated for this course will fulfill the writing requirement. (r).

**LAW 3581. INTERNATIONAL JOINT VENTURES. 2 or 3 Credits.**

This course will familiarize students with the variety of issues faced by business parties when embarking upon a joint venture when one of the business parties is a non-U.S. entity or when the joint venture entity plans to do business in a non-U.S. jurisdiction. (o).

**LAW 3583. INTERNATIONAL LAW. 2 to 3 Credits.**

This course provides an introduction to the system of norms, rules, institutions and procedures that regulates interaction among states, and between states and individuals. Three fundamental areas will be explored (1) the source and nature of international legal rules, (2) the associated international legal processes, and (3) the relationship of these international rules and processes to individuals, organizations, and states. (r).

**LAW 3584. INTERN'L LAW HUMAN RIGHTS SEM. 2 to 3 Credits.**

An examination of the emerging rights and duties of the individual in the law of nations. This course meets the LL.M. degree requirement. (meets writing requirement) (r).

**LAW 3585. INT'L LITIGATION & ARBITRATION. 2 to 3 Credits.**

A study of the various modes of dispute resolution involving international transactions or foreign parties. This course will cover jurisdictional issues in U.S. and foreign courts, the various international arbitration programs, forum selection, provisional remedies, international discovery procedures, enforcement of foreign court judgments and arbitration awards. (r).

**LAW 3587. INT'L SALES LAW & ARBITRATION. 2 to 3 Credits.**

This course covers the CISG and related law applicable to the international sale of goods, as well as, international law governing arbitration of private disputes. In addition, students who have already completed the course International Sales Law & Arbitration Advocacy (Course# 3587A) may not enroll in this course.).

**LAW 3587A. INTERNATIONAL SALES LAW & ARBITRATION ADVOCACY. 3 Credits.**

Students will learn the theory and doctrine related to international sales and arbitration. Students will then then apply that doctrine by researching and writing first a draft, and then a final complex memo of law (approx. 50 pages, double spaced) on topic. The course will use as an integral part of the learning experience, the Problem for the Annual Vis International Commercial Arbitration Moot. Students will analyze the Problem (learning the substantive law along the way), research the legal issues, and draft a collaborative brief in support of one of the parties in the Problem. Students will also train, practice, and finally make an oral argument before a panel of arbitrators. This course meets the Experiential Requirement. Students who have already completed the course International Sales Law & Arbitration (Course# 3587) may not enroll in this course.

**LAW 3588. INT'L SECURITY LAW & POLICY. 2 to 3 Credits.**

This course focuses on U.S. and multinational policies aimed at enhancing global security and the central international legal principles and institutions that contribute to policy formulation and implementation. The course will examine theoretical approaches to international security and world order; the international law of conflict management; the use of force and the role of the United Nations and regional security arrangements; arms control and disarmament; war crimes and international criminal tribunals; the multinational response to international terrorism and cyber attacks; and the application of the law of the sea, air, and outer space to international security initiatives.

**LAW 3590. INTERNATIONAL TAXATION. 2 to 3 Credits.**

An introduction to U.S. taxation of foreign persons and entities investing and engaging in business in the United States, as well as U.S. taxation of domestic persons and entities investing and engaging in business abroad. Particular attention is focused on the source rules, the foreign tax credit, and income tax treaties. (o).

**LAW 3591. INTERNATIONAL TRADE REGULATION. 2 to 3 Credits.**

This course will address some of the issues associated with the governmental regulation of international trade, through a problem-oriented approach. At least two regulatory systems will be considered in almost every problem, one being the regulatory regime embodied in the domestic law of the country of import or export, and the other being the system of international agreements (such as WTO/GATT and NAFTA) that are intended to limit the actions which may be taken by individual governments. The impact of "globalization" within this framework will also be considered. Three major areas will be explored (1) tariffs and non-tariff barriers to trade,(2) domestic responses to import competition, and (3) trade regulation and international economic relations. These are topics which potentially concern any business dealing internationally, from global multinational corporations to small start-up ventures desiring to expand abroad. (Note: Students may not take both this course and LAW 3582. This course satisfies the Administrative Law Requirement.

**LAW 3592. INTERVIEWING AND COUNSELING. 2 Credits.**

This course will focus on the most commonly used lawyering skills - client counseling and interviewing. Both theoretical and practical aspects will be considered. This course satisfies Experiential Education Requirements. Pre-requisite or co-requisite: LAW 2350. (r).

**LAW 3594. INTRO TO THE PHYSICAL EXAM. 1 Credit.**

This is a one (1) credit condensed one (1) weekend course that will provide students with a practical overview of how medical records are created, the rules and regulations governing their creation, storage, and access, and finally how they may be critically interpreted by an attorney. Stetson University College of Law's grading policy for elective, pass-fail courses will apply to this course. Student evaluations will be based on preparation and class participation.

**LAW 3595. JOURNAL OF AGING LAW & POLICY. 1 to 2 Credit.**

Credit is given for participation in the publication of the Journal of International Aging Law and Policy. Student editors may earn up to one hour of credit per semester. S/U grade only. (meets writing requirement) (r).

**LAW 3597. JOURNAL-INTL WILDLIFE LW & POL. 1 Credit.**

Credit is given for participation in the publication of the Journal of International Wildlife Law and Policy. Student editors may earn up to one hour of credit per semester. An article prepared for the Journal may satisfy the upper-level writing requirement. S/U grade only. (r).

**LAW 3599. JUD DEC-MAKING APPELL CONTEXT. 1 Credit.**

This course examines the decision-making process of judges in an appellate environment, with emphasis on issues such as the standard of review at the appellate level, the role of stare decisis, and the use of concurrent and dissenting opinions. The course will be graded through a series of short assignments, and is graded on a Satisfactory/Unsatisfactory basis.

**LAW 3600. JURISPRUDENCE. 2 to 3 Credits.**

An introduction to legal theory and the broad knowledge necessary in the professional use of case law and legislation. The course examines the system of political, economic, moral, and psychological ideas that lies at the root of modern jurisprudence and focuses on the origin, nature, function, and development of the law. (o).

**LAW 3603. JOURNAL OF ADVOCACY & THE LAW. 1 to 2 Credit.**

The "Stetson Journal of Advocacy and the Law" is a student-produced legal journal dedicated to discussing, exploring, and influencing contemporary issues related to oral and written advocacy. We publish articles on all facets of advocacy (including Alternative Dispute Resolution, Trial Advocacy, and Appellate Advocacy) written by pre-eminent practitioners, judges, law professors, and students.

**LAW 3604. JURISPRUDENCE HONORS SEMINAR. 1 to 2 Credit.**

Same as LAW 3605, but limited to students in Stetson's Honors Program. This course does NOT satisfy the writing requirement. (r).

**LAW 3606. INTRODUCTION TO COMPARATIVE CRIMINAL LAW. 1 Credit.**

The course will introduce students to comparative criminal law as an academic course and an emerging area of modern legal practice. It will concentrate on some of the major criminal law issues in two major world jurisdictions – Europe (civil law system, Ukraine in particular) and the United States (common law system).

**LAW 3607. JUDICIAL PRACTICE. 1 to 2 Credit.**

This course will help familiarize students with the workings of the judicial system. It will cover theories of judging, judicial ethics, and judicial opinion writing, as well as introduce students to the federal courts' electronic docketing system. Using electronic dockets, students will conduct research and writing exercises typical of those performed by judicial clerks.

**LAW 3608. JURY SELECTION. 2 Credits.**

The emphasis in this course will be on the skills needed to pick a jury that is appropriate for your case. The students will participate in extensive role playing to illustrate the concepts taught and to hone their skills selecting a jury. Understanding what juror is a good fit for your case and how to identify someone that is not a good fit. It will look at what you can and cannot ask jurors based on statutory and case law. Also, how to manage and keep track of the information from each prospective juror. Finally, how to exercise challenges both legally and effectively. Prerequisites: First-year curriculum Note: Students who have enrolled in or taken the weekend course on Advanced Civil Trial Skills: Voir Dire (3055V) may not enroll in this course.

**LAW 3611. JUVENILE LAW SEMINAR. 2 or 3 Credits.**

This course will encompass the study of substantive juvenile law, juvenile procedure, the role of the Department of Juvenile Justice, and the mental health issues of the accused juvenile. The course will prepare law students for the representation of the juvenile defendant, specifically as to the rights of the juvenile, the role of the attorney and the problems and issues that our juvenile population faces within the criminal justice arena. In addition, the course will enhance the knowledge of the criminal justice system by focusing on the issues of the child who is prosecuted as an adult. (meets writing requirement).

**LAW 3613. LABOR LAW. 2 to 3 Credits.**

A study of the law governing disputes between employers and employees, with special emphasis on the federal statutes. Union organization, employer responses, and collective bargaining are the focal points of the course. This course satisfies the Administrative Law Requirement. (r).

**LAW 3633. LAND USE LAW. 2 to 3 Credits.**

A survey of the laws governing land use and community development. The course covers the government's creation of community plans, the rules of zoning, and the power of eminent domain, as well as the constitutional right of property owners against uncompensated takings. In addition, the course addresses social issues of community development, including suburban sprawl, urban revitalization, social segregation, aesthetics, and the effects of development on the environment. This course satisfies the Administrative Law Requirement. (r).

**LAW 3634. LANDLORD TENANT PRIMER. 1 Credit.**

With tremendous recent National and State attention to evictions as a backdrop, students will learn Florida's unique landlord-tenant law and practical application of the law in housing disputes. Participants will become more efficient at identifying housing issues and aware of potential solutions. The course will explore basic principles of the Florida Residential Landlord Tenant Act and enhance professional development of housing skills. Students will refine analytical abilities and professionalism. Completion of the course should prepare students for future experiences assisting others with landlord-tenant disputes. Pre- or co-req for Landlord Tenant Externship.

**LAW 3635. LANDLORD TENANT EXTERNSHIP. 1 to 4 Credit.**

Students in the externship course will earn field hours in a legal aid office in the housing division with assignments relevant to eviction proceedings. Students will observe and participate in intake interviews, attend eviction proceedings, engage in know-your-rights presentations, conduct legal research, generate and organize data to study areas for policy reform. Students in an externship are not required to obtain their C.L.I. in order to participate and may not appear in Court, sign court pleadings or meet with clients alone in advising session. Students should enroll in the Landlord Tenant Primer course simultaneously or have as a prerequisite before enrolling in the externship. As with other externships, students must apply and be selected.

**LAW 3642. LAW & BEHAVIORAL SCIENCE. 3 Credits.**

The primary focus of this course is on the use of psychological and sociological expertise in the judicial processes. The course examines such topics as the use of statistical evidence to establish discrimination; the use of psychological techniques such as "profiling" to predict future criminal behavior; the use of psychological "syndrome" evidence to determine whether, e.g. the behavior of the criminally accused is attributable to the "battered spouse syndrome" or "post-traumatic stress disorder." No background in the social sciences is required. (o).

**LAW 3665. LAW & HIGHER EDUCATION POLICY. 2 to 3 Credits.**

This course provides an overview of postsecondary education law, including common law decisions, federal and state statutes and regulations affecting the administration of institutions of higher education.

**LAW 3671. LAW & POLICY EXTERNSHIP. 1 to 8 Credit.**

Students develop an understanding of the role of law in government and policy through a variety of summer externship opportunities offered by organizations and governmental agencies in the Washington D.C. area. Typical duties involve reviewing documents, conducting research, drafting legal memoranda, and attending hearings. Students may earn additional credits through courses taken in conjunction with this program.

**LAW 3672. LAW AND RELIGION. 3 Credits.**

This course will review the evolution of the law's treatment of religion in the U.S. It will examine this evolution primarily through constitutional analysis of the "establishment" clause and the "free exercise" clause. But it will also attempt to better understand what constitutes "religion" as used both popularly and in the law, as well as to consider whether unstated evaluations of "religion," its truth, and its social consequences have shaped modern treatment of religion in law.

**LAW 3674. LAW POLITICS AND STATE POWER: THE SUSTAINABILITY OF CONSTITUTIONAL GOVERNANCE IN AFRICA. 1 Credit.**

This course examines the relationship between Law and Politics in African Political Systems with regards to constitution-making and constitutional governance with special reference to Kenya. Right from Independence, constitutions have played a key role in the genesis and evolution of African Political Systems (Aristide Zolberg, *Creating Political Order: The Party-states of West Africa* (New York: Rand McNally and company 1967). Yet constitutional governance was the first to be a casualty of military coups de'tat before the ink dried on the new constitutions (Ruth First) *The Barrel Of A Gun: Political Power In Africa and The Coup D'etat* (Oxford: Penguin, 1971); P. Anyang' Nyong'o, "Soldier and Counter-Revolution in Liberia (ed) *Popular Struggles for Democracy in Africa* (London Zed Books, 1989) Okoth-Ogendo argues that the existence of constitutions need not necessarily lead to constitutionalism; i.e a political culture in which constitutional values are respected and practiced, and constitutional institutions became the blocks with which governance is built (h.W.O. Okoth-Ogendo, "Constitutions without Constitutionalism: An African Political Paradox" in Douglas Greenberg et al, *Constitutionalism and Democracy: Transitions In the Contemporary World*. (New York; OUP, 1993). Much more recently we have seen a post-independence flurry of constitution-making to rebuild otherwise fragile states in post-apartheid south Africa, former Portuguese colonies and the former settler plantations like Kenya, Zimbabwe and Cote D'Ivoire with varying degrees of success (see Anyang' Nyong'o, "Electoral Democracy and election Coalitions in Former Settler Colonies in Africa: Is Democracy in Trail or in Reverse Gear in Kenya, Cote D' Ivoire and Zimbabwe? in E.N. Sahle, (ed.) *Democracy Constitutionalism, and Politics in Africa*, (forthcoming). These constitutions are essentially products of political compromise between pro-democracy social forces and the defenders of kleptocratic regimes controlling state power in the economic interests of narrow elites that derive their legitimacy from class, racial, regional, ethnic or religious groups changing "pacts of domination" or political alliances over time. Raising disturbing and at times unanswerable questions, this course will seek to shed some light on the sustainability of constitutional governance in Africa given the continent's history and political economy. It will also provide the student with the opportunity to understand Law as the outcome of political and social struggles which very often shape the character of the state. Constitutionalism and democracy are not God-given. They evolve in historical contexts and, interestingly enough, also contribute to the making of history.

**LAW 3675. LAW & SEXUAL ORIENTATION SEM. 2 to 3 Credits.**

This course explores the rapidly expanding relationship between the law and sexual orientation, gender and nonconformity. It examines various legal principles that have been and might be used to limit the ability of government and other institutions to disadvantage people because of their sexual orientation. The course looks at issues such as equal protection, privacy, and due process, and explores how courts have used these doctrines in consideration of lesbians, gay men, bisexuals and transgender individuals in critical aspects of their lives, such as employment, housing, and family relationships. Thus, the course addresses issues that will likely arise in virtually all law practices. (meets writing requirement).

**LAW 3677. LAW AND THE WEB: BUILDING SECURE AND LEGALLY-COMPLIANT WEBSITES. 2 Credits.**

This course explains the legal background against which websites operate. It then provides the tools and techniques both to audit current sites and to enable the building of new websites and portals that are attractive, secure, and legally-compliant.

**LAW 3684. LW THROUGH THE LENS/POETRY SEM. 3 Credits.**

Using poetry as a lens through which to explore the law, this course is divided into six major units: Commerce, Poverty, Power, Existentialism, Ontology, and Revolt. Although there will be some discussion of private law during the Commerce unit, the balance of the course will be centered on themes of government and public law, including most notably themes of justice (both social and criminal) and power. There will also be some discussion, in the Ontology unit, of the rather extensive use of the law as a metaphor. (This course satisfies the upper level writing requirement).

**LAW 3685. LAW PRACTICE MANAGEMENT. 1 to 3 Credit.**

This course is offered to present the practical aspects of organizing a law practice. The course will provide insight into the management of a law firm, in both theory and practice, and provide the student with the rationale behind the procedures and systems they will be asked to adhere to as a professional. (r).

**LAW 3691. LAW REVIEW. 1 Credit.**

Credit is given for participation in the publication of the Stetson Law Review. Staff members and associate editors may earn up to 1 semester hour of credit per semester; voting members of the Editorial Board may earn up to 2 semester hours of credit per semester. S/U grade only. (r).

**LAW 3692. LAW REVIEW EDITOR. 2 Credits.**

Credit is given for participation in the publication of the Stetson Law Review. Voting members of the Editorial Board may earn up to 2 semester hours of credit per semester. This courses satisfies the writing requirement. S/U grade only (r).

**LAW 3693. LAW REVIEW WRITING CREDIT. 1 to 2 Credit.**

Credit awarded for completing the graduation writing requirement. (r).

**LAW 3695. LEGAL TECHNOLOGY & THE COURTS. 1 or 2 Credit.**

This course will cover how the technology is used by attorneys when interacting with the court system. The course will provide an overview of issues that attorneys face daily when working with courts, such as e-filing, e-discovery, security of data, communications, case presentation, policy considerations, and file retention.

**LAW 3696. ADVANCED LEGAL WRITING. 2 to 3 Credits.**

This course surveys documents of legal practice and the skills needed to write them. Students will engage in problem-solving via legal analysis and writing, receive hands-on drafting experiences, and gain greater sophistication and power as legal writers. Some sections will emphasize contract drafting while others will survey a wider range of practice documents. Specific emphasis will be announced in advance of the semester. Examples: Advanced Legal Writing: Contract Drafting; Advanced Legal Writing: Writing for Practice Survey; Advanced Legal Writing: Non-Litigation Drafting (r).

**LAW 3696C. Advanced Legal Writing: Contracts Drafting. 2 Credits.**

This course surveys documents of legal practice and the skills needed to write them. Students will engage in problem-solving via legal analysis and writing, receive hands-on drafting experiences, and gain greater sophistication and power as legal writers.

**LAW 3698. LEGAL ETHICS AND TECHNOLOGY. 1 or 2 Credit.**

This course will cover the ethical issues that arise through the use of various types of technologies and social media. The course will focus on the Florida Rules of Professional Responsibility and Florida ethics opinions. Pre-Requisite: Professional Responsibility.

**LAW 3699. LEGISLATION. 3 Credits.**

This course is an introduction to the law of legislation, including the mechanics of the legislative process, statutory interpretation (including approaches based on text, intent, and purpose), representational theories, and the regulation of lobbying and campaign finance. The course will also include exercises in drafting legislation.

**LAW 3700. LITIGATING IN THE FLORIDA COURTS - THE FLORIDA RULES OF JUDICIAL ADMINISTRATION. 1 Credit.**

The Rules of Judicial Administrative (RJA) applies to every area of practice in Florida. While these rules set forth procedures for e-filing, e-service, time calculations, confidentiality of documents, disqualification of judges, how attorneys are to enter and leave cases, as well as other litigation practices, this rule set is not addressed in the standard law school curriculum. These rules, however, are testable on the Florida Bar examination. This will be an intensive course held over a weekend.

**LAW 3710. LOCAL GOVERNMENT LAW. 2 to 3 Credits.**

This course offers an insider's perspective into the practical application of what local government law is and how it works in Florida, including the interplay between the state and federal government. Taught by a former elected member of the Florida House of Representatives who has been a practicing attorney for over 30 years, with extensive experience in local and state government, this course focuses on three main themes geared toward the practitioner: the role of the attorney representing local government, the role the an attorney representing clients doing business with local government, and role of the attorney representing clients whose interests are adverse to local government. Course materials are supplemented by the diverse perspectives of invited guests who appear for select lectures including various local, state and federal elected and appointed public officials, as well as attorneys who represent or have represented counties, cities, and local school boards.

**LAW 3712. LONG TERM CARE PLANNING (JD). 2 or 3 Credits.**

This course will cover the various types of issues faced in an elder law practice when developing a long term care plan for clients. The course will cover working with clients with diminished capacity/dementia, the need for long-term care (activities of daily living), the various housing options to provide the care (assisted living, nursing homes, care in homes), and how the client can pay for such care (Medicare, Medicaid, savings, long-term care insurance).

**LAW 3715. MEDIA LAW. 2 to 3 Credits.**

This course explores constitutional, legislative and judicial actions that affect freedom of speech and of the press. The case book and class discussions will address court decisions and other government actions that impact upon speakers generally and the news media in particular. Topics will include some or all of the following: prior restraint, libel, invasion of privacy, news gathering, and regulation of commercial and political speech. (o).

**LAW 3716. MEDIA LAW SEMINAR. 3 Credits.**

New and evolving newsgathering techniques, such as hidden cameras, unauthorized taping, internet research, and inside informants, cause the courts to constantly reevaluate the balance between press rights and the right of individuals to their privacy. This distance learning course will explore this balance by introducing students to media law topics including: prior restraints, reporter shield laws, court access, record access, invasion of privacy and defamation. Students will study a media law topic in-depth for a final paper in this course. (meets writing requirement).

**LAW 3718. MEDIATION SKILLS TRAINING. 3 Credits.**

This course is designed to give students hands-on experience in mediation. Students will be assigned to experienced mediators who will serve as their mentors in "live" cases. Students must attend a mandatory training session (see semester registration materials for dates and details). This course satisfies the Experiential Requirement. Pre-requisites: LAW 2350 and LAW 3761. (r).

**LAW 3719. THE MUELLER INVESTIGATION AND BEYOND. 1 Credit.**

This course explores the appointment of Special Counsel Robert Mueller and the indictments, criminal informations, plea agreements, and other legal documents and cases coming from this investigation. In the context of this investigation it will examine issues of administrative law, constitutional law, criminal law and procedure, international criminal law, white collar crime, sentencing, and legal ethics. Prerequisite: Criminal Law.

**LAW 3722. MEDICAL JURISPRUDENCE. 2 to 3 Credits.**

This is a three (3) credit full semester course devoted to the legal theory behind health law. The intent of this course is to provide a practical overview of the interrelationships between Health Law (such as HIPAA, PSQIA, EMTALA) and Medicine. There will be a final examination and Stetson University College of Law's grading policy for elective courses will apply to this course. Student evaluations will be based on class preparation and the final examination.

**LAW 3729. MERGERS AND ACQUISITIONS. 3 Credits.**

This course introduces the legal principles that underlie mergers and acquisitions and focuses primarily on the corporate law aspects of mergers and acquisitions. Among other topics, the course will examine the corporate formalities and statutory requirements of business acquisitions, documentation and negotiation of transactions, key drivers of mergers and acquisitions activity, business incentives of the parties to the transactions, fiduciary duties and other obligations of company boards of directors, state anti-takeover statutes, and disclosure and requirements arising from the securities laws. Tax, antitrust, and other regulatory issues will also be discussed. Prerequisites: LAW 3154 or LAW 3255.

**LAW 3731. MODERN AMERICAN MILITARY JUSTICE (formerly Military Law). 2 to 3 Credits.**

Formerly: Military Law This course is a detailed examination of the procedural and substantive criminal law applicable in courts-martial under the U.S. military justice system, including the constitutional and statutory foundations for uniquely military offenses, pretrial investigation, and trial and appellate procedure. The course will also examine trial of suspected terrorists by military commission and the international agreements governing U.S. courts-martial conducted in foreign countries.

**LAW 3735. MILITARY JUSTICE EXTERNSHIP. 1 to 4 Credit.****LAW 3740. MOCK TRIAL BOARD. 1 to 2 Credit.**

Students develop their skills to compete in inter-law school trial competitions sponsored annually by various bar and trial lawyer organizations. The Board also administers the Mock Trial Competition at Stetson. Selection to the Board is based in part on intramural competition and part on evaluation by faculty advisors. S/U grade only. (r).

**LAW 3751. MULTISTATE STRATEGIES. 4 Credits.**

This course is designed to prepare students for the Multistate Bar Examination. Five Multistate subjects (Contracts, Torts, Criminal Law, Civil Procedure, and Property) will be utilized to focus on skill development. Specifically, students will receive in-depth skill instruction on reading comprehension, issue identification, rule mastery, critical thinking, legal analysis and recognition of distractors. Students will also gain a strong conceptual understanding and knowledge of highly tested doctrines and will be taught how to develop, use, and apply a flexible but strong analytical framework to solve bar exam problems. <B>The course will be limited to students in their final year of study. S/ U grade only.</B>

**LAW 3752. MULTIJURISDICTIONAL TAXATION SEMINAR. 2 or 3 Credits.**

This course analyzes multijurisdictional taxation, which includes both international taxation and subnational (state and local) taxation. It explores the varying approaches that taxing jurisdictions use to address individuals, corporations, and transactions that occur across jurisdictions. The course will address personal income, corporate income, and transaction taxes. Students will examine relevant limitations of taxation, including international tax treaties and constitutional limitations on state taxation. Prerequisite: Federal Income Taxation I (Course# 3449).

**LAW 3753. MUNICIPAL&ADMIN LAW EXTERNSHIP. 1 to 4 Credit.**

Students will perform duties for various municipal offices such as code enforcement, housing, and property management. Typical duties will include: conducting research into property ownership, compliance status, and the interrelation of municipal codes with state and federal law; attaching liens; and performing comparative studies on housing development patterns. Many duties can be performed remotely. Consequently, this program may be well-suited for part-time students.

**LAW 3754. MOOT COURT BOARD. 1 to 2 Credit.**

Students continue to develop their written and oral advocacy skills by competing in moot court competitions hosted by law schools, bar associations, or other legal organizations. The Board members help with a number of projects on- and off-campus, which include hosting on-campus competitions and assisting with the oral argument component in Research and Writing II. Board members are selected in one of two ways: (1) due to their performance in Research and Writing II, or (2) from the annual tryout competition. Selection is based, in part, on faculty advisor evaluation. S/U grade only. (r).

**LAW 3755. MOOT COURT BOARD. 1 to 2 Credit.**

Students continue to develop their written and oral advocacy skills by competing in moot court competitions hosted by law schools, bar associations, or other legal organizations. The Board members help with a number of projects on- and off-campus, which include hosting on-campus competitions and assisting with the oral argument component in Research and Writing II. Board members are selected in one of two ways: (1) due to their performance in Research and Writing II, or (2) from the annual tryout competition. Selection is based, in part, on faculty advisor evaluation. S/U grade only.(r).THIS COURSE IS FOR STUDENTS PARTICIPATING IN THE MOOT COURT BOARD COMPETITIONS.

**LAW 3759. NATURAL RESOURCES LAW SEMINAR. 2 to 3 Credits.**

This seminar offers an introduction to the various topics of natural resources law: wildlife and animal protection, forests, oceans and fisheries, mining, and national parks. Students read provocative essays on these issues at the same time they prepare their seminar paper, which may address any issue in natural resources or environmental law. There are no upper-level prerequisites. (meets writing requirement).

**LAW 3760B. NON-LITIGATION DRAFTING: BUSINESS ENTITIES & TRANSACTIONS. 2 or 3 Credits.**

This course is designed to teach students the skills and components of drafting transactional legal documents. The course will teach students the rudimentary skills of transactional drafting, including such skills as identifying the objectives or purposes of any given document, drafting to accomplish those objectives or purposes, and negotiating and collaborating to arrive at a final document acceptable to all parties involved in the transaction. Students will learn about the basic components, organization, and language of non-litigation documents through analyzing, revising, and drafting contracts. Because students will draft all or part of a transactional document for their final project, there will be no final exam in this course. Pre-Requisite: Business Entities.

**LAW 3760T. NON-LITIGATION DRAFTING: TECHNOLOGY TRANSACTIONS SKILLS. 2 to 3 Credits.**

This course introduces students to the core laws that most frequently affect technology transactions and teaches the skills and components of drafting the core transactional legal documents used in such transactions. The course will teach students the rudimentary skills of transactional drafting, including such skills as identifying the objectives or purposes of any given document, drafting to accomplish those objectives or purposes, and negotiating and collaborating to arrive at a final document acceptable to all parties involved in the transaction. Students will learn to analyze, revise and draft contracts in light of the unique substantive legal environment applicable to both consumer-to-business and business-to-business technology transactions.

**LAW 3761. NEGOTIATION AND MEDIATION. 2 Credits.**

This course covers negotiation and mediation, and related forms of Alternative Dispute Resolution. Students will study the legal framework including, but not limited to the relevant Florida and federal court rules (including local rules); and the relevant rules on ethics and professional responsibility. The course will involve students in a variety of practical exercises. This course satisfies the Experiential Requirement. (r).

**LAW 3763. OCEAN & COASTAL LAW & POLICY. 3 Credits.**

This course is designed to prepare students interested in practicing property law, environmental law or related legal fields. This course will explore public and private conflicts involving coastal development and conservation, federalism issues, tragedy of the common drivers for coastal development and resource exploitation, ecosystem service and carbon sequestration potential of coastal lands, management of natural resources (such as fisheries and biodiversity), international ocean law, and alternative energy options in the coastal zone.

**LAW 3764. OVERVIEW OF FLORIDA LAW. 2 to 3 Credits.**

This course is intended to help students prepare for the bar exam by (1) addressing subjects more frequently tested by "objective" questions on the bar exam (e.g. multiple-choice) and (2) providing students continual practice in answering questions on these subjects. There is no prerequisite for enrolling in this course. When possible, students should defer taking this course till their last semester.

**LAW 3765. NONPROFITS SEMINAR. 2 to 3 Credits.**

Consideration of the role of the nonprofit corporation vis-a-vis the business corporation as well as fiduciary relationships and regulatory issues. The seminar will include a workshop on the organization of a nonprofit corporation and obtaining tax exempt status. (meets writing requirement)(o).

**LAW 3766. ORG OF BUSINESS ENTERPRISE. 3 Credits.**

This course will explore the factors to consider in choosing a form of business enterprise for small businesses including: corporate law, taxation law (state and federal), estate planning and regulatory concerns. Students will be required to develop a planning model and document a corporation, S corporation, partnership and limited liability company. Pre-requisite: LAW 3255 or LAW 3154 (may be taken simultaneously).

**LAW 3767. PATENT LAW. 2 to 3 Credits.**

A general introduction to the theory and practice of patent law. No specialized scientific or technical knowledge is required. The class will survey the history, philosophy, economics, and technological evolution that shape current domestic statutory provisions, and relevant international treaties. The course will include some graded practical exercises.

**LAW 3768. PAYMENT SYSTEMS. 3 Credits.**

An examination of the law regarding systems for payment and treatment of money in commercial transactions. The course will address Articles 3 (negotiable financial instruments), 4 (bank deposits and collections), 4A (electronic funds transfers), and 5 (letters of credit). Students will also discuss federal statutes and regulations governing credit cards, debit cards, and other aspects of payments law, in addition to emerging forms of payment. This course satisfies the Code Requirement.

**LAW 3769. PARTNERSHIP TAX. 3 Credits.**

This course will consider the partnership and LLC as taxable entities under Subchapter K of the Internal Revenue Code. It will cover the tax consequences pertaining to the formation, operation, and termination of a partnership or LLC. In particular, the course will study recognition and nonrecognition upon formation, capital accounts, allocation of partnership tax items amongst the partners, rules pertaining to inside and outside basis, division of liabilities amongst partners, anti-abuse provisions pertaining to partnership and LLC taxation, and partnership reorganizations.

**LAW 3771. POVERTY LAW. 2 to 3 Credits.**

This course will begin with historical and theoretical perspectives on poverty, poor relief, and government benefits. It will then cover a variety of public benefits laws and regulations, such as Social Security, Welfare (TANF), Food Stamps, Unemployment, Housing and Medicaid/Medicare. These programs will be considered from both the perspective of administrative law and more broadly as anti-poverty measures. In addition, the course may address some non-administrative law issues related to poverty, such as legal assistance, private housing, consumer law, and constitutional issues. This course satisfies the Administrative Law Requirement.

**LAW 3773. PRE-TRIAL PRACTICE. 4 Credits.**

A survey of and active student participation in activities relating to the evaluation, preparation, and development of a civil case for trial. This course satisfies the Experiential Requirement. Pre-requisite: LAW 1150 and LAW 2190. (r).

**LAW 3775. PRODUCTS LIABILITY. 3 Credits.**

This course focuses generally, but not exclusively, on generically dangerous products. The first portion of the course analyzes legal theories including negligence, warranty and strict liability with an emphasis on failure to warn and defective design. The second part of the course analyzes current legal issues including federal preemption of state product liability actions and punitive damages, practical matters relating to preparing and trying a products liability case, and procedural issues. (o).

**LAW 3777. THE POWERS OF WAR AND PEACE: THE PRESIDENT, CONGRESS, AND THE COURTS SEMINAR. 2 or 3 Credits.**

This seminar examines national security legal questions of war and peace, applying constitutional and statutory provisions and caselaw to real-life and notional scenarios involving the tensions between the Executive, Congress, and the courts. Students will lead the discussion, and in the final class, will assume the roles of legal counsel and Members of the Senate Foreign Relations Committee and counsel from the Office of the Legal Adviser, Department of State, addressing the war powers of Congress and the President in the context of two crisis situations. Pre-Requisite: Constitutional Law I.

**LAW 3778. NATIVE AMERICAN TREATY LAW. 3 Credits.**

Students in this course will study the treaty obligations and relationships between the federal government and specific groups of Native Americans. Sovereignty, rights to land and water, and socio-economic disparities will be viewed from the perspective of treaties, the "supreme law of the land," according to the U.S. Constitution. Students will engage in critical analysis of the federal government's performance under specific treaties, and the practical implications of that performance for modern citizens (Native or non-Native). This course is, broadly speaking, a domestic human rights course.

**LAW 3779. POLITICAL CIVIL RIGHTS LAW. 1 Credit.**

The purpose of this course is to provide students with a survey of current and emerging issues in American civil rights litigation. It defines civil rights broadly and incorporates issues related to food justice as well as traditional doctrines addressing discrimination based on race, gender and other identities. As a start, the materials on racial discrimination serve as an anchor. The foundational framework for our civil rights laws is directly related to our racially discriminatory laws. For that reason, the course starts with landmark cases and historical developments impacting the social and legal treatment of blacks and other communities of color. Additionally, it asks students to think about what law is, what law is doing, and what it should be. The coverage, then, expands to the diverse areas of civil rights laws. Throughout, students will learn the contours of each doctrine, the principles that form it and their practical relevance. This begins with a discussion of racial discrimination as the catalyst for civil rights jurisprudence in America. The Civil Rights Act and relevant doctrines of the 14th Amendment, are important to understanding the development of civil rights litigation. Ongoing and emerging issues affecting gay, transgender, women, nonconforming individuals and poor classes are also covered as vibrant parts of civil rights jurisprudence. To this end, the course's materials are divided into three parts: the first part deals with foundational and historical issues that impact today's jurisprudence. Chapters in this first section examine the road to Brown and the struggle for desegregation in school systems nationally. It also discusses pre and post Reconstruction cases and statutes still relevant today. The second part examines in detail the cases and laws that make up the modern civil rights landscape. As such, it starts with the Civil Rights Act and a close examination of Title VII, Title IX and Title VI. This section also includes cases that make up the voting rights canon as well as chapters on disability law, language minorities, and gender discrimination. The third section delves into a study of emerging issues in the twenty-first century. In these materials, relevant issues include the struggle for sustainability as a civil rights issue, food justice, gender identity, sexual orientation and same sex marriage.

**LAW 3781. PUBLIC BENEFITS LAW. 2 or 3 Credits.**

This course will be an in-depth look at the laws and regulations of various government programs that impact elders, including issues concerning Social Security eligibility, Medicare and Medicaid eligibility, Florida's Medicaid plan, HUD housing, and other programs. A significant amount of the time will focus on Florida Medicaid and how Medicaid intersects with long-term care. Prerequisites: None, although Poverty Law and Introduction to Elder Law would be helpful.

**LAW 3782. PUBLIC MARITIME LAW. 2 Credits.**

This course will examine the regulation of maritime activity in the United States. The course focuses first on the international and domestic maritime policy process, the relationship between the federal and state governments in regulating maritime activity, and maritime rulemaking under the Administrative Procedure Act. The course then covers topics such as domestic enforcement of international environmental treaties, marine casualty investigations, vessel documentation, pilotage, mariner license suspension, and domestic inspections of both U.S.- and foreign-flagged vessels. Prerequisites: First-year curriculum. Administrative Law or International suggested, but not required.

**LAW 3783. PUBLIC HEALTH LAW SEMINAR. 3 Credits.**

The Public Health Law Seminar will focus on the use of legal tools to improve the public's health. This Seminar takes an interdisciplinary approach to public health law, conceptualizing public health law as a process through which coalitions of advocates, attorneys, scientists, public health practitioners, and others work collaboratively to develop, advocate for, implement, and evaluate evidence-based legal reforms and interventions to prevent disease and reduce injuries. The interdisciplinary approach emphasizes that the entire process of legal change—from researching potential policy approaches to evaluating the effectiveness of legal interventions—requires careful examination, and that each part of the process necessarily involves interdisciplinary collaborations. Moreover, the Public Health Law Seminar incorporates a Health Justice approach, emphasizing the ways in which attorneys can support marginalized communities in addressing inequities through law and policy.

**LAW 3784. POSTCONVICTION REMEDIES. 3 Credits.**

This class will explore both state and federal postconviction mechanisms for challenging both unlawful detention and convictions and sentences after one has been convicted and completed their direct appeal. State and federal postconviction offers the last avenue of relief for those whose convictions or sentences were obtained in an unconstitutional or unjust manner. Thus, there is a constant struggle between the interests of federalism, bringing closure to criminal cases and guaranteeing fundamental fairness of criminal proceedings. This struggle will be a consistent theme as the course examines the reasoning behind why postconviction procedures are what they are and examine how they could be improved. Understanding the interplay between state postconviction and federal habeas corpus and navigating the procedural labyrinth created by it, will make you a better criminal trial and appellate lawyer and, if you become a defense attorney, will serve your clients well down the road. Prerequisites: First-year required courses, including Criminal Law.

**LAW 3785. PRIVATE INTERNATIONAL LAW SEMINAR. 2 Credits.**

This seminar introduces students to the field of private international law (PIL) broadly understood. Traditional PIL issues involve jurisdiction, choice of law, and enforcement of judgments, but a more modern conception of the field also includes a variety of substantive topics, including international family law (e.g., international adoption, abduction, and enforcement of child support and family maintenance obligations), alternative dispute settlement mechanisms (e.g., international arbitration and mediation), and the cross-border aspects of such topics as data protection and privacy, bankruptcy/insolvency, secured transactions, securities law, intellectual property, transport of goods by sea, letters of credit, leasing law, consumer protection, and wills and trusts. Students will explore the main international organizations where PIL instruments (conventions, model laws, and principles) are formulated; the role of the U.S. Department of State's Office of Private International Law in developing and implementing PIL instruments; issues of federalism that arise when a convention is ratified by the U.S. and becomes federal law; and some of the important existing and emerging PIL instruments in the areas mentioned above.

**LAW 3788. RACE AND THE LAW SEMINAR. 2 to 3 Credits.**

This seminar focuses on historical and current issues regarding race and American law. It offers students the opportunity to advance their research and writing skills; and it will provide students with an opportunity to discuss race related government policies, regulations and constitutional issues. (meets writing requirement).

**LAW 3789. PERSPECTIVES IN DEBT. 2 Credits.**

The goal of this class is to provide you with an intensive opportunity to study, reflect on, write about, and discuss issues of the roles of debt, money, financiers, politicians, and finance in our global economy. We will look at these issues through the lenses of law, history, economics, sociology, psychology, and biography, as presented in books and movies. We will read and discuss ten books and watch four movies. You will write a short reflection paper (~ 750 words) on each book and each movie, and also will write a longer (2000 words) final paper. Each person will do an in-class presentation on one of the books, with a partner (e.g., in groups of 2).

**LAW 3800. REAL PROPERTY FINANCE. 2 to 3 Credits.**

A study of modern mortgage law including: mortgage substitutes; rights and duties of the parties prior to foreclosure; transfer by mortgagor and mortgagee; foreclosure; special priority situations; and subrogation, contribution and marshaling. (o) Pre-requisite: LAW 1251.

**LAW 3803. REAL PROPERTY LITIGATION. 2 to 3 Credits.**

A survey of the more common conflicts that arise in a real property context. The focus in each area of litigation will be three-pronged: philosophical, fundamental principles and elements of each cause of action, and tactical "courtroom" skills. Topics will include both governmental challenges to private property (land use regulations, environmental and zoning restrictions, eminent domain) as well as private disputes (quieting title, slander of title, boundary disputes, ejectment, landlord-tenant conflicts, adverse possession and prescriptive easements, and foreclosure actions).

**LAW 3810. REMEDIES. 3 Credits.**

A general examination of traditional legal and equitable remedies in a variety of contexts, of declaratory relief, and of current remedies developments in the public law area. (r).



**LAW 3817. RESEARCH ASSISTANCE FOR CREDIT. 1 or 2 Credit.**

A student may earn either 1 or 2 hours of elective academic credit per semester by serving as a Research Assistant for a full-time College of Law faculty member, Distinguished Professorial Lecturer, or Law Professor Emeritus in connection with the faculty member's research. A student who wishes to take this course must complete the Research Assistance for Credit Application Form, which must be signed by both the supervising faculty member and the Associate Dean for Academics. This course will be graded on the S/U scale. Duties: A Research Assistant will be expected to devote 42.5 hours per credit hour to the position. To earn academic credit, the student's work must include significant components of both research and writing. The student's written work may take a variety of formats, but should total at least 3,375 words; if the written work includes footnotes or endnotes, the word count should be exclusive of those notes. If the anticipated work will not include a substantial written component, the professor should consider hiring the student as a Research Assistant for pay, using the guidelines and policies for that position. The professor must retain the student's written work for one full academic year. The student and the professor should establish a regular meeting schedule to review the student's work and progress. As a guideline, the student and professor should meet in person at least every two weeks. The student must accurately track and record the hours worked each week and must submit those time records to the professor in a method and on a schedule agreed to in advance. Meetings with the professor count as hours worked. The supervising professor must maintain time records for one full academic year. Before the last day of final examinations for the semester, the Research Assistant must complete and file with the Registrar a Final Certification form regarding the course.

**LAW 3821. SALES & LEASES. 3 Credits.**

This course examines the law of commercial transfers of goods and other personal property rights under domestic and international law. It will address Articles 2 (sales) and 2A (leases) of the Uniform Commercial Code, the United Nations Convention on Contracts for the International Sale of Goods, and the federal Magnuson-Moss Warranty Act. This course satisfies the Code Requirement. (r).

**LAW 3824. SCIENTIFIC AND EXPERT EVIDENCE. 3 Credits.**

This course focuses on the use and limits of expert—principally scientific—evidence in civil litigation. The course will emphasize forms of scientific evidence such as medical proof of causation, epidemiological proof in product litigation, and social-science evidence in the criminal justice system. This course will provide a more complete introduction to the methodology underlying competent, scientific evidence, and how this is used to satisfy evidentiary standards like Daubert.

**LAW 3825. SCIENTIFIC EVIDENCE WORKSHOP. 2 to 3 Credits.**

This course explores the law regarding the admissibility of scientific evidence and the tactics and strategy involved in the use of expert witnesses at trial. Students will conduct pretrial interviews of expert witnesses, depose an expert witness, draft and argue a motion in limine, and conduct direct and cross examinations of expert witnesses in a trial setting. Pre-requisites: LAW 2190 and LAW 3920.

**LAW 3832. SECURED TRANSACTIONS. 3 Credits.**

An examination of the law of security interests in personal property, focusing primarily on Article 9 of the Uniform Commercial Code. Consideration is given to the creation, validity, priorities, and enforcement of security interests, and the relationship of Article 9 to bankruptcy law. This course satisfies the Code Requirement. (r).

**LAW 3863. SECURITIES REGULATION. 2 to 3 Credits.**

A survey of federal and state regulation of securities from initial registration and issuance to public trading. The course focuses on the nature and extent of investor protection and the duties and liabilities of corporate officers and directors, the issuer, and others. This course satisfies the Administrative Law Requirement. (o).

**LAW 3864. SECURITIES LITIGATION. 3 Credits.**

This course will provide students with knowledge of the core statutes, regulations, and legal principles that govern securities litigation in the public company context. Students will examine how the law plays out in the "real world," with a grabbed-from-the-headlines public company crisis to focus classroom discussion and analysis of materials typically encountered in practice (e.g., SEC filings, securities class action complaint, and directors and officers insurance policy).

**LAW 3869. SHORT COURSE ON ELDER LAW. 1 Credit.**

This one credit pass/fail course will review the ten most common areas of law in an elder law practice, providing an overview of Elder Law for those who do not plan to practice Elder Law, but who will likely have clients who are elderly. Students who have already completed the course Introduction to Aging and the Law may not enroll in the Short Course on Elder Law.

**LAW 3870. SEXUAL RIGHTS AND THE LAW SEM. 2 Credits.**

This course will examine how sexual rights are included within various human rights, and how sexual rights are affected by political movements and public policy. The course takes an interdisciplinary approach, incorporating perspectives from social psychology, sociology, public health, medicine, and law. Through class discussion and work on seminar papers, students will research and analyze current initiatives and policy developments, existing legal decisions, and legislation, and grassroots advocacy work related to various forms of sexual expression, sexual rights, and sexual health. Prerequisites: Completion of first-year curriculum, especially Research & Writing I and Research & Writing II.

**LAW 3871. SEP OF POWERS OUR CON SYS SEM. 2 Credits.**

This seminar will examine the theoretical and historical foundations of our tripartite constitutional government, as well as the current "law" of the separation of powers under the Constitution. The latter will be explored by focusing on several of the more controversial and high-profile separation of powers issues to confront our federal government, including issues currently before the Court such as the scope of the President's power to make recess appointments. See *Noel Canning v. NLRB*, 705 F.3d 490 (D.C. Cir. 2013), cert. granted, 570 U.S. \_\_\_\_ (June 24, 2013) (No. 12-1281). Pre-requisite: LAW 1195 (meets writing requirement).

**LAW 3873. SPACE LAW. 3 Credits.**

Space law involves an emerging area of new commercial possibilities. This course is an extension of international law, and in essence, is compatible with any other international course taught at the College of Law. It has been sixty-two years since Sputnik, the first human-made satellite, orbited the Earth, and fifty-two years since the Outer Space Treaty entered into force. Now, companies such as SpaceX, Blue Origin, and Virgin Galactic represent the center and drive of the new space age or as it is called "new space." Students will have an opportunity to learn and understand this new industry, and possibly help shape the future of space exploration.

**LAW 3874. FLA CRCT CRT (APPELL) EXTRNSHP. 3 to 4 Credits.**

Students are placed with three-judge appellate panels in the Sixth Judicial Circuit (Pasco and Pinellas Counties). Under the direction of a Circuit appellate judge, students draft memoranda and orders, conduct research, and may attend appellate panel meetings. Students will review and make recommendations on civil or criminal cases invoking the appellate jurisdiction of the Circuit Court, including: appeals from County Court, petitions to review administrative action, and all other petitions seeking extraordinary writs necessary to the complete exercise of the Circuit Court's appellate jurisdiction. Priority in assignment of interns is given to the civil appellate panels. This externship also provides opportunities to view the types of court proceedings and administrative actions that are brought before the panels. The externship is open to second and third year students who have completed Research and Writing I and II; other students may be permitted on special request. This externship is valuable for anyone who is interested in doing appellate work upon graduation.

**LAW 3875. SPORTS LAW. 2 to 3 Credits.**

This course will survey the structure of the sports industries and examine the application of labor and employment law, as well as antitrust law to the relationships between the professional athlete, employers, and governing organizations. The course will also address other substantive areas of law implicated in sports overall such as education law, state and administrative regulatory oversight, collegiate compliance requirements, international concerns, intellectual property issues and entertainment law. (r).

**LAW 3876. SOCIAL JUSTICE ADVOCACY&THE LW. 3 Credits.**

This course is designed to inspire students to use their legal skills to promote individual and collective well-being, enhance human dignity and help balance the scales of both power and wealth. Through case studies of social justice lawyering students will become familiar with communities that are marginalized, subordinated, and underrepresented. The course will introduce students to equal justice lawyering, lawyering for social change, and "transformative" lawyering. Issues related to ethics, professional responsibility and strategies for effective lawyering in court and in the community will be examined.

**LAW 3880. STATE AND LOCAL TAXATION. 2 to 3 Credits.**

A comparison of Florida tax structures with those of other states. The course deals with the problems arising from immunities and exemptions from taxation and with classification, assessment, levy, and collection of taxes on tangible and intangible property. (o).

**LAW 3885. FLA DISTRICT CRT APPEAL EXTERN. 1 to 4 Credit.**

Students are placed with the District Court of Appeal for the Second District, in Lakeland, Florida. Students intern in Court one day per week, and do research and drafting a second day away from the Court. Students draft memoranda and orders and conduct other research on behalf of the District judges and their staff. This externship is valuable for anyone who is interested in doing appellate work upon graduation. (r).

**LAW 3886. FLA DIS CRT APPL EXTERN LIASON. 4 Credits.****LAW 3894. SURVEY OF FLORIDA LAW. 2 to 3 Credits.**

This course will expose students to an array of Florida Bar tested topics, focusing on aspects of the topics that distinguish Florida law from general common law. In addition, the course will provide skill instruction in areas such as effectively assimilating the law and responding to Florida Bar essay questions. The potential list of topics includes: Florida Civil Procedure; Florida Criminal Procedure; Florida Constitutional Law; Florida Dependency; Florida Evidence; Florida Juvenile Delinquency; Florida Payment Systems; Florida Professional Conduct; Florida Professionalism; Florida Real Property; and Florida Torts. Selection of topics for inclusion in the course will be driven by student need and available teaching resources. Enrollment preference will be given to students in their final semester of law study.

**LAW 3895. FLA CRCT CRT (TRIAL) EXTRNSHP. 1 to 4 Credit.**

Students are placed with Circuit Court Judges in Pinellas and Hillsborough Counties and with the State Attorney's Office for the 13th Judicial Circuit in Hillsborough County. Students draft memoranda and orders as well as observe court proceedings. (r).

**LAW 3896. FL CRCT CRT(TRL)EXTERN LIAISON. 4 Credits.****LAW 3897. STATE LITIGATION EXTERNSHIP. 2 to 4 Credits.**

Students work under the direct supervision of state government agency attorneys from various State agencies, as well as, under the supervision of one or more full-time faculty members. Students gain experience in document drafting, preparation of pleadings and motions, legal memorandum, and appellate briefs. S/U grade only.

**LAW 3899. TAX OF EXEMPT ORGANIZATIONS. 2 to 3 Credits.**

This course will involve an intense consideration of the tax rules that govern charities and other nonprofit organizations. It will take students through the rules pertaining to formation, operation, and dissolution of public charities and private foundations. Students will study the charitable contribution deduction in detail. Particular attention will be given to tax rules that seek to prevent charities from engaging in activities that are considered non-charitable, such as commercial activity and political intervention. Finally, students will understand how tax rules respond to the vast amounts of financial wealth untouched by the taxing system.

**LAW 3902. TAX POLICY SEMINAR. 2 Credits.**

Seminar examines tax policy considerations including the historical context of the income tax system, the implications of a progressive tax rate structure, and the role of the taxes in advancing social policy. The seminar will also explore efforts at achieving reform and simplification, current tax policy proposals, and the administration and enforcement of the income tax system, along with professional ethics of tax practice. Students are expected to write a research paper that explores an area of particular interest and will include an oral presentation of the research paper. (meets writing requirement).

**LAW 3903. TEACHING ASSISTANCE FOR CREDIT. 1 to 2 Credit.**

A student may earn either 1 or 2 hours of elective academic credit per semester by serving as a Teaching Assistant for a full-time or part-time College of Law faculty member in connection with a skills course, or another course approved by the Associate Dean for Academics. To enroll in this course, a student must complete the Teaching Assistance for Credit Application Form, which must be approved by both the supervising faculty member and the Associate Dean for Academics. This course will be graded on the S/U scale. A Teaching Assistant must have previously taken the course for which he or she will be assisting; however, the Teaching Assistant need not have taken the course with the supervising professor. Generally, the Teaching Assistant should have earned at least a 3.0 in the course. A Teaching Assistant will be expected to devote between 80 and 110 hours per credit hour to the position. As part of the duties—which count toward the hours worked—a Teaching Assistant must (1) attend at least 80% of the class sessions of the course for which he or she is assisting, unless the Associate Dean for Academics has, at the supervising faculty member's request, approved a reasonably equivalent alternative arrangement; (2) meet regularly with the supervising professor; (3) assist with in-class or out-of-class course-related exercises, assignments, and activities; (4) keep accurate time records and submit those on a regular basis to the supervising professor, who will retain them for one full academic year; and (5) before the last day of final examinations for the semester, complete and file with the Registrar a Final Certification form regarding the course. In addition, a Teaching Assistant may be asked to communicate and work with students on exercises and assignments; prepare for and hold meetings with students; assist the professor with administrative aspects of the course; design or edit exercises or case studies; provide feedback on assignments to students; and complete other course-related duties. A Teaching Assistant may not assign grades for other students.

**LAW 3904. TECH ISSUES/ LW PRACT MANAGMT. 2 Credits.**

No modern legal practice can operate without what sometimes seems like a bewildering array of software. While all students and practitioners are likely to be familiar with Microsoft Word, whether they use it on Windows or Mac OS X, they have probably never learned to use it properly; still less are they aware of the limitations it imposes. These limitations are not merely theoretical. They cost legal practices literally tens of thousands of dollars each year in direct expenditure through unnecessary hardware purchases, licensing of other (often even more expensive) software, and/or employing others to manage everything. While practices over a certain size certainly should employ a dedicated IT employee or consultant, that is an expense that no new solo practice can afford. Moreover, whatever a practice's size, there is never a good reason to expend funds on unnecessary hardware or software. And these are just the direct costs. Indirect costs involve the missing of significant opportunities: better utilization of technology can also enhance reputation, enlarge the client base, and significantly improve the chances of being successful in arbitration and litigation. This class will explain and demonstrate how better use of technology can assist in promoting the following, key goals:

**LAW 3906. TECHNOLOGY IN PRACTICE. 3 Credits.**

This course will focus on law practice management technology and the issues that surround practicing law in a technology world. The course will provide an overview of the topics both from a business perspective and a legal perspective. Topics covered will include hardware and software, security issues, business processing, contracts, marketing, and security.

**LAW 3907. TAXATION OF BUSINESS ENTITIES. 4 Credits.**

This course is important for anyone interested in any aspect of business law and even litigation because it is helpful to know how to navigate and distinguish between the businesses and their owners. This course surveys the federal income tax consequences of business entities and their owners, including formations, contributions, operations, and distributions. The course covers the taxation of partnerships, limited liability companies (LLCs), corporations and their owners and shareholders. Under the Internal Revenue Code, corporations are generally taxed as entities separate and distinct from their shareholders, while there is no entity-level tax on an LLC or partnership, and amounts of income and deductions recognized for an LLC or partnership typically flow through to its owners. This course also briefly covers S corporations and Real Estate Investment Trusts (REITs), which embody aspects of both corporations and partnerships.

**LAW 3909. TOPICS IN BIODIVERSITY LAW. 1 to 2 Credit.****LAW 3915. TRADEMARKS & UNFAIR COMP. 2 to 3 Credits.**

A review of the historical development and nature of trademark law including creation and maintenance of trademark rights, registration, infringement, and litigation issues. The fundamentals of unfair competition also are addressed including common law theories, trade secrets law, and some aspects of pricing regulation. (o).

**LAW 3918. TRANSNATIONAL BANKRUPTCY SEMINAR. 2 Credits.**

This seminar explores the special problems that arise when a debtor with multinational connections fails and goes bankrupt. Imagine an international shipping conglomerate with ships and creditors all over the world when it fails. Which country or countries conduct bankruptcy proceedings? Which country's laws apply? Will other countries recognize orders entered in any such bankruptcy cases? Which creditors get paid, and out of which assets? We will first study the general issues inherent in cross-border insolvency scenarios, then turn to a detailed study of the European Union Regulation on Insolvency, and of Chapter 15 of the United States Bankruptcy Code. Each student will write an original research paper (sufficient to satisfy the upper-level writing requirement) and do a presentation in class. Prerequisite: First-year curriculum. Bankruptcy is recommended by not required.

**LAW 3920. TRIAL ADVOCACY. 3 Credits.**

The systematic development of and active student participation in the techniques involved in the trial of cases. This course satisfies the Experiential Requirement. Pre-requisite: LAW 2190. (r).

**LAW 3920T. TRIAL ADVOCACY\*. 3 Credits.**

The systematic development of and active student participation in the techniques involved in the trial of cases. This course satisfies the Experiential Requirement. Must be taken concurrently with LAW 2190T (r).

**LAW 3930. TRUSTS AND ESTATES. 3 or 4 Credits.**

This course includes law of intestacy, execution and revocation of wills, planning inter vivos and testamentary trust arrangements, both private and charitable, and the administration of trusts and estates. Note: Students who have taken or audited LAW 3898 are not eligible to take this course. (r).

**LAW 3934. US CRT APPEAL VET CLAIM EXTERN. 7 or 12 Credits.**

The United States Court of Appeals for Veterans Claims Externship accepts a limited number of students each semester with strong academic records to intern with the Court in Washington, D.C. The Court was created under Article I of the Constitution to review matters related to the denial of veterans' benefits. Students selected to participate in the program will be assigned to work in the chambers of one of the Court's seven judges. Intern duties will include assisting with the research and writing of opinions and preparation for oral arguments. Students selected for the externship will receive seven (7) credits for the summer semester and twelve (12) credits for the fall or spring semesters. Students in the program will be considered "resident" at the College of Law. Students will be required to provide for their own housing and living expenses in the Washington area. Students selected for the program will usually be in the top 25% of their class. Administrative Law is recommended, but not required to participate in the externship.

**LAW 3935. UNITED STATES LEGAL SYSTEMS. 3 Credits.****LAW 3937. U.S. LGL RESEARCH & WRITING. 3 Credits.**

U.S. Legal Research and Writing is a one-semester, three-credit course. This course is required for any student enrolled in the International LLM program, unless the student has a JD from an ABA accredited law school or a law degree from a common law jurisdiction. USLRW is a skills course. Students study the approaches to legal research in the U.S., using both print and electronic sources, with an emphasis on Westlaw, Lexis, and free internet research. Students also write at least four documents, of varying length, to demonstrate their acquisition of the skills required to engage in substantive legal analysis in the U.S. Students write objective predictive memoranda, persuasive arguments, and client advice or demand letters. A final project requires students to research, write, and engage in oral arguments in a moot appellate court setting. Fundamental concepts of professional responsibility are emphasized in every aspect of the course.

**LAW 3938. VETERANS BENEFITS:LAW,PRAC&POL. 1 Credit.****LAW 3943. HIST/WESTRN LW&LEG THOUGHT SEM. 3 Credits.**

This seminar will examine the origins and development of Western legal thought from its earliest foundation in Mesopotamia and the Near East through Greece, Rome, Constantinople, Bologna, and its eventual spread throughout Europe and, subsequently, many parts of the world. During this journey, we will learn not only about "the law" as it existed in each of these societies, but will consider the idea of law, paying careful attention to its historical and ideological development. This course satisfies the Writing Requirement.

**LAW 3945. WETLANDS SEMINAR. 2 to 3 Credits.**

This interdisciplinary seminar examines wetland issues from both the scientific and legal perspective. The scientific portion of the seminar will introduce students to different types of wetlands, their functions and values, and delineation issues. The legal and policy portion of the seminar will focus on the history of wetland regulation, the permit process, mitigation banking, enforcement, and regulatory takings. (meets writing requirement).

**LAW 3946. WHITE COLLAR ADVOCACY. 2 or 3 Credits.**

This course covers pretrial and trial techniques in the handling of a white collar case. Students will prepare a document used in a white collar matter. Students will also be engaged in learning basic trial skills in handling a white collar criminal case.

**LAW 3947. WHITE COLLAR CRIME. 2 to 3 Credits.**

A study of the prosecution and defense of persons for nonviolent crime for financial gain typically committed by means of deception and in the course and under color of legitimate economic activity.

**LAW 3960. WORKERS' COMPENSATION. 2 to 3 Credits.**

A study of the different facets of workers' compensation, including an examination of the state law and how to handle a workers' compensation case. (o).

**LAW 4100. BANKRUPTCY CLINIC. 5 Credits.**

Offered during the fall and spring semesters (not summer, given the challenge of developing these professional skills in a short time period). By offering it in both fall and spring, more students can participate, and matters not completed at the end of a semester can be picked up by a student in the following semester (in some cases, the pro bono attorney mentor will need to complete the case given the timing and student availability). It also allows students to coordinate the clinic semester based on timing of relevant courses and bar clearance.

**LAW 4200. CHILD ADVOCACY CLINIC. 1 to 5 Credit.**

This clinic will be based at the Office of the Public Defender at the 6th Circuit of Florida, which is the only office in the State of Florida that is funded for the Crossover Program. This program allows the office to represent children in dependency cases as well as in their delinquency cases. Our clinic would afford Stetson certified legal interns to appear in front of the judges to try cases, and also advocate for the children in their dependency matters. This opportunity would allow our students to understand the special dynamic of the attorney-client relationship where the client is a juvenile, and provide them with a holistic understanding of the juvenile justice system. Steve Nelson, Senior Assistant in the Public Defender's Juvenile Division is a Board Certified Criminal Trial Attorney will serve as the Adjunct and teach the classroom component in addition to supervising students. As with our clinics, students would receive five credits, and be required to dedicate 200 hours. This clinic satisfies Experiential Education requirements. Prerequisites: LAW 2350; LAW 2190; LAW 3270; LAW 3290. LAW 3412 is preferred, but is not a required prerequisite.

**LAW 4500. CIVIL LEGAL SERVICES CLINIC. 1 to 5 Credit.**

Students are introduced to the actual practice of law, representing low income individuals primarily in the areas of domestic relations, child custody, landlord-tenant, consumer credit, collection matters and government entitlement matters. (r) This clinic satisfies the Experiential Education requirements. (r).

**LAW 4520. CIVIL ELDER LAW CLINIC. 5 Credits.**

The clinic student, under the Florida Integration Rule, will represent age 60 and older clients who meet income eligibility guidelines. The student will be responsible for all phases of client representation, including interview, investigation, drafting pleadings/documents, negotiations, administrative hearings and trials. This clinic satisfies the Experiential Education requirements. (r).

**LAW 4535. IMMIGRATION LAW CLINIC. 1 to 5 Credit.**

Students in this program are placed with the Immigration Unit of Gulfcoast Legal Services, a non-profit legal aid organization. The Immigration Unit assists persons who are immigrant victims of crime with a focus on domestic violence. Students perform duties associated with Violence Against Women Act self-petitions, U visas for victims of crime, and T visas for victims of human trafficking; representing persons in asylum, withholding of removal, and Convention Against Torture claims; as well as an unaccompanied immigrant children project for children present in the United States without legal status and without parents. Students are involved in all aspects of case preparation and management, including Immigration Court representation. However, most cases are argued through written advocacy. Students work alongside staff and are expected to spend as much time as possible in the office working under sometimes stressful deadlines and difficult circumstances. This clinic satisfies the Experiential Education requirements. (r).

**LAW 4548. LOCAL GOVERNMENT CLINIC. 1 to 5 Credit.**

Students are exposed to governmental law practice and will have the opportunity to work on a variety of governmental law issues, including municipal liability, zoning, ordinances, etc. Students will research, write memoranda, pleadings and attend council, board or commission hearings. This clinic satisfies the Experiential Education Requirements. (r).

**LAW 4550. PROSECUTION CLINIC. 1 to 5 Credit.**

A clinic permitting students to participate actively in the investigation, preparation and trial of criminal cases in the State Attorney's Office. This clinic satisfies the Experiential Education Requirements. Prerequisites: LAW 2190, LAW 3920 and LAW 3270.(r).

**LAW 4560. PUBLIC DEFENDER CLINIC. 3 to 5 Credits.**

The Public Defender Clinic provides you with actual experience as a trial attorney representing indigent clients under the direct supervision of faculty and attorneys. The Clinic will prepare you to represent a client with the professionalism and competence that is expected from a Stetson graduate and a Florida attorney. The Adjunct Professors and supervising attorneys are assistant public defenders from the Office of the Public Defender for the 6th Judicial Circuit in Clearwater. The clinic includes classroom instruction and experiential learning, affording certified legal interns the opportunity to actively participate in the criminal justice system and perform the functions of an assistant public defender through all facets of the case, including meeting clients, performing investigations, engaging in discovery, performing pretrial motions practice, and conducting jury trials. This clinic satisfies the Experiential Education requirements. Prerequisites: LAW 2190, LAW 3920 and LAW 3270. (r).

**LAW 4565. TAMPA PROSECUTION CLINIC. 1 to 5 Credit.**

This clinic will be based at the Office of the State Attorney for the 13th Circuit of Florida. This clinic would afford Stetson certified legal interns the opportunity to actively participate in the criminal justice system and perform the functions of a prosecutor through all facets of prosecution, including filing charges, performing investigations, responding to discovery, and conducting jury and non-jury trials. Students will further develop core competencies in advocacy skills and substantive knowledge required to serve as assistant state attorneys through a combination of experiential learning and classroom instruction. An Assistant State Attorney, who currently supervises Stetson Prosecution Clinic students, will serve as the Adjunct and teach the classroom component in addition to supervising students. As with our other clinics, students would receive five credits, and be required to dedicate 200 hours. This clinic satisfies the Experiential Education requirements. Prerequisites: LAW 2350, LAW 2190, LAW 3270 and LAW 3920.

**LAW 4570. VETERAN'S ADVOCACY CLINIC. 1 to 5 Credit.**

This clinic will teach students how to serve the needs of veterans as they navigate the process of applying for disability benefits and appealing decisions by the Veterans Administration. Students will assist veterans as they file claims, appeal decisions at the local level, and in some cases provide assistance all the way up to the U.S. Court of Appeals for Veterans Claims in Washington, D.C. Specific tasks may include conducting intake interviews, selecting clients, conducting case and legal analysis, performing fact investigations, preparing claims, and drafting briefs. The clinic also includes a moot court exercise to simulate arguing before the U.S. Court of Appeals for Veterans Claims. This clinic satisfies the Experiential Education requirements. This course is open to students who have successfully completed all first-year courses and LAW 2350. The successful completion of LAW 3040 is preferred, but not required.

**LAW 4571. ADVANCED VETERANS' CLINIC. 2 or 3 Credits.**

This advanced clinical course is designed for students who have completed the Veterans Advocacy Clinic and desire a more advanced experienced representing veterans at the United States Court of Appeals for Veterans Claims. Students will appear before the court as a law student representative per court rules, work with appellate records, write a statement of the issues for the court and opposing counsel, participate in negotiated settlement discussions with opposing counsel from the Office of the General Counsel for the Department of Veterans Affairs, and if necessary brief the case to the court. The student will also maintain client contact and manage client files in a law office environment. Participation in this course is at Professor Simcox's discretion. <br>The credit hours a student signs up for can be either 2 or 3. The course is pass/fail. Students are not required to attend class for the first few weeks of class. Towards the middle of the semester, the student is required to attend the Veterans Advocacy Clinic course in order to participate in roundtable discussions with other clinic students.

**LAW 5001. HEALTH LAW ISSUES AND HUMAN RIGHTS IN AFRICA. 1 Credit.**

This course will explore Health Law and Human Rights issues that make the African continent unique. It will highlight, the predicament of African Women and the current strategies and interventions to address these. The course will increase the understanding of the role of International and regional Treaties dealing with Human Rights in Africa, and their application within that context. This course is devoted to human rights within the African continent primarily and in particular, women's rights in relation to health policy issues. It will broaden the analytical and comparative views of the students, bringing a different perspective in the assessment of human rights situations. This course will enhance their knowledge and deepen their grasp of the major dilemmas facing women, imparting a comprehensive scope of understanding and assimilation of issues beyond the realms of domestic health laws and human rights, and bringing an international dimension to the narrative.

**LAW 5002. REPRODUCTIVE RIGHTS: AN INTERNATIONAL HUMAN RIGHTS APPROACH. 1 Credit.**

This course will utilize an international human rights framework to look at the central issue of reproductive rights as human rights. The course will comparatively look at the following areas: (1) sterilization; (2) abortion law; (3) the exercise of reproductive rights for different groups of individuals; and (4) reproductive technology. The course will examine these selected aspects of the rapidly changing legal landscape affecting reproductive rights, health and justice internationally. Further, the course will analyze the competing doctrinal, legal and constitutional bases of individual rights in these areas, evaluating dominant comparative theoretical frameworks within which reproductive rights are commonly understood.

**LAW 5003. THE ETHICS OF ADVOCACY IN THE U.S., ENGLAND AND WALES: A COMPARATIVE APPROACH. 1 Credit.**

One of the leading scholars of legal ethics in America, the late Deborah Rhode, has written, "The clash between lawyers' responsibilities as officers of the court and advocates of client interests creates the most fundamental dilemmas of legal ethics." Lawyers in the United States and in England and Wales must balance their duties to clients with their duties to the courts under very different sets of rules. In the U.S., almost all of the states have adopted some variation of the ABA Model Rules of Professional Conduct, whereas in England and Wales the Code of Conduct of the Bar Standards Board governs. In this course, I propose to cover the principal ethical obligations of advocates in the U.S. and in England and Wales, with particular emphasis on the differences. There are numerous significant differences. For example, in the U.S. litigators are expected to "woodshed" their witnesses, up to and including conducting mock direct and cross-examinations. In England and Wales, a barrister may not "rehearse, practice with or coach a witness in respect of their evidence." In the U.S., a lawyer must reveal adverse authority to a tribunal only in limited circumstances, whereas barristers are required to take reasonable steps to ensure that the court has before it all relevant authority. I anticipate that these and the other major differences between the two systems will provoke deep reflection and rich discussion about what an advocate's role should be in an adversary system that requires fidelity to both the court and the client.

**LAW 55009. WEALTH INEQUALITY AND LAW. 1 Credit.**

The course would explore how the global economic crisis arose and how it led to increasing wealth inequality. The course would include an introduction to what central banks do and their role in the crisis. It would also discuss how central bank policies in response to the crisis have caused increasing wealth inequality. The course would then lead to discussions on what role law may play in addressing this issue. The two articles directly address these issues, and would be the required reading (along with a few short hand-outs).

**LAW 55010. INNOVATION AND ECONOMIC CRISIS. 1 Credit.**

The course will analyze the different ways in which innovation - technological, legal and political - has served to worsen or alleviate this most recent global economic crisis. In which ways have some policies mirrored approaches taken in the past, and in which ways have they differed? What influence have new technologies had on law and policy, as they relate to socioeconomic issues such as network neutrality and antitrust law, copyright and patent law, income inequality, equal rights and free speech. We will also look at the differing attempts to manage the crisis in different parts of the world, such as Greece or China, and how some jurisdictions have leveraged new technologies to innovate in the realm of policy, such as Iceland's new constitutional project and its outcome.

**LAW 55011. THE GLOBAL ECONOMIC CRISIS: A TEST FOR DEMOCRACY IN THE EU. 1 Credit.**

The European Union's response to the global economic crisis offers a focused lens through which to view the issue of democracy in EU law (an issue the recent Brexit vote raised as well). Specifically, the measures the EU government in Brussels proposed and/or took to ameliorate the effects of the crisis have raised questions about the degree of democratic representation in the EU, and about how to structure democratic governance at the meta-state level. In the wake of the crisis, several EU-wide measures – the Treaty on the European Stability Mechanism, the Fiscal Compact, the guarantees for Greece and the European Stabilization Facility - sparked challenges by individual member states as violating limits on the precedence of EU law over national constitutions and as violating the states' democratic guarantees, such as the requirement that national governments approve loans to other countries. These fiscal and monetary measures raise important questions about the very concept of the EU, such as: How can an integrated body of states with a single government simultaneously guarantee democracy in its member states and also govern? To what degree should EU law take precedence over national law, if at all? Should monetary policy be subject to democratic limitations or be exempt? The course begins by asking what democracy means in the context of the EU: democracy is generally thought of as a characteristic of states and not of international entities, like the EU. What measures have EU Treaties and member states taken to preserve democratic principles, both within individual countries and at the Union level? We will look at some theories of democracy and apply them to the EU government to try to answer these questions. We will then read and analyze cases challenging the EU's fiscal policies on democratic governance grounds, in particular cases from the German Supreme Court, which has the most developed jurisprudence on the issues. Finally, students will "negotiate" a treaty of union addressing the issue of democratic guarantees in an international entity consisting of individual states, incorporating the law we have studied in the course.

**LAW 55012. PRIVACY, DATA, AND ECONOMICS. 1 Credit.**

The course offers comparative observations of the evolving conceptions of privacy in the 21st century through the prism of changing laws and regulations. The course will be conducted as an active learning seminar, where students will have several deliverables to complete during the course as well as a final summative assessment. The course first describes various types of privacy laws in the United States and Europe, including the 4th Amendment to the Constitution, Europe's "Right to Be Forgotten," the EU Data Protection Directives, and other legislative enactments. The class then reviews some of the more significant advances in technology, such as drones, self-driving cars, and biometric surveillance systems, before focusing on the different aspects of data that can be regulated, such as transparency, confidentiality, portability and security. Then, the course dives deeper into the applicable laws and rules before turning to the impact of these legislative and judicial pronouncements on the global economy and security. This course will be a useful course from many perspectives. It offers a deeper understanding of the crosscurrents underlying the evolving law on privacy and the advances in technology that impact the current laws and rules. It also provides the opportunity to explore the different views of the United States, Europe and elsewhere on privacy matters, as well as the large economic impact these regulations will have on the Internet economy.

**LAW 55013. FOUNDATIONS OF NATIONALISM, GLOBALISM, AND HUMAN RIGHTS. 1 Credit.**

This course will explore the historical evolution of modern human rights law and the role of that history and theory in current human rights law and global institutions. We will also note how pluralism, globalism, and universal human rights can be in conflict with nationalism and the modern nation state. We will explore how the categories of "humanity" and "rights" arose in classical thought, and we will trace that development through the Protestant Reformation, the Enlightenment, and the American and French Revolutions. We will then examine how a commitment to universal human rights, globalism, and pluralism became widespread since 1945, and we will study the development of international treaties and covenants and the global and multi-national institutions designed to enforce those rights. Nonetheless, nationalism and ethnic separatism remain strong forces, and over the past few years those forces seem to be on the rise in Europe and North America. We will use the history of Granada and Spain as a case study for these developments. Medieval Spain had a relative degree of tolerance and pluralism among Muslims, Jews, and Christians, but that pluralism disappeared after 1492. From the 16th through the mid-20th century Spain resisted the modern trend toward human rights. After 1978, however, Spain has embraced human rights, pluralism, and democracy. At the same time, however, Spain is home to several ethnic separatist movements, including in the Basque region and in Catalonia. Finally, we will return to the relationship of Christians, Muslims, and Jews, this time in the 21st Century. We will examine terrorism, the refugee crisis, and the impact of these on human rights and pluralism.

**LAW 55014. POLITICAL MOVEMENTS IN TAX. 1 Credit.**

Globally, especially considering release of the Panama Papers, international tax enforcement by tax authorities continues to increase to stop tax havens, money laundering, and tax evasion. Some methods of enforcement include public shaming, increased reporting requirements, information exchange programs, public awareness campaigns, and heightened penalties. This course will explore the various methods of international tax enforcement by the Internal Revenue Service and other international tax authorities, including the IRS Criminal Investigation Division's new international tax enforcement group, the United States Foreign Account Tax Compliance Act, and the Organization for Economic Cooperation and Development's (OECD) Common Reporting Standard. Additionally, this course will explore the Agencia Estatal de Administracion Tributaria's (AEAT), the revenue service for Spain, enforcement methods, including examining AEAT's recent public shaming of legendary soccer stars Lionel Messi and Cristiano Ronaldo. No prior tax knowledge is required.

**LAW 55015. THE INTERNET, THE LAW, AND POPULIST UPRISINGS. 1 Credit.**

The internet and social media have fueled many populist uprisings in the last decade even though the governments of many countries have exerted control over these vehicles of communication. Despite the vast bans on access of websites by Eastern European and Middle-Eastern countries, the taxations schemes placed on users of the internet employed by many Western European countries, and the heavy surveillance of the internet conducted by the United States, internet communications have been credited with spawning the Arab Spring, the US Occupy Movement, Spain's 15M movement, and Iceland's Kitchenware Revolution. This proposed course would focus on the various legal avenues governments have used to attempt to curtail internet communications to prevent populist uprisings by focusing on case studies of uprisings in specific countries and the legal recourses citizens of these countries have used to fight these government interventions.

**LAW 55016. SOCIAL MOVEMENTS AND THE LAW AND TECHNOLOGY OF FREE SPEECH AND GOVERNMENT SURVEILLANCE. 1 Credit.**

The rise of computer and Internet technology is changing both the way that political movements organize collective action and express dissent. It is also changing the way that government actors mobilize their own supporters to achieve political goals, and conduct surveillance on those they deem dangerous. Protestors increasingly use SmartPhone- or computer- applications to organize protests, and use platforms such as YouTube to post videos of perceived government misdeeds. As is evident from many public officials' and candidates' recent use of Twitter, governments also use social media to shape public opinion and to mobilize their own supporters. And apart from using technology to disseminate their own messages, public officials also use technology to monitor – and, at times, thwart – communications by those they deem dangerous. They might intercept (and where, necessary, take steps to decrypt) e-mail messages or other Internet communications, use spyware, or use high-tech video surveillance or location tracking to gather information about individuals' public movements. In some countries and contexts, such surveillance methods may be aimed by law enforcement primarily at those planning terrorism or other crimes that threaten lives or property. In others, officials may use them to counter ideologies they see as a threat. This course will explore how legal frameworks – primarily those rooted in constitutional or statutory law – shape political movements' use of communications technology, and government responses to such communications (or emulation of it to mobilize their own supporters). It will focus on (1) the extent to which political movements use of Internet or other modern communication technology is protected by First Amendment freedom of speech and association in U.S. law and (2) whether and when government surveillance of such communications is limited by Fourth Amendment protections against "unreasonable government searches" by government limits, or by statutory limits on government surveillance (such as those in the Electronic Communications Privacy Act and the Foreign Intelligence Surveillance Act). Although it will use United States law as the starting point for analysis, the course will also look at decisions by the European Court of Human Rights that apply free speech and privacy protections to emerging technologies.

**LAW 55017. THE EU'S GENERAL DATA PROTECTION REGULATION (GDPR). 1 Credit.**

The course will explain the requirements of the GDPR, as well as why, although its first Article says that it "lays down rules relating to the protection of natural persons [in the EU] with regard to the processing of personal data and rules relating to the free movement of personal data," the GDPR has great significance for businesses and organizations throughout the world, including the USA.

**LAW 55018. GLOBAL LITIGATION: THE AMERICAN PERSPECTIVE. 1 Credit.**

American companies and individuals are increasingly involved in international commercial and private disputes. The course, with particular emphasis on European based parties, will focus on five litigation topics: jurisdiction, pretrial matters, alternative dispute resolution settings, choice of law, and international treaties and conventions.

**LAW 55019. INTERNATIONAL DATA PRIVACY UNDER THE NEW GDPR. 1 Credit.**

This course provides a historical and comparative view of global data privacy – the right of individuals to control their personal information. While the United States has based its enforcement of data privacy primarily on a contract/breach of promise model enforced by the Federal Trade Commission, the European Union's sweeping new General Data Protection Regulation (GDPR), which took effect in May 2018, has more specific and far-reaching requirements for gathering, using, storing, and sharing information. Students will learn the specifics of the GDPR and its international reach and will study cases like the Cambridge Analytica debacle to understand how technology can both help and harm consumer privacy.

**LAW 55020. INTERNATIONAL AND COMPARATIVE COMPETITION LAW. 1 Credit.**

Competition Law, called "Antitrust" in the United States, is the legal doctrine concerning monopolies, price fixing, and the damage to competition that can result from large corporate mergers. Few large mergers in the world today are restricted to just one nation. For international business to exist, nations are forced to cooperate in the enforcement of competition laws. This course will consider the competition laws of the United States, the European Union, and China, the world's most powerful business competition regulators, as well as the competition regimes in other countries. Students will learn about the concepts of soft and hard convergence in international law, how treaties and cooperation agreements work together to create a system of global enforcement of competition laws, and how the United Nations is working to unify all competition regulators.

**LAW 55021. THE WORLD AT STAKE!: INTERNATIONAL ENVIRONMENTAL LAW AND ADJUDICATION. 1 Credit.**

Environmental law is among the most international of fields: water pollution flows over borders, air pollution drifts across continents, and poorer nations protect their wildlife from trade to wealthier countries. Meanwhile, in recent years, many of the most important court decisions of international law have arisen through environmental disputes. In turn, these cases provide excellent lessons for litigating with codes. This course, The World at Stake!, will focus on international environmental law and adjudication. If in Granada (my first choice) – the true beginning of Columbus's voyage in 1492 and just a hundred miles from Africa – the course will focus on law and international trade. If in the Hague, it will focus more on cases in the International Court of Justice and related tribunals. If in South Africa, it would focus on environmental law issues of the developing world. In all locations, the student will practice skills in interpreting complex code provisions, which is common in the code-law world and increasingly important in U.S. law. They will read groundbreaking opinions on whaling by Japan, a brief for a climate change case, and the trailblazing "seal products" case against the European Union that explicitly integrated morality into international trade law.

**LAW 55022. GLOBAL INCOME AND WEALTH INEQUALITY. 1 Credit.**

The course will conduct a comparative analysis for income and wealth disparities in various OECD countries to determine commonalities between countries with high income and wealth inequalities compared to countries with low income and wealth inequalities. The course will examine the impact of income and wealth inequality and students will explore solutions for reducing income and wealth inequalities for each of the countries discussed.



**LAW 55023. INTERNATIONAL PRIVACY IN THE 21ST CENTURY. 1 Credit.**

The course offers comparative observations of the evolving conceptions of privacy in the 21st century through the prism of changing laws in the United States, Europe, Africa and Asia and then intertwines advances in technology, such as the Internet of Things, hacking, and biometric surveillance systems.

**LAW 55024. COMPARATIVE IMMIGRATION AND NATIONALITY LAW. 1 Credit.**

This course will introduce students to immigration and nationality law in comparative context. In addition to an overview of the history of migration and immigration systems in select countries, students will examine the 1951 Refugee Convention and 1967 Protocol relating to the Status of Refugees, which govern refugee and asylum law worldwide. We then will compare how this international law is applied on a domestic level in each country.

**LAW 56001. COMPARATIVE TRIAL ADVOCACY. 3 Credits.**

This intensive, two-week experience teaches advocacy through practice, theory, and contemplation. Students will be exposed to the fundamental tenets of rhetoric, psychology, and storytelling. Students will learn how to represent clients at trial through simulated exercises. Developed skills will include witness interview and preparation, opening statements, witness examination, and closings. Students will apply theoretical persuasion constructs to these skills increasing both their substantive knowledge and practical ability. Local techniques and practices form an integral part of this course with multiple guest speakers from England, Scotland and Ireland. These common law attorneys and judges will bring a different view point to the process - expanding the students understanding of the differences and similarities that stretch across legal systems.

**LAW 56002. COMPARATIVE TRIAL ADVOCACY 2022. 3 Credits.**

Students explore methods of persuasion and apply the lessons learned through performance-based exercises designed to expand the boundaries of their understanding and mastery of techniques. This course includes a strong emphasis on establishing and maintaining personal connections in order to facilitate effective communication. This course will include recorded lectures, in-person lectures, individual exercises with coaching feedback, and a final series of advocacy exercises where skills will be assessed.

**LAW 57008. ELDER LAW - GLOBAL AGING. 1 Credit.**

Almost 10,000 people in the US are turning 65 every day. This aging of the population is not unique to the US, however. Many countries are facing myriad issues regarding aging populations at all levels of government and society including the use of courts to handle the issues. Some countries have started to look at aging as a human right. The UN is looking at a draft convention now, following up the Convention on the Rights of Persons with Disabilities. The Organization of American States is also considering action regarding the human rights of older persons. This course will cover these developments as well as look at how countries have addressed the issues of aging. This course will look at the issues from both a systemic and practical perspective, including a skills component to teach the students some of the skills necessary to advocate for their elderly clients.

**LAW 57011. US POLICING AND INTERNATIONAL HUMAN RIGHTS TRIBUNALS. 1 Credit.**

In May 2015, a \$5.5 million reparations fund was established for victims of torture by the Chicago Police Department. This was the first fund of this kind in the United States. This course will focus on how community organizations placed pressure on the local and state governments to create the Illinois Torture Inquiry and Relief Commission by using human rights documents and participating in hearings held by the UN Committee Against Torture (CAT) and the UN Committee on the Elimination of Racial Discrimination. <br>Students will be introduced to the basic structure of Human Rights documents and agencies and how nongovernmental organizations, lawyers and community activists can utilize international human rights tribunals to achieve their goals of government accountability.

**LAW 57012. FAMILY LAW & INTERNATIONAL TRIBUNALS: THE HAGUE CONVENTION ON CIVIL ASPECTS OF INTL CHILD ABDUCTION. 1 Credit.**

This course will explore the promulgation, implementation, and mechanics of the Hague Convention on Civil Aspects of International Child Abduction (Convention). The Convention may be a bilateral and/or multilateral instrument between member states. This course will explore the accession and ratification process to the Convention and the mutual obligations members states have for the enforcement of Convention provisions. From global jurisprudence to individual state jurisprudence, the course will explore the overall effectiveness of the Convention and how individual state parties meet their obligations under the Convention. The course will also examine the specific elements that must be met in every Request for Return Petition. The Convention has created international tribunals for family court proceedings within fairly narrow parameters. It provides an opportunity to critically examine global jurisprudence on civil aspects of international child abduction.

**LAW 57013. THE UNITED STATES AND THE INTERNATIONAL COURT OF JUSTICE. 1 Credit.**

This course explores the relationship of the United States to the International Court of Justice [ICJ], "the principal judicial organ of the United Nations" based in the Peace Palace in the Hague. Students will study the ICJ's foundations in the United Nations Charter and the Statute of the International Court of Justice, the role of the United States in creating the ICJ after World War II, and the bases whereby states assent to the jurisdiction of the Court in contentious cases. After briefly sketching the outlines of the eighteen cases in which the U.S. has appeared as applicant or respondent before the ICJ since 1950, we will focus on three foundational ICJ opinions from the late Cold War and post-Cold War eras: the Diplomatic and Consular Staff Case (United States v. Iran, 1980), Military and Paramilitary Activities in Nicaragua (Nicaragua v. United States, 1984 (jurisdiction) and 1986 (merits)), and Avena (Mexico v. United States, 2004). As students study these cases, they will prepare for a substantial oral advocacy exercise on the last day of class involving a complex and realistic hypothetical in which a treaty partner of the United States attempts to enforce U.S. obligations respecting the human rights of foreign nationals detained in the United States as terrorism suspects and allegedly subjected to torture. The experience will allow students to develop perspectives and analytic skill sets required to solve complex legal problems relating to jurisdictional conflicts and transnational enforcement of norms and judgments.

**LAW 57014. COMPARATIVE LAW AND RELIGION. 1 Credit.**

This course examines, in national, international, and comparative context, the law governing the relationship between religion and the state. We will first explore different theoretical and cultural models of the proper relationship between religion and the state, including the Spanish, German, French, and American paradigms. We will also examine the international law covenants and regional human rights regimes designed to protect religious freedom. After our exploration of the theoretical and legal landscape concerning the relationship between religion and the state, we will turn to a comparative examination of how different legal regimes address specific problems. These problems include the autonomy of religious institutions, the question of financial aid to religion, and the role of religion in education.

**LAW 57015. INTL TRIBUNALS & THE LAW OF WAR. 1 Credit.**

The international law of war and the use of force are vital issues and are a central part of the docket in three of The Hague's international tribunals: the International Criminal Court (ICC), International Criminal Tribunal for the former Yugoslavia (ICTY), and International Court of Justice (ICJ). The presence of each of these courts in The Hague confirms the importance of the rule of law among nations and accountability for those who engage in war crimes and crimes against humanity, including the slaughter of civilians. The class will start with a brief history of war crimes tribunals, including the Nuremberg tribunals after World War II. With this history as backdrop, the class will address a basic question: what factors distinguish ordinary crime, where the use of lethal force by state officials requires an immediate threat to life, from armed conflict, in which states have a "combatant's privilege" to use lethal force against adversaries? The class will move on to the general principles of the law of armed conflict (LOAC) that inform the work of the ICTY and ICC – touchstones such as the principle of distinction, which bars the targeting of civilians, and the principle of proportionality, which prohibits incidental or collateral harm to civilians that is "excessive" in light of the military advantage expected from an attack. The class will then examine responsibility for war crimes – including controversial theories pioneered by The Hague's ICTY, such as Joint Criminal Enterprise (JCE), which can result in a finding of guilt for a mere "cog in the wheel" of the murder of civilians. The legitimacy of international tribunals will also be a subject of class discussion – do international tribunals from Nuremberg to the present criminalize conduct after its commission, which would violate elementary notions of notice and fairness embodied in international law's principle of legality (and the U.S. Constitution's Ex Post Facto Clause)? Has the ICC forfeited its credibility by focusing so much on Africa (some disillusioned observers now call the ICC the "African Criminal Court"), to the arguable detriment of accountability elsewhere? Has the U.S. forfeited credibility by declining to join the ICC, and by enacting the so-called "Hague Invasion Act," which authorizes the President to use military force to rescue an entirely hypothetical U.S. person who might in the indeterminate future be detained at the ICC pursuant to war crimes charges? Finally, the class will analyze international law on aggression, now embodied in Articles 2(4) and 51 of the U.N. Charter, which authorize a state to use force only in self-defense in response to an "armed attack." The class will address the meaning of "armed attack" on a state's territory and in the emerging area of cyberspace. On the use of force and in other aspects of the class, I plan to supplement discussion with visits to the relevant tribunals and guest speakers such as judges and advocates.

**LAW 57016. THE WORLD AT STAKE! INTERNATIONAL ENVIRONMENTAL ADJUDICATION AND ARBITRATION. 1 Credit.**

Environmental law has rapidly become one of the chief focuses of international adjudication and arbitration. In recent years, for example, international tribunals have: decided that China violated international environmental law by trying to build sovereign islands in the South China Sea, fueling an already tense international controversy; held that Japan in effect lied about its supposedly "scientific" whale-hunting program, in an unprecedented intentional rebuke; and concluded that U.S.-led wildlife concerns might override free trade rules to protect species of international concern, such as dolphins and sea turtles. Meanwhile, the myriad threats of climate change portend complex and expensive international litigation and arbitration. Most of these international environmental law matters are decided in the Hague, either at the International Court of Justice or at the Permanent Court of Arbitration. This course will survey the international litigation and arbitration of environmental law (a natural fit for international law, as the oceans, air, and wildlife do not respect international boundaries!). It will introduce the leading treaties of environmental law, such as the Convention on the Law of the Sea, the Convention on International Trade in Endangered Species, and the International Whaling Convention, and how these treaties mesh and sometimes conflict with other international law principles, such as the rules of the World Trade Organization. In addition, we will focus on a handful of specific matters (such as South China Sea controversy), in which we will discuss both law (including reading original international documents) and professional strategy. The course will use eye-catching images and videos (for example, whale-hunting clips), along with thought-provoking questions of litigation tactics and international diplomacy.

**LAW 57017. REPARATIONS IN DOMESTIC AND INTERNATIONAL MASS CLAIMS PROCESSES. 1 Credit.**

As compensation and remedies for damages become more global and international processes develop to account for mass claims, this course will allow students to appreciate other methods of dispute resolution beyond U.S. litigation and traditional ADR. It will introduce the students to mass claims litigation in the United States and allow them to study international reparations programs, through both international mass claims processes and the human rights lens of domestic reparation programs. This course will provide students a cross-over between domestic and international law through the lens of mass claims processes. The class will start with an overview of class action litigation focusing on the requirements to certify a class. Specifically we will look at class actions as a precursor to the 9/11 Commission and reparations for victims of 9/11. We will also discuss the Holocaust claims class action against the Swiss banks that was filed in the Eastern District of New York, concurrently with the work done at the Claims Resolution Tribunal. This discussion will allow us to move to international reparations, where we will discuss the processes and procedures of the Claims Resolution Tribunal, along with the reparations provided by the Claims Resolution Tribunal to victims of the Holocaust or their heirs. In addressing these claims, I anticipate using material gathered from my five years working at the Claims Resolution Tribunal. We will also discuss reparation programs developed by the United Nations Compensation Commission, reparations provided by the Iran-U.S. Claims Tribunal, and the reparations that are anticipated from the Victim's Fund of the International Criminal Court. Again, I will use documents that I have assembled from my work at the United Nations Compensation Commission and the U.S. Department of State. Finally, the class will focus on domestic reparations program that arise as a result of human rights violations. To cover this topic, I will focus on programs in Hungary, Argentina, and South Africa.

**LAW 57018. HUMAN RIGHTS IN INTERNATIONAL FAMILY LAW. 1 Credit.**

The purpose of this course is to explore the international legal framework in place to protect human rights primarily within one area, that of family law. The course will look at some of the international organizations, (e.g. the United Nations, the Hague Conference on Private International Law) and treaties (e.g., U.N. Convention on the Rights of the Child), as well as regional organizations (e.g., Council of Europe, EU), instruments that help protect families and children. National courts and institutions and their part will also be examined. The course will emphasize the role played by private international law in protecting families and children cross-border. The intersection of human rights and religion in family law will also be explored, as for example in the area of forced marriage/child marriage. Current initiatives underway at the Hague Conference including in the area of cross-border surrogacy serve as case studies to examine the intersection of private international law and substantive law, public law and private rights, and the ways that private international law can shape and support underlying human rights. We will evaluate how well the existing mechanisms and institutions work to keep pace with the dynamic changes in these areas and protect human rights. The class will also explore the cutting edge developments in the jurisprudence of the Hague Child Abduction Convention and the role of regional European instruments (e.g., European Conv. on Human Rights) to secure human rights; the role of the Hague Child Protection Convention in protecting children crossing borders, refugees, and human trafficking.

**LAW 57019. WAR CRIMES & CRTS-MARTIALS. 1 Credit.**

This course will examine international law governing both the conventional and the modern battlefield – *ius in bello* – as it applies to military service members and to illegal combatants. The Law of Armed Conflict and the Geneva Conventions form the core of the course, alongside an introduction of the U.S. military justice system through review of the Uniform Code of Military Justice and the Manual for Courts-Martial. A comparison to prosecution through international tribunals such as the International Criminal Court and United Nations tribunals is included, as well as examining ethical concerns through the specific topics of torture, targeted killing, use of drones, and rules of engagement. Current events and historical cases illustrate course content and provide thoughtful opportunities for class discussion and analysis. Students will gain an appreciation for the interaction of the ideals of international law and practical moral dilemmas of engaging in combat.

**LAW 57020. INTL CONSUMER & PRIVACY LAW. 1 Credit.**

Governments around the world work together and separately to protect consumers from fraudulent, deceptive, and unfair trade practices. Global trade has encouraged countries to endeavor to create some level of consistency in consumer protection and privacy law, which has been promoted by the United Nations, in its Guidelines for Consumer Protection, and ICPEN, which unites consumer protection authorities around the world. While many consider consumer protection and privacy to be a basic human right, lesser developed and developing nations often have enormous disparities in education levels and bargaining power between the manufacturers and sellers of products, and the buyers. This course will consider the evolution of consumer and privacy law from private disputes to public international law and human rights.

**LAW 57021. INTERNATIONAL INTELLECTUAL PROPERTY ALTERNATE DISPUTE RESOLUTION. 1 Credit.**

This course will review what constitutes IP and the international treaties & bodies involved in addressing IP disputes via arbitration and mediation.

**LAW 57022. INTL NEGOTIATION & MEDIATION. 1 Credit.**

This will be an in depth discussion of the principles of negotiation and mediation as applied to international issues from the peace accords in North Ireland to the Orange Revolution in the Ukraine to war reparations. It is a study in history and human rights as well as the art of negotiation.

**LAW 57023. GLOBAL AGING. 1 Credit.**

The world's elder population is growing because of demographic trends and longer lifespans. According to the UN, the world's elder population will grow by 56% over the next 12 years, and will double to 2.1 billion by 2050. Any national or international human rights laws touch upon the needs of elders, but discrimination, abuse, and the medical problems associated with aging often stigmatize and marginalize elders as a unique group. Different nations have addressed these concerns and challenges with some success, but best practices rarely cross international borders. This course will consider aging policy and law around the globe, and the efforts to create a UN Convention on the Rights of Older People.

**LAW 57024. COMPARATIVE INTERNATIONAL CRIMINAL LAW & PROCEDURE. 1 Credit.**

The course begins with an analysis of the concept of International Criminal Law. What is it? Does it make sense? What are the sources of such law and how is it authoritative? The class will take a close look at the law and practice of the International Criminal Court and various issues of international criminal procedure. The class will examine issues like jurisdiction, admissibility of evidence, prosecutorial powers, rights of the accused, basic adjudicative procedures, and the like. Differences in criminal procedure in various states focusing on the U.S., Canada, and European based systems of criminal justice and procedure with concentration on search and seizure, police arrest power, and the interrogation of criminal suspects will be discussed and examined. As an overarching theme, the course examines how changes and trends in politics and political ideology relate to the actual practice of criminal law at the international and domestic level.

**LAW 57025. INTERNATIONAL HUMAN RIGHTS & POLICING IN THE U.S.. 1 Credit.**

In May 2015, the City of Chicago established a \$5.5 million reparations fund for over 100 African American men tortured by Chicago police officers over the course of two decades (between 1973 and 1991). This course will focus on how lawyers with the assistance of community organizations placed pressure on the City of Chicago government to establish Reparations for these torture victims. We will discuss how these legal activists leveraged their participation in international human rights tribunals of the United Nations —e.g., hearings held by the UN Committee Against Torture (CAT) and the UN Committee on the Elimination of Racial Discrimination (CERD) as well as the InterAmerican Commission on Human Rights -- to successfully pressure the City of Chicago to establish reparations. The reparations included not only a reparations fund, but an educational curriculum for middle and high school students telling the truth about this dark period of Chicago policing history; a monument to the victims of torture; a public apology from the City; and psychological support for the victims and their families. This four day (12.5 hour) class will introduce students to the basic structure of human rights agencies and relevant international treaties. We will also focus on how nongovernmental organizations, lawyers, and community activists can utilize international human rights tribunals and human rights community education to achieve the goals of government accountability around the issue of police violence in the United States.

**LAW 57026. JUSTICE ON TRIAL - THE NUREMBERG JUSTICE TRIALS OF 1947. 1 Credit.**

Judgment at Nuremberg," the 1961 movie with Spencer Tracy and Burt Lancaster, was riveting but not fanciful. The film is based on the Nuremberg Justice Trial of 1947 before a military tribunal. Sixteen defendants, members of the Reich Ministry of Justice or People's and Special Courts, faced prosecution for their complicity in enforcing unjust laws against the so-called enemies of the Nazi regime. The student will receive a brief overview of the German civil law system and will examine the judicial system as operated by the Nazis from 1933-1945. The student will become acquainted with the major defendants, the judges, the major prosecutors, and defense lawyers. On reading portions of the court decision and trial transcripts, the student will gain an insight into how a Western European legal system failed the people it was intended to protect. The course is relevant to an understanding of contemporary international tribunals addressing criminal conduct and crimes against humanity.

**LAW 57027. THE HUMAN RIGHT TO EDUCATION. 1 Credit.**

This course explores the efficacy of international human rights law in the specific context of the human right to education, which has been recognized by various international agreements and national constitutions, including Article 26 of the Universal Declaration of Human Rights. The course examines the current and potential future role of international courts and tribunals in coordinating and enforcing human rights law.

**LAW 57028. VIOLENCE AGAINST WOMEN: ARMED CONFLICT, EXPLOITATION, AND SUBJUGATION. 1 Credit.**

Women worldwide are victimized by violence and exploitation. Women are trafficked, raped, beaten, exploited, and subjected to femicide in developing and developed countries. Abuse is not limited to insurgencies and organized crime. Actors in all walks of life profit with impunity from the servitude and assault against women. We will examine these issues through the lens of international law and how states fail to live up to their obligations to protect and empower women, prevent crimes against them, and punish perpetrators.

**LAW 57029. COMPARATIVE ANALYSIS OF GLOBAL MARIJUANA LAWS. 1 Credit.**

Marijuana is one of the most popular drugs in the world and one of the most highly regulated. International laws concerning both medical and recreational use of marijuana are changing rapidly. Many countries have legalized marijuana for medical use and efforts to legalize its recreational use are gaining ground. This emerging area of law and policy brings unprecedented legal issues to the forefront and intersects with so many other areas of the law (business law, tax law etc.). This course takes an in-depth look at the competing approaches to regulating marijuana, the rationales behind these approaches, where legal authority resides for choosing among them, and why understanding marijuana law is a civil rights issue both domestically and abroad.

**LAW 57030. INTERNATIONAL HUMAN RIGHTS LAW RESEARCH. 1 Credit.**

This course will introduce students to finding international legal materials to answer legal questions in public international law, using ICJ Article 38(1) as a guide for what constitutes international law. The students will be introduced to finding a range of international legal materials, such as treaties (bilateral and multilateral, as well as understanding how to find information about their enforceability and adoption in domestic law) and "soft law" documents from a range of international organizations (like the UN as well as specialized intergovernmental organizations like the WTO and others). We will discuss how to find "evidence" of customary international law. Students will also learn how and when to find international cases (including those of specialized international tribunals and the ICC). Finally, the course will also introduce students to research in private international law and research in international arbitration.

**LAW 57031. INTERNATIONAL ENVIRONMENTAL ADJUDICATION.****1 Credit.**

Environmental Law is among the most international of fields: water pollution flows from one country to another, air pollution drifts across continents, and nations seek to protect their wildlife from trade to wealthier countries. While there is an array of international treaties, the stumbling block has always been the difficulty of enforcement. This course will examine how the International Court of Justice (based in the Hague) and other international tribunals enforce environmental law through adjudication and arbitration. It also will offer valuable lessons for understanding principles of international law and strategies of complex litigation. The course will focus on four groundbreaking cases. First, the International Court of Justice recently held that Japan could not continue its whaling hunt in the Antarctic because it violated an international convention; Japan's decision to abide by the ruling shows the potential power of adjudication in international environmental law. We will study the years of legal work and strategy leading to this decision. In addition, will study: the dispute decided by the Permanent Court of Arbitration (also in the Hague) over the building of new islands in the South China Sea; the pioneering matter over U.S. sea turtle regulations, decided by the World Trade Organization; and proposed International Court of Justice litigation over global climate change. Students will read and discuss key excerpts from these trailblazing international law cases.

**LAW 57032. COMPARATIVE INTERNATIONAL CRIMINAL LAW AND PROCEDURE. 1 Credit.**

The course begins with an analysis of the concept of International Criminal Law. What is it? Does it make sense? What are the sources of such law and how is it authoritative? The class will take a close look at the law and practice of the International Criminal Court and various issues of international criminal procedure. The class will examine issues like jurisdiction, admissibility of evidence, prosecutorial powers, rights of the accused, basic adjudicative procedures, and the like. Differences in criminal procedure in various states focusing on the U.S., Canada, and European based systems of criminal justice and procedure with concentration on search and seizure, police arrest power, and the interrogation of criminal suspects will be discussed and examined. As an overarching theme, the course examines how changes and trends in politics and political ideology relate to the actual practice of criminal law at the international and domestic level.

**LAW 57033. AFRICA AND THE INTERNATIONAL CRIMINAL COURT. 1 Credit.**

This course will explore the origins and organizing principles of the International Criminal Court (ICC), and whether those goals have been met with regard to ICC prosecutions of African defendants. The ICC depends on the cooperation of its signatories to the Rome Statute. At times, this cooperation has been compromised and undermined the ability of the ICC to carry out its mission. A unique aspect of the Court, the provision for witness representation, will be incorporated into analyzing the effectiveness and future influence the Court may have on other international tribunals.

**LAW 57034. INDIGENOUS PEOPLES IN INTERNATIONAL COURTS. 1 Credit.**

This course will explore indigenous peoples' protections within the International Criminal Court and International Court of Justice. The course will begin by introducing students to the structure of the ICC and ICJ. It will proceed through case studies analyzing the jurisdiction, rights and remedies within the ICC and ICJ related to indigenous issues. The primary focus areas will be genocide, indigenous land ownership, and environmental degradation of indigenous land. The case studies will provide the foundation for discussing possible future indigenous cases in international courts.

**LAW 57035. FREEDOM OF EXPRESSION: MODERN CHALLENGES AND COMPARATIVE PERSPECTIVES. 1 Credit.**

The worldwide scope of social media platforms has brought international standards of free expression to the foreground in the debates surrounding free speech. The Western libertarian concept of freedom of expression, articulated in foundational texts like John Stuart Mill's *On Liberty* and developed in First Amendment case law by the United States Supreme Court and by interpretations of the Universal Declaration of Human Rights, is giving way to a more nuanced approach, as applied in decisions both by international courts and by important non-governmental actors such as Facebook's Oversight Board. These developments challenge traditional concepts in free expression law such as harm, voice, and sovereignty. They also call for free expression to take concepts like subordination, power, and oppression into account, thus challenging the traditional agnostic view that strives to treat speakers and speech equally in the eyes of the law. In short, as speech achieves global reach, the system of protection for freedom of expression is becoming globalized.

**LAW 57036. COMPARATIVE AND TRANSNATIONAL CRIMINAL PROCEDURE. 1 Credit.**

This would be a five-day course. The first day would in general examine the United States criminal justice system versus that in continental Europe. Day two would discuss the application of the Fourth and Fifth amendments abroad. Day three would examine comparative approaches to the exclusionary rule and day four would examine comparative approaches to plea bargaining. The course is designed so that students who have not yet taken basic Criminal Procedure at an American law school will still be able to participate and handle the material. However, students who have taken basic Criminal Procedure will still benefit from exposure to the topics.

**LAW 58000. CLIMATE JUSTICE: U.S. AND INTERNATIONAL DIMENSIONS. 1 Credit.**

The regulation of climate change has taken center stage internationally and regionally as the world braces for increasingly more severe impacts from the carbon-intensive global economy. In recent years, adaptation to these impacts has become a primary focus of global efforts to ensure the health and safety of the most vulnerable communities of the world such as the urban and rural poor, low lying island nations, indigenous peoples, and future generations in the face of climate change impacts. Climate justice emerged as part of the global response to these impacts. Climate justice focuses on the disproportionate burden of climate change impacts on the poor and marginalized and seeks to secure a more equitable allocation of the burdens of these impacts at the local, national, and global levels through proactive regulatory initiatives and reactive judicial remedies that draw on international human rights and domestic environmental justice theories. This course addresses climate justice from U.S. and international law perspectives and considers legal responses to promote climate justice in several regions of the world. It also evaluates regulatory obstacles under international law, U.S. law, and foreign domestic law in seeking to promote climate justice on a global scale. Topics will include atmospheric trust litigation, climate change and indigenous peoples, climate refugees and international human rights law, efforts to incorporate climate justice principles into the international climate change treaty negotiations, engaging the private sector to promote climate justice, and climate justice case studies in Florida.

**LAW 58001. HEALTH LAW ISSUES AND HUMAN RIGHTS IN AFRICA. 1 Credit.**

This course will explore Health Law and Human Rights issues that make the African continent unique and will highlight, in particular, the dilemma and predicament of the African Women and the current strategies and interventions to address these. It will increase the understanding of the role and application of International Treaties dealing with the Human Rights in Africa, the Convention on the Elimination of Discrimination Against Women (CEDAW), the International Bill of Rights, local and regional laws like The Protocol to the African Charter on Human and Peoples' Rights, as well as the role of WHO, UNAIDS and other international organizations. The course will highlight the relationship between certain socio cultural acceptances, practices and the African woman's vulnerability to HIV/AIDS and other infectious diseases, like Ebola and Zika viruses, and the impact of societal and government policies that may exacerbate or institutionalize the marginalization of the African woman. The roles of custom and the law. The course will further explore the pros and cons of the health choices of the African woman in the light of their social and cultural environment and its implications for a better understanding of both the Western and African cultures.

**LAW 58002. NELSON MANDELA AND INTERNATIONAL HUMAN RIGHTS. 1 Credit.**

This course will examine some of the legal international human rights related documents, looking at them through the lens of Nelson Mandela. Starting with the Universal Declaration of Human Rights, a document that has been stated to have given him inspiration during his incarceration, to the adoption and later ratification by South Africa of the International Covenant on Civil and Political Rights (ICCPR) and the International Covenant on Economic, Social and Cultural Rights (ICESCR). Students will consider the substantive terms of these covenants as well as their procedural application. In studying these documents a focus will be on their role in the life of South African activist and former president Nelson Mandela.

**LAW 58003. SOUTH AFRICA: FROM APARTHEID TO DEMOCRACY. 1 Credit.**

This course tracks South Africa's political transition from the Apartheid Era to a modern democracy. Students will learn about the legal institutions structures supporting apartheid (including forced removals, travel restrictions, prohibition of interracial marriage) and suppression of resistance to race-based policies. They will also learn about the movements and pressures (internal and external) that led to the fall of apartheid. Finally, the course will explore the South Africa's transition to the Government of National Unity and its current form of government, including the structures of the new parliamentary representative democratic republic and the Constitution of the Republic of South Africa, 1996.

**LAW 58005. DIVERSITY ISSUES IN CLIENT COUNSELING/SOUTH AFRICA. 1 Credit.**

This one-hour skills course will look at diversity issues in the creation of the client/attorney relationship. An attorney must recognize that he/she has innate biases and expectations. These biases can cause difficulties in determining the client's needs and objectives because clients have diverse backgrounds and cultures. A skilled attorney must be culturally competent in order to represent a diverse population. This class would combine both the ethics, strategies and skills required in the initial interview and creation of the client/attorney relationship. The course will combine readings and discussion on cultural behaviors which can cause difficulties and misunderstandings at the beginning of the client/attorney relationship. The students will also learn/review the ethical rules that apply to the initial consultation and creation of the attorney relationship. Finally, the course will introduce the interviewing skills required of attorneys. Day One we will discuss cultural competency and the need to understand biases and how those biases might affect the client/attorney relationship. Day Two will be the ethics day, the students will learn/review the Rules of Professional Conduct involved in the creation of the client/attorney relationship, using a hypothetical interview and responder questions. Day Three we will discuss the skills necessary for the initial interview. Day Four all students will perform the initial interview with a new client.

**LAW 58006. GENDER AND HUMAN RIGHTS IN THE INTERNATIONAL SYSTEM. 1 Credit.**

This course will address the history and legal context of women's human rights; the UN Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and its impact; women's rights and human rights in the international system; specific topics such as property and other economic rights, reproductive rights, and violence against women; and the role of nongovernmental organizations in making CEDAW work for women.

**LAW 58007. TECHNOLOGY AND INTERNATIONAL HUMAN RIGHTS. 1 Credit.**

This course examines how advances in technology have disrupted conceptions of human rights in Africa and elsewhere. The course first traces some of the major laws protecting human rights and then explores how new technologies have profoundly impacted those protections. The explorations include the role of remote GPS tracking and face recognition in facilitating mass surveillance systems; the role of the Internet in creating opportunities as well as challenges regarding the freedom of speech and elections; the development of the Internet of Things and its transformation of privacy rights; and changes effected by Artificial Intelligence, automation, and Big Data.

**LAW 5906. COMPARATIVE STUDIES IN INTERNATIONAL LAW - A FOCUS ON (FOREIGN COUNTRY). 1 Credit.**

This course will give law students a comparative understanding of the legal system of a foreign country as discussed vis-à-vis the United States. Students will have the opportunity to study the historical underpinnings of a foreign country's legal system and society, including gaining an understanding of the current legal system in that country. Students will gain a substantive understanding of the foreign country's laws, US foreign policy regarding that country, and current legal issues relating to that country. The course will culminate in a 7 day, 6-night trip to that country.

**LAW 5921. THE CUBAN LEGAL SYSTEM/SOCIETY. 1 Credit.****LAW 6000. ADVANCED ADVOCACY I. 6 Credits.**

Students explore methods of persuasion from a theoretical perspective and apply the lessons learned through performance-based exercises designed to expand the boundaries of their understanding and mastery of techniques. This course includes a strong emphasis on establishing and maintaining personal connections in order to facilitate effective communication, and includes visiting lectures by prominent national advocate.

**LAW 6003. ADVANCED EVIDENCE. 2 Credits.**

This course examines the challenges associated with laying proper foundations and presenting evidence such as forensics, electronic evidence, and expert witnesses. Attention is also paid to topics such as character evidence, impeachment, and the use of evidence beyond the case in chief.

**LAW 6006. ADVANCED PRETRIAL ADVOCACY. 2 Credits.**

Pretrial Practice in a Civil Case: Advanced Advocacy Techniques-- This course provides an overview of motion procedures and examines the best practices for drafting and arguing motions at all stages of litigation. (previously titled: Motions Practice).

**LAW 6009. CONDUCTING EFFECTIVE DISCOVERY. 2 Credits.**

This course explores the topic of discovery from technical and strategic perspectives. The technical perspective includes instruction on how best to identify potential sources of evidence and frame discovery requests most effectively. The strategic perspective examines potential evidence through the prism of ultimate relevance, admissibility, and usefulness in order to inform the attorney's technical decisions. E-discovery and depositions are important topics within this component.

**LAW 6012. TEACHING ADVOCACY. 2 Credits.**

Tapping directly into Stetson's vast experience as the leader in advocacy education, this course examines the pedagogy of teaching advocacy and gives students the first-hand experience in applying these lessons through lab-based exercise that involve coaching actual law school students. Whether interesting in teaching advocacy as a formal educator or conducting training for fellow attorneys, this course is invaluable in helping students enhance their ability to teach advocacy.

**LAW 6015. EXPERT WITNESSES. 2 Credits.**

This course tackles the challenges associated with the use of expert witnesses. Students receive instruction on a variety of topics, such as forensics, medicine, and information technology, and then learn how to effectively communicate such information through expert witnesses.

**LAW 6018. MASTERING VOIR DIRE. 2 Credits.**

This course teaches students to analyze evidence for its persuasive impact on different personality types, construct questionnaires to identify those most and least likely to be persuaded, and conduct effective voir dire to seat the most sympathetic jury possible. This course also employs state-of-the-art opinion feedback technology and instructs students on how to use it effectively.

**LAW 6100. ADVOCACY PROJECT. 1 Credit.**

Under the direction of an adviser, each student will produce an advocacy-related research paper or project. Advocacy-related projects might include the development of training materials for professional settings or pedagogical materials for academic environments. All projects must be research-driven and include a demonstrative component.

**LAW 6103. LAW PRACT MANAGEMENT ADVOCACY. 2 Credits.**

This course focuses on developing an understanding of professional development programs within the firm environment; creating in house programs, including mentoring, management, and professional development; and understanding how to properly identify and development best practice law management procedures for the 21st century law office. This course includes a strong emphasis on the internal persuasion considerations required to properly position an individual attorney within the firm environment from a professional development perspective, as well as a systemic understanding of how professional development and best business practices impact the viability of the practice of law.

**LAW 6106. TECHNOLOGY ENHANCED ADVOCACY. 2 Credits.**

This course exposes students to the latest in courtroom technology and demonstrates how technology is best employed as a tool to enhance storytelling, rather than as a substitute for it. Students not only learn how about various courtroom technologies, but are also required to demonstrate their mastery of technology-assisted advocacy.

**LAW 6109. COMPLEX COUNSELING&NEGOTIATION. 2 Credits.**

This course seeks to teach students the skills they need to recognize hidden factors that can influence their persuasiveness when counseling clients or negotiating with others and to balance the individual needs of competing parties. In addition to lecture-based instruction, this course makes extensive use of role-playing and practical exercises.

**LAW 6112. DAMAGES. 2 Credits.**

This course examines the various forms of economic and noneconomic damages, explores the most effective means of recovery, and develops the advocacy skills best employed when seeking to maximize or mitigate damages.

**LAW 6200. CAPSTONE PRACTICUM. 1 Credit.**

This practicum is conducted during the final semester of the two-year LL.M. program. Students test their advocacy skills during each stage of litigation, including client counseling, discovery, and pretrial negotiations, with voir dire and mock trial exercises performed on campus.

**LAW 6201. ADVOCACY PROJECT. 1 Credit.**

Under the direction of an adviser, each student will produce an advocacy-related research paper or project. Advocacy-related projects might include the development of training materials for professional settings or pedagogical materials for academic environments. All projects must be research-driven and include a demonstrative component.

**LAW 6998. DIRECTED RESEARCH PROJECT. 1 to 2 Credit.****LAW 7017. COMP CHOICE LW RULES IN TORT. 1 Credit.**

The course will examine the rules used in the choice of law process to assign the governing law to a tort which possesses foreign elements. It will open with a consideration of the rules as developed by the English common law (the "double actionability" rule) as applied in the Cayman Islands and will then compare and contrast those rules with the rules developed and applied in the EU by EU member states pursuant to the provisions of the Rome II Regulation (Regulation (EC) No 264/2007). The course will approach the examination of each set of rules from the perspective of forming a view as to whether the common law or EU rules better meet the objective of producing certainty in this interesting and intriguing area of law.

**LAW 7020. HUMAN SEX TRAFFICKING: PSYCHOLOGY AND THE LAW. 1 Credit.**

Human Sex Trafficking, an invisible challenge to human rights across the globe, is a robust and growing business, only less profitable than the drug trade. The purpose of this course is to provide the student with a comprehensive understanding of human sex trafficking. In this intercession course, we will focus on Human Sex Trafficking and related federal and international responses to what is now commonly referred to as modern day slavery. The class will begin with an inquiry into the question of what trafficking is—a question that, despite the existence of legal definitions of trafficking, remains highly contested. We will also explore who the traditional trafficking victim is; you will learn about the physical, emotional, psychological and spiritual trauma experienced by the victims of human trafficking and the methods used to recruit and control them. Human trafficking in the Caribbean will be discussed, with a focus on the six CARICOM countries who have been singled out as having a severe human trafficking problem. We will discuss the reasons why human trafficking is so pervasive in these countries in particular, as well as the laws, both American and International, which have been implemented to combat Human Trafficking in this region. Of note is the Trafficking Victims Protection Act (TVPA). We will discuss the TVPA as well as other current statutes that combat sex trafficking in the Caribbean. Finally, we will explore the challenges faced in prosecuting these cases, as well as solutions provided by the current legal framework in place. Class instruction will blend in-class discussion and analysis with the use of film clips, social media and other source materials to enhance your understanding of this topic.

**LAW 7021. COMPARATIVE TITLE ASSURANCE ISSUES IN REAL PROPERTY TRANSFERS. 1 Credit.**

This course reviews the differences between the US recording act systems and the varied methods of recording property transfers in the Caribbean or lack thereof. The course looks at private title insurance as a way to offset the inadequacies of public records in the US, the lack of comparable private entities in the Caribbean and the impact of such a void in assuring that individuals have stable claims to private property.

**LAW 7022. HUMAN RIGHTS IN THE CARIBBEAN. 1 Credit.**

The issue of human rights in the Caribbean has, in recent years, been focused on the question of LGBTI rights. Most Caribbean jurisdictions have little to no protection for such rights, and, in particular, the much-vaunted question of same-sex marriage has been largely ignored in this region. However, it is important to remember that human rights constitute a much broader range of rights than simply the highly publicized LGBTI rights. This course will therefore consider human rights in the Caribbean in such areas as gender equality rights, the rights of workers, the right to a fair trial, and the question of capital punishment. Consideration of these issues will be made within a comparative context of domestic protections which are offered in some of the key Caribbean jurisdictions, such as the Cayman Islands, Jamaica, Trinidad and Barbados. The legislative and common law protections will be considered, as well as the constitutional protections which are espoused throughout these states. It should also be noted that numerous Caribbean jurisdictions, such as the Cayman Islands, Turks and Caicos, Aruba and the Netherlands Antilles are all subject to the greater administrative control of European states which are, in turn, subject to the European Convention on Human Rights. Finally, the domestic protections will be considered within the context of the wider international legal provisions, such as the International Convention on Civil and Political Rights, the Convention on the Elimination of all Forms of Discrimination Against Women, and the Convention on Rights of the Child. Assessment will be made of whether, and if so, to what extent, Caribbean jurisdictions are in accord with the legal obligations imposed on the wider international community.

**LAW 7023. U.S. CORPORATIONS, TAX EVASION, AND THE CAYMAN ISLANDS. 1 Credit.**

The Cayman Islands is one of the most well-known tax havens in the world (along with countries such as Switzerland, the British Virgin Islands, Bermuda, and others). Unlike most countries and even some other tax havens, the Cayman Islands does not require corporate taxes, making it an ideal place for multinational corporations to base subsidiary entities to shield some or all of their incomes from U.S. taxation. This course will explore what tax havens are, how they work, why the Cayman Islands' tax laws permit U.S. tax evasion, and what the U.S. and the Cayman Islands' governments are doing to combat the problem.

**LAW 7024. COMPARATIVE CHOICE OF LAW IN CONTRACT RULES: THE COMMON LAW v. EU RULES. 1 Credit.**

The course will open with a consideration of the choice of law rules in commercial contracts developed by English common law (still applicable in the Cayman Islands and numerous other common law jurisdictions). It will be explained that such rules are designed to allocate a governing law to contracts possessing foreign elements and why the choice of law process is crucial in determining the outcome of commercial litigation. The course will then move on to consider the parallel choice of law rules which apply to EU member states (including, presently, the UK). These rules are set out in the Rome II Regulation and (like earlier domestic English legislation) abrogate entirely the common law rules in the UK's case. The course will compare the underlying philosophies of the two sets of rules and consider why it was felt necessary to jettison the common law rules. Some consideration will also be given to what effect, if any, Brexit is likely to have on the continuing application in the UK's case of the Rome II Regulation.



**LAW 7026. COMPARATIVE COPYRIGHT LAW IN A DIGITAL WORLD. 1 Credit.**

In the age of the Internet, copyright law has become fraught with legal and global disagreements. The tension between public access to these works and protecting the rights of copyright holders has resulted in diverse legal and policy responses in an ever-changing digital landscape. The U.S. Constitution explicitly protects and encourages the development of creative works. Once a piracy nation, the U.S. has become a vocal proponent of the development and aggressive enforcement of stringent protections for copyright owners as a way to protect its economic interests in a borderless Internet. There is additional pressure on countries under the Trade-Related Aspects of Intellectual Property Rights agreement (TRIPS), part of World Trade Organization (WTO) regimen, to accede to an international approach to the protection of copyright and other forms of intellectual property (IP). The response from Caribbean nations has been mixed to these trade and legal pressures. Some countries have been reluctant to adopt new or revised copyright laws in a way that may impede the free exchange of ideas and interfere with regional and local social policies and economic interests. Caricom policymakers have been hesitant to establish IP standards across the planned Caricom Single Market and Economy (CSME). In addition, Caribbean nations may take a broader view of the protection of moral rights as opposed to the more limited U.S. view on moral rights. This course will explore the opportunities and challenges of Caribbean and U.S. copyright policies and consider issues of moral rights, infringement and fair use in our digital age.

**LAW 7027. INTERNATIONAL COMMERCIAL LAW. 1 Credit.**

This class provides intensive exposure to the law governing international sales transactions, the CISG, as well as an introduction to international commercial arbitration. The CISG governs the substantive law that applies by default to transnational sales of goods when the parties involved are from any of the 85 signatory nations, including some Caribbean nations (Dominican Republic, Saint Vincent and the Grenadines). This class is essential for anyone hoping to become involved with international trade. [This class would be somewhat redundant for anyone who has taken International Sales & Arbitration at Stetson.].

**LAW 7028. CARIBBEAN COUNTRIES AND GLOBAL FINANCIAL REGULATION. 1 Credit.**

Many view Caribbean countries as travel destinations for fun and leisure while others seek out these tropical destinations for financial benefit. The World Bank and the International Monetary Fund are engaged in assisting these small countries to strengthen their economies. This assistance includes direct funding, loans, education, and structural guidance in terms of regulation. In the wake of the global financial crisis, there has been renewed interest in building fiscal institutions to ensure fiscal discipline in the United States and abroad. In connection with this movement Caribbean countries will need to address their pace of economic growth and change, global and local risks, and limited financial resources. This course will introduce students to the role of the IMF in the financial stability and regulation of Caribbean countries. The topics of historic relaxed financial regulation as it relates to possible tax evasion and money laundering will be discussed. Current events related to the strengthening regulations will be a focus.

**LAW 7029. COMPARATIVE TRUSTS LAW. 1 Credit.**

The Trust has been used to manage family wealth, and mitigate charges to tax, since the Middle Ages. Over the last century, the English trust has underpinned the development of the trust in other countries, both on- and offshore. Trusts have been developed in civil law countries (such as Italy and Switzerland) to which the concept of equitable ownership is alien. The American Uniform Trust Code has set down a model trusts law which has been built upon by nearly half of the American states. This course will consider how the trust is established and used in English law compared to the American Uniform Trust Code as well as considering the differences in offshore trusts, with a particular reference to the STAR trust regime in the Cayman Islands.

**LAW 7031. COMPARATIVE ADOPTION LAW: ENGLAND (INCLUDING ITS OVERSEAS TERRITORY-THE CAYMAN ISLANDS) & THE U.S.. 1 Credit.**

British law allows the so-called "forced adoption" of children – the non-consensual removal of children from their parents. Under current law, the risk of future harm to a child (even without evidence of current harm) can be the basis for removal. In addition, the law forbids direct contact between adopted children and their birth or foster families. Our discussion will begin with the 2018 study conducted by the British Association of Social Workers (The role of the social worker in adoption – ethics and human rights: An Enquiry ([www.basw.co.uk/adoption-enquiry](http://www.basw.co.uk/adoption-enquiry))). Contrarily, in the United States, unless there has been a prior termination of parental rights, birth parents' consent is required. In addition, the majority of US adoptions are so-called open adoptions. Under this approach, varying degrees of contact between the adoptive and birth families occur over time.

**LAW 7032. COMPARATIVE TAXATION. 1 Credit.**

This course compares and contrasts modern tax systems in several developed and developing countries. The coverage is broad, touching on many countries and types of taxes, as well as the general legal framework for tax law, procedure, and policy. This course analyzes income taxes, property and wealth taxes, and consumption taxes such as VAT. The focus is on underlying structural differences in legal systems, including constitutional issues, different approaches to defining income, alternative systems for taxing individuals and families, challenges with the VAT (including international services and the digital economy), judicial interpretation of tax laws, and judicial and legislative anti-avoidance doctrines. This course examines modern trends in tax administration including issues of tax complexity and tax compliance, and incorporates a robust tax policy analysis. Students completing this course will have a basic understanding of how to approach foreign tax law, and the tools to better understand the tax system in the student's own country.

**LAW 7033. TAX POLICY AND SOCIAL JUSTICE. 1 Credit.**

The course explores the intersection between law, policy and social justice. The focus of the seminar is to explore how social justice may be affected by seemingly neutral policies and laws. The lecture portion of the seminar will focus on Tax policy. Students do not need prior tax classes to be successful. The objective of this seminar is three-fold: (1) to provide you the opportunity to explore a wide variety of issues relating to different laws and policies through a social justice lens; (2) provide exposure to comparative evaluations of various state statutes, federal laws and policies, international rules and laws; and (3) to provide you with advanced instruction in the history, goals, structure, values, rules and responsibilities of the legal professionals and their roles in social justice paradigm.

**LAW 8000. AGING AND THE LAW. 3 Credits.**

This course examines various issues in elder law, including the psychology and physiology of aging. Topics include autonomy, surrogate decision-making, elder abuse, ethics, aging in place, and planning for long-term care, ageism, discrimination, the criminal justice system, and interdisciplinary approaches to client representation.

**LAW 8020. DISABILITY LAW-LLM ELDER LW. 3 Credits.**

This course will cover the foundations of Special Needs and Disability Law: the issues, laws and regulations concerning individuals with disabilities, including access, employment, education, services and benefits, civil rights, discrimination, Social Security Disability, and the hearings and appeals process. (Note: Long-Term Care Planning is required, but with approval of the Director of the LL.M. in Elder law, Disability Law may be substituted.)

**LAW 8025. ESTATE&GIFT TX PLAN/ELD CLIENT. 3 Credits.**

This course examines the federal transfer tax system, and its effects on various estate planning arrangements, including joint tenancies, reserved life estates, durable powers of attorney, various types of trusts (including special needs trusts) and contractual arrangements for the transfer of wealth. Although the course will examine the basic planning and gifting concepts used for estates of all sizes, the focus will be on the gift and estate planning and tax provisions for the typical elder law client.

**LAW 8027. ESTATE PLANNING & DRAFTING FOR MIDDLE INCOME ELDER CLIENT. 3 Credits.**

This course will cover the various planning documents available when middle-income elders wish to complete estate planning. The course will cover the estate and gift tax thresholds; examine the typical planning documents (involves trust, durable power of attorney, pour-over will, and health care agent) and the laws and issues in using those various documents.

**LAW 8030. ETHICS IN THE PRACTICE OF ELDER LAW. 3 Credits.**

This course reviews the ethical issues frequently presented to an attorney representing people who are older or disabled through an examination of the Model Rules and comments, Restatements, and other authorities. Issues covered include "who is the client?", loyalty, confidentiality, conflicts of interest, clients with diminished capacity, former clients, prospective clients, joint representation, and the lawyer's role as counselor.

**LAW 8035. GUARDIANSHIPS & ALTERNATIVES. 3 Credits.**

This course examines the causes of incapacity, behaviors of those with dementia, aphasia, etc., alternatives to guardianship for property and health care decisions (durable power of attorney, property management tactics as alternatives, advance directives), capacity assessments, the process of declaring a person incapacitated, selection and appointment of a guardian, administration, closing of a guardianship, and mediation.

**LAW 8040. GOVT & PRIVATE HEALTH BENEFITS. 3 Credits.**

This course examines the various benefits plans provided by private and governmental health plans, including Medicare and Medicaid programs, managed care plans, regulation and access, policy issues and recent developments.

**LAW 8047. REPRESENTING CLIENTS WHO ARE ELDERLY OR HAVE SPECIAL NEEDS. 3 Credits.**

This course examines the substantive law and strategies in representing people who are elderly or who have special needs including Medicaid, Guardianship litigation, Probate litigation, SSD Appeals. A number of nationally known experts in subject matter areas are guest lectures. The course has a skills exercise and an exam.

**LAW 8048. INTRODUCTION TO ELDER LAW. 3 Credits.**

This course is for those LLM students who have limited or no experience in Elder Law and is a condition of admission. This introductory course is a survey of all of the unique areas of elder law. The emphasis is on introducing the student to the issues and vocabulary of elder law. Subjects include Guardianship, Government Benefits; Estate Planning and Ethics. Exam, 3 credits.

**LAW 8050. LONG TERM CARE PLANNING. 3 Credits.**

This course examines the issues concerning long term care, including planning for long-term care, services, paying for care, including long-term care insurance, provisions of services including in-home and institutional care and the policies concerning long term care.

**LAW 8055. RETIREMENT PLANNING. 3 Credits.**

This course examines institutional forms of retirement planning, including family and community support, employer-sponsored pension plans, and personal savings in the form of tangible and intangible assets. The course also looks at the federal income tax consequences of pension plan distributions, spousal rights and benefits under employer-sponsored pension plans, employer and third-party service provider fiduciary duties and fiduciary liability issues, and estate planning strategies related to retirement savings.

**LAW 8070. SELECT TOPICS IN ELDER LAW. 1 Credit.**

This three-day in person course is in conjunction with the Annual Special Needs Trust conference. Students attend two days of the conference and a third day on campus, covering issues that are currently being discussed and debated in the elder law profession as a whole. Exam; 1 credit.

**LAW 8080. TAX AND THE ELDER LAW CLIENT. 3 Credits.**

This course will be a survey of various issues of tax that apply in an elder law practice, including issues concerning Social Security, retirement plan or life insurance distributions, compensation, proceeds from the sale of a personal residence, deductions, tax credits, filing and estimated tax payment requirements, taxation of trusts, Medical expenses, IRAs, caregiver expenses, and long-term care.

**LAW 8090. VETERANS BENEFITS-LLM ELDER LW. 3 Credits.**

This course examines the issues that arise for veterans regarding the application, grant, and denial of benefits within the Department of Veterans Affairs. The course will cover the various programs and benefits available, eligibility for programs and services, and the hearings and appeals process.

**LAW 9096. COMP CIVIL LITIGATION:US vs UK. 2 Credits.**

This course is intended to complement the Comparative U.K.-U.S. Legal Systems course and is designed to introduce students to the practical differences and similarities between the American and English trial systems. The focus will be on how trials are conducted and how to try a case effectively in both jurisdictions. Students can expect to learn and practice trial skills, including direct and cross examination, opening statements, and closing arguments. The class will also attend court sessions for observation and subsequent group discussion. By the end of the semester, students will understand how trials are conducted in the courts of the United States in comparison to trials in England and Wales, and will possess universal skills in the area of trial advocacy that could be applied in either jurisdiction. This class does not meet the Stetson Experiential requirement.

**LAW 9097. COMPARATIVE CIVIL LITIGATION: THE GOOD, THE BAD, AND THE UGLY. 2 Credits.**

This course is designed to introduce students to the civil litigation process in the UK whilst comparing it to US civil litigation. We will compare the civil procedure rules in the US and UK by applying the rules to two mock cases. The class will be divided into US and UK litigators and each session will be a practical exercise in conducting litigation in each country, thereby allowing the students to understand the similarities and differences in both jurisdictions as well as to learn practical skills such as writing demand letters, taking depositions, drafting witness statements and negotiating settlements.

**LAW 9115. COMPARATIVE EMPLOYMENT LAW. 1 Credit.**

This course will support students through the internship experience by giving them an opportunity to discuss the issues encountered during their internships while also providing them with a legal framework to understand and compare the differences in employment law in the United States and United Kingdom. We will also consider the language and cultural challenges faced when working abroad. We will begin with a crash course in the language and cultural differences between the US and UK, particularly focusing on how likely it is to encounter those differences in the workplace so as to develop an appreciation of the contrast and prepare for the internships. The goal is to support students through the internship experience while providing a legal background on employment law in the US and UK. This course will be required for students participating in the internship.

**LAW 9117. A COMPARATIVE STUDY OF THE REGULATION OF THE LEGAL PROFESSION IN THE US, ENGLAND, AND WALES. 1 Credit.**

In this course you will study how the legal profession is regulated in the United States as compared to how it is regulated in England and Wales. In particular, we will contrast the reforms that England and Wales instituted with the Legal Services Act in 2007 to promote access to legal services with the analogous, but fragmented, efforts to accomplish the same goal in the various states in the U.S. We will also examine the effects of technology and globalization on the provision of legal services and contrast the likelihood that the two different regulatory systems will be able to adapt to these fundamental forces of change.

**LAW 9212. ETHICS IN SPORTS MANAGEMENT AND GOVERNANCE. 1 Credit.**

This course concentrates on a range of ethical issues that face the sports industry professional in the twenty first century across the UK and USA. On-going crises in international and national sport, ranging from doping and match-fixing to alleged corruption in governing bodies, mean that no sports manager can ignore the issue of ethics. By exploring these issues in a critical academic way, informed by historical and contemporary perspectives, our students will develop a clear sense of the challenges facing contemporary sport and an agenda for maintaining excellence and reforming problematic areas. The course will begin with a consideration of what sport is, and what it means in different cultural settings, along with an introduction to the philosophical and practical considerations underpinning ethics. It will then examine the legal and organizational frameworks for sport, before exploring a range of thematic case studies of problematic areas in sport, such as doping, violence, discrimination, child protection, academic sport issues, the environment, and human rights. The whole module will be based around such questions as: How and why have regulations around sport developed? Who controls them and in whose interests? How does management and governance in sport relate to models in other business, entertainment, and cultural sectors? How do national, international, and transnational systems inter-relate? Why have crises happened and what has sport learned from them? How do national and international legal systems inter-relate with sports governance?.

**LAW 9213. EU AND UN HUMAN RIGHTS. 2 Credits.**

Course will place particular emphasis on their effect on the UK and EU constitutional and administrative systems. Content will cover the following stages: A brief summary of the background to the creation of the UN Declaration of Human Rights 1948 and the European Convention on Human Rights 1950, with particular emphasis on the role of UK lawyers in drafting some of the key provisions in these documents. An explanation and review of some of the key provisions of the Declaration and Convention. An explanation and review of the key constitutional and administrative institutions which implement the Declaration and Convention. The impact of the Declaration and Convention on the constitutional and administrative systems of the contacting states, with particular emphasis on: (a) the UK and the impact of the Human Rights Act 1998; and (b) the EU and the impact of the EU concept of fundamental rights. This will include a review of some of the most famous and controversial cases that have emerged in the UK in recent years. The subject matter of these cases is as variable and interesting as the issue of human rights itself. Examples include: (i) environmental abuses and protection, (ii) terrorism and security, (iii) the fairness of criminal trials, penalties and extradition laws, (iv) the right to provide and receive free legal services, (v) the financial rights of shareholders and others that contribute to the operational activities of companies, and (vi) the competence of some of the most powerful regulators/investigators in the UK/EU (eg the EU Commission, the Office of Fair Trading, the Financial Conduct Authority, the Department of Business Innovation and Skills, the Crown Prosecution Service and many others). The impact of the Declaration and Convention on other international agreements (eg the World Trade Organisation). Finally, the course will look at the future of the Declaration and the Convention, in particular proposed reforms to the Declaration and the Convention, together with the institutions that underpin them.

**LAW 9235. FREEDOM OF RELIGION: AN ANGLO-AMERICAN PERSPECTIVE. 3 Credits.**

This course examines the First Amendment's religion clauses by, first, tracing the evolution of church-state relations and religious freedom in Great Britain and the United States. The large majority of colonists in 17th- and 18th-century America emigrated from the British Isles, and their views of religious freedom were shaped by their and their ancestors' experience in the mother countries. To understand the protections for religious freedom enshrined in the First Amendment, we must understand something about, for example, the spread of the Protestant Reformation to England and the ceaseless struggles between Protestant England and Catholic Spain and France that carried over to colonial America. In addition to examining the historical context for the First Amendment's religion clauses, we will also consider how laws governing religious freedom in the United States and Western Europe have diverged. We consider, for example, how European nations have rejected a "strict separation" of church and state, and how that choice may have contributed to the decline of religious observance in those nations. And we consider the how current disputes about religious freedom in the United States and Western Europe differ based on the distinct demographics and religious affiliations of their citizens. Because many historical sites in Great Britain are the setting for events that affected church-state relations—Hampton Court, Canterbury Cathedral, Plymouth—we will provide the opportunity to visit some of these sites during students' stay in London.

**LAW 9460. JUDICIAL REVIEW. 2 Credits.**

Judicial Review is one of the most popular legal actions in the UK. It is a special legal procedure which allows people or organizations to challenge acts or omission by bodies that are required to provide public services. Examples of the types of bodies that can be subjected to such action are government departments, local authorities, the Police, the armed forces, universities and bodies which regulate the conduct of companies and/or the provision of transport and utility services. Examples of the grounds on which JR claims can be made include human rights, illegality, irrationality and procedural irregularity. As a result, JR actions have touched on some of the most controversial areas in UK law and life including immigration, policing, the fight against terrorism and the right to take your own life, to name but a few.

**LAW 9500. THE MASAI, THE MAU MAU AND GUANTANAMO BAY: A STUDY OF GROUND-BREAKING INTERNATIONAL LITIGATION. 1 Credit.**

This course offers an exploration of ground-breaking international cases against governments and multinational companies. In each class, we will study a different case, which will provide a unique opportunity to consider how these innovative and revolutionary international cases have not only protected the rights of individuals against corporate and governmental harm but have also been used to obtain redress for powerless victims.

**LAW 9510. MISCARRIAGES OF JUSTICE. 1 Credit.**

This course will provide an overview of several landmark miscarriage of justice cases in England and Wales and the changes in the law that followed as a result. Studying the ways in which the criminal justice system has failed in the past can prevent future failures. This course will also compare how similar cases would be handled in the United States. The appellate process for both jurisdictions will also be considered and discussed.

**LAW 9600. SCIENTIFIC EVIDENCE AND EXPERT TESTIMONY: A US AND UK COMPARISON. 1 Credit.**

While science and technology are not necessarily different across borders, the way such evidence is used and presented in court may be quite different. This course will compare the admissibility of scientific evidence, the qualification of expert witnesses and the presentation of expert testimony in the United Kingdom and the United States. During the course we will meet with members of the forensic and legal medicine community and have hands-on demonstrations of forensic examinations. We will meet with a member of the judiciary and will observe expert testimony in court or a coroner's inquest, if available. We will also discuss future trends in forensic science research and expert testimony arising from the work of the National Commission on Forensic Science and the NIST Organization of Scientific Area Committees in the U.S. and The Royal Society's "The Paradigm Shift for U.K Forensic Science" meetings in the U.K. with representatives from the newly established Leverhulme Centre for Forensic Science at the University of Dundee.

**LAW A110. FUNDAMENTALS OF CONTRACT LAW. 2 Units.**

This course will provide a basic overview of the fundamentals of contract law, including formation, defenses and consideration.

**LAW A120. ETHICS AND PROFESSIONALISM. 2 Units.**

This course will include the ethical issues faced by professionals when working within their respective professions. Some of the topics of ethics will include mandatory and optional disclosures, whistleblowing, applicable laws and industry standards, regulatory compliance, etc. The course will also cover professionalism for those individuals and how to conduct themselves within their chosen fields.

**LAW A130. PROFESSIONALISM & THE CRT SYS. 1 Unit.**

This course would provide an overview of what it means to be a professional, how to act professionally on a daily basis, the regulation of professionals and well as provide a survey of the legal system, explaining the difference between federal and state, court and regulatory systems.

**LAW A140. INTRODUCTION TO THE LAW. 2 Units.**

This course will provide an overview of the basic concepts of the fundamental law courses, including torts, contracts, evidence, procedure, property and constitutional law.

**LAW A150. HEALTHCARE PROGRAMS AND BENEFITS. 2 Units.**

This course will examine the various government and private health care programs. The course will look at the structure of the programs, eligibility, benefits, costs, coverages and legal relationships between the participants. The course will also examine the hearings and appeals process, as well as current top issues. The primary focus will be on the federal health care system.

**LAW A170. LONG TERM CARE PLANNING. 3 Units.**

This course examines the issues concerning long term care, including planning for long-term care, services, paying for care, including long-term care insurance, provisions of services including in-home and institutional care and the policies concerning long term care.

**LAW A180. LAW & AGING. 2 Units.**

This course will provide an overview of the more common issues in an elder law practice, including Medicare, Social Security, SSI, Medicaid, Nursing Homes, and end of life issues.

**LAW A190. HOUSING AND HOME OWNERSHIP. 3 Units.**

This course surveys housing options, including home ownership, choice of tenancies, reverse mortgages, aging in place, Naturally Occurring Retirement Communities, shared housing options, assisted living facilities, long-term care facilities, planned communities, age-restricted communities, laws and regulations and innovative options in providing housing and financing housing options.

**LAW A200. ADMINISTRATIVE LAW. 3 Units.**

This course covers federal and state administrative laws and regulations for certain government benefits programs, including Social Security, Medicare and Medicaid, the administrative hearings and appeals processes and other remedies.

**LAW A210. LEGAL RESEARCH. 2 Units.**

This course will provide an introduction to research, both legal and non-legal, and include how to research and read the law, including cases, statutes and regulations.

**LAW A220. GUARDIANSHIPS & ALTERNATIVES. 3 Units.****LAW A230. HEALTHCARE ORGANIZATIONAL CULTURE OF COMPLIANCE & ETHICS. 2 Units.**

This course will examine the organizational structure of health care programs, including horizontal and vertical integration and how an organization's culture can lead to success or indictments. The course will stress the eighteen element of compliance, that of a culture of compliance, and will offer an in-depth examination of corporate and individual ethics.

**LAW A250. UNDERSTANDING HEALTHCARE PAYMENT SYSTEMS & REIMBURSEMENTS. 2 Units.**

This course will look at the various payment models for health care programs. The course will examine the private insurance model, compared to managed care models of payment. The course will examine the Medicare payment systems and how Parts A and B are financed and how payments are made.

**LAW A270. TECHNOLOGY IN HEALTHCARE COMPLIANCE. 2 Units.**

This course will examine the multi-faceted role technology plays in health care compliance. The course will focus on the compliance issues faced with tele-medicine, hospital cyber-security, protection of patient and employee information, medical identity theft, and within litigation, responses to subpoenas and e-discovery.

**LAW A290. THESIS. 2 Units.****LAW H110. FUNDAMENTALS OF CONTRACT LAW. 2 Units.**

This course will provide a basic overview of the fundamentals of contract law, including formation, defenses and consideration.

**LAW H120. ETHICS AND PROFESSIONALISM. 2 Units.**

This course will include the ethical issues faced by professionals when working within their respective professions. Some of the topics of ethics will include mandatory and optional disclosures, whistleblowing, applicable laws and industry standards, regulatory compliance, etc. The course will also cover professionalism for those individuals and how to conduct themselves within their chosen fields.

**LAW H130. PROFESSIONALISM & THE CRT SYS. 1 Unit.**

This course would provide an overview of what it means to be a professional, how to act professionally on a daily basis, the regulation of professionals and well as provide a survey of the legal system, explaining the difference between federal and state, court and regulatory systems.

**LAW H140. COMPLIANCE 101. 3 Units.**

This course will provide an overview of and foundation in compliance in health care settings. The course will include an overview of compliance regulations such as HIPPA, EMTALA and others and focus on the eight elements of a compliance program. The course will follow the outline of HCCA's book, Compliance 101 (4th ed.).

**LAW H150. HEALTH CARE PROGRAMS & BENEFITS. 2 Units.**

This course will examine the various government and private health care programs. The course will look at the structure of the programs, eligibility, benefits, costs, coverages and legal relationships between the participants. The course will also examine the hearings and appeals process, as well as current top issues. The primary focus will be on the federal health care system.

**LAW H160. RISK MANAGEMENT IN HEALTHCARE PROGRAMS. 3 Units.**

This course will cover risk management in the field of health care, including how to monitor and manage risks and to respond when a problem occurs. The course will also cover essentials of research methods, design and data analytics. This course will also explore various risk assessment models.

**LAW H210. LEGAL RESEARCH. 2 Units.**

This course will provide an introduction to research, both legal and non-legal, and include how to research and read the law, including cases, statutes and regulations.

**LAW H220. HUMAN RESOURCES AND MANAGEMENT ISSUES. 2 Units.**

From a compliance focus, this course will examine the HR and management issues that an organization will face. The course will include both corporate and internal investigations, looking at employment and labor issues as well.

**LAW H230. HEALTHCARE ORGANIZATIONAL CULTURE OF COMPLIANCE & ETHICS. 2 Units.**

This course will examine the organizational structure of health care programs, including horizontal and vertical integration and how an organization's culture can lead to success or indictments. The course will stress the eighteen element of compliance, that of a culture of compliance, and will offer an in-depth examination of corporate and individual ethics.

**LAW H240. FRAUD & ABUSE 1: KICKBACKS, STARK, FALSE CLAIMS. 3 Units.**

This course will provide an in-depth look at specific issues of fraud and abuse that organizations face with focused on compliance. This first course will focus on the Anti-kickback laws, STARK and the False Claims Act.

**LAW H250. UNDERSTANDING HEALTHCARE PAYMENT SYSTEMS & REIMBURSEMENTS. 2 Units.**

This course will look at the various payment models for health care programs. The course will examine the private insurance model, compared to managed care models of payment. The course will examine the Medicare payment systems and how Parts A and B are financed and how payments are made.

**LAW H260. FRAUD & ABUSE 2: TAX & ANTITRUST. 2 Units.**

This course will provide an in-depth look at specific issues of fraud and abuse that organizations face with focused on compliance. This second course will focus on antitrust and tax issues.

**LAW H270. TECHNOLOGY IN HEALTHCARE COMPLIANCE. 2 Units.**

This course will examine the multi-faceted role technology plays in health care compliance. The course will focus on the compliance issues faced with tele-medicine, hospital cyber-security, protection of patient and employee information, medical identity theft, and within litigation, responses to subpoenas and e-discovery.

**LAW H280. FRAUD & ABUSE HIPAA. 2 Units.**

This course will provide an in-depth look at specific issues of fraud and abuse that organizations face with focused on compliance. This third course will focus on EMTALA and HIPAA.

**LAW H999. INDIVIDUAL RESEARCH PROJECT. 1 to 4 Unit.**

# Administration

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## Faculty

Abbas, Fazal

*Assistant Professor of Mathematics, 2018*

M.S., Quaid-i-Azam University

M.B.A., Wilfrid Laurier University

Ph.D., University of Guelph

Abbott, J. Anthony

*Professor of Environmental Science and Studies, 2005*

B.S., M.A., University of Georgia

Ph.D., University of Minnesota - Twin Cities

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*Professor of Law, 2000*

*William Reece Smith Jr., Distinguished Professorship, 2020*

*Interim Dean, 2018-2019*

*Director, Dispute Resolution Board, 2017*

B.A., Rice University

J.D., Emory University Law School

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*Professor of Music, 2001*

M.M., D.M.A., Michigan State University

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*Professor of Decision and Information Sciences, 1996*

B.S., M.S., Old Dominion University

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*Professor of Law, 2006*

A.B., College of Holy Cross

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B.S., M.S., Baylor University

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B.B.A., University of Georgia

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*Assistant Professor of Education, 2020*

B.A., M.A., University of Central Florida

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*Assistant Professor of Law, 2018*

B.S., Florida State University

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Askew, Robert

*Associate Professor of Psychology, 2015*

B.A., Southwestern University

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*Associate Professor of Marketing, 2016*

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Ph.D., Southern Illinois University

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*Associate Professor of Marketing, 2013*

*Interim Dean, School of Business Administration, 2013*

B.S., American College of Greece

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*Assistant Professor of Music, 2018*

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*Director of the Dolly & Homer Hand Law Library, 2020*

B.A., Jacksonville University

J.D., St. Thomas University School of Law

MLIS, University of South Florida

LL.M., Intercultural Human Rights, St. Thomas University School of Law

LL.M., Air and Space Law, McGill University

J.S.D., Intercultural Human Rights (Internet Governance), St. Thomas

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*Assistant Professor of Sociology and Africana Studies, 2021*

B.A., Florida A&M University

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Ph.D., George State University

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*Sullivan Visiting Lecturer in English, 1998*

A.B., Davidson College

M.A., Stetson University

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*Associate Professor of English, 2001*

B.A., M.A., Clemson University

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*Professor of Law, 2004*

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B.A., M.A., Stetson University  
 M.A., Andover Newton Theological School  
 Ph.D., Tufts University

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*Assistant Professor of Biology, 2018*  
 B.S., Stetson University  
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*Associate Professor of Religious Studies, 2013*  
 B.A., M.A., Florida State University  
 Ph.D., University of Virginia

Bennington, Cynthia  
*Professor of Biology, 1996*  
 B.S., M.S., Ph.D., West Virginia University

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*Associate Dean for Academic Affairs, 2019 and Professor of Law, 2011*  
 B.A., Grinnell College  
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 B.B.A., Mercer University  
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*M.E. Rinker, Sr. Distinguished Professor, 2011*  
 B.B.A., Stetson University  
 M. Acc., University of Florida  
 Ph.D., University of Mississippi  
 C.P.A., C.G.M.A.

Blackwell, Martin  
*Visiting Professor of History, 2019*  
*Director of the First Year Seminar (FSEM) Program*  
 B.A., Kenyon College  
 Ph.D., Indiana University

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*Assistant Professor of Law, 2020*  
*Director, Center for Excellence in Advocacy, 2020*  
 B.S., Virginia Polytechnic Institute and State University  
 J.D., Antonin Scalia School of Law, George Mason University

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*Visiting Assistant Professor of Music, 2005*  
 B.M., M.M., Johns Hopkins University  
 D.M.A., University of Miami

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*Professor of Law, 2003*  
 B.A., J.D., University of Virginia  
 LL.M., Georgetown University

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*Professor of Law, 2002*  
*Interim Director, Dolly and Homer Hand Law Library, 2018*  
*Director, Moot Court, 2010*  
 B.S., Indiana University  
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J.D., Stetson University College of Law

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 B.A., Agnes Scott College, 2013  
 M.A., Georgia State University, 2015  
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 A.B., Brown University  
 M.S., Ph.D., University of Massachusetts - Amherst

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*Professor of Law, 2004*  
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 B.A., University of Puerto Rico at Mayaguez  
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 ABD, University of Illinois at Urbana-Champaign

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*Assistant Professor of English, 2017*  
*Director, MFA of the Americas, 2017*  
 B.A., Evergreen State College  
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Carrick, Jon  
*Associate Professor of International Business, 2011*  
 B.S., B.B.A., Stetson University  
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*Associate Professor of Law, 2017*  
*Director of Clinical and Experiential Education, 2017*  
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*Associate Professor of Tax and Accounting, 2014*  
 B.S., University of Illinois  
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 B.S., Eckerd College, 2012  
 Ph.D., University of Delaware, 2017

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*Associate Director of the Law Library, Coordinator of Legal Practice Technology, and Instructor in Law, 2012*  
 B.A., Bradley University  
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Chen, Dengke  
*Associate Professor of Digital Arts, 2015*



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Licenses de Philologie Germanique, University de l'état à Liège,  
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B.A., Carleton University  
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*Director, American Studies Program, 2013*  
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B.S., Auburn University  
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*Director, Writing Center, 2015*  
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*Associate Professor of Psychology, 2016*  
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*Brown Faculty Fellow, 2009*  
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- Fernandez, Giovanni  
*Associate Professor of Finance, 2012*  
B.A., Ph.D., Florida International University
- Finch, Michael S.  
*Professor of Law, 1981*  
B.A., Oberlin College  
J.D., Boston University  
S.J.D., Harvard University
- Flowers, Roberta Kemp  
*Professor of Law, 1993*  
*Director, Center for Excellence in Elder Law, 2014*  
B.A., Baylor University  
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- Foo, Jennifer  
*Professor of Finance, 1990*  
B.A., Smith College  
M.A., Ph.D., Northeastern University
- Forcelini, Jamile  
*Visiting Assistant Professor of World Languages and Cultures, 2019*  
B.A., Universidade de Passo Fundo, Brazil  
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- Fowler, Mayhill  
*Associate Professor of History, 2013*  
*Director, Stetson's Program on Russian, East European, and Eurasian Studies*  
B.A., Yale University  
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- Fox, James W., Jr.  
*Professor of Law, 2000*  
B.A., University of North Carolina - Chapel Hill  
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- Fox, Jesse  
*Associate Professor of Counselor Education, 2017*  
B.A., Cedarville University  
M.A., Trinity Evangelical Divinity School  
Ph.D., University of Central Florida
- Franco, Krista Marie  
*Associate Professor of Theatre Arts, 2013*

B.A., Clemson University  
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B.A., College of William and Mary

Garcia, Sarah L.  
*Assistant Professor of Psychology, 2017*  
B.A., The College of Wooster  
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Garcia, Washington  
*Professor of Music*  
*Dean, School of Music, 2021*  
B.M., National Conservatory of Music (Quito, Ecuador)  
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*Professor of Law, 1994*  
*Director, Institute for Biodiversity Law and Policy, 2005*  
A.B., Georgetown University  
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*Professor of Biology, 1998*  
B.A., University of California, Santa Cruz  
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*Associate Dean, College of Arts and Sciences, 2010*  
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*Associate Professor of Marketing, 2012*  
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*Visiting Assistant Professor of Music, 2007*  
B.M., DePaul University  
M.M., M.M., Ph.D., The Florida State University

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*Professor and Chair of Chemistry, 1995*  
B.S., High Point University  
Ph.D., Duke University

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*Visiting Assistant Professor of Education*  
B.A., M.A., University of Central Florida  
M.A., University of Wales  
Ed.S., Stetson University  
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*Assistant Professor of Sales and Marketing, 2020*  
B.A., B.S., M.B.A., Ph.D., Southern Illinois University Carbondale

Hall, Melinda  
*Associate Professor and Chair of Philosophy, 2013*  
B.A., American University  
M.A., Ph.D., Vanderbilt University

Hanson, Kenneth (Bud)  
*Assistant Professor of Practice in Marketing, 2019*  
*Executive Director, Professional and Corporate Education*  
B.S., University of South Florida  
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Hawkins, Cynthia G.  
*Professor of Law, 2004*  
B.A., Wellesley College  
J.D., Harvard Law School

Heins, Elizabeth D.  
*Professor of Education, 1981*  
*Nina B. Hollis Chair of Educational Reform, 2000*  
B.A., Florida Technological University  
M.E., Ph.D., University of Virginia

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*Visiting Assistant Professor of Music, 2016*  
B.M., M.M., Florida State University  
M.M., D.M.A., Peabody Conservatory

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B.S., Jacksonville University  
M.A., Rollins College  
D.P., University of Central Florida (Projected Summer 2022)

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*Associate Professor of Music, 2000*  
A.R.C.M., Royal College of Music

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B.A., Baylor University  
M.Div., Princeton Theological Seminary  
M.A., Boston College  
Ph.D., Florida State University

Hurst, Matt  
*Associate Professor of Finance, 2012*  
B.A., University of North Carolina  
Ph.D., University of Central Florida

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*Associate Professor of Finance, 2019*  
B.S., Anderson University  
M.S., University of Maryland  
Ph.D., Temple University

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*Professor of Chemistry, 1991*  
B.S., University of Colombo, Sri Lanka  
Ph.D., University of Florida

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*Assistant Professor of Law, 2000*  
*Director, Academic Success and Bar Preparation, 2000*  
B.S., Grambling State University  
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J.D., Nova Southeastern University, Shepard Broad College of Law

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*Professor of English, 2017*  
B.A. University of Washington  
M.A., Ph.D. University of Pennsylvania

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*Professor of Law, 2006*  
B.A., B.S., University of Southern California  
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*Associate Professor of Public Health, 2014*  
B.S., Azad University  
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M.P.H., Georgia Southern University

Johnson, Erik  
*Assistant Professor of Communication and Media Studies, 2020*  
B.A., Indiana University – Bloomington

M.A., Ph.D., Northwestern University

Jones, Boyd M., II  
*Professor of Music, 1998*  
*John E. and Aliese Price Chair of Organ, 1998*  
*University Organist, 1998*  
B.M., Stetson University  
M.M., M.M.A., D.M.A., Yale University

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*Associate Professor of Marketing, 2009*  
B.S., Florida State University  
M.B.A., University of Tampa  
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*Associate Professor, Learning and Information Literacy Librarian, 2015*  
B.A., Birmingham Southern College  
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LL.B., University of Sheffield, UK  
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*Assistant Professor of Biology, 2017*  
B.S., Ph.D., University of Michigan

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Professional Studies Diploma, Mannes College, The New School  
Artist Certificate, College of Charleston  
B.M., The Curtis Institute of Music  
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*Professor and Chair of Psychology, 1999*  
B.A., M.A., Ph.D., University of Virginia

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*Professor and Chair of Biology, 1993*  
B.A., Princeton University  
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*Associate Professor, Catalog Librarian, 1999*  
B.A., Luther College  
M.A., University of Iowa  
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*Assistant Professor of Computer Science, 2017*  
B.Eng., Ege University, Turkey  
B.S., State University of New York at Fredonia  
M.S., Ph.D., University of Miami

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*Professor of Music, 1992*  
Licenciado, University of Chile

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*Associate Professor of Art History, 2011*  
B.A., Russian State University for the Humanities, Moscow, Russia

M.A., University of Oklahoma  
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Kurlander, Eric  
*William R. Kenan, Jr. Professor of History, 2001*  
*Director, Jewish Studies Program*  
B.A., Bowdoin College  
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*Professor of Law, 1990*  
*Charles A. Dana Chair and Director, Center for Excellence in Higher Education Law and Policy, 2005*  
B.A., Harvard University  
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*Professor of Music, 2002*  
*Associate Dean, School of Music, 2016*  
B.M., Utah State University  
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*Assistant Professor of Practice of Health Sciences, 2017*  
B.Sc., M.Sc., Ph.D., University of the Free State, South Africa

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*Visiting Assistant Professor of Music Education, 2016*  
B.M.E., Stetson University  
M.M., Texas Tech University  
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*Associate Professor of Psychology, 2014*  
B.A., Nazareth College, Rochester  
M.S., Ph.D., University of Central Florida

Long, Lance N.  
*Professor of Law, 2008*  
*Coordinator of Legal Research and Writing, 2019*  
B.A., J.D., Brigham Young University

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*Professor of Religious Studies, 1992*  
B.A., Portland State University  
M.A., Ph.D., University of California, Santa Barbara

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*Associate Professor of Music, 2017*  
*Director of Music Education, 2017*  
B.M.E., M.A., Northeast Missouri State University  
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*Associate Professor of Physics, 2016*  
B.A., Earlham College  
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B.A., Kenyon College  
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B.S., M.S. and Ph.D., Long Island University

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B.Mus., University of Toronto  
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B.M., Boston University  
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B.A., University of New Mexico, 1994  
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Ph.D., EDHEC Business School (France) 2018

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*Professor of Music, 2013*  
B.M., University of Louisville  
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*Assistant Professor of Art, 2019*  
B.A., Dartmouth College  
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*Boston Asset Management Chair in Elder Law*  
*Director, M.J. in Healthcare Compliance, 2019*  
B.S., B.A., Central Missouri State University  
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*Associate Professor of History, 2013*  
*Director, Latin American and Latino Studies Program*  
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*Professor of Law, 1998*  
M.A., LL.M., University of California, Los Angeles  
LL.D., Universidad Pontificia Bolivariana  
J.D., College of William and Mary

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B.S., Santa Clara University  
MAcc, University of Miami  
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*Professor of Marketing, 2000*  
*Dennis C. McNamara, Sr. Chair of Marketing, 2010*  
B.A., Wingate College  
M.A., University of Georgia  
Ph.D., Virginia Polytechnic Institute and State University

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B.S., University of Florida  
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B.A., University of California at Berkeley  
M.A., Johns Hopkins School of Advanced International Studies  
M.A., M.Phil., Ph.D., Columbia University

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*Associate Professor of English, 1999*  
*Director, University Writing Program and QEP*  
B.A., M.A., Eastern Washington University  
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Oslick, Mary Ellen  
*Associate Professor of Education, 2014*  
B.A., M.A.T., Trinity University  
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*Professor of Music, 1999*  
*Executive Vice President and Provost, 2017*  
B.M., Furman University  
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*Professor of Law, 2008*  
B.A., University of Virginia  
J.D., The George Washington University, National Law Center

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*Assistant Professor of Practice in Management, 2013*  
B.B.A., M.B.A., Stetson University

Parks, Melissa  
*Associate Professor of Education, 2016*  
B.A., Westfield State University  
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Ph.D., Florida Atlantic University

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*Associate Professor of Philosophy, 2001*  
B.A., Davidson College  
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*Professor of Music, 2012*  
*Director of Choral Activities, 2012*

B.A., Luther College  
M.M., D.M.A., University of Arizona

Petrovic, Jelena  
*Associate Professor of Communication and Media Studies, 2013*  
B.A., M.A., Wichita State University  
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*Associate Professor of Music, 2014*  
*Director of Bands, 2014*  
B.M.E., Stetson University  
M.M., Western Michigan University  
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Phillips, Tammara  
*Visiting Assistant Professor of Music, 2015*  
B.M., Stetson University  
M.M., James Madison University  
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*Professor of Education, 1993*  
B.S., Eastern Michigan University  
M.A., Ph.D., University of South Florida

Pinet, Delphine  
*Assistant Professor of Practice of Chemistry, 2016*  
B.S., M.S., Ph.D., Paul Sabatier University of Toulouse

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*Assistant Professor of Political Science, 2020*  
B.A., Wesleyan University  
M.A., Indiana University  
M.A., Ph.D., Cornell University

Plante, Daniel  
*Professor and Chair of Mathematics and Computer Science, 1997*  
B.S., Marlboro College  
Ph.D., University of Notre Dame

Podgor, Ellen S.  
*Professor of Law, 2005*  
*Gary R. Trombley Family White-Collar Crime Research Professor, 2011*  
B.S., Syracuse University  
M.B.A., University of Chicago  
J.D., Indiana University at Indianapolis  
LL.M., Temple University

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*Distinguished Scholar in Health Sciences, 2021*  
B.S., Carson Newman University  
M.Ed., University of Georgia  
Ed.D., University of Tennessee  
Ph.D., Louisiana State University

Price, Harry L.  
*Associate Professor of Chemistry, 2001*  
B.S., Ph.D., University of Illinois at Chicago

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*Associate Professor of Mathematics, 2000*  
B.S., University of Bombay, Saint Xavier's College  
M.S., George Mason University

Ph.D., University of Florida

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*Professor of Law, 2001*  
*Transitional Business Administrator, 2019*  
B.A., University of Dayton  
J.D., College of William and Mary, Marshall-Wythe School of Law

Randall, Michele  
*Sullivan Visiting Lecturer in English, 2016*  
B.A., M.A., University of Central Florida  
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*Professor of Decision and Information Sciences, 2014*  
B.E., Osmania University  
M.Tech., Indian Institute of Technology  
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B.S., Rose-Hulman Institute of Technology  
M.A., Reformed Theological Seminary  
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*Visiting Assistant Professor of Biology, 2019*  
B.S., Illinois College  
M.S., Ph.D., University of Florida

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*O. L. Walker Chair of Christian Studies, 2000*  
B.A., University of Georgia  
M.Div., Ph.D., Southern Baptist Theological Seminary

Reiter, Kimberly D. S.  
*Associate Professor of History, 1990*  
B.A., Muskingum College  
M.A., Kent State University  
Ph.D., University of Virginia

Richards, Rosalie A.  
*Professor of Chemistry and Education, 2014*  
*Associate Provost for Faculty Development, 2014*  
B.S., Ph.D., University of Southern California

Rickling, Maria  
*Associate Professor of Accounting, 2011*  
B.B.A., University of Cincinnati  
M.Acc., M.S., Ph.D., Florida International University

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*Professor of Practice in Marketing, 2016*  
*Director of the Centurion Sales Excellence Program, 2016*  
B.S., University of Florida  
M.B.A., D.B.A., Kennesaw State University

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B.S., University of Wisconsin - River Falls  
M.S., Case Western Reserve University  
Ph.D., University of Minnesota

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*Assistant Professor of French, 2017*

B.M., The Julliard School  
Institute for World Literature Certificate, Harvard University  
M.A., M.Phil., Ph.D., Columbia University

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B.S., University of Tennessee, Knoxville  
M.Ed., Vanderbilt University  
Ph.D., University of Central Florida

Roberts, Matthew

*Professor of Digital Arts, 2001*  
B.F.A., University of Florida  
M.F.A., University of Illinois

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*University Professor, 2020*  
*President, 2020*  
B.A., Wesleyan University  
M.S., Ph.D., Cornell University

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*Professor of Law, 2009*  
B.A., University of Central Florida  
J.D., Duke University

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B.A., M.A., University of Missouri  
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*Professor and Chair of Philosophy, 2007*  
B.A., University of California - Berkeley  
M.Sc., London School of Economics  
M.A., Ph.D., University of California - Riverside

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*Professor of Library, 1989*  
*Betty Drees Johnson Dean of the duPont-Ball Library and Learning Technologies, 2012*  
B.S., M.S., Florida State University  
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B.S., M.S., Robert Morris University  
M.A., Edinboro University  
M.B.A., Oklahoma State University  
Ph.D., University of Pittsburgh  
K-12 Principal Certification, Point Park University

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*Visiting Assistant Professor of Decision and Information Sciences, 2015*  
B.S., St. John's University  
M.S., Ph.D., Nova Southeastern University

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B.A., Stetson University  
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B.A., MacEwan University  
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*Visiting Assistant Professor of Anthropology, 2017*  
B.Arch., M.S., Zulia State University, Venezuela  
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*Professor of Education, 2013*  
*Jessie Ball duPont Chair of Education, 2014*  
B.A., George Mason University  
M.A.T., Ph.D., University of North Carolina at Charlotte

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B.A., University of Pittsburgh  
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B.A., State University of New York  
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B.S., B.A., Alma College  
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*Director, Veterans Advocacy Clinic, 2014*  
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Smith, Kelly B.

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Smith, Sven

*Associate Professor of Sociology, 2014*

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B.A., M.A., University of Oklahoma

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Stryker, Judson (Jay)

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Subramanian, Ramachandran

*Professor of Leadership, 2015*

B.S., University of Madras, India

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A.C.A.

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*Art and Melissa Sullivan Chair in Creative Writing, 2005*

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Stetson University has three separate libraries: one each on the DeLand campus, Gulfport Law campus, and the Tampa Law campus. Each library provides students and faculty with access to electronic and print resources, computers, meeting spaces, and study spaces in a fully networked environment. Access to the duPont-Ball Library's resources is limited to students and faculty at the DeLand campus.

Access to the resources provided by the Dolly & Homer Hand Law Library and the Tampa Law Center Library is limited to faculty, students, and staff at the Gulfport Law and Tampa Law campuses.

## duPont-Ball Library

The duPont-Ball Library librarians and staff advance teaching and lifelong learning, collaboration, and innovation while supporting the University's educational mission through its services, information resources, technologies, and facilities.

The library holds more than 240,000 print volumes, 315,000 government documents in all formats, and provides access to approximately 235,000 books and 188,000 journals in electronic format. A strong collection of scores, CDs, and streaming audio and video subscriptions supports the curriculum, especially in the School of Music.

The library has many computer workstations to provide the resources and equipment necessary to do research, evaluate results, and write papers. Students may check out laptops, tablets, digital cameras, and other learning technologies to help them with their work. Librarians provide assistance in person, via email or text, and are available for in-depth research assistance by appointment. Facilities include quiet study areas, collaborative spaces, individual study spaces, group study rooms, and a 24-hour computer lab.

The Hollis Family Student Success Center (HFSSC) is a collaborative learning space on the second floor of the library. With spaces for groups to study, walk-in tutoring, and individual study spaces spread throughout, the HFSSC provides an environment for all students to set themselves up for success. Additional services such as Success Coaching, Discovery Coaching, and Pre-Advising are also available in the Center. The HFSSC also features two large breakout rooms that are equipped with Smart Boards; several smaller smart Kapp boards are placed throughout the Center providing students with cutting-edge learning technologies. The HFSSC also has two smaller breakout rooms that are equipped with a state-of-the-art laptop pod allowing several students to connect their laptops to a monitor and work collaboratively.

Also housed in the library building is an Innovation Lab where students can experiment with 3D scanning and printing, virtual reality applications, and use a variety of 'MakerSpace' equipment. The Writing Center, located in the northeast corner of the main floor of the library, employs peer tutors to assist students in constructing writing assignments. Visit the library's homepage to learn more about the many resources and services available: <http://www.stetson.edu/library> (<http://www.stetson.edu/library/>).

## Dolly & Homer Hand Law Library

The Dolly & Homer Hand Law Library is a significant part of the College of Law. It supports the curriculum and programs, and delivers

access to the collections, services, and spaces that support the teaching and research of the College. The Law Library features extensive online resources, abundant study space for individuals and small groups, and both wireless and network internet access. The three-story Law Library in Gulfport is a central part of the Stetson Community, especially the students' law school experience. The Law Library also houses the Academic Success and Bar Prep Services Department, as well as the IT Department. The Library is home to 27 study rooms, 135 study carrels, two lounges, three classrooms, and a computer lab where seminar and skills-based courses are held. For more information about the library and its resources, visit the library's website at <http://www.stetson.edu/law/library> (<http://www.stetson.edu/law/library/>).

## Tampa Law Center

The Tampa Law Center has a library located on the first floor. The library offers eight study rooms and 81 seats. This facility provides wireless Internet access. The Tampa Law Center also houses Florida's Second District Court of Appeal, and the library is open daily from 7:00 a.m. to 10:00 pm.

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