# Table of Contents

- Message from the President ................................................................. 10
- Mission, Values, and Heritage ............................................................ 11
- Contacts and Accreditations ............................................................... 12
- Administration .................................................................................... 14
- University Libraries ........................................................................... 59
- Undergraduate ................................................................................... 61
  - Academic Calendar .......................................................................... 61
  - General Information ........................................................................ 63
    - Undergraduate Admissions .......................................................... 63
      - First-Year Students ................................................................. 63
      - International Students ......................................................... 64
      - Transfer Students .................................................................. 66
      - Approved Leave, Exit and Readmission ................................... 66
    - Campus Life and Student Success .............................................. 67
      - Academic Success and Disability Resources ......................... 67
      - Public Safety ......................................................................... 68
      - Student Success .................................................................... 68
    - Career and Professional Development ................................... 69
    - Expenses .................................................................................. 70
    - Financial Aid ............................................................................ 73
    - Scholarships ............................................................................ 77
  - General Education ........................................................................... 79
- College of Arts and Sciences ............................................................. 83
  - American Studies ........................................................................... 88
    - Bachelor of Arts in American Studies ....................................... 91
  - Art ................................................................................................. 93
    - Advising Course Plan - Art Major - Art History Concentration ... 98
    - Advising Course Plan - Art Major - Studio Art Concentration ... 100
    - Advising Course Plan - Art Major - Studio Art Concentration - Plan for Transfer Students ... 102
    - Bachelor of Arts in Art (Art History Emphasis) ....................... 104
    - Bachelor of Arts in Art (Studio Art Emphasis) ....................... 106
  - Biology .......................................................................................... 108
    - Advising Course Plan - Aquatic and Marine Biology Major .... 114
    - Advising Course Plan - Aquatic and Marine Biology Major - Plan for Transfer Students ... 116
    - Advising Course Plan - Aquatic and Marine Biology Major - Veterinary School Interest ... 117
    - Advising Course Plan - Biology Major ..................................... 119
    - Advising Course Plan - Biology Major - Dental School Interest ... 121
    - Advising Course Plan - Biology Major - Medical School Interest ... 123
    - Advising Course Plan - Biology Major - Medical School Interest ... 125
<table>
<thead>
<tr>
<th>Field</th>
<th>Page Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Development</td>
<td>232</td>
</tr>
<tr>
<td>Advising Course Plan - Global Development Major</td>
<td>233</td>
</tr>
<tr>
<td>Advising Course Plan - Global Development Major - Three Year Plan</td>
<td>235</td>
</tr>
<tr>
<td>Bachelor of Arts in Global Development</td>
<td>236</td>
</tr>
<tr>
<td>History</td>
<td>239</td>
</tr>
<tr>
<td>Advising Course Plan - History Major</td>
<td>248</td>
</tr>
<tr>
<td>Advising Course Plan - History Major - Public History Concentration</td>
<td>249</td>
</tr>
<tr>
<td>Advising Course Plan - History Major - Public History Concentration</td>
<td>250</td>
</tr>
<tr>
<td>Advising Course Plan - History Major - Three Year Plan</td>
<td>251</td>
</tr>
<tr>
<td>Bachelor of Arts in History</td>
<td>252</td>
</tr>
<tr>
<td>Integrative Health Science</td>
<td>257</td>
</tr>
<tr>
<td>Advising Course Plan - Integrative Health Science Major - Chiropractic Medicine Interest</td>
<td>261</td>
</tr>
<tr>
<td>Advising Course Plan - Integrative Health Science Major - Dental School Interest</td>
<td>263</td>
</tr>
<tr>
<td>Advising Course Plan - Integrative Health Science Major - Dietitian Interest</td>
<td>265</td>
</tr>
<tr>
<td>Advising Course Plan - Integrative Health Science Major - Kinesiology/Exercise Science Interest</td>
<td>267</td>
</tr>
<tr>
<td>Advising Course Plan - Integrative Health Science Major - Medical School Interest</td>
<td>269</td>
</tr>
<tr>
<td>Advising Course Plan - Integrative Health Science Major - Nursing Interest</td>
<td>273</td>
</tr>
<tr>
<td>Advising Course Plan - Integrative Health Science Major - Occupational Therapy Interest</td>
<td>275</td>
</tr>
<tr>
<td>Advising Course Plan - Integrative Health Science Major - Optometry Interest</td>
<td>277</td>
</tr>
<tr>
<td>Advising Course Plan - Integrative Health Science Major - Pharmacy Interest</td>
<td>279</td>
</tr>
<tr>
<td>Advising Course Plan - Integrative Health Science Major - Physical Therapy Interest</td>
<td>282</td>
</tr>
<tr>
<td>Advising Course Plan - Integrative Health Science Major - Physician Assistant Interest</td>
<td>284</td>
</tr>
<tr>
<td>Advising Course Plan - Integrative Health Science Major - Veterinary Medicine Interest</td>
<td>286</td>
</tr>
<tr>
<td>Bachelor of Science in Integrative Health Science</td>
<td>288</td>
</tr>
<tr>
<td>International Studies</td>
<td>291</td>
</tr>
<tr>
<td>Bachelor of Arts in International Studies</td>
<td>293</td>
</tr>
<tr>
<td>Mathematics</td>
<td>295</td>
</tr>
<tr>
<td>Advising Course Plan - Mathematics Major</td>
<td>299</td>
</tr>
<tr>
<td>Advising Course Plan - Mathematics Major - Financial Mathematics Concentration</td>
<td>300</td>
</tr>
<tr>
<td>Advising Course Plan - Mathematics Major - Mathematical Physics Concentration</td>
<td>302</td>
</tr>
<tr>
<td>Bachelor of Science in Applied Mathematics</td>
<td>304</td>
</tr>
<tr>
<td>Bachelor of Science in Mathematics</td>
<td>306</td>
</tr>
<tr>
<td>Military Science</td>
<td>308</td>
</tr>
<tr>
<td>Music</td>
<td>311</td>
</tr>
<tr>
<td>Philosophy</td>
<td>313</td>
</tr>
<tr>
<td>Advising Course Plan - Philosophy Major</td>
<td>317</td>
</tr>
<tr>
<td>Bachelor of Arts in Philosophy</td>
<td>318</td>
</tr>
<tr>
<td>Physics</td>
<td>320</td>
</tr>
<tr>
<td>Advising Course Plan - Physics Major</td>
<td>325</td>
</tr>
<tr>
<td>Advising Course Plan - Physics Major - Applied Physics Concentration</td>
<td>327</td>
</tr>
<tr>
<td>Advising Course Plan - Physics Major - Biophysics Concentration</td>
<td>329</td>
</tr>
<tr>
<td>Bachelor of Science in Physics - Applied Physics Concentration</td>
<td>331</td>
</tr>
</tbody>
</table>
Message from the President

Stetson University dares its undergraduate and graduate students to go beyond success – to go instead to significance. For more than 130 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 four locations across Central Florida: DeLand, Celebration, 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, the College of Law in the Gulfport and St. Petersburg area, and the Stetson University Center at Celebration just south of Orlando.

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 12-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!

Wendy B. Libby, Ph.D
President
Mission, Values, and Heritage

I. 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.

II. 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.

III. 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

421 N. Woodland Blvd.
DeLand, Florida 32723
www.stetson.edu
800-688-0101 or 386-822-7000

Contacts and Accreditations

Volume CXXIX, Number 1

Address all correspondence as indicated below:

<table>
<thead>
<tr>
<th>Academic Programs</th>
<th>Dean of the College or School or Chair of the Department (for major)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission of Students</td>
<td>Vice President for Enrollment Management</td>
</tr>
<tr>
<td>Admission to Graduate Programs</td>
<td>Dean of College or School</td>
</tr>
<tr>
<td>Student Life and Academic Success</td>
<td>Vice President of Student Affairs</td>
</tr>
<tr>
<td>Transfer Credits</td>
<td>Registrar</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Director of Financial Aid</td>
</tr>
<tr>
<td>Alumni Relations</td>
<td>Director of Alumni Relations</td>
</tr>
</tbody>
</table>

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 and Celebration campuses)

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/administration/campus-life/home/title-ix.php

Stetson is an independent university, controlled by a self-elected Board of Trustees. Stetson is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award bachelor’s, master’s, and Educational Specialist degrees in the College of Arts & Sciences; bachelor’s and master’s degrees in the School of Business Administration; bachelor’s degrees in the School of Music; the Juris Doctor and Master of Laws degrees in the College of Law; and a joint J.D.-M.B.A. degree.
To inquire about the accreditation of Stetson University, to file a third-party comment at the time of the Stetson University’s decennial review, or to file a complaint against Stetson for alleged non-compliance with a standard or requirement, contact the:

SACSCOC
1866 Southern Lane
Decatur, Georgia 30033-4097
404-679-4500

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, the American Bar Association (ABA), the American Chemical Society (ACS), the National Association of Schools of Music (NASM), Council for the Accreditation of Educator Preparation (CAEP), the Florida Department of Education (FLDOE), and the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

The University is a member of the American Association of University Women, the American Council on Education, the Association of American Colleges and Universities, the Association of American Law Schools, the Florida Association of Colleges and Universities, the Independent Colleges and Universities of Florida, the National Association of Independent Colleges and Universities, and the Southern University Conference.

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 or contact:

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

For information about academic programs at the Stetson University Center at Celebration, visit the website at www.stetson.edu/celebration or contact:

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Amy Pearson Quinn ’91
Jacksonville, Florida

Maria Zouves ’87
Tampa, Florida
University Libraries

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 faculty and students at the DeLand and Celebration campuses. Access to the resources provided by the Dolly & Homer Hand Law Library and the Tampa Law Center Library is limited to faculty and staff at the Gulfport Law and Tampa Law campuses.

duPont-Ball Library

The duPont-Ball Library librarians and staff engage in teaching and learning, collaboration, and innovation while supporting the University’s educational mission through its services, collections, technologies, and facilities.

The library holds more than 250,000 print volumes, 235,000 government documents in all formats, and provides access to approximately 150,000 books and 115,000 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 research assistance and instructional designers help students and faculty with a variety of instructional technology needs.

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.

Dolly & Homer Hand Law Library

The College of Law’s Dolly & Homer Hand Law Library in Gulfport is constructed in the Mediterranean Revival design that pays homage to the architectural style of the Rolyat Hotel (the original complex that became the College of Law). This Hand Law Library is a standalone building housing approximately 400,000 volumes and volume equivalents and providing access to an extensive array of law, law-related, and inter-disciplinary resources. The Gulfport facility offers both wireless and wired access to the campus Internet network. This three-story library provides 35 group study rooms ranging in size from four-person rooms to seminar rooms seating eight. The Gulfport library seats 675, offering seating at carrels and tables as well as lounge seating. The Hand Law Library provides students with 24/7 swipe card access. For more information about the library and its resources, visit the library’s website at http://www.stetson.edu/law/library.

Tampa Law Center

The Tampa Law Center satellite library is a two-floor facility with 15 group study rooms and 200 seats. This facility provides wireless and wired Internet access and a core collection of law and law-related print resources. The Tampa Law Center library is available to students daily from 6 a.m. to midnight.

Faculty

Costello, Barbara
Associate Professor and Government Documents and Reference Librarian, 1998
B.A., Boston College
M.L.S., Southern Connecticut State University

Dinkins, Debora E.
Professor, 1993
Associate Dean of the duPont-Ball Library, 2012
B.S., Auburn University
M.L.S., University of Alabama

Grieb, Terry J.
Associate Professor and Instructional Media Specialist, 1982
B.A., Stetson University
M.A., University of Georgia
M.Ed., University of Central Florida

Kaletski, Grace
Assistant Professor, Learning and Information Librarian, 2015
B.A., Birmingham-Southern College
M.A., University of Alabama
M.S., Florida State University

Kirkland, Laura N.
Associate Professor and Catalog Librarian, 1999
B.A., Luther College
M.A., University of Iowa
M.A., Stetson University

Kline, Sims D.
Associate Professor and Reference/Outreach Services Librarian, 1976
B.S.F.S., Georgetown University
M.S., The Florida State University
M.A., University of Florida

Martin, Jason
Assistant Professor of Library and Head of Public Services, 2012
B.A., M.A., University of South Florida
D.Ed., University of Central Florida

Ryan, Susan M.
Professor, 1989
Betty Drees Johnson Dean of the duPont-Ball Library and Learning Technologies, 2012
B.S., M.S., The Florida State University
M.L.S., University of California - Los Angeles

Trammell, Rebecca S.
Dolly and Homer Hand Law Library Director and Professor of Law, 2006
Co-Director of Electronic Education
B.A., Lindenwood University
M.L.S., Dominican University
J.D., University of Denver College of Law
Ph.D. Nova Southeastern University

Wald, Jean
Assistant Professor and Music Librarian, 1999
B.M.E., West Virginia University
M.M., Butler University
M.L.S., Indiana University
Undergraduate

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. 83)
School of Business (p. 437)
School of Music (p. 521)

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 2016 - Full-term courses

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Day</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Aug 21</td>
<td>Sun</td>
<td>Start of FSEM classes</td>
</tr>
<tr>
<td>Aug 24</td>
<td>Wed</td>
<td>Convocation</td>
</tr>
<tr>
<td>Aug 25</td>
<td>Thu</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>Sept 5</td>
<td>Mon</td>
<td>Labor Day Holiday - University Holiday, No classes</td>
</tr>
<tr>
<td>Sept 20</td>
<td>Tue</td>
<td>Values Day - No Classes except Graduate level after 5:00 PM</td>
</tr>
<tr>
<td>Oct 13-14</td>
<td>Thu-Fri</td>
<td>Fall Break</td>
</tr>
<tr>
<td>Nov 23</td>
<td>Wed</td>
<td>No Classes</td>
</tr>
<tr>
<td>Nov 24-25</td>
<td>Thu-Fri</td>
<td>Thanksgiving Holiday - University Holidays, No classes</td>
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<tr>
<td>Dec 9</td>
<td>Fri</td>
<td>Classes End</td>
</tr>
<tr>
<td>Dec 10</td>
<td>Sat</td>
<td>Study Day</td>
</tr>
<tr>
<td>Dec 12-16</td>
<td>Mon-Fri</td>
<td>Final Exams</td>
</tr>
<tr>
<td>Dec 21</td>
<td>Wed</td>
<td>Fall Graduation Date (No Fall Commencement)</td>
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Spring Term 2017 - Full-Term Courses

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Day</th>
<th>Description</th>
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<tbody>
<tr>
<td>Jan 17</td>
<td>Tue</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>Mar 6-10</td>
<td>Mon-Fri</td>
<td>Spring Holidays - No Classes</td>
</tr>
<tr>
<td>Apr 14</td>
<td>Fri</td>
<td>Good Friday - University Holiday, No classes</td>
</tr>
<tr>
<td>Apr 18</td>
<td>Tue</td>
<td>Stetson Showcase - No classes except graduate level after 5:00 PM</td>
</tr>
<tr>
<td>May 3</td>
<td>Wed</td>
<td>Classes End</td>
</tr>
<tr>
<td>May 4</td>
<td>Thu</td>
<td>Study Day</td>
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<tr>
<td>May 5-6</td>
<td>Fri-Sat</td>
<td>Final Examinations</td>
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<tr>
<td>May 8-9</td>
<td>Mon-Tue</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>May 13</td>
<td>Sat</td>
<td>Commencement Events</td>
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Fall Term 2016 - Half-Term Courses

First Half Courses

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</tr>
<tr>
<td>Oct 18</td>
<td>Tue</td>
<td>Final Examinations</td>
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### Second Half Courses

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<thead>
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<th>Date(s)</th>
<th>Day</th>
<th>Description</th>
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<tbody>
<tr>
<td>Oct 19</td>
<td>Wed</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>Dec 9</td>
<td>Fri</td>
<td>Classes End</td>
</tr>
<tr>
<td>Dec 12-16</td>
<td>Mon-Fri</td>
<td>Final Examinations</td>
</tr>
</tbody>
</table>

### Spring Term 2017 - Half-Term Courses

#### First Half Courses

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<tr>
<td>May 5-9</td>
<td>Fri-Tue</td>
<td>Final Examinations</td>
</tr>
</tbody>
</table>
General Information

Undergraduate Admissions (p. 63)
Campus Life and Student Success (p. 67)
Career and Professional Development (p. 69)
Expenses (p. 70)
Financial Aid (p. 73)

Undergraduate Admissions

First Year Students (p. 63)
International Students (p. 64)
Transfer Students (p. 66)
Exit, Absence, and Readmission of Former Students (p. 66)

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 December 1 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/admissionsu; call 800-688-0101; or e-mail admissions@stetson.edu. Use of the Common Application (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 $400 for the student who will live on campus and $200 for the student who will commute to the Stetson campus. Freshmen, sophomores, and juniors (as determined by credits earned) are required to live on campus unless they plan to live with their immediate families in the DeLand area, or meet other criteria of the exemption policy. These criteria are listed on the Housing and Residential Life (http://www.stetson.edu/administration/residential-life/policies-and-forms.php) website.

The enrollment deposit is due 14 days following acceptance and is not refundable. An extension until May 1 may be granted if the request is made in writing. 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 as early as possible after acceptance in order to have access to the housing application and other enrollment forms. The submission date for the housing application is a major factor in determining a student's assignment.

**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

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 $400 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 (http://www.stetson.edu/administration/admissions/media/2014_2015_International_Student_Certification_of_Finances_Guidelines.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.

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 Degree Requirements 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.

Approved Leave, Exit and Readmission

Students who wish to permanently leave the University must complete the Approved Leave/Exit Form, available on the Registrar’s 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://secure.stetson.edu/forms/administration/admission/re-entry-notification) 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 Reauthorization 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.
Campus Life and Student Success

Academic Success and Disabilities Resources (p. 67)

Public Safety (p. 68)

Student Success (p. 68)

Disability Services

Stacy Collins, Director of Academic Success

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 here http://www.stetson.edu/administration/academic-success-center/tutoring.php and our SPI sessions here http://www.stetson.edu/administration/academic-success-center/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). This form provides a student with the opportunity to share their personal strengths, barriers they have experienced due to a disability, and potential accommodations they would like to discuss to address those barriers at Stetson University.

2. Submit recent documentation or an Individualized Education Plan conducted by a credentialed professional that describes your disability and outlines 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: http://www.stetson.edu/administration/academic-success/resources/disability.php

Please submit documentation through fax (386-822-7322), email asc@stetson.edu, or by mail:
Stetson University
C/O Academic Success
421 N. Woodland Blvd., Unit 8366
DeLand, FL 32723

3. Upon receipt of the student’s profile and documentation, the Associate Director 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.

4. After initially establishing accommodations, it is the student’s responsibility each semester to request their accommodations online at the following website: accommodations request (https://cas.stetson.edu/cas/login?service=https%3A%2F%2Fmy.stetson.edu%2Fforms%2Fadministration%2Facademic-success%2Faccommodations%2FLogin%2Fcas). 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 that he/she requests accommodations and signs the forms with Academic Success. Please 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.

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 of 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 209 E. Bert Fish Dr.
2. The Associate Director of Academic Success will investigate the complaint, which includes but is not limited to personal interviews with all affected parties, and attempt a resolution with the participants involved.
3. 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.

Public Safety

Public Safety work 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.

Campus Life and Student Success

Your college experience is full of excitement and challenge! Our goal at Stetson is to prepare you to go into the job market or graduate school having clarified your values and gaining skills that will assist you in being competitive and successful. Inside and outside of the classroom you will develop in areas such as the ability to be articulate in speaking and writing, the skills to work in teams and in a world full of diverse people, and the development of skills including leadership skills, conflict resolution strategies and the ability to live a well and balanced life.

Campus Life and Student Success offers Hatters resources, information, and services to empower them 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, Housing and Residential Life, Diversity and Inclusion, Public Safety, Health Service, Student Development and Campus Vibrancy, Community Standards, Wellness and Recreation, the Counseling Center, Community Engagement, and the Academic Success Center (including tutoring, accessibility resources for students with disabilities, supplemental instruction and success coaching). Below is a list of some of the ways you can engage with Campus Life and Student Success.

- Cross Cultural Center: The “Tri-C” provides a fantastic location on campus to socialize, study, and meet with the many multicultural student organizations including many cultural and religious clubs who work to empower a campus towards inclusive excellence.
- Success Coaching: Academic Success provides free, one-on-one coaching that offers students direction in academic areas such as time management, note-taking skills, active reading and test preparation. A success coach works with students individually to support their journey toward academic success, providing support and accountability along the way.
- Tutoring and Supplemental Instruction: Tutors and Stetson Peer Instructors (S.P.I.’s) are highly qualified students who work in various disciplines to help students succeed in difficult subject areas. Students can meet with tutors or attend S.P.I. sessions to review principles, learn content-specific study strategies, and enhance content area knowledge.
- Accessibility Resources for Students with Disabilities: Academic Success promotes Stetson’s value of diversity and inclusion by facilitating accommodations and guidance for students with disabilities.
- Career and Professional Development: The Career and Professional Development staff provide opportunities to connect Stetson students with engagement in the world of work, through methods such as site visits, mock interviews, career fairs, and internships. They aim to empower students to make informed, values-based career and graduate school choices.
- Academic Advising: All Stetson students are given a faculty advisor in their chosen area of study to guide them through complex academic choices. In addition, the advising office helps to transition all first-year students into courses and assists undecided students as they navigate their curricular choices. Students who enter the University without a declared major are part of the Discovery Program. The Discovery Program empowers students to assess their own place in the world by becoming aware of personal strengths, values, areas for development, and talents leading to selecting the best curricular path.
- Community Engagement: Community Engagement can work with you to engage with a community partner to do work to assist your learning and meet community needs. Students can also receive a certificate of community engagement.
- Student Development and Campus Vibrancy: Fraternity and Sorority Life, Student Organizations, Leadership, First Year and Transitions, SGA and more make up this department which seeks to help you get engaged at Stetson in your own personal way.
- Wellness and Recreation: Wellness and Recreation assists students in meeting their fitness and wellness goals while on campus. The Hollis Center facilities, Intramurals, Club Sports, Group Exercise, SOAR (Outdoor Recreation) are all ways to get involved with fitness. Programs for students that educate around health topics important for success in college, including but not limited to alcohol, drugs, sexual health, nutrition and stress are a focus.
Community Standards: As a unified community, Stetson has outlined standards we ask all of our students to meet. Community Standards educations, modifies and holds students accountable for these standards.

Health Service: Health Service provides care like a doctor’s office would but right on campus, thanks to a partnership with Florida Hospital.

Counseling Center: Stetson offers students both one-on-one and group professional counseling. Our Counselors are experts in the experience of college students as well as overall mental health.

Residential Life and Housing: Housing on campus provides students with a great place to live and learn. Peer staff, Resident Assistants, are within our community to assist with community building, educational programming, and to assist you with any facilities or other needs.

Navigating the college experience can pose different challenges for students. Campus Life and Student Success is happy to assist students with any issues that may arise and will outreach to students who have been repeatedly absent in class or are struggling academically to suggest a success coaching appointment or offer other appropriate assistance. We encourage all students to visit us on the 2nd floor of the CUB at the HUB desk and/or contact us at studentsuccess@stetson.edu.

Career and Professional Development

The mission of the Stetson’s Career and Professional Development (CaPD) empowers students and alumni to achieve personal, academic and career fulfillment. We offer insightful guidance and progressive programs and services that promote development, engagement and values clarification.

Whether exploring majors and careers or seeking admission to graduate school, an internship, or employment, the staff can assist students as they work to achieve their career development goals.

Students who enter the University without a declared major are part of the Discovery Program in the Academic Success Center. CaPD partners with the Academic Success Center to ensure high quality programs and services which 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 own definitions of personal success and significance by taking ownership of educational and career goals.

To learn more about Stetson’s Career and Professional Development please visit our website at http://www.stetson.edu/portal/career/. To schedule an appointment, or for additional information, please contact 386-822-7315, career@stetson.edu
Expenses

University Undergraduate Expenses - Full-time - 2016-2017

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (9 months)</td>
<td>$42,890</td>
</tr>
<tr>
<td>Student Life Fee</td>
<td>$330</td>
</tr>
<tr>
<td>Residence Halls (average)</td>
<td>$7,094</td>
</tr>
<tr>
<td>Board (maximum meal plan, including sales tax)</td>
<td>$5,232</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$55,566</strong></td>
</tr>
</tbody>
</table>

1 Plus the cost of books, estimated to be approximately $1,200 a year.

University Undergraduate Expenses - Part-time - 2016-2017

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Tuition per Credit Hour</td>
<td>$1,292</td>
</tr>
<tr>
<td>Undergraduate Tuition per Unit Course</td>
<td>$4,445</td>
</tr>
<tr>
<td>Orientation Fee (new students - one-time charge full-time)</td>
<td>$200</td>
</tr>
<tr>
<td>Orientation Fee (new students - one-time charge part-time)</td>
<td>$100</td>
</tr>
<tr>
<td>Audit Fee Tuition per Credit Hour (Fall &amp; Spring)</td>
<td>$320</td>
</tr>
<tr>
<td>Audit Fee Tuition per Unit Course</td>
<td>$1,100</td>
</tr>
</tbody>
</table>

DeLand Campus Undergraduate Summer Expenses - 2016

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer School Tuition per Credit Hour</td>
<td>$498</td>
</tr>
<tr>
<td>Summer School Tuition per Unit Course</td>
<td>$1,992</td>
</tr>
<tr>
<td>Summer Audit Fee Tuition per Credit Hour</td>
<td>$125</td>
</tr>
<tr>
<td>Summer Audit Fee Tuition per Unit Course</td>
<td>$500</td>
</tr>
</tbody>
</table>

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

Student Life Fee

The Student Activity 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 Residence Hall Guidebook.

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 ID/Meal Card office immediately. There is a $30.00 charge for each re-print (no matter the reason). This charge can be paid by cash, check, or debit/credit card (Visa, MasterCard, AMEX, or Discover).

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 as well as 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). An unlimited plan 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.

The meal plans also come with a pre-determined 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, 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 in cash, check, or with Visa, Master Card, American Express, or Discover.

Resident freshmen and sophomore students are required to participate in the dining service program. University Village Apartment and Stetson Cove residents are exempt from the required meal plan.

<table>
<thead>
<tr>
<th>Plan Selection</th>
<th>Description</th>
<th>Semester Price Per Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>19 meals plus $50 Hatter Bucks</td>
<td>$2,670</td>
</tr>
<tr>
<td>2</td>
<td>15 meals plus $175 Hatter Bucks</td>
<td>$2,625</td>
</tr>
<tr>
<td>3</td>
<td>10 meals plus $175 Hatter Bucks</td>
<td>$1,850</td>
</tr>
<tr>
<td>4</td>
<td>Block Meal Plan-115 meals per semester plus $250 Hatter Bucks</td>
<td>$1,400</td>
</tr>
<tr>
<td>5</td>
<td>Unlimited meals plus $50 Hatter Bucks</td>
<td>$3,255</td>
</tr>
<tr>
<td>7</td>
<td>75 Block Meal Plan plus $25 Hatter Bucks (commuters only)</td>
<td>$735</td>
</tr>
<tr>
<td>8</td>
<td>25 Block Meal Plan plus $75 Hatter Bucks (commuters only)</td>
<td>$315</td>
</tr>
</tbody>
</table>

*Freshmen living in a residence hall must choose either meal plan 1, 2 or 5.*

*Sophomores living in a residence hall must choose any meal plan listed (1-5).*

*Juniors and seniors may choose any meal plan listed (1-5).*

*Commuters may choose any plan (1-5) with additional options (7-8).*

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

**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 while 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 Immunization Records/Insurance Policy section (p. 655) of this *Catalog.*
Fees in the School of Music
Fees for practice rooms and instrument rental vary according to the amount of time and the instrument involved. Charges are made for private lessons in elected applied music not required by a course of study. For these fees and charges, see the Music School Student Handbook, available by writing to the Dean of the School of Music.

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 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. The bill must be paid in full before registration unless other arrangements have been made with the Office of the Bursar. 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 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 on a monthly basis 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.

Summer Session Late Payment Fees
A $50 late payment fee will be assessed to registrations not paid in full by the summer payment deadline. There is no grace period on Summer Session payment deadlines.

Graduation – Book Charges – Meal Plans
Students will be allowed to participate in Commencement if their balance is below $500.00, but will not receive transcripts or a diploma until the balance is paid in full.

Degree candidates must file an application for graduation, with a $100.00 fee, in the Office of the Registrar. Graduation application deadlines are listed in the Academic Calendar. After the graduation application deadline, graduation fees are $200.00.

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

After semester meal plans are set (see Academic Calendar 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 stuaccts@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 plans and housing credit as follows under Important Refund Dates.
Important Refund Dates for Fall and Spring, 2016-2017

Traditional Programs

Fall Semester 2016

<table>
<thead>
<tr>
<th>Refund</th>
<th>From</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>--</td>
<td>August 25</td>
</tr>
<tr>
<td>75%</td>
<td>August 26</td>
<td>September 9</td>
</tr>
<tr>
<td>50%</td>
<td>September 10</td>
<td>September 23</td>
</tr>
<tr>
<td>25%</td>
<td>September 24</td>
<td>October 7</td>
</tr>
</tbody>
</table>

Spring Semester 2017

<table>
<thead>
<tr>
<th>Refund</th>
<th>From</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>--</td>
<td>January 17</td>
</tr>
<tr>
<td>75%</td>
<td>January 18</td>
<td>January 28</td>
</tr>
<tr>
<td>50%</td>
<td>January 29</td>
<td>February 11</td>
</tr>
<tr>
<td>25%</td>
<td>February 12</td>
<td>February 25</td>
</tr>
</tbody>
</table>

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 percent of the term has elapsed – 75% credit
- After 10 percent but on or before 25 percent of the term has elapsed – 50% credit
- After 25 percent 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 percent. 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 percent 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.ed.gov (http://www.fafsa.ed.gov). Incoming students are encouraged to complete the FAFSA by a priority deadline of February 15th each year and current students are encouraged to complete the FAFSA by a priority deadline of March 15th 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 at http://www.stetson.edu/administration/financial-planning/.

CSS Profile Submission

Beginning with the Class of 2018 Stetson University will utilize the CSS Profile in calculating need for the purpose of awarding institutional funds. Students may visit the Office of Student Financial Planning website for a link to the CSS Profile at http://www.stetson.edu/administration/financial-
planning/. Students in the class of 2018 or subsequent classes may not be considered eligible for need based institutional funding without a valid CSS Profile on file for the award year. 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 at http://www.stetson.edu/administration/financial-planning/. Students are required to submit a CSS Profile as part of their review. The CSS Profile will be used to assess need for any institutional funds. Adjustments to federal aid will be based on other information submitted with the review and not the results of the CSS Profile. 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 last day to drop a course without financial penalty. Current and future eligibility for some sources of funding 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.

**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. Direct loan funding levels are not based on credit and are pre-determined 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. 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/).

**Federal Parent Plus Loans**

Parent Plus loans are available to the parents of dependent undergraduate students based on credit approval. A Parent 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. Parent 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 Parent Plus loan may be eligible to borrow and additional $4,000.00 - $5,000.00 of unsubsidized loan funding in their own name. Detailed information about Parent Plus loans, including interest rates, repayment terms, and the application are available at www.studentloans.gov (http://www.studentloans.gov).

**Federal Perkins Loans**

Federal Perkins Loans are need-based and available through Stetson University on a limited basis. Students should consult the Office of Student Financial Planning to request a Perkins Loan and review the most current terms for this funding.

**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 at https://choice.fastproducts.org/FastChoice/home/153100/1

State of Florida Financial Assistance

Students who are permanent residents of the state of Florida will want to 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 may familiarize themselves with applicable state of Florida aid policies at 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, 1067, 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 VA 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.

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 annual charges in 4 monthly payments during the current semester. A down payment of 20% of the balance due for the semester is required in addition to the 4 installment payments. The remaining 80% is billed in 4 monthly payments with late penalties, if applicable. An additional fee of $100.00 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 Perkins Loan, 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 percent 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 percent of the amount received by the student for that term. The distribution order for return of funds is as follows:

Federal Unsubsidized Loan
Federal Subsidized Loan
Federal Perkins 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**

<table>
<thead>
<tr>
<th>Total Credits Earned</th>
<th>Stetson GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-26</td>
<td>1.5</td>
</tr>
<tr>
<td>27+</td>
<td>2.0</td>
</tr>
</tbody>
</table>

**Graduate**

<table>
<thead>
<tr>
<th>Total Credits Earned</th>
<th>Stetson GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;9</td>
<td>3.0</td>
</tr>
</tbody>
</table>

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

Every undergraduate and graduate student must successfully complete 66% 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. Rounding does not apply (e.g., if a student completes 16 of 24 attempted credits the percentage complete is calculated as 16/24=66%). 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 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 into 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 x 150% = 192). The 150% rule does not apply to graduate students.

**Repeat Course Work**

Students who must repeat a course should be aware that specific criteria applies 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 is approved. Detailed information about the SAP appeal process at Stetson University is available at [http://www.stetson.edu/administration/financial-planning/](http://www.stetson.edu/administration/financial-planning/)

**Financial Aid Probation**

If a SAP appeal has been approved, the student will be placed on Financial Aid Probation for one semester. The student will be required to develop and sign an academic plan as developed by their academic advisor or Dean and the Office of Student Financial Planning. 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 expectations listed on the Academic Plan, he/she is not eligible to appeal again and is not eligible to receive financial aid.

<table>
<thead>
<tr>
<th></th>
<th><strong>Financial Aid Warning</strong></th>
<th><strong>Financial Aid Probation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>A status assigned to a student who fails to make SAP at the end of any one semester</td>
<td>A status assigned to a student who has failed to make SAP during two consecutive semesters and has successfully appealed.</td>
</tr>
<tr>
<td>Required student action</td>
<td>No action is required of the student</td>
<td>Student must submit and sign an approved Academic Plan for the subsequent semester of enrollment.</td>
</tr>
<tr>
<td>------------------------</td>
<td>-------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Eligibility for aid</td>
<td>The student is eligible to receive aid for one subsequent semester prior to being evaluated again.</td>
<td>The student is eligible to receive aid if they are successfully following the Academic Plan</td>
</tr>
</tbody>
</table>

**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 Package
- Faculty Scholarship Package
- Deans Scholarship Package
- Hatter Scholarship Package

Each admitted student will receive notification of their merit scholarship package 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 model. 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. Stetson University does not issue refunds from institutional funding sources in the event that a student's aid exceeds their direct charges.

**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 2.75 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 GPA's in calculation of renewal eligibility for any student. GPA's will be reviewed at the end of each spring term and student's who fail to meet the renewal GPA will be allowed to receive their full scholarship package on a probationary status for the 2 semesters immediately following the term that lowered their cumulative GPA below the 2.75 benchmark. Students who have received their full scholarship package on a probationary status for 2 semesters and do not raise their cumulative GPA to the required 2.75 benchmark will receive reduced scholarship aid each academic year their cumulative GPA remains below a 2.75. Deductions in merit based scholarship aid will occur in the following order:

- 100% of the original scholarship package amount is available each term of full time enrollment a student's cumulative GPA is at or above a 2.75
- 100% of the original scholarship package amount is available for 2 terms of full time enrollment immediately after a student's cumulative GPA falls below a 2.75
- 75% of the original scholarship package amount will be available each academic year a student who has used their full probation period maintains a cumulative GPA of less than 2.75
• 0% of the scholarship package amount is available for terms a student is enrolled at less than full time status

Any student who receives a reduction in their merit based scholarship package can submit an appeal to the Office of Student Financial Planning if their cumulative GPA returns to a level of 2.75 or above. If approved, the Office of Student Financial Planning may return all or a portion of the reduced scholarship funds for the current or following semester. Stetson University does not guarantee the availability of increased merit based funding for students through this appeals process.

**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, School of Business Administration, and the College of Arts & Sciences. Students may also receive institutional scholarship aid for participation in sport 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. 630) complete the General Education requirement through that Program.

The Essential Learning Outcomes of General Education

Writing
Students can compose and revise written texts that employ an appropriate voice to express coherently relationships between ideas from multiple sources, illustrating awareness of rhetorical context and purpose.

Information Fluency
Using technology as appropriate, students know when there is a need for information and are able to locate, evaluate, and effectively and responsibly use that information for the task at hand.

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, having identified a topic of inquiry and gathered relevant data, can synthesize and evaluate those data to reach an appropriate conclusion or conclusions.

Quantitative Reasoning
Students can apply quantitative techniques to solve problems or analyze data, or can apply mathematical or symbolic reasoning to move from a set of assumptions to a conclusion.

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 make connections among ideas and experiences and synthesize ideas across 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.

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.
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.

2. **First Year Seminar**

The goal of the First Year Seminars is to improve students’ ability to analyze critically, integrate fully, and express coherently 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 provide for active engagement with, and inquiry into, significant ideas, questions, and issues related to that topic. They may be disciplinary or interdisciplinary in scope, but they are not designed to serve primarily as introductions to any academic major. They are discussion-based and encourage 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.

### 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 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 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 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**

These courses invite students to consider complex questions that foster the development of personal or social responsibility by working within a discipline but incorporating perspectives outside that discipline. Junior seminars advance students’ abilities in critical analysis, coherent reasoning, effective expression, and integrative learning. They are writing intensive and discussion-based. Every junior seminar is open to students in all majors, whether within or outside of the discipline in which it is being taught. 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 in the interdisciplinary Junior Seminar. 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, which Stetson has articulated in its learning outcome statement:
Students can compose and revise written texts that employ an appropriate voice to coherently express relationships between ideas from multiple sources, illustrating awareness of rhetorical context and purpose.

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.
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

Exploring the Liberal Arts Through Field Experience Related to the Major

A relevant internship is a powerful way for students to wed their passion for learning to 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 397 internship courses 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 the professions and other 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 member charged with supervising the internship 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 minimal 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 supervising faculty member 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.

View University-wide academic policies for undergraduate internships (p. 641)

The Senior Project

Drawing on liberal study in the College’s program of General Education and those understandings and skills learned through advanced disciplinary study, each senior undertakes a project appropriate to his or her field of study: a researched essay, statistical study, report on a laboratory experiment or field observation, gallery or stage presentation, computer program, or creative work. Some seniors elect to join their professors in research projects. Others design their own projects and through independent study follow their own intellectual passions. In some cases, those who have pursued two majors for advanced study might design one project that satisfies the capstone requirement in both disciplines simultaneously. In other cases, those with two majors might, owing to different disciplinary expectations, complete two distinct projects, one for each major. Students work with advisers to determine what is most feasible given their particular interests and major requirements. Through the Honors Program, students may elect to design their own course of study and senior project. All seniors find their study energetically supported by the university’s resources, especially a teaching faculty dedicated to fostering independent study by undergraduates and a library faculty expert in supporting their research. All of the university’s advanced instrumentation and research facilities are readily available to seniors for their research.

While disciplines in the College approach the senior project in different ways, the goal is the same: to hone skills of close reading, careful observation, quantitative analysis, forceful speaking, and persuasive writing through a project of the student’s own choosing. Every project requires imaginative design at the outset and demands the persistence to see an extended task to completion. Exemplary senior projects are presented at the Stetson Undergraduate Research and Creative Arts Showcase each spring. Seniors also regularly present their work at conferences or publish with their faculty advisers in professional journals. Successfully completing a 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. 91)
- Art History (p. 104)
- Communication and Media Studies (p. 162)
- Digital Arts (p. 183)
- Elementary Education (p. 206)
- English (p. 221)
- Environmental Studies (p. 228)
- General Studies in Education (p. 208)
- Global Development (p. 236)
- History (p. 252)
- International Studies (p. 293)
- Philosophy (p. 318)
- Political Science (p. 342)
- Psychology (p. 352)
- Public Management (p. 359)
- Religious Studies (p. 369)
- Russian, East European and Eurasian Studies (p. 375)
- Social Science (p. 378)
- Sociology (p. 391)
- Studio Art (p. 106)
- Theatre Arts (p. 406)
- World Languages and Cultures - French and Francophone Studies (p. 415)
- World Languages and Cultures - Hispanic Studies (p. 419)
- World Languages and Cultures - German Studies (p. 417)
- World Languages and Cultures - Translator (p. 421)
Bachelor of Science

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

- Aquatic and Marine Biology (p. 138)
- Biochemistry (p. 152)
- Biology (p. 140)
- Chemistry (p. 154)
- Computer Information Systems (p. 169)
- Computer Science (p. 171)
- Digital Arts (p. 185)
- Economics (p. 195)
- Environmental Science (p. 230)
- Integrative Health Science (p. 288)
- Mathematics (p. 306)
- Molecular Biology (p. 142)
- Physics (p. 334)
- Physics: Applied Physics (p. 331)
- Public Health (p. 393)

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. 499)¹
- Africana Studies (p. 427)
- American Studies (p. 88)
- Anthropology (p. 380)
- Applied Statistics (p. 501)¹
- Art History (p. 93)
- Asian Studies (p. 430)
- Biology (p. 108)
- Business Administration (p. 503)¹
- Business Systems and Analytics (p. 506)¹
- Business Law (p. 505)¹
- Chemistry (p. 144)
- Communication and Media Studies (p. 156)
- Computer Science (p. 164)
- Creative Writing (p. 210)
- Data Analytics (p. 431)
- Digital Arts (p. 176)
- Economics (p. 187)
- Education (p. 199)
- English (p. 210)
- Entrepreneurship (p. 509)¹
- Environmental Studies (p. 223)
- Family Enterprise (p. 511)¹
- Finance (p. 513)¹
- French (p. 408)
- Gender Studies (p. 432)
- German (p. 408)
- History (p. 239)
- Integrative Health Science (p. 257)
- International Business (p. 480)
- International Studies (p. 291)
- Journalism (p. 434)
- Latin American Studies (p. 435)
- Management (p. 515)
- Marketing (p. 517)
- Mathematics (p. 295)
- Music (p. 622)
- Philosophy (p. 313)
- Physics (p. 321)
- Political Science (p. 336)
- Psychology (p. 344)
- Public Health Studies (p. 257)
- Religious Studies (p. 361)
- Russian (p. 408)
- Russian, East European, and Eurasian Studies (p. 371)
- Sociology (p. 380)
- Spanish (p. 408)
- Sport Business (p. 519)
- Studio Art (p. 93)
- Theatre Arts (p. 400)

1 Administered through the School of Business Administration.
2 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 may be used to count toward the Writing requirement.

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 requirements. Students should check with their advisors 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.

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<tr>
<td>FSEM 100</td>
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<td>Quantitative Reasoning (any Q course)</td>
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**Knowledge of Human Cultures and the Natural World**

Select five of the following:

- Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses)
- Culture and Belief (any B course)
- Historical Inquiry (any H course)
- Individuals, Societies, and Social Systems (any S course)
<table>
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<tr>
<td>Physical and Natural World (any P course)</td>
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</tr>
<tr>
<td><strong>Personal and Social Responsibility and Junior Seminar</strong></td>
<td><strong>2</strong></td>
</tr>
</tbody>
</table>

Select one of the following:
- Environmental Responsibility (any R course)
- Ethical or Spiritual Inquiry (any E course)
- Health and Wellness (any W course)
- Human Diversity (any D course)
- Social Justice (any J course)

Select one Junior Seminar of the following:  
- Environmental Responsibility (any R/JS course)
- Ethical or Spiritual Inquiry (any E/JS course)
- Health and Wellness (any W/JS course)
- Human Diversity (any D/JS course)
- Social Justice (any J/JS course)

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.

1. 1 unit each from 5 out of the 6 areas
2. 1 unit MUST BE a Junior Seminar
3. Junior seminars may not be taken pass/fail.
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. Courses explore questions that have intrigued past and present Americans and international visitors alike: what are the origins of American ideals, politics, values, cultural expressions, and perceptions of themselves and each other? What goals and beliefs unify the different peoples who call themselves “American”? How are individual American lives shaped by race, ethnicity, class, and gender?

Students use perspectives from many fields, including history, literature, sociology, psychology, politics, religion, the arts, and the natural sciences to gain a comprehensive understanding of the varieties of American experience and their relation to our increasingly complex and inter-connected world. Work in American Studies complements 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/academics/programs/american-studies.php.

Majors

Major in American Studies

• Bachelor of Arts in American Studies (p. 91)

Minors

Minor in American Studies - 5 units

<table>
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<th>Course</th>
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<tr>
<td>One AMST course at the 100 or 200 level</td>
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<tr>
<td>AMST 301B American Cultural Traditions (Can be used as an H course)</td>
<td>1</td>
</tr>
<tr>
<td>One other AMST prefix or AMST Attribution course; see Interdisciplinary Areas in Class Search.</td>
<td>1</td>
</tr>
<tr>
<td>Minor Focus Area of two courses 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.</td>
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</tr>
<tr>
<td>Total Units</td>
<td>5</td>
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</tbody>
</table>

1 Of the 1 other AMST course and the 2 Focus Area courses, at least one should be at the 300-level or above.

Faculty

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

Mieras, Emily
Associate Professor of History and American Studies, 1998
A.B., Harvard College
M.A., Ph.D., College of William and Mary

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 154R. Introduction to American Environmental Issues. 1 Unit.
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.

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 301B. American Cultural Traditions. 1 Unit.
An examination of contemporary American culture that evaluates the roots of today's issues as they have emerged in the nation's heritage. The course will use representative themes and stories from colonial contact to the present, on topics including politics, religion, intellectual ideas, popular culture, the arts, and gender and race relations, giving students an understanding of how the United States has arrived at present circumstances and what to expect of future trends. Writing-intensive course.

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-intensive course.

AMST 325W. Beauty and the Body in American Culture. 1 Unit.
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 350J. Social Responsibility in the United States. 1 Unit.
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 351B. 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 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-intensive course.

AMST 355E. History of American Science and Religion: Darwinism and the Divine in American Culture. 1 Unit.
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 355E. 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-intensive course.

AMST 359D. Gender, Sexuality, and Reality in Media. 1 Unit.
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 359D.

AMST 361B. The 1950’s and 1960’s. 1 Unit.
This course is a study of 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, established precedents and camps of ideological commitment that still shape the politics and culture of the twenty-first century. Cross-listed as HIST 361B. Can be used as an H course. Writing-intensive course.

AMST 363J. Political Campaigns and Cultural Ideologies in Recent U.S. History, 1960-Present. 1 Unit.
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 363J. 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.

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. 0.5 or 1 Units.
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, 60 (0.5 unit) or 120 (1 unit) hours of work, and written work documenting and analyzing the internship experience. Letter graded or pass/fail.

AMST 398. Internship in American Studies. 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 400. 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 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.
# Bachelor of Arts in American Studies

## Major Requirements

### General Education Requirements

The student must complete the General Education Requirements of the College of Arts & Sciences.

### Major Requirements

- One AMST course at the 100 or 200 level
- Select two of the following:
  - HIST 151H  American History I
  - HIST 152H  American History II
  - ENGL 348  Survey of U.S. Literatures
  - AMST 301B  American Cultural Traditions (Can be used as an H course)
  - AMST 499  Senior Project
- Two other AMST prefix or AMST attribution courses; see Interdisciplinary Areas in Class Search.
- Focus Area of four courses 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.

### General Electives

12

Total Units

32

1 Of the 2 other AMST courses and the 4 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 may be used to count toward the Writing requirement.

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 requirements. Students should check with their advisors 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.

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<td>FSEM 100</td>
<td>First Year Seminar</td>
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</tr>
<tr>
<td></td>
<td>Quantitative Reasoning (any Q course)</td>
<td>1</td>
</tr>
</tbody>
</table>

### Knowledge of Human Cultures and the Natural World

Select five of the following:

1. Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses)
2. Culture and Belief (any B course)
3. Historical Inquiry (any H course)
4. Individuals, Societies, and Social Systems (any S course)
5. Modern Languages (any L course)
6. Physical and Natural World (any P course)

### Personal and Social Responsibility and Junior Seminar

Select one of the following:

1. Environmental Responsibility (any R course)
2. Ethical or Spiritual Inquiry (any E course)
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.

1. 1 unit each from 5 out of the 6 areas
2. 1 unit MUST BE a Junior Seminar
3. Junior seminars may not be taken pass/fail.
Art

At Stetson, the Art Program finds its home in the Creative Arts Department and offers two distinct paths: an art major with emphasis in studio art and an art major with 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 with conservatory-level expectations. 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 individual interests of the student.

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, 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. 176) and Theatre Arts (p. 400). The Department is the hub for the University’s Off-Center for Creative Practice, an academic constellation designed to promote collaboration across all creative disciplines at Stetson.

More information can be found online at http://www.stetson.edu/academics/programs/art.php (studio art) and http://www.stetson.edu/other/academics/programs/art-history.php (art history).

Majors

Major in Art

• Bachelor of Arts in Art - Art History Concentration (p. 104)
• Bachelor of Arts in Art - Studio Art Concentration (p. 106)

Minors

Minor in Studio Art - 5 units

<table>
<thead>
<tr>
<th>Minor Requirements</th>
<th>Units</th>
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<tbody>
<tr>
<td>ARTS 105A Drawing I</td>
<td>1</td>
</tr>
<tr>
<td>ARTS 206A Painting I</td>
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</tr>
<tr>
<td>or ARTS 208A Sculpture I</td>
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<tr>
<td>Additional ARTS studio courses (excluding the internship)</td>
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<tr>
<td>Total Units</td>
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Minor in Art History - 5 units

<table>
<thead>
<tr>
<th>Minor Requirements</th>
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</thead>
<tbody>
<tr>
<td>ARTH 241A Art History Survey I: From Prehistory to 14th Century (Can be used as an H course)</td>
<td>1</td>
</tr>
<tr>
<td>ARTH 242A Art History Survey II: From Renaissance to Contemporary (Can be used as an H course)</td>
<td>1</td>
</tr>
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<td>Additional ARTH courses (excluding internship)</td>
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<td>Total ARTH courses</td>
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</tbody>
</table>

Advising Course Plans

Advising Course Plans

• Art Major - Studio Art Concentration (p. 100)
• Art Major - Studio Art Concentration (p. 102) - Plan for Transfer Students
• Art Major - Art History Concentration (p. 98)
Faculty

Bolding, Gary
Professor of Art, 1989
B.A., Hendrix College
M.F.A., Brooklyn College

Gunderson, Dan A.
Professor of Art, 1976
B.F.A., University of South Dakota
M.F.A., University of Wisconsin

Kudryavtseva, Ekaterina
Assistant 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

Witek, Joseph P.
Professor of Creative Arts, 1989
Kathleen A. Johnson Chair of Humanities, 2009
B.A., Franklin and Marshall College
M.A., Ph.D., Vanderbilt University

Wolek, Nathan E.
Associate Professor of Digital Arts, 2005
Chair of Creative Arts Department, 2012
B.M., Stetson University
Ph.D., Northwestern University

Courses

ARTH 190. Special Topics in Art History. 1 Unit.

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-intensive course. Cross-listed as HUM 200A.

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.

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 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 321E. Art Trials: Ethics, Aesthetics, and Justice. 1 Unit.
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 322E. How Far is Too Far?: Transgressive Art. 1 Unit.
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 341E. Comics of Disaster. 1 Unit.
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. Prerequisite: Fulfillment of the Writing Requirement. 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 372. Arts & Revolution: Visual Arts. 1 Unit.
ARTH 372J. Art and Revolution: Visual Arts. 1 Unit.
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.

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.
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 397. Museum Internship. 0.5 or 1 Units.
Internship programs may be arranged in local museums and galleries. Students will get hands-on experience in various aspects of museum work ranging from selection and installation of exhibits and research of collections to public relations and grant-writing. Guidelines for internships are available from the internship supervisor. Prerequisites: junior or senior standing, 2 units of art history, and permission of the internship supervisor.

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.
ARTH 499. Senior Project. 1 Unit.

ARTS 102A. 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 105A. 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 190. Special Topics in Art. 1 Unit.

ARTS 205A. 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 105A or permission of instructor. Offered in the spring semester.

ARTS 206A. 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 208A. 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 216A. 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 218A. 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 285. Independent Study. 0.5 or 1 Units.

ARTS 290. Special Topics in Art. 1 Unit.

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 306. 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 206. Offered once per year.

ARTS 308. 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 208A.

ARTS 316. 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 216A or ARTS 218A or permission of instructor. Offered once per 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 105A or permission of instructor.

ARTS 333. 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: ARTS 102A or ARTS 105A, or permission of instructor.

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. Independent 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.

ARTS 391. 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 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 397. Internship in Art. 0.5 or 1 Units.
Internship programs may be arranged in various aspects of art, including commercial art and art education. The student will work with a faculty supervisor and an outside supervisor at a museum, newspaper, or other agency. Guidelines for internships are available from the internship supervisor. Prerequisites: junior or senior standing, 3 units of art courses, and permission of the internship supervisor.

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 406. Painting Ill. 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 his/her interests as a painter. Prerequisite: ARTS 306. Offered once a year.

ARTS 407. 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 406. Offered once a year.

ARTS 416. Ceramics Ill. 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 316. Offered once a year.

ARTS 417. 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 his/her interests as a ceramist. Students will also oversee the glaze and bisque firings for the ceramics studio. Prerequisite: ARTS 416. Offered once a year.

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.

ARTS 491. Open Studio. 1 Unit.
Continuation of ARTS 391. 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. Offered every year in the fall semester.

ARTS 499. Senior Project Proposal and Senior Exhibition. 1 Unit.
This course is required of all senior art majors. In the fall semester the student prepares for the senior portfolio review. Prerequisite: junior portfolio review. In the spring semester, students prepare and install their Senior Exhibitions. Successful completion of this course requires the development of a unified body of accomplished work. Prerequisites: junior and senior portfolio reviews and advanced work in an area of specialization. Offered every year in the spring semester.
# Advising Course Plan - Art Major - Art History Concentration

## First Year

**Fall**
- **ARTH 241A**  
  Art History Survey I: From Prehistory to 14th Century (can be used as an H course)  
  1
- **FSEM 100**  
  First Year Seminar  
  1
- General Education requirement  
  1
- General Education requirement  
  1

**Spring**
- **ARTH 242A**  
  Art History Survey II: From Renaissance to Contemporary (can be used as an H course)  
  1
- **ARTH Elective**  
  2
- General Education requirement  
  1
- General Education requirement  
  1

## Second Year

**Fall**
- **ARTH Elective**  
  2
- **ARTS course or ARTH elective**  
  2
- Select one of the following:  
  - One course with one of the following prefixes: ARTH, CREA, DIGA, ENCW, MUSC, or THEA  
  - General Education requirement  
  - General Education requirement  
  1

**Spring**
- Select one of the following:  
  - **ARTH 316**  
    Issues in Contemporary Art (or ARTH elective)  
    1
  - **ARTH Elective**  
    2
  - **ARTH Elective**  
    2
  - **ARTH Elective**  
    2
  - **ARTH Elective**  
    2
  - **ARTH Elective**  
    2
  - Select one of the following:  
  - One course with one of the following prefixes: ARTH, CREA, DIGA, ENCW, MUSC, or THEA  
  - General Education requirement  
  - General Education requirement  
  1

## Third Year

**Fall**
- **ARTH Elective**  
  2
- Select one of the following:  
  - One course with one of the following prefixes: ARTH, CREA, DIGA, ENCW, MUSC, or THEA  
  - **ARTH Elective**  
    2
  - Junior Seminar or General Education requirement or Elective  
  1
  - Elective  
  1

**Spring**
- Select one of the following:  
  - **ARTH 316**  
    Issues in Contemporary Art  
    1
  - **ARTH Elective**  
    2
  - **ARTH Elective**  
    2
  - **ARTH Elective**  
    2
  - **ARTH Elective**  
    2
  - **ARTH Elective**  
    2
  - Junior Seminar or General Education requirement or Elective  
  1
  - Elective  
  1

## Fourth Year

**Fall**
- **ARTH Elective**  
  2
- Select one of the following:  
  - One course with one of the following prefixes: ARTH, CREA, DIGA, ENCW, MUSC, or THEA  
  - Elective  
  1
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<thead>
<tr>
<th>Elective</th>
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<tr>
<td>Spring</td>
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<td>ARTH 499 Senior Project</td>
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<td>Elective</td>
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<td>Elective</td>
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<td>Elective</td>
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<td>Total Units</td>
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1. General Education recommendation: Writing Experience course or B, P, S, or L course.
2. A total of 5 electives are required. Up to 2 may be selected from ANTH 220A, ANTH 221A or ANTH 230A.
# Advising Course Plan - Art Major - Studio Art Concentration

## First Year

### Fall

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<th>Course</th>
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<tbody>
<tr>
<td>ARTS 105A</td>
<td>Drawing I</td>
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<td>First Year Seminar</td>
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### Spring

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<tr>
<td>ARTS 205A</td>
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<td>ARTS 206A</td>
<td>Painting I</td>
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<td>or ARTS 208A</td>
<td>Sculpture I</td>
<td>1</td>
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## Second Year

### Fall

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<tbody>
<tr>
<td>ARTS 206A</td>
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<tr>
<td>or ARTS 208A</td>
<td>Sculpture I</td>
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Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>ARTH 314A</td>
<td>The Art and Theory of Modernism</td>
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<tr>
<td>ARTS Elective</td>
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<table>
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### Spring

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<tbody>
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<td>ARTS Studio course 200-level or above</td>
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<tr>
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<tbody>
<tr>
<td>ARTH 316</td>
<td>Issues in Contemporary Art</td>
<td>*</td>
</tr>
<tr>
<td>ARTS Elective</td>
<td>2</td>
<td></td>
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</table>

One course with one of the following prefixes:

- ARTH, CREA, DIGA, ENCW, MUSC, or THEA

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>General Education requirement</td>
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<td></td>
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## Third Year

### Fall

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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ARTS Studio course 200-level or above</td>
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<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Junior Seminar or General Education course</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

One course with one of the following prefixes (or Elective course):

- ARTH, CREA, DIGA, ENCW, MUSC, or THEA

### Spring

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<td>Issues in Contemporary Art</td>
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## Elective

1

## Fourth Year

### Fall

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<tbody>
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</tbody>
</table>

Junior Portfolio Review must be successfully completed before enrolling in Senior Project Proposal and Senior Exhibition. This event is typically scheduled the last Friday before Thanksgiving Break.

## Notes

- * indicates required course for Studio Art Concentration.
Senior Portfolio Review must be successfully completed before enrolling in Senior Project Proposal and Senior Exhibition. This event is typically scheduled on the last Friday before Thanksgiving Break.

**Spring**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 499</td>
<td>Senior Project Proposal and Senior Exhibition</td>
<td>1</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>1</td>
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<tr>
<td>Elective</td>
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<tr>
<td><strong>Total Units</strong></td>
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<td><strong>32</strong></td>
</tr>
</tbody>
</table>

1. General Education recommendation: Writing Experience course or B, P, S, L course.
2. A total of 4 ARTS Studio courses 200-level or above are required.
3. Course typically offered once every other year.
Advising Course Plan - Art Major - Studio Art Concentration - Plan for Transfer Students

**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 105A and ARTS 206A and either ARTS 208A or an upper level studio art class).

### Third Year
#### Fall
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 208A</td>
<td>Sculpture I</td>
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</tr>
<tr>
<td>Choose one of the following:</td>
<td></td>
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</tr>
<tr>
<td>ARTH 314A</td>
<td>The Art and Theory of Modernism</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ARTS Elective</td>
<td></td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Choose one of the following:
- Junior Seminar
- General Education requirement
- Elective

Choose one of the following:
- General Education requirement
- Elective

#### Spring
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 205A</td>
<td>Drawing II</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARTH 316</td>
<td>Issues in Contemporary Art</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ARTS Elective</td>
<td></td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following:
- Junior Seminar
- General Education requirement
- Elective

Select one of the following:
- General Education requirement
- Elective

Junior Portfolio Review must be successfully completed before starting as a senior ART major; typically scheduled on the last Friday of classes in the spring semester.

### Fourth Year
#### Fall
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 491</td>
<td>Open Studio</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARTH 314A</td>
<td>The Art and Theory of Modernism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARTS Elective</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ARTS Elective</td>
<td></td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

One course with one of the following prefixes:
- ARTH, CREA, DIGA, ENCW, MUSC, or THEA

Senior Portfolio Review must be successfully completed before enrolling in Senior Project Proposal and Senior Exhibition; typically scheduled on the last Friday before Thanksgiving Break.

#### Spring
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 499</td>
<td>Senior Project Proposal and Senior Exhibition</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARTH 316</td>
<td>Issues in Contemporary Art</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARTS Elective</td>
<td></td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

One course with one of the following prefixes:
<table>
<thead>
<tr>
<th>ARTH, CREA, DIGA, ENCW, MUSC, or THEA or Elective course</th>
<th>16</th>
</tr>
</thead>
</table>

1. General Education recommendation: Writing Experience course or a course to meet another General Education requirement, as needed.
2. A total of 4 ARTS Studio courses 200-level or above are required.
* Course typically offered once every other year.
Bachelor of Arts in Art (Art History Emphasis)

General Education Requirements
The student must complete the General Education Requirements of the College of Arts and Sciences. 9

Major Requirements
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
1 ARTS course 1
ARTH 316  Issues in Contemporary Art 1
5 additional ARTH courses 5
(Up to 2 of these 5 courses may be selected from ANTH 220A, ANTH 221A, and ANTH 230A)
ARTH 499  Senior Project 1

Collateral Requirements
3 units total from the following prefixes: ARTS, CREA, DIGA, MUSC, ENCW, THEA, and Modern Languages (202L or higher) 3

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 may be used to count toward the Writing requirement.

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 requirements. Students should check with their advisors 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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSEM 100</td>
<td>First Year Seminar</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Quantitative Reasoning (any Q course)</td>
<td>1</td>
</tr>
</tbody>
</table>

Knowledge of Human Cultures and the Natural World
Select five of the following: 1
- Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses)
- 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 and Junior Seminar 2
Select one of the following:
- Environmental Responsibility (any R course)
- Ethical or Spiritual Inquiry (any E course)
- Health and Wellness (any W course)
- Human Diversity (any D course)
- Social Justice (any J course)

Select one Junior Seminar of the following: 3
### 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.

1. 1 unit each from 5 out of the 6 areas
2. 1 unit MUST BE a Junior Seminar
3. Junior seminars may not be taken pass/fail.
### Bachelor of Arts in Art (Studio Art Emphasis)

#### General Education Requirements

The student must complete the General Education Requirements of the College of Arts & Sciences.  

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSEM 100</td>
<td>First Year Seminar</td>
<td>1</td>
</tr>
<tr>
<td>Quantitative Reasoning (any Q course)</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>Knowledge of Human Cultures and the Natural World</strong></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Select five of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Culture and Belief (any B course)</td>
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<tr>
<td>Historical Inquiry (any H course)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individuals, Societies, and Social Systems (any S course)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modern Languages (any L course)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical and Natural World (any P course)</td>
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</tbody>
</table>

#### Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 105A</td>
<td>Drawing I</td>
<td>1</td>
</tr>
<tr>
<td>ARTS 205A</td>
<td>Drawing II</td>
<td>1</td>
</tr>
<tr>
<td>ARTS 206A</td>
<td>Painting I</td>
<td>1</td>
</tr>
<tr>
<td>ARTS 208A</td>
<td>Sculpture I</td>
<td>1</td>
</tr>
<tr>
<td>4 additional ARTS courses at 200-level or higher</td>
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<td>4</td>
</tr>
<tr>
<td>ARTH 314A</td>
<td>The Art and Theory of Modernism (Can be used as an H course)</td>
<td>1</td>
</tr>
<tr>
<td>ARTH 316</td>
<td>Issues in Contemporary Art</td>
<td>1</td>
</tr>
<tr>
<td>Junior Portfolio Review</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Senior Portfolio Review</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>ARTS 499</td>
<td>Senior Project Proposal and Senior Exhibition</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Collateral Requirements

2 units from the following prefixes: ARTH, CREA, DIGA, ENCW, MUSC, or THEA

#### 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 may be used to count toward the Writing requirement.

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 requirements. Students should check with their advisors 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.
<table>
<thead>
<tr>
<th>Core Requirement</th>
<th>Course Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Diversity</td>
<td>(any D course)</td>
</tr>
<tr>
<td>Social Justice</td>
<td>(any J course)</td>
</tr>
<tr>
<td></td>
<td>Select one Junior Seminar of the following: ³</td>
</tr>
<tr>
<td>Environmental Responsibility</td>
<td>(any R/JS course)</td>
</tr>
<tr>
<td>Ethical or Spiritual Inquiry</td>
<td>(any E/JS course)</td>
</tr>
<tr>
<td>Health and Wellness</td>
<td>(any W/JS course)</td>
</tr>
<tr>
<td>Human Diversity</td>
<td>(any D/JS course)</td>
</tr>
<tr>
<td>Social Justice</td>
<td>(any J/JS course)</td>
</tr>
</tbody>
</table>

**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.

1. 1 unit each from 5 out of the 6 areas
2. 1 unit MUST BE a Junior Seminar
3. Junior seminars may not be taken pass/fail.
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 investigations of neural pathways in mammals, turtle nesting ecology, fish distribution in Florida springs, the effects of chemicals on amphibian development, pollination of an endangered species, the impact of UV light on DNA, and the molecular ecology of freshwater invertebrates.

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

More information can be found online at http://www.stetson.edu/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. 834) for a summer or semester of study at the Duke University Marine Laboratory.

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

Molecular Biology

This major is designed for students interested in the interface between the life sciences and physical sciences. It is administered through the Biology Department. Course descriptions can be found under the respective departments offering these courses.

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

Majors

Majors in Biology

• Bachelor of Science in Biology (p. 140)
• Bachelor of Science in Aquatic and Marine Biology (p. 138)
• Bachelor of Science in Molecular Biology (p. 142)

Minors

Minor in Biology - 5 units

Requirements

Select two of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 141P</td>
<td>Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics</td>
</tr>
<tr>
<td>BIOL 142P</td>
<td>Introductory Biology II: Animal and Plant Physiology</td>
</tr>
<tr>
<td>BIOL 244</td>
<td>Introductory Biology III: Ecology and Evolution</td>
</tr>
</tbody>
</table>

Three BIOL courses at the 300 or 400 level (not to include independent study or JS courses) 3

Total Units 5

Advising Course Plans

Aquatic and Marine Biology

• Aquatic and Marine Biology Major (p. 114)
• Aquatic and Marine Biology Major (p. 116) - Plan for Transfer Students
• Aquatic and Marine Biology Major (p. 117) - Plan for Students Interested in Veterinary School

Biology

• Biology Major (p. 119)
• Biology Major (p. 129) - Plan for Transfer Students
• Biology Major (p. 121) - Plan for Students Interested in Dental School
• Biology Major (p. 125) - Plan for Students Interested in Medical School (MD, DO)
• Biology Major (p. 123) - Plan for Students Interested in Medical School (MD, DO) - Chemistry First Plan
• Biology Major (p. 132) - Plan for Students Interested in Veterinary School
• Biology Major (p. 130) - Plan for Students Interested in Study Abroad

Molecular Biology
• Molecular Biology Major (p. 134)
• Molecular Biology Major (p. 136) - Plan for Students Interested in Dental School

Faculty

Barkalow, Derek T.
Associate Professor of Biology, 1978
B.S., University of Wisconsin
M.S., Ph.D., Rutgers University

Bennington, Cynthia C.
Professor of Biology, 1996
B.S., M.S., Ph.D., West Virginia University

Crowder, Roslyn N.
Assistant Professor of Biology, 2013
B.S., Florida A and M University
Ph.D., The University of Alabama at Birmingham

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

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

Slater, Alicia A.
Professor and Chair of Biology, 2002
B.S., Georgia Institute of Technology
M.S., Ph.D., Virginia Polytechnic Institute and State University

Stock, David A.
Professor of Biology, 1970
B.S., Michigan State University
M.S., Ph.D., North Carolina State University

Work, Kirsten A.
Professor of Biology, 2000
B.S., University of Wisconsin
M.S., University of Washington
Ph.D., University of Oklahoma
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. Corequisites: Concurrent enrollment in Biol 142P.

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 185. Independent Study. 0.5 or 1 Units.

Biol 190. Special Topics in Biology. 1 Unit.

Biol 222W. Current Issues in Food and Nutrition. 1 Unit.
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. 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. 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.

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 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. Laboratory work also includes observation and dissection of representative invertebrates. Prerequisites: BIOL 141P, BIOL 142P, BIOL 243Q, and BIOL 244.

BIOL 308. 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, and BIOL 244. Offered every other year.

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 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, and BIOL 244. Offered every other year.

BIOL 313. 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. Prerequisites: BIOL 141P, BIOL 142P and BIOL 301.

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 opened to student groups designing experiments to investigate specific behaviors. Prerequisites: BIOL 141P and BIOL 142P. Offered every third year.

BIOL 320. 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. Prerequisites: BIOL 141P and BIOL 142P.
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 and BIOL 244. Offered every other year.

BIOL 371R. Ecology of our Changing Earth. 1 Unit.
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 372W. Microorganisms: A Bane or a Boon?. 1 Unit.
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 373W. A Bionic Human? The Future of Human Health and Wellness. 1 Unit.
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 374R. Water Wars. 1 Unit.
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 375R. Looking for Longleaf and other Botanical Adventures. 1 Unit.
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 120 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. Pre-requisites: 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.

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 120 hour internship with a professional outside Stetson. 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.

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 243Q, and BIOL 244.

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. Students 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 420. Molecular Biology. 1 Unit.
Molecular biology of prokaryotic and eukaryotic cells, including mechanisms of gene expression and regulation, and practical applications (e.g., disease research and experimental therapeutics). The laboratory introduces students to nucleic acid isolation, gel electrophoresis, polymerase chain reaction (PCR), and PCR primer development. Prerequisites: BIOL 141P, BIOL 142P, and BIOL 243Q.

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 243Q, and BIOL 244.

BIOL 444R. Conservation Biology. 1 Unit.
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 243Q, and BIOL 244. Offered every other year.

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 243Q and BIOL 244.

BIOL 485. 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 490. Special Topics in Biology. 1 Unit.

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 BIOL 243Q. Writing enhanced course.

BIOL 498. Senior Project. 1 Unit.
Initiated with a proposal in the junior year (BIOL 497), the senior research project is completed by December of the senior year. This is the capstone of the undergraduate experience in biology in which students are trained to become research colleagues. Most projects are completed in a faculty member’s laboratory, but off-campus mentors also are acceptable. Prerequisites: BIOL 141P, BIOL 142P, BIOL 243Q, and BIOL 497.

BIOL 499. Senior Seminar. 0.5 Units.
Oral presentation of the methods, results, and interpretation of senior research. Prerequisites: BIOL 141P, BIOL 142P, BIOL 243Q, BIOL 497 and BIOL 498. Taken in spring of senior year.
# Advising Course Plan - Aquatic and Marine Biology Major

## First Year

**Fall**
- BIOL 141P: Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics  
  Units: 1
- FSEM 100: First Year Seminar  
  Units: 1
- MATH 125Q or 130: Introduction to Mathematical and Statistical Modeling or Calculus I with Review Part I  
  Units: 1
- General Education requirement  
  Term Units: 1

**Spring**
- BIOL 142P: Introductory Biology II: Animal and Plant Physiology  
  Units: 1
- General Education requirement  
  Term Units: 1
- General Education requirement  
  Term Units: 1
- General Education requirement  
  Term Units: 1
- BIOL 100: Current Perspectives Biology  
  Units: 0.0

**Term Units**
4

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## Second Year

**Fall**
- BIOL 243Q: Biostatistics  
  Units: 1
- CHEM 141P: General Chemistry I  
  Units: 1
- General Education requirement  
  Term Units: 1
- Elective  
  Term Units: 1

**Spring**
- BIOL 244: Introductory Biology III: Ecology and Evolution  
  Units: 1
- CHEM 142P: General Chemistry II  
  Units: 1
- General Education requirement  
  Term Units: 1
- Elective  
  Term Units: 1

**Term Units**
4

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## Third Year

**Fall**
- BIOL 300 or 400 level course  
  Units: 1
- Junior Seminar  
  Units: 1
- BIOL 397: Internship in Biology  
  Units: 0.5 to 1
- Elective  
  Term Units: 1

**Spring**
- BIOL 300 or 400 level course  
  Units: 1
- BIOL 497: Research Proposal  
  Units: 0.5
- Elective  
  Term Units: 1
- Elective  
  Term Units: 1
- Elective  
  Term Units: 1

**Term Units**
3.5 to 4

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## Fourth Year

**Fall**
- BIOL 300 or 400 level course  
  Units: 1
- BIOL 498: Senior Project  
  Units: 1
- Elective  
  Term Units: 1

**Spring**
- BIOL 300 or 400 level course  
  Units: 1
- BIOL 499: Senior Seminar  
  Units: 0.5
- Elective  
  Term Units: 1
- Elective  
  Term Units: 1

**Term Units**
3.5

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Total Unit: 31.5 to 32

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1. 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.
2. 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.
The Junior Seminar can be taken in the spring instead of the fall.

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

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 125Q, MATH 130 or MATH 141Q, and most general education courses.

<table>
<thead>
<tr>
<th>First Year</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
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</tr>
<tr>
<td>BIOL 243Q Biostatistics</td>
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<tr>
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<td>1</td>
</tr>
<tr>
<td>Term Units</td>
<td>4</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>BIOL 244 Introductory Biology III: Ecology and Evolution</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 397² Internship in Biology</td>
<td>0.5 to 1</td>
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<tr>
<td>BIOL 497 Research Proposal</td>
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<td>Elective</td>
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</tr>
<tr>
<td>Term Units</td>
<td>4.5</td>
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<tr>
<td>Second Year</td>
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<tr>
<td>BIOL 498 Senior Project</td>
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<td>Elective</td>
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<tr>
<td>Term Units</td>
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<td>Spring</td>
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<tr>
<td>BIOL 499 Senior Seminar</td>
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<tr>
<td>Term Units</td>
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</table>

Total Unit: 16.5 to 17

¹ The Junior Seminar can be taken in the spring instead of the fall.
² BIOL 397 can be taken in the fall of second year.
³ 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 - Aquatic and Marine Biology Major - Veterinary School Interest

## Plan for Students Interested in Veterinary School

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>BIOL 141P</td>
<td>Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics</td>
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</tr>
<tr>
<td>FSEM 100</td>
<td>First Year Seminar</td>
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<tr>
<td>MATH 125Q</td>
<td>Introduction to Mathematical and Statistical Modeling</td>
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**General Education requirement**

<table>
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<tr>
<th>Term Units</th>
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#### Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>BIOL 142P</td>
<td>Introductory Biology II: Animal and Plant Physiology</td>
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**General Education requirement**

<table>
<thead>
<tr>
<th>Term Units</th>
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<th>Title</th>
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<tbody>
<tr>
<td>MATH 130</td>
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**General Education requirement**

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<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>BIOL 100</td>
<td>Current Perspectives Biology</td>
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### Second Year

#### Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>BIOL 243Q</td>
<td>Biostatistics</td>
<td>1</td>
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<tr>
<td>CHEM 141P</td>
<td>General Chemistry I</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 121P</td>
<td>College Physics I</td>
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**General Education requirement**

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#### Spring

<table>
<thead>
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<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>BIOL 244</td>
<td>Introductory Biology III: Ecology and Evolution</td>
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</tr>
<tr>
<td>CHEM 142P</td>
<td>General Chemistry II</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 122P</td>
<td>College Physics II</td>
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**General Education requirement**

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<th>Term Units</th>
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### Third Year

#### Fall

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<tr>
<td>BIOL 301</td>
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<tr>
<td>CHEM 201</td>
<td>Organic Chemistry I</td>
<td>1</td>
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<tr>
<td>BIOL 398</td>
<td>Internship in Aquatic/Marine Biology</td>
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**Junior Seminar**

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#### Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>BIOL 300 or 400 level course</td>
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<td>CHEM 301</td>
<td>Organic Chemistry II</td>
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<tr>
<td>BIOL 497</td>
<td>Research Proposal</td>
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**Elective**

<table>
<thead>
<tr>
<th>Term Units</th>
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<tbody>
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</table>

### Fourth Year

#### Summer I

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

#### Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>BIOL 300 or 400 level course</td>
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<tr>
<td>BIOL 498</td>
<td>Senior Project</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 204</td>
<td>Biochemistry I</td>
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**Elective**

<table>
<thead>
<tr>
<th>Term Units</th>
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<tbody>
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#### Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 300 or 400 level course</td>
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**Elective**

<table>
<thead>
<tr>
<th>Term Units</th>
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<tbody>
<tr>
<td>4</td>
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</table>
BIOL 300 or 400 level course\(^3\)  
BIOL 499 \hspace{1cm} \text{Senior Seminar}  
Elective \hspace{1cm} \text{Elective}  
\hspace{1cm} \text{Term Units}  
\hline
\text{1} & \text{0.5} & \text{1} & \text{1} & \text{3.5}  
\hline
\text{Total Unit: 31.5 to 32}  

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.

1. 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(s) is not critical; it(they) can be taken at a later time. Some students may place into, and wish to take, MATH 141Q.

2. The Physics sequence can be taken later.

3. 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, or BIOL 333.

4. The Junior Seminar can be taken in the spring instead of fall.

5. 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.
Advising Course Plan - Biology Major

<table>
<thead>
<tr>
<th>First Year</th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL 141P</td>
<td>Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics</td>
<td>1</td>
</tr>
<tr>
<td>FSEM 100</td>
<td>First Year Seminar</td>
<td>1</td>
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<tr>
<td>MATH 125Q</td>
<td>Introduction to Mathematical and Statistical Modeling</td>
<td>1</td>
</tr>
<tr>
<td>or 130(^1)</td>
<td>Calculus I with Review Part I</td>
<td>1</td>
</tr>
<tr>
<td>General Education requirement</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL 142P</td>
<td>Introductory Biology II: Animal and Plant Physiology</td>
<td>1</td>
</tr>
<tr>
<td>General Education requirement</td>
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<td>General Education requirement</td>
<td>1</td>
<td></td>
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<tr>
<td>General Education requirement</td>
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<td></td>
</tr>
<tr>
<td>BIOL 100</td>
<td>Current Perspectives Biology</td>
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<tr>
<td><strong>Term Units</strong></td>
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<table>
<thead>
<tr>
<th>Second Year</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL 243Q</td>
<td>Biostatistics</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 141P(^2)</td>
<td>General Chemistry I</td>
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<tr>
<td>Elective</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
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<tr>
<td>BIOL 244</td>
<td>Introductory Biology III: Ecology and Evolution</td>
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</tr>
<tr>
<td>CHEM 142P(^2)</td>
<td>General Chemistry II</td>
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Total Unit: 32

\(^1\) 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.

\(^2\) The Chemistry courses can be taken later.
3 The Junior Seminar can be taken in the spring instead of the fall.
4 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

Plan for Students Interested in Dental School

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

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<td>MATH 125Q</td>
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<td>PSYC 101S</td>
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Third Year

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Fourth Year

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Advising Course Plan - Biology Major - Dental School Interest

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<td><strong>Term Units</strong></td>
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</table>

Total Unit: 32

1. 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.
2. PSYC 101S can be taken at any time.
3. The Physics courses can be taken in year 3.
4. The Junior Seminar can be taken in the spring instead of the fall.
5. BIOL 302 or BIOL 420 is required by some dental schools.
6. 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.
### 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**

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**Second Year**

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**Third Year**

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**Fourth Year**

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</table>
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.

The Junior Seminar can be taken in the spring instead of the fall.

You should consider taking CHEM 304 in the spring of the third year.

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. The following 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 pre-medical requirements without taking two lab sciences in the 1st year. However, on this plan students will not take a Biochemistry course until the 4th year, after the MCAT might be taken. Therefore, students on this plan who will take the MCAT after the 3rd year will need to take upper division biology courses with a biochemical focus during the 3rd year and study the biochemistry MCAT content on their own and/or take an MCAT prep course. Students who are comfortable with a year between Stetson and medical school also should consider this plan.

### First Year

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<th>Title</th>
<th>Credit Units</th>
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<td>MATH 125Q</td>
<td>Introduction to Mathematical and Statistical Modeling</td>
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<td>CHEM 301</td>
<td>Organic Chemistry II</td>
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<td>BIOL 497</td>
<td>Research Proposal</td>
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<tr>
<td></td>
<td><strong>Term Units</strong></td>
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<td><strong>4.5</strong></td>
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</table>

### Fourth Year

#### Summer I

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 ACOMAS).

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Title</th>
<th>Credit Units</th>
</tr>
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<tbody>
<tr>
<td>Fall</td>
<td>BIOL 300 or 400 level course</td>
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<td>BIOL 498</td>
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<tr>
<td></td>
<td>CHEM 204</td>
<td>Biochemistry I</td>
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</table>
Advising Course Plan - Biology Major - Medical School Interest

Elective
Term Units 1

Spring
BIOL 300 or 400 level course 1
BIOL 499 Senior Seminar 0.5
Elective 1
Elective 1

Term Units 4

Total Unit: 32

1. 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.
2. PSYC 101S and/or SOCI 101S can be taken any time before the MCAT.
3. The Junior Seminar can be taken in the spring instead of the fall.
4. 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.
5. 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 pre-medical 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
BIOL 141P Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics 1
CHEM 141P General Chemistry I 1
MATH 125Q 1,2 Introduction to Mathematical and Statistical Modeling 1
FSEM 100 First Year Seminar 1

Term Units 4

Spring
BIOL 142P Introductory Biology II: Animal and Plant Physiology 1
CHEM 142P General Chemistry II 1
MATH 130 1,2 Calculus I with Review Part I 1
General Education requirement 1
BIOL 100 Current Perspectives Biology 0.0

Term Units 4

Second Year

Fall
BIOL 243Q Biostatistics 1
CHEM 201 Organic Chemistry I 1
PHYS 121P 3 College Physics I 1
PSYC 101S Introduction to Psychology 1

Term Units 4

Spring
BIOL 244 Introductory Biology III: Ecology and Evolution 1
CHEM 301 Organic Chemistry II 1
PHYS 122P 3 College Physics II 1
SOCI 101S Understanding Society: An Introduction to Sociology 1

Term Units 4

Third Year

Fall
BIOL 300 or 400 level course 1
CHEM 204 Biochemistry I 1
General Education requirement 1
Junior Seminar 4 1

Term Units 4

Spring
BIOL 300 or 400 level course 1
BIOL 497 Research Proposal 0.5
General Education requirement 1
Elective 1
Elective$^{5,6}$ 1

**Term Units**

4.5

---

**Fourth Year**

**Summer I**
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

**Fall**

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<tr>
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<td>BIOL 498</td>
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<td>Elective</td>
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<tr>
<td>Elective</td>
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**Spring**

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<td>BIOL 499</td>
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<tr>
<td>Elective</td>
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</table>

**Total Unit:** 32

---

1. 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.
2. The Math courses can be put off until later if needed.
3. Physics could be taken in third year.
4. The Junior Seminar can be taken in the spring instead of the fall.
5. 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.
6. You should consider taking CHEM 304 in the spring of third year.

---

**Plan #3 (transfer) - Plan for students who transfer into the Biology Major and are interested in Medicine**

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 125Q, MATH 130 or MATH 141Q, and most general education courses.

On this plan it would be best to take the MCAT after the second year at Stetson (see below for an alternate plan). If it is important to the student not to have a ‘gap’ year between Stetson and graduate school, the MCAT needs to be taken between first year and second year. 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.

---

**First Year**

**Units**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
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<td>PHYS 141P</td>
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**Term Units**

4

**Spring**

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<th>Course</th>
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<td>BIOL 497</td>
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<td>CHEM 301</td>
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<td>PHYS 122P</td>
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<tr>
<td>CHEM 204</td>
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**Term Units**

4.5

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**Second Year**

**Units**

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<td>BIOL 498</td>
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<td>PSYC 101S</td>
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**Term Units**

4
### Spring

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<tr>
<td>BIOL 300 or 400 level course</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 499 Senior Seminar</td>
<td>0.5</td>
</tr>
<tr>
<td>SOCI 101S Understanding Society: An Introduction to Sociology</td>
<td>1</td>
</tr>
<tr>
<td>Elective</td>
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</tbody>
</table>

**Total Units**: 17

1. The Junior Seminar can be taken in the spring instead of the fall.

### Plan #4 (transfer) - Plan for students who transfer into the Biology Major and are interested in Medicine

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 and in taking the MCAT after the first year. It is assumed that students transfer credit for BIOL 141P and BIOL 142P, CHEM 141P and CHEM 142P, MATH 125Q, MATH 130 or MATH 141Q, and most general education courses. It also assumes that students already have taken an introductory Psychology and an introductory Sociology course (because these courses contain topics on the MCAT).

#### First Year

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<tr>
<th>Term</th>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
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<td>BIOL 243Q Biostatistics</td>
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<tr>
<td></td>
<td>Junior Seminar¹</td>
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<tr>
<td></td>
<td>CHEM 201 Organic Chemistry I</td>
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<td></td>
<td>PHYS 141P University Physics I</td>
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<tr>
<td>Spring</td>
<td>BIOL 244 Introductory Biology III: Ecology and Evolution</td>
<td>1</td>
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<tr>
<td></td>
<td>BIOL 497 Research Proposal</td>
<td>0.5</td>
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<tr>
<td></td>
<td>CHEM 301 Organic Chemistry II</td>
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</tr>
<tr>
<td></td>
<td>PHYS 122P College Physics II</td>
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</tr>
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<td></td>
<td>CHEM 204 Biochemistry I</td>
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<td></td>
<td><strong>Term Units</strong></td>
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#### Second Year

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Units</th>
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<tbody>
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<tr>
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<td>BIOL 300 or 400 level course</td>
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<td>Spring</td>
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<tr>
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<td>BIOL 300 or 400 level course</td>
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</tr>
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<td></td>
<td>BIOL 499 Senior Seminar</td>
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<td></td>
<td>General Education requirement</td>
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<tr>
<td></td>
<td><strong>Term Units</strong></td>
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</tbody>
</table>

**Total Units**: 15

1. The Junior Seminar can be taken in the spring instead of the fall.
# Advising Course Plan - Biology Major - Plan for Transfer Students

## 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, MATH 125Q, MATH 130 or MATH 141Q, and most general education courses.

### First Year

<table>
<thead>
<tr>
<th>Term</th>
<th>Courses</th>
<th>Units</th>
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<tbody>
<tr>
<td>Fall</td>
<td>BIOL 243Q  Biostatistics</td>
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<tr>
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<td>Junior Seminar(^1)</td>
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<td>General Education requirement</td>
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</tr>
<tr>
<td></td>
<td><strong>Term Units</strong></td>
<td>4</td>
</tr>
<tr>
<td>Spring</td>
<td>BIOL 244  Introductory Biology III: Ecology and Evolution</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>BIOL 497  Research Proposal</td>
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<td></td>
<td>General Education requirement</td>
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<tr>
<td></td>
<td>Elective</td>
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<td></td>
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### Second Year

<table>
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<th>Courses</th>
<th>Units</th>
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<tr>
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<td>BIOL 498  Senior Project</td>
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<tr>
<td></td>
<td>Elective</td>
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<tr>
<td></td>
<td><strong>Term Units</strong></td>
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</tr>
<tr>
<td>Spring</td>
<td>BIOL 300 or 400 level course(^2)</td>
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<td>BIOL 499  Senior Seminar</td>
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<td>Elective</td>
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<tr>
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<tr>
<td></td>
<td><strong>Term Units</strong></td>
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</table>

**Total Unit: 17**

1. The Junior Seminar can be taken in the spring instead of the fall.
2. 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

### Plan for Students Interested in Study Abroad

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>BIOL 141P</td>
<td>1</td>
<td>Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics</td>
</tr>
<tr>
<td>FSEM 100</td>
<td>1</td>
<td>First Year Seminar</td>
</tr>
<tr>
<td>MATH 125Q or 130</td>
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<td>Introduction to Mathematical and Statistical Modeling Calculus I with Review Part I</td>
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**Term Units:** 4

#### Spring

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<thead>
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<th>Course</th>
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<tbody>
<tr>
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<td>Introductory Biology II: Animal and Plant Physiology</td>
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<td>BIOL 100</td>
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**Term Units:** 4

### Second Year

#### Fall

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<th>Course</th>
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<tbody>
<tr>
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<td>Biostatistics</td>
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<td>CHEM 141P</td>
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**Term Units:** 4

#### Spring

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<tr>
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<td>CHEM 142P</td>
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</table>

**Term Units:** 4

### Third Year

#### Fall

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.

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**Term Units:** 4

#### Spring

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<td>BIOL 497</td>
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<td>Junior Seminar</td>
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<td>Elective</td>
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**Term Units:** 4.5

### Fourth Year

#### Fall

<table>
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<th>Course</th>
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**Term Units:** 4

#### Spring

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<td>BIOL 499</td>
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**Term Units:** 1
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</table>

Total Unit: 32

1. 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.
2. The Chemistry courses can be taken later.
3. 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

## Plan for Students Interested in Veterinary School

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).

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td></td>
</tr>
<tr>
<td>BIOL 141P</td>
<td>Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics</td>
</tr>
<tr>
<td>FSEM 100</td>
<td>First Year Seminar</td>
</tr>
<tr>
<td>MATH 125Q</td>
<td>Introduction to Mathematical and Statistical Modeling</td>
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<tr>
<td>General Education requirement</td>
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</tr>
<tr>
<td><strong>Term Units</strong></td>
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</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
</tr>
<tr>
<td>BIOL 142P</td>
<td>Introductory Biology II: Animal and Plant Physiology</td>
</tr>
<tr>
<td>General Education requirement</td>
<td>1</td>
</tr>
<tr>
<td>MATH 130</td>
<td>Calculus I with Review Part I</td>
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<table>
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</tr>
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<tbody>
<tr>
<td><strong>Fall</strong></td>
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</tr>
<tr>
<td>BIOL 243Q</td>
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</tr>
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<td>CHEM 141P</td>
<td>General Chemistry I</td>
</tr>
<tr>
<td>PHYS 121P</td>
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<tr>
<td><strong>Spring</strong></td>
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<tr>
<td>BIOL 244</td>
<td>Introductory Biology III: Ecology and Evolution</td>
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<table>
<thead>
<tr>
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<th></th>
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<tbody>
<tr>
<td><strong>Fall</strong></td>
<td></td>
</tr>
<tr>
<td>BIOL 301</td>
<td>Microbiology</td>
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<tr>
<td><strong>Spring</strong></td>
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<tr>
<td>BIOL 300 or 400 level course</td>
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<tr>
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<td>BIOL 497</td>
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<table>
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<tbody>
<tr>
<td><strong>Fall</strong></td>
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<tr>
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<tr>
<td><strong>Spring</strong></td>
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</tr>
<tr>
<td>BIOL 300 or 400 level course</td>
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<tr>
<td>BIOL 499</td>
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</tbody>
</table>
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(s) is not critical; it/they can be taken at a later time. Some students may place into, and wish to take, MATH 141Q.

The Physics courses can be taken in the third year.

The Junior Seminar can be taken in the spring instead of the fall.

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 - Molecular 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

<table>
<thead>
<tr>
<th>Term</th>
<th>Units</th>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
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<td>BIOL 141P</td>
<td>Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics</td>
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<td>First Year Seminar</td>
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<tr>
<td></td>
<td></td>
<td>MATH 130(^1)</td>
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<tr>
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<td>Term Units</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>4</td>
<td>BIOL 142P</td>
<td>Introductory Biology II: Animal and Plant Physiology</td>
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<td>General Education requirement</td>
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<tr>
<td></td>
<td></td>
<td>MATH 131Q(^1)</td>
<td>Calculus I with Review Part 2</td>
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#### Second Year

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<tr>
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<td>CHEM 141P</td>
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<tr>
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<td></td>
<td>PHYS 121P(^2)</td>
<td>College Physics I</td>
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<td>PHYS 122P(^2)</td>
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#### Third Year

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<th>Course Title</th>
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<tbody>
<tr>
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<td>CHEM 201</td>
<td>Organic Chemistry I</td>
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<td>Junior Seminar(^4)</td>
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<td>BIOL 422</td>
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<td>BIOL 497</td>
<td>Research Proposal</td>
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#### Fourth Year

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</thead>
<tbody>
<tr>
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<td>BIOL 498</td>
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<td>CHEM 204</td>
<td>Biochemistry I</td>
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<td>Elective</td>
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<td></td>
<td>Term Units</td>
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<tr>
<td>Spring</td>
<td>3.5</td>
<td>BIOL 499</td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>Term Units</td>
<td>3.5</td>
<td></td>
</tr>
</tbody>
</table>

Total Unit: 32
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.

The Physics courses can be taken later.

BIOL 302, BIOL 420, and the other BIOL 300 or 400 level course can be taken in any order.

The JSEM can be taken in the spring instead of the fall.

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

The last required upper division Biology course must be chosen from BIOL 301, BIOL 314, BIOL 315, BIOL 320, BIOL 401, BIOL 409, BIOL 410, BIOL 415, BIOL 422, or CHEM 304.
## Advising Course Plan - Molecular Biology Major - Dental School Interest

### Plan for Students Interested in Dental School

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

### First Year

<table>
<thead>
<tr>
<th>Term</th>
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<tbody>
<tr>
<td>Fall</td>
<td>BIOL 141P</td>
<td>Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics</td>
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<td>FSEM 100</td>
<td>First Year Seminar</td>
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</tr>
<tr>
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<td>MATH 130</td>
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<td></td>
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<td>Term Units</td>
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<tr>
<td>Spring</td>
<td>BIOL 142P</td>
<td>Introductory Biology II: Animal and Plant Physiology</td>
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<td>General Education requirement</td>
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<td>MATH 131Q</td>
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### Second Year

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<th>Units</th>
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<td>PHYS 121P</td>
<td>College Physics I</td>
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<td>Term Units</td>
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<tr>
<td>Spring</td>
<td></td>
<td>General Education requirement</td>
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<tr>
<td></td>
<td>CHEM 142P</td>
<td>General Chemistry II</td>
<td>1</td>
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<td></td>
<td>PHYS 122P</td>
<td>College Physics II</td>
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<tr>
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### Third Year

<table>
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<tr>
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<th>Units</th>
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<tr>
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<td>Term Units</td>
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</table>

### Fourth Year

#### Summer I

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

<table>
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<tr>
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<td>Microbiology</td>
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<td>BIOL 498</td>
<td>Senior Project</td>
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<td></td>
<td>CHEM 204</td>
<td>Biochemistry I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
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<tr>
<td></td>
<td></td>
<td>Term Units</td>
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<tr>
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</table>

Term Units: 3.5

Total Unit: 32

1. 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.
2. The Physics courses can be taken later.
3. BIOL 302, BIOL 420, and the other BIOL 300 or 400 level course can be taken in any order.
4. The Junior Seminar can be taken in the spring instead of the fall.
5. 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.
6. Can be taken in third year.
7. Other recommended upper division courses include: BIOL 301, BIOL 314, BIOL 315, BIOL 320, BIOL 401, BIOL 409, BIOL 410, BIOL 415, BIOL 422, and CHEM 304.
Bachelor of Science in Aquatic and Marine Biology

General Education Requirements
The student must complete the General Education Requirements of the College of Arts & Sciences. 9

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
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<td>Current Perspectives Biology</td>
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</tr>
<tr>
<td>BIOL 141P &amp; BIOL 142P</td>
<td>Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics and Introductory Biology II: Animal and Plant Physiology</td>
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<tr>
<td>BIOL 243Q</td>
<td>Biostatistics</td>
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<td>BIOL 244</td>
<td>Introductory Biology III: Ecology and Evolution</td>
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<tr>
<td>BIOL 306</td>
<td>Invertebrate Zoology</td>
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<td>BIOL 312</td>
<td>Marine Vertebrate Biology</td>
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<td>BIOL 313</td>
<td>Oceanography</td>
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<td>BIOL 333</td>
<td>Limnology</td>
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<td>BIOL 397</td>
<td>Internship in Biology</td>
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<td>BIOL 497</td>
<td>Research Proposal</td>
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<tr>
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<td>BIOL 312</td>
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<td>BIOL 313</td>
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<td></td>
<td>BIOL 333</td>
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<tr>
<td></td>
<td>BIOL 397</td>
<td>0.5 or</td>
</tr>
<tr>
<td></td>
<td>BIOL 497</td>
<td>1</td>
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<td>BIOL 498</td>
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<tr>
<td></td>
<td>BIOL 499</td>
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<tr>
<td></td>
<td>One additional BIOL course at the 300 or 400 level (not to include independent study or JS courses)</td>
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Collateral Requirements

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<tr>
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<tbody>
<tr>
<td>CHEM 141P &amp; CHEM 142P</td>
<td>General Chemistry I and General Chemistry II</td>
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<tr>
<td>MATH 125Q</td>
<td>Introduction to Mathematical and Statistical Modeling ^1</td>
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<tr>
<td>or MATH 130</td>
<td>Calculus I with Review Part I</td>
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Recommended Courses
The following courses are strongly recommended for most students:

<table>
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<th>Title</th>
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<td>CHEM 301</td>
<td>Organic Chemistry II</td>
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</table>

General Electives
10

Total Units
32.5-33

^1 Many students will choose to take 2 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 may be used to count toward the Writing requirement.

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

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<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSEM 100</td>
<td>First Year Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>
Quantitative Reasoning (any Q course)  

Knowledge of Human Cultures and the Natural World  
Select five of the following:  
- Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses)  
- 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 and Junior Seminar  
Select one of the following:  
- Environmental Responsibility (any R course)  
- Ethical or Spiritual Inquiry (any E course)  
- Health and Wellness (any W course)  
- Human Diversity (any D course)  
- Social Justice (any J course)  
Select one Junior Seminar of the following:  
- Environmental Responsibility (any R/JS course)  
- Ethical or Spiritual Inquiry (any E/JS course)  
- Health and Wellness (any W/JS course)  
- Human Diversity (any D/JS course)  
- Social Justice (any J/JS course)  

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.

1. 1 unit each from 5 out of the 6 areas
2. 1 unit MUST BE a Junior Seminar
3. Junior seminars may not be taken pass/fail.
Bachelor of Science in Biology

General Education Requirements
The student must complete the General Education Requirements of the College of Arts & Sciences.  

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 100</td>
<td>Current Perspectives Biology</td>
<td>0</td>
</tr>
<tr>
<td>BIOL 141P &amp; BIOL 142P</td>
<td>Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics and Introductory Biology II: Animal and Plant Physiology</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 243Q</td>
<td>Biostatistics</td>
<td>1</td>
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<tr>
<td>BIOL 244</td>
<td>Introductory Biology III: Ecology and Evolution</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 497</td>
<td>Research Proposal</td>
<td>.5</td>
</tr>
<tr>
<td>BIOL 498</td>
<td>Senior Project</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 499</td>
<td>Senior Seminar</td>
<td>.5</td>
</tr>
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</table>

Four BIOL courses at the 300 or 400 level (not to include independent study or JS courses)  

Collateral Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 141P &amp; CHEM 142P</td>
<td>General Chemistry I and General Chemistry II</td>
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<tr>
<td>MATH 125Q</td>
<td>Introduction to Mathematical and Statistical Modeling</td>
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</tr>
<tr>
<td>or MATH 130</td>
<td>Calculus I with Review Part I</td>
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</tr>
</tbody>
</table>

General Electives

10

Total Units 32

1 Many students will choose to take 2 math courses (i.e., 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 may be used to count toward the Writing requirement.

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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.

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</thead>
<tbody>
<tr>
<td>FSEM 100</td>
<td>First Year Seminar</td>
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</tr>
<tr>
<td></td>
<td>Quantitative Reasoning (any Q course)</td>
<td>1</td>
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</table>

Knowledge of Human Cultures and the Natural World

Select five of the following:  

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses)</td>
<td></td>
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<td></td>
<td>Culture and Belief (any B course)</td>
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<td></td>
<td>Historical Inquiry (any H course)</td>
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<td></td>
<td>Individuals, Societies, and Social Systems (any S course)</td>
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<tr>
<td></td>
<td>Modern Languages (any L course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical and Natural World (any P course)</td>
<td></td>
</tr>
</tbody>
</table>
Personal and Social Responsibility and Junior Seminar

Select one of the following:

Environmental Responsibility (any R course)
Ethical or Spiritual Inquiry (any E course)
Health and Wellness (any W course)
Human Diversity (any D course)
Social Justice (any J course)

Select one Junior Seminar of the following:

Environmental Responsibility (any R/JS course)
Ethical or Spiritual Inquiry (any E/JS course)
Health and Wellness (any W/JS course)
Human Diversity (any D/JS course)
Social Justice (any J/JS course)

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.

1 1 unit each from 5 out of the 6 areas
2 1 unit MUST BE a Junior Seminar
3 Junior seminars may not be taken pass/fail.
# Bachelor of Science in Molecular Biology

## General Education Requirements

The student must complete the General Education Requirements of the College of Arts & Sciences.

## Major Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 100</td>
<td>Current Perspectives Biology</td>
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<td>BIOL 141P</td>
<td>Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics</td>
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<tr>
<td>BIOL 243Q</td>
<td>Biostatistics</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 302</td>
<td>Genetics</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 420</td>
<td>Molecular Biology</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 497</td>
<td>Research Proposal</td>
<td>.5</td>
</tr>
<tr>
<td>BIOL 498</td>
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</tr>
<tr>
<td>BIOL 499</td>
<td>Senior Seminar</td>
<td>.5</td>
</tr>
</tbody>
</table>

Select one of the following:

- BIOL 301 Microbiology
- BIOL 314 Immunology and Hematology
- BIOL 315 Endocrinology
- BIOL 320 Cell Biology
- BIOL 401 General Physiology
- BIOL 409 Neurobiology
- BIOL 410 Developmental Biology
- BIOL 415 Cancer Biology
- BIOL 422 Molecular Ecology
- CHEM 304 Biochemistry II

## Collateral Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>CHEM 141P</td>
<td>General Chemistry I and General Chemistry II</td>
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<tr>
<td>&amp; CHEM 142P</td>
<td>and General Chemistry II</td>
<td></td>
</tr>
<tr>
<td>PHYS 121P</td>
<td>College Physics I and College Physics II</td>
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</tr>
<tr>
<td>&amp; PHYS 122P</td>
<td>and College Physics II</td>
<td></td>
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<tr>
<td>MATH 130</td>
<td>Calculus I with Review Part I</td>
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<tr>
<td>&amp; MATH 131Q</td>
<td>and Calculus I with Review Part 2</td>
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</tr>
<tr>
<td>or MATH 141Q</td>
<td>Calculus I with Analytic Geometry</td>
<td></td>
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<tr>
<td>CHEM 201</td>
<td>Organic Chemistry I and Organic Chemistry II</td>
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<tr>
<td>&amp; CHEM 301</td>
<td>and Organic Chemistry II</td>
<td></td>
</tr>
<tr>
<td>CHEM 204</td>
<td>Biochemistry I</td>
<td></td>
</tr>
</tbody>
</table>

## Recommended Courses

Taking an additional course from the following list is highly recommended:

- BIOL 301 Microbiology
- BIOL 314 Immunology and Hematology
- BIOL 315 Endocrinology
- BIOL 320 Cell Biology
- BIOL 401 General Physiology
- BIOL 409 Neurobiology
- BIOL 410 Developmental Biology
- BIOL 422 Molecular Ecology
- CHEM 304 Biochemistry II

## General Electives

<table>
<thead>
<tr>
<th>Units</th>
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## Total Units

<table>
<thead>
<tr>
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<td>32-33</td>
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<tr>
<td>FSEM</td>
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<td>100</td>
<td>Quantitative Reasoning (any Q course)</td>
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<td></td>
<td>Knowledge of Human Cultures and the Natural World</td>
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<td>Physical and Natural World (any P course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Personal and Social Responsibility and Junior Seminar 2</td>
<td>2</td>
</tr>
<tr>
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<td>Select one of the following:</td>
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<tr>
<td></td>
<td>Environmental Responsibility (any R course)</td>
<td></td>
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<tr>
<td></td>
<td>Ethical or Spiritual Inquiry (any E course)</td>
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</tr>
<tr>
<td></td>
<td>Social Justice (any J course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one Junior Seminar of the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Environmental Responsibility (any R/JS course)</td>
<td></td>
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<td></td>
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<tr>
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</tr>
<tr>
<td></td>
<td>Human Diversity (any D/JS course)</td>
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</tr>
<tr>
<td></td>
<td>Social Justice (any J/JS course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Units</td>
<td>9</td>
</tr>
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1. 1 unit each from 5 out of the 6 areas
2. 1 unit MUST BE a Junior Seminar
3. Junior seminars may not be taken pass/fail.
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/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/academics/programs/biochemistry.php.

Majors

Majors in Chemistry

• Bachelor of Science in Chemistry (p. 154)
• Bachelor of Science in Biochemistry (p. 152)

Minors

Minor in Chemistry - 7 or 8 units

Department Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>CHEM 141P</td>
<td>General Chemistry I</td>
<td>2</td>
</tr>
<tr>
<td>&amp; CHEM 142P</td>
<td>and General Chemistry II</td>
<td></td>
</tr>
<tr>
<td>CHEM 201</td>
<td>Organic Chemistry I</td>
<td>2</td>
</tr>
<tr>
<td>&amp; CHEM 301</td>
<td>and Organic Chemistry II</td>
<td></td>
</tr>
<tr>
<td>CHEM 204</td>
<td>Biochemistry I</td>
<td>1</td>
</tr>
</tbody>
</table>

One chemistry course at the 200-level or higher, excluding CHEM 285, CHEM 297, CHEM 385, CHEM 485, CHEM 498, CHEM 499. 1

Collateral Requirements

Select one of the following: 1 to 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 141Q</td>
<td>Calculus I with Analytic Geometry</td>
</tr>
<tr>
<td>MATH 130</td>
<td>Calculus I with Review Part I</td>
</tr>
<tr>
<td>&amp; MATH 131Q</td>
<td>and Calculus I with Review Part 2</td>
</tr>
</tbody>
</table>

Total Units 7-8

Advising Course Plans

Advising Course Plans

• Chemistry Major (p. 150)
• Biochemistry Major (p. 148)

Faculty

Grubbs, W. Tandy
Professor and Chair of Chemistry, 1995
B.S., High Point University
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 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.

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: CHEM 141P.

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.

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.

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.
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. Prerequisites: CHEM 301.

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.

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 300R. Chemistry: A Global Perspective. 1 Unit.
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.

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.

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.

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.

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.

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, CHEM 203.

CHEM 307. Nucleic Acid Structure, Function, and Metabolism. 1 Unit.
This course will focus on the structure, function and metabolism of nucleic acids. Topics covered will include: 1) the structural characteristics of DNA, mRNA, and tRNA and the methods used to study nucleic acids, 2) a description of nucleic acid function as pertains to DNA replication, mRNA transcription, and protein translation, and 3) a discussion of the biosynthesis and degradation of nucleotides, the basic building blocks of all nucleic acids. The course will consist of three lectures per week and one 3-hour laboratory. Prerequisite: CHEM 204.

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: CHEM301.
CHEM 323. Brewing Science and Technology. 0.5 Units.

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. Typically, this internship requires the equivalent of about 4-5 hours a week (0.5 unit) or 8-10 hours a week (1 unit). 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.

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.

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.
Advising Course Plan - Biochemistry Major

### First Year

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tr>
<td><strong>Fall</strong></td>
<td>CHEM 141P</td>
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<td>MATH 141Q</td>
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<td>MATH 142Q</td>
<td>Calculus II with Analytic Geometry</td>
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### Second Year

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<td><strong>Spring</strong></td>
<td>CHEM 301</td>
<td>Organic Chemistry II</td>
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<td>PHYS 142P</td>
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### Third Year

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<td>CHEM 204</td>
<td>Biochemistry I</td>
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<td>BIOL 141P</td>
<td>Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics</td>
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<td><strong>Term Units</strong></td>
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<td><strong>Spring</strong></td>
<td>CHEM 205</td>
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<td>CHEM 304</td>
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### Fourth Year

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<td>One 300 level CHEM course</td>
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<td><strong>Term Units</strong></td>
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<td><strong>Spring</strong></td>
<td>CHEM 499</td>
<td>Senior Project</td>
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<td></td>
<td><strong>Term Units</strong></td>
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</table>

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.

1 MATH 141Q may be satisfied by taking the two course sequence MATH 130 and MATH 131Q.
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).

students must select ONE Junior Seminar from among the following five areas: R, E, W, D, and J.

Students may choose to reverse PHYS/BIOL sequence and take BIOL first.

In-depth CHEM requirement (Choose ONE from CHEM 302, CHEM 303, CHEM 305, CHEM 306, CHEM 307, or CHEM 308).
Advising Course Plan - Chemistry Major

**First Year**

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
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<tr>
<td>Fall</td>
<td>CHEM 141P</td>
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<td>MATH 141Q</td>
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<td>MATH 142Q</td>
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**Second Year**

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<td></td>
<td>PHYS 121P</td>
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<td>PHYS 122P</td>
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<td>or 142P</td>
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**Third Year**

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<td>Spring</td>
<td>CHEM 205</td>
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<td>One 300 level CHEM course</td>
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**Fourth Year**

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<th>Term</th>
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<tbody>
<tr>
<td>Fall</td>
<td>CHEM 498</td>
<td>Research Proposal</td>
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<td>One 300 level CHEM course</td>
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<td>Spring</td>
<td>CHEM 499</td>
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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.

1 MATH 141Q may be satisfied by taking the two course sequence MATH 130 and MATH 131Q.
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

Students must select ONE Junior Seminar from among the following five areas: R, E, W, D, and J.
Bachelor of Science in Biochemistry

General Education Requirements
The student must complete the General Education Requirements of the College of Arts & Sciences.

Major Requirements

<table>
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<tr>
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<tr>
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<td>General Chemistry I and General Chemistry II</td>
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<td>Organic Chemistry I</td>
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<td>Inorganic Chemistry</td>
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<td>CHEM 203</td>
<td>Physical Chemistry</td>
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<td>CHEM 204</td>
<td>Biochemistry I</td>
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<td>Organic Chemistry II and Biochemistry II</td>
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<td>Research Proposal and Senior Project</td>
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Select one of the following in-depth courses:

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<tr>
<td>CHEM 302</td>
<td>Biological Inorganic Chemistry</td>
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<tr>
<td>CHEM 303</td>
<td>Advanced Physical Chemistry</td>
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<td>CHEM 305</td>
<td>Instrumental Analysis: Forensic Chemistry</td>
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<td>CHEM 306</td>
<td>Spectra and Structure</td>
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<td>CHEM 307</td>
<td>Nucleic Acid Structure, Function, and Metabolism</td>
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<td>CHEM 308</td>
<td>Advanced Organic Chemistry</td>
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Collateral Requirements

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<td>Calculus I with Analytic Geometry and Calculus II with Analytic Geometry</td>
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<tr>
<td>BIOL 141P &amp; BIOL 142P</td>
<td>Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics and Introductory Biology II: Animal and Plant Physiology</td>
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Select one of the following sequences:

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<td>College Physics I and College Physics II (Can be used as a Q course)</td>
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or

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<tr>
<th>Course</th>
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<th>Units</th>
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<tr>
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<td>University Physics I and University Physics II</td>
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Select two of the following courses:

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<td>BIOL 302</td>
<td>Genetics</td>
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<td>BIOL 315</td>
<td>Endocrinology</td>
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<td>BIOL 320</td>
<td>Cell Biology</td>
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<td>BIOL 420</td>
<td>Molecular Biology</td>
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General Electives

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Total Units

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<tr>
<th>Units</th>
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<tbody>
<tr>
<td>32</td>
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</table>

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 may be used to count toward the Writing requirement.

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 requirements. Students should check with their advisors 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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<td>FSEM 100</td>
<td>First Year Seminar</td>
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<td></td>
<td>Quantitative Reasoning (any Q course)</td>
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<td></td>
<td><strong>Knowledge of Human Cultures and the Natural World</strong></td>
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<td>Select five of the following:</td>
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<td></td>
<td>Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses)</td>
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<td></td>
<td>Culture and Belief (any B course)</td>
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<td>Historical Inquiry (any H course)</td>
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<td>Individuals, Societies, and Social Systems (any S course)</td>
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<td>Modern Languages (any L course)</td>
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<td>Physical and Natural World (any P course)</td>
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<td><strong>Personal and Social Responsibility and Junior Seminar</strong></td>
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<tr>
<td></td>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Environmental Responsibility (any R course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ethical or Spiritual Inquiry (any E course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health and Wellness (any W course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Human Diversity (any D course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Justice (any J course)</td>
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</tr>
<tr>
<td></td>
<td>Select one Junior Seminar of the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Environmental Responsibility (any R/JS course)</td>
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<tr>
<td></td>
<td>Ethical or Spiritual Inquiry (any E/JS course)</td>
<td></td>
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<tr>
<td></td>
<td>Health and Wellness (any W/JS course)</td>
<td></td>
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<tr>
<td></td>
<td>Human Diversity (any D/JS course)</td>
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</tr>
<tr>
<td></td>
<td>Social Justice (any J/JS course)</td>
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</tbody>
</table>

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.

1. 1 unit each from 5 out of the 6 areas
2. 1 unit MUST BE a Junior Seminar
3. Junior seminars may not be taken pass/fail.
Bachelor of Science in Chemistry

General Education Requirements

The student must complete the General Education Requirements of the College of Arts & Sciences.

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>CHEM 141P &amp; CHEM 142P</td>
<td>General Chemistry I and General Chemistry II</td>
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<tr>
<td>CHEM 201</td>
<td>Organic Chemistry I</td>
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</tr>
<tr>
<td>CHEM 202</td>
<td>Inorganic Chemistry</td>
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<tr>
<td>CHEM 203</td>
<td>Physical Chemistry</td>
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<tr>
<td>CHEM 204</td>
<td>Biochemistry I</td>
<td>1</td>
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<tr>
<td>CHEM 205</td>
<td>Analytical Chemistry</td>
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<tr>
<td>CHEM 301</td>
<td>Organic Chemistry II</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 498 &amp; CHEM 499</td>
<td>Research Proposal and Senior Project</td>
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Select two of the following in-depth courses:

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>CHEM 302</td>
<td>Biological Inorganic Chemistry</td>
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<td>CHEM 303</td>
<td>Advanced Physical Chemistry</td>
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<tr>
<td>CHEM 304</td>
<td>Biochemistry II</td>
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<td>CHEM 305</td>
<td>Instrumental Analysis: Forensic Chemistry</td>
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<tr>
<td>CHEM 306</td>
<td>Spectra and Structure</td>
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<tr>
<td>CHEM 307</td>
<td>Nucleic Acid Structure, Function, and Metabolism</td>
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<tr>
<td>CHEM 308</td>
<td>Advanced Organic Chemistry</td>
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Collateral Requirements

<table>
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<tr>
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<tr>
<td>MATH 141Q &amp; MATH 142Q</td>
<td>Calculus I with Analytic Geometry and Calculus II with Analytic Geometry</td>
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Select one of the following sequences:

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<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>PHYS 121P &amp; PHYS 122P</td>
<td>College Physics I and College Physics II</td>
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</tr>
<tr>
<td>PHYS 141P &amp; PHYS 142P</td>
<td>University Physics I and University Physics II</td>
<td>2</td>
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General Electives

7

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 may be used to count toward the Writing requirement.

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 requirements. Students should check with their advisors 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.

<table>
<thead>
<tr>
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<tr>
<td>FSEM 100</td>
<td>First Year Seminar</td>
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<tr>
<td>Quantitative Reasoning (any Q course)</td>
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</table>
Knowledge of Human Cultures and the Natural World

Select five of the following:  

- Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses)
- 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 and Junior Seminar

Select one of the following:

- Environmental Responsibility (any R course)
- Ethical or Spiritual Inquiry (any E course)
- Health and Wellness (any W course)
- Human Diversity (any D course)
- Social Justice (any J course)

Select one Junior Seminar of the following:

- Environmental Responsibility (any R/JS course)
- Ethical or Spiritual Inquiry (any E/JS course)
- Health and Wellness (any W/JS course)
- Human Diversity (any D/JS course)
- Social Justice (any J/JS course)

Total Units

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.

1 1 unit each from 5 out of the 6 areas
2 1 unit MUST BE a Junior Seminar
3 Junior seminars may not be taken pass/fail.
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/academics/programs/communication-and-media-studies.php.

Majors

Major in Communication and Media Studies
• Bachelor of Arts in Communication and Media Studies (p. 162)

Minors

Minor in Communication and Media Studies - 5 units

Requirements

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<thead>
<tr>
<th>Course</th>
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<td>COMM 201</td>
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<td>Select one of the following:</td>
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<tr>
<td>COMM 210E</td>
<td>Communication and Media Ethics</td>
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<tr>
<td>COMM 221S</td>
<td>Interpersonal Communication</td>
<td></td>
</tr>
<tr>
<td>COMM 228S</td>
<td>Intercultural Communication (Can be used as a D course)</td>
<td></td>
</tr>
<tr>
<td>COMM 231</td>
<td>Critical Studies of Mass Media</td>
<td></td>
</tr>
<tr>
<td>COMM 241A</td>
<td>Visual Communication</td>
<td></td>
</tr>
<tr>
<td>COMM 290</td>
<td>Special Topics in Communication Studies</td>
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</tr>
<tr>
<td>COMM 301</td>
<td>Qualitative Theory and Methodology</td>
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<tr>
<td>or COMM 302</td>
<td>Rhetorical Theory and Criticism</td>
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Select one of the following: 1

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>COMM 303</td>
<td>Media Theory and Analysis</td>
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<tr>
<td>COMM 311</td>
<td>Classical Rhetoric</td>
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<tr>
<td>COMM 314B</td>
<td>Rhetoric, Culture, &amp; Identity</td>
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<tr>
<td>COMM 321D</td>
<td>Gender in Communication</td>
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<tr>
<td>COMM 390</td>
<td>Special Topics in Communication Studies</td>
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<tr>
<td>COMM 411</td>
<td>Philosophy of Communication</td>
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Select one of the following: 1

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<tbody>
<tr>
<td>COMM 316</td>
<td>Argumentation</td>
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<tr>
<td>COMM 325</td>
<td>Organizational Communication</td>
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<tr>
<td>COMM 327W</td>
<td>Health Communication</td>
<td></td>
</tr>
<tr>
<td>COMM 328B</td>
<td>Food, Communication and Culture</td>
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</tr>
<tr>
<td>COMM 333</td>
<td>Communication and Technology</td>
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<tr>
<td>COMM 391</td>
<td>Special Topics in Communication Studies (Applied)</td>
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<tr>
<td>COMM 444</td>
<td>History and Criticism of American Public Address</td>
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</tbody>
</table>

Total Units 5

Advising Course Plans

Advising Course Plans

• Communication and Media Studies Major - 3 Year Pathway (p. 161)
• Communication and Media Studies Major - 4 Year Pathway (p. 160)
Faculty

Dehnart, Andy
Visiting Assistant Professor of Communication and Media Studies and Journalism, 2003
Director of Journalism, 2011
B.S., Stetson University
M.F.A., Bennington College

Mcfarland, Michael W.
Associate Professor of Communication and Media Studies, 1988
B.A., Simpson College
M.A., Ph.D., Northwestern University

Petrovic, Jelena
Assistant Professor of Communication and Media Studies, 2013
B.A., M.A., Wichita State University
Ph.D., University of New Mexico

Rodriguez, Mario
Assistant Professor of Communication and Media Studies, 2011
B.A., New College of Florida
M.A., University of Florida
Ph.D., University of Pennsylvania

Schuwerk, Tara
Assistant Professor of Communication and Media Studies and of Integrative Health Sciences, 2008
B.A., M.A., University of Central Florida
Ph.D., Arizona State University

Watts, Rebecca Bridges
Associate Professor and Chair of Communication and Media Studies, 2005
B.A., Stetson University
M.A., Clemson University
Ph.D., Texas A&M University

Courses

COMM 190. Special Topics in Communication Studies. 0.5 or 1 Units.

COMM 201. Public Speaking. 1 Unit.
Study of the principles of public address to include the preparation and delivery of various types of speeches.

COMM 210E. Communication and Media Ethics. 1 Unit.
An introductory exploration into the concepts of communicative choice and responsibility as they relate to specific problems and questions in communication and media.

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.

COMM 228S. Intercultural Communication. 1 Unit.
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 D course.

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.

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.

COMM 285. Independent Study. 0.5 or 1 Units.

COMM 290. Special Topics in Communication Studies. 1 Unit.
Intensive study of selected topics related to the Communication field.
COMM 290B. Special Topics: Immigration, Culture, and Scottish Identity. 1 Unit.

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.

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.

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.

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-intensive course.

COMM 314B. Rhetoric, Culture, & 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.

COMM 316. Argumentation. 1 Unit.
A study of the theory and practices of practical argumentation in the personal, technical, and public spheres.

COMM 321D. Gender in Communication. 1 Unit.
A study of the relationship between gender and communication theory and practice.

COMM 325. Organizational Communication. 1 Unit.
A study of the theory and practice of internal and external organizational communication.

COMM 327W. Health Communication. 1 Unit.
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.

COMM 330. 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.

COMM 336W. Food and Nutrition in the Media. 1 Unit.
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.

COMM 337R. Environmental Communication. 1 Unit.
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. Junior Seminar.

COMM 338J. Rhetoric of the Anti-Apartheid Movement in South Africa. 1 Unit.
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 339J. Rhetoric of War Films. 1 Unit.
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.
COMM 359D. Gender, Sexuality, and Reality in Media. 1 Unit.
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. Junior Seminar. Cross-listed with AMST 359D.

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. 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.

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.

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.

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-intensive course.

COMM 420. Health Communications 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 327W and junior or senior standing.

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.

COMM 485. Independent Study. 0.5 or 1 Units.

COMM 490. Special Topics in Communication Studies. 1 Unit.

COMM 498. Senior Seminar. 1 Unit.
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.

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.
Advising Course Plan - Communication and Media Studies Major

Four Year Plan

First Year
Fall
<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>COMM 201</td>
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Spring
<table>
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<tr>
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<tbody>
<tr>
<td>COMM 201</td>
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Second Year
Fall
<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 201</td>
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Spring
<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>One 300 or 400 level COMM course</td>
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Third Year
Fall
<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
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Spring
<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
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Fourth Year
Fall
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<tr>
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Spring
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<tbody>
<tr>
<td>COMM 499</td>
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Total Unit: 11
# Advising Course Plan - Communication and Media Studies Major -
## Three Year Plan

### Second Year

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<tr>
<td>COMM 201</td>
<td>Public Speaking (or other 200-level COMM course)</td>
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<tr>
<td>Spring</td>
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<td>Public Speaking (or other 200-level COMM course)</td>
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<tr>
<td></td>
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| Term Units | 2 |

### Third Year

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<th>Course</th>
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<tbody>
<tr>
<td>COMM 301 or 302</td>
<td>Qualitative Theory and Methodology / Rhetorical Theory and Criticism</td>
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<tr>
<td>One 300 or 400 level COMM course (theory, applied, or elective)</td>
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| Term Units | 2 |

<table>
<thead>
<tr>
<th>Spring</th>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>COMM 301 or 302</td>
<td>Qualitative Theory and Methodology / Rhetorical Theory and Criticism</td>
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<td></td>
</tr>
<tr>
<td>One 300 or 400 level COMM course (theory, applied, elective, or internship)</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Term Units | 2 |

### Fourth Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 498</td>
<td>Senior Seminar</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>One 300 or 400 level COMM course (theory, applied, elective, or internship)</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Term Units | 2 |

<table>
<thead>
<tr>
<th>Spring</th>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 499</td>
<td>Senior Project</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>One 300 or 400 level COMM course (theory, applied, elective, or internship)</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Term Units | 2 |

Total Unit: 11
Bachelor of Arts in Communication and Media Studies

General Education Requirements
The student must complete the General Education Requirements of the College of Arts & Sciences.  

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

Major Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 201</td>
<td>Public Speaking</td>
<td>1</td>
</tr>
<tr>
<td>COMM 301</td>
<td>Qualitative Theory and Methodology</td>
<td>1</td>
</tr>
<tr>
<td>COMM 302</td>
<td>Rhetorical Theory and Criticism</td>
<td>1</td>
</tr>
</tbody>
</table>

Select two of the following:  

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 210E</td>
<td>Communication and Media Ethics</td>
<td>1</td>
</tr>
<tr>
<td>COMM 221S</td>
<td>Interpersonal Communication</td>
<td>1</td>
</tr>
<tr>
<td>COMM 228S</td>
<td>Intercultural Communication (Can be used as a D course)</td>
<td>1</td>
</tr>
<tr>
<td>COMM 231</td>
<td>Critical Studies of Mass Media</td>
<td>1</td>
</tr>
<tr>
<td>COMM 241A</td>
<td>Visual Communication</td>
<td>1</td>
</tr>
<tr>
<td>COMM 290</td>
<td>Special Topics in Communication Studies</td>
<td>1</td>
</tr>
</tbody>
</table>

Select one of the following:  

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 303</td>
<td>Media Theory and Analysis</td>
<td>1</td>
</tr>
<tr>
<td>COMM 311</td>
<td>Classical Rhetoric</td>
<td>1</td>
</tr>
<tr>
<td>COMM 314B</td>
<td>Rhetoric, Culture, &amp; Identity</td>
<td>1</td>
</tr>
<tr>
<td>COMM 321D</td>
<td>Gender in Communication</td>
<td>1</td>
</tr>
<tr>
<td>COMM 390</td>
<td>Special Topics in Communication Studies</td>
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</tr>
<tr>
<td>COMM 411</td>
<td>Philosophy of Communication</td>
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</table>

Select one of the following:  

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>COMM 316</td>
<td>Argumentation</td>
<td>1</td>
</tr>
<tr>
<td>COMM 325</td>
<td>Organizational Communication</td>
<td>1</td>
</tr>
<tr>
<td>COMM 327W</td>
<td>Health Communication</td>
<td>1</td>
</tr>
<tr>
<td>COMM 328B</td>
<td>Food, Communication and Culture</td>
<td>1</td>
</tr>
<tr>
<td>COMM 333</td>
<td>Communication and Technology</td>
<td>1</td>
</tr>
<tr>
<td>COMM 391</td>
<td>Special Topics in Communication Studies (Applied)</td>
<td>1</td>
</tr>
<tr>
<td>COMM 444</td>
<td>History and Criticism of American Public Address</td>
<td>1</td>
</tr>
</tbody>
</table>

One 300- or 400-level, non-required COMM course  

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 397</td>
<td>Internship in Communication and Media Studies</td>
<td>1</td>
</tr>
<tr>
<td>COMM 498</td>
<td>Senior Seminar</td>
<td>1</td>
</tr>
<tr>
<td>COMM 499</td>
<td>Senior Project</td>
<td>1</td>
</tr>
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</table>

General Electives  

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

Total Units  

| 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 may be used to count toward the Writing requirement.

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 requirements. Students should check with their advisors 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.
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSEM 100</td>
<td>First Year Seminar</td>
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</tr>
<tr>
<td></td>
<td>Quantitative Reasoning (any Q course)</td>
<td>1</td>
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</tbody>
</table>

**Knowledge of Human Cultures and the Natural World**

Select five of the following:

- Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses)
- 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 and Junior Seminar**

Select one of the following:

- Environmental Responsibility (any R course)
- Ethical or Spiritual Inquiry (any E course)
- Health and Wellness (any W course)
- Human Diversity (any D course)
- Social Justice (any J course)

Select one Junior Seminar of the following:

- Environmental Responsibility (any R/JS course)
- Ethical or Spiritual Inquiry (any E/JS course)
- Health and Wellness (any W/JS course)
- Human Diversity (any D/JS course)
- Social Justice (any J/JS course)

**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.

1. 1 unit each from 5 out of the 6 areas
2. 1 unit MUST BE a Junior Seminar
3. Junior seminars may not be taken pass/fail.
Computer Science

Stetson University provides students a flexible curriculum where they can receive a Bachelor of Science degree in computer science or a Bachelor of Arts degree in 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 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, or software engineering, or a career in industry that emphasizes software application development. By taking courses that emphasize network and Web-based application development and 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 and animation, and computer music. See Digital Arts 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 2001 Model Curricula for Computing” (CC-2001). The curriculum emphasizes a hands-on learning environment where students learn the 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/academics/programs/computer-science.php.

Majors

Majors in Computer Science

• Bachelor of Science in Computer Science (p. 171)
• Bachelor of Science in Computer Information Systems (p. 169)

Minors

Minor in Computer Science - 5 Units

Minor Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 141</td>
<td>Introduction to Computer Science I</td>
<td>1</td>
</tr>
<tr>
<td>CSCI 142</td>
<td>Introduction to Computer Science II</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>One 200-level CSCI course and two 300- or 400-level CSCI courses, or three 300 or 400 level CSCI courses</td>
<td>3</td>
</tr>
<tr>
<td>Total Units</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

Advising Course Plans

• Computer Science Major
• Computer Information Systems Major (p. 168)

Faculty

Branton, Michael G.
*Professor of Mathematics and Computer Science, 1982*
B.S., Florida Technological University
M.S., Ph.D., University of North Carolina at Chapel Hill

Eckroth, Joshua
*Assistant Professor of Computer Science, 2014*
B.A., Humboldt State University
M.S., Ph.D., The Ohio State University

El Aarag, Hala
*Associate Professor of Computer Science, 2002*
B.S., M.S., Alexandria University
Ph.D., University of Central Florida

Hirsch, Michael
Visiting Assistant Professor of Mathematics and Computer Science, 2014
B.A., West Chester University
M.S., University of Delaware
Ph.D., University of Florida

Miles, William W.
Associate Professor of Mathematics and Computer Science, 2003
B.S., Presbyterian College
M.S., Virginia Commonwealth University
Ph.D., Clemson University

Plante, Daniel
Professor of Computer Science, 1997
B.S., Marlboro College
Ph.D., University of Notre Dame

Courses

CINF 190. Special Topics in Computer Information Systems. 1 Unit.

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. Prerequisite: CSCI 111Q or CSCI 142 or CSCI 261 or permission of instructor.

CINF 285. Independent Study. 0.5 or 1 Units.

CINF 290. Special Topics in Computer Information Systems. 1 Unit.

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. 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. Prerequisite CSCI 221.

CINF 331. Computer and Network Security. 1 Unit.
An introduction to computer and network security with an emphasis on computer attacks and defending against them. Examines the reconnaissance, scanning, gaining access, maintaining access, and covering tracks phases of the attack process and uses various open source tools for monitoring and detection. Prerequisite: CSCI 221.

CINF 351E. Ethics and Technology. 1 Unit.
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. Junior Seminar.

CINF 385. Independent Study. 0.5 or 1 Units.

CINF 390. Special Topics in Computer Information Systems. 1 Unit.
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.

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. Prerequisite: CSCI 221 or permission of instructor.
CINF 485. Independent Study. 0.5 or 1 Units.

CINF 490. Special Topics in Computer Information Systems. 1 Unit.

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.

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.

CSCI 111Q. 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.

CSCI 141. Introduction to Computer Science I. 1 Unit.
An introduction to computer science and object oriented programming with Java. 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. Prerequisite: CSCI 141.

CSCI 190. Special Topics in Computer Science. 1 Unit.

CSCI 201. Introduction to Computer Org. 1 Unit.
Hardware organization, assembly and system level programming, macro facilities. Prerequisite: CSCI 141.

CSCI 211. Discrete Structures. 1 Unit.
Boolean algebra and propositional logic, mathematical proofs, finite machines, Turing machines, formal languages, combinatorics, probability. Prerequisite: CSCI 141 and either MATH 141Q or MATH 130 or MATH 125Q.

CSCI 221. Software Development I. 1 Unit.

CSCI 261. Introduction to Scientific Computing. 1 Unit.
This course provides an introduction to scientific computing. 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. Prerequisite MATH 141Q or MATH 131Q.

CSCI 285. Independent Study. 0.5 or 1 Units.

CSCI 290. Special Topics in Computer Science. 1 Unit.

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. 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. Prerequisite: CSCI 201.

CSCI 304. Computer Networks and Mobile Computing. 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. Prerequisites: CSCI 221 and CSCI 301.

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. Prerequisites: CSCI 221 and MATH 211Q.

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 is on the verification and analysis of time and space complexity. NP theory is introduced. 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. Prerequisite: CSCI 221.
CSCI 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. Prerequisite: CSCI 211 or MATH 221Q. Cross-listed as MATH 331.

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. 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 numerical 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. 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. 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. Prerequisite: CSCI 221.

CSCI 385. Independent Study. 0.5 or 1 Units.

CSCI 390. Special Topics in Computer Science. 1 Unit.
May be repeated for credit.

CSCI 397. Internship in Computer Science. 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 CSCI faculty.

CSCI 410. Computer Graphics II. 1 Unit.
A continuation of CSCI 310, including key-frame animation, kinematics, the A* algorithm, flocking behaviors, metaballs, and shader-based graphics. Prerequisite: CSCI 310.

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. 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. Prerequisite: CSCI 211.

CSCI 485. Independent Study. 0.5 or 1 Units.

CSCI 490. Special Topics in Computer Science. 1 Unit.

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 3 CSCI courses at the 300 level or above.

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.
# Advising Course Plan - Computer Information Systems Major

## First Year
### Fall
- **CSCI 141** Introduction to Computer Science I 1
- **MATH 125Q** Introduction to Mathematical and Statistical Modeling 1
- **FSEM 100** First Year Seminar 1
- General Education requirement 1
### Spring
- **CSCI 142** Introduction to Computer Science II 1
- General Education requirement 1
- General Education requirement 1
- Elective 1

## Second Year
### Fall
- **CINF 201** Database Systems 1
- **CSCI 221** Software Development I 1
- General Education requirement 1
- Elective 1
### Spring
- **CSCI 211** Discrete Structures 1
- General Education requirement 1
- Elective 1
- Elective 1

## Third Year
### Fall
- **CSCI 321** Software Development II 1
- Major Business Elective course 1
- Junior Seminar 1
- Elective 1
### Spring
- **CINF 301** Web Application Development 1
- Major Elective course 2
- General Education requirement 1
- General Education requirement 1

## Fourth Year
### Fall
- **CINF 498** Senior Project I 1
- Major Elective course 2
- General Education requirement 1
- Elective 1
### Spring
- **CINF 499** Senior Project II 1
- Elective 1
- Elective 1
- Elective 1

Total Units 32

1. Select one of the following courses: BSAN 360, BSAN 383, BSAN 461, BSAN 465, BSAN 481, BSAN 494.
2. Choose one 300 or 400 level CSCI or CINF courses (excluding junior seminars).
Bachelor of Science in Computer Information Systems

General Education Requirements
Students must complete the General Education Requirements of the College of Arts and Sciences.

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 141</td>
<td>Introduction to Computer Science I</td>
<td>1</td>
</tr>
<tr>
<td>CSCI 142</td>
<td>Introduction to Computer Science II</td>
<td>1</td>
</tr>
<tr>
<td>CINF 201</td>
<td>Database Systems</td>
<td>1</td>
</tr>
<tr>
<td>CSCI 211</td>
<td>Discrete Structures</td>
<td>1</td>
</tr>
<tr>
<td>CSCI 221</td>
<td>Software Development I</td>
<td>1</td>
</tr>
<tr>
<td>CSCI 321</td>
<td>Software Development II</td>
<td>1</td>
</tr>
<tr>
<td>CINF 301</td>
<td>Web Application Development</td>
<td>1</td>
</tr>
<tr>
<td>CINF 498</td>
<td>Senior Project I</td>
<td>1</td>
</tr>
<tr>
<td>CINF 499</td>
<td>Senior Project II</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Two 300 or 400 level CSCI or CINF courses (excluding CSCI and CINF junior seminars)</td>
<td>2</td>
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Collateral Requirements

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>MATH 125Q</td>
<td>Introduction to Mathematical and Statistical Modeling</td>
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Select one of the following courses:

<table>
<thead>
<tr>
<th>Code</th>
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<th>Units</th>
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<tbody>
<tr>
<td>BSAN 360</td>
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<tr>
<td>BSAN 383</td>
<td>Business Intelligence</td>
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</tr>
<tr>
<td>BSAN 461</td>
<td>Business Process Management</td>
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<tr>
<td>BSAN 465</td>
<td>Predictive Analytics</td>
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<td>BSAN 481</td>
<td>Social Media Analytics</td>
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<tr>
<td>BSAN 494</td>
<td>Business Analysis</td>
<td></td>
</tr>
</tbody>
</table>

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 may be used to count toward the Writing requirement.

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 requirements. Students should check with their advisors 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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSEM 100</td>
<td>First Year Seminar</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Quantitative Reasoning (any Q course)</td>
<td>1</td>
</tr>
</tbody>
</table>

Knowledge of Human Cultures and the Natural World

Select five of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Culture and Belief (any B course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Historical Inquiry (any H course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Individuals, Societies, and Social Systems (any S course)</td>
<td></td>
</tr>
</tbody>
</table>
Modern Languages (any L course)
Physical and Natural World (any P course)
**Personal and Social Responsibility and Junior Seminar**  
Select one of the following:
- Environmental Responsibility (any R course)
- Ethical or Spiritual Inquiry (any E course)
- Health and Wellness (any W course)
- Human Diversity (any D course)
- Social Justice (any J course)

Select one Junior Seminar of the following:
- Environmental Responsibility (any R/JS course)
- Ethical or Spiritual Inquiry (any E/JS course)
- Health and Wellness (any W/JS course)
- Human Diversity (any D/JS course)
- Social Justice (any J/JS course)

**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.

1. 1 unit each from 5 out of the 6 areas
2. 1 unit MUST BE a Junior Seminar
3. Junior seminars may not be taken pass/fail.
Bachelor of Science in Computer Science

General Education Requirements
The student must complete the General Education Requirements of the College of Arts and Sciences. 9

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>CSCI 141</td>
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<td>CSCI 142</td>
<td>Introduction to Computer Science II</td>
<td>1</td>
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<tr>
<td>CSCI 201</td>
<td>Introduction to Computer Org</td>
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<tr>
<td>CSCI 211</td>
<td>Discrete Structures</td>
<td>1</td>
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<tr>
<td>CSCI 221</td>
<td>Software Development I</td>
<td>1</td>
</tr>
<tr>
<td>CSCI 301</td>
<td>Operating Systems</td>
<td>1</td>
</tr>
<tr>
<td>CSCI 311</td>
<td>Algorithm Analysis</td>
<td>1</td>
</tr>
<tr>
<td>CSCI 498</td>
<td>Senior Research I</td>
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</tr>
<tr>
<td>CSCI 499</td>
<td>Senior Research II</td>
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</tr>
<tr>
<td>Two 300 or 400 level courses in CSCI or one in CSCI and one in CINF (CINF 351E cannot be used)</td>
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Collateral Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 142Q</td>
<td>and any 2 courses in the division of Natural Sciences at the level of 140 or above outside of the Mathematics and Computer Science Department</td>
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General Electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
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<td>8</td>
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</tbody>
</table>

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 may be used to count toward the Writing requirement.

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 requirements. Students should check with their advisors 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.

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</tr>
<tr>
<td></td>
<td>Knowledge of Human Cultures and the Natural World</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Select five of the following: ¹</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Creative Arts (any A course, or 4 - MUC, MUSA or MUSE credit courses)</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Personal and Social Responsibility and Junior Seminar ²</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Environmental Responsibility (any R course)</td>
<td></td>
</tr>
</tbody>
</table>
### 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.

1. 1 unit each from 5 out of the 6 areas
2. 1 unit MUST BE a Junior Seminar
3. Junior seminars may not be taken pass/fail.
Creative Arts

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 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. 93), Art History (p. 93), Digital Arts (p. 176), and Theatre Arts (p. 400).

Although there is no academic major or minor named Creative Arts, the department does offer a limited number of courses under the CREA prefix. These 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.

In addition, other academic programs work closely with Creative Arts to support a lively creative community known as the Off-Center for Creative Practice, an academic constellation designed to promote collaboration across all creative disciplines at Stetson.

More information can be found online at http://www2.stetson.edu/creative-arts/.

Faculty

Bolding, Gary
Professor of Art, 1989
B.A., Hendrix College
M.F.A., Brooklyn College

Chen, Dengke
Assistant Professor of Digital Arts, 2015
B.A., China Central Academy of Fine Arts
M.F.A., The Pennsylvania State University

Franco, Krista Marie
Assistant Professor of Theatre Arts, 2013
B.A., Florida State University
M.F.A., Clemson University

Gunderson, Dan A.
Professor of Art, 1976
B.F.A., University of South Dakota
M.F.A., University of Wisconsin

Kudryavtseva, Ekaterina
Assistant 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

Pras, Amandine
Visiting Assistant Professor of Digital Arts, 2016
Diplomas de Physique et Acoustique, University Paris 7-Denis Diderot;
Conservatoire National de Région d’Aubervilliers-La Courneuve, France
MSc, Conservatoire National Supérieur de Musique et de Danse de Paris
Ph.D., McGill University

Roberts, Matthew
Associate Professor of Digital Arts, 2001
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 290. Special Topics in Creative Arts. 1 Unit.

CREA 290A. Special Topic. 1 Unit.

Freiburg with its rich contemporary culture, variety of landscape, proximity to France and Switzerland, the omnipresence of history, museums and art galleries is the ideal starting place to explore the world of photography. In this aesthetic and creative photo workshop we approach photography through critical analysis, reflection, interpretation and the practice of our own photography. We will investigate the visual language, different perspectives and approaches of photography as to how visual media designs, constitutes and constructs notions of reality. The medium of photography generates perspectives of and gazes at the world, sustainably shaping our perception and imagination. Students acquire and expand their media analytical skills based on analysis and interpretation of imagery and the aesthetics of photography in general. As a final result, students will not only have an accomplished course but also a body of photographic work that will be a memory of a life changing experience abroad. Daily exercises and assignments require a digital camera (at least 3 megapixels or higher with the option of manual overrides), charger, USB Flash Drive (at least 4 GB) and cable, memory cards and laptop.

CREA 370D. Blues People: African-American Popular Music. 1 Unit.

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 371J. Music and Social Injustice. 1 Unit.

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 372J. Arts and Revolution: Music. 1 Unit.

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.
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.

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.
Digital Arts

Digital Arts is a major focused on investigating 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, computer science, and music technology to provide students with an environment where they can explore the inter-relationships between 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, 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.

The School of Music also offers a Bachelor of Music degree program that is administered by the Digital Arts faculty. See Music Technology (p. 577) elsewhere in the Catalog for more information.

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. 93), Art History (p. 93), and Theatre Arts (p. 400). The Department is the hub for the University’s Off-Center for Creative Practice, an academic constellation designed to promote collaboration across all creative disciplines at Stetson.

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. 183)
- Bachelor of Science in Digital Arts (p. 185)

**Minors**

**Minor in Digital Arts - 5 units**

**Minor Requirements**

Select 3 of the following 4 courses: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>DIGA 101A</td>
<td>Digital Art Fundamentals</td>
</tr>
<tr>
<td>DIGA 161A</td>
<td>Digital Audio Fundamentals</td>
</tr>
<tr>
<td>CSCI 111Q</td>
<td>Introduction to Computing</td>
</tr>
<tr>
<td>DIGA 222</td>
<td>Web Design</td>
</tr>
</tbody>
</table>

Select 1 of the following sequences: 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIGA 231</td>
<td>Interactivity and Art</td>
</tr>
<tr>
<td>&amp; DIGA 331</td>
<td>and Advanced Interactivity and Art</td>
</tr>
<tr>
<td>DIGA 131A</td>
<td>Digital Photography</td>
</tr>
<tr>
<td>&amp; DIGA 321</td>
<td>and Graphic Design</td>
</tr>
<tr>
<td>DIGA 251</td>
<td>Digital Video Fundamentals</td>
</tr>
<tr>
<td>&amp; DIGA 351</td>
<td>and Advanced Digital Video</td>
</tr>
<tr>
<td>DIGA 301</td>
<td>3D Modeling and Animation</td>
</tr>
<tr>
<td>&amp; DIGA 302</td>
<td>and Advanced 3D Modeling and Animation</td>
</tr>
<tr>
<td>DIGA 361</td>
<td>Audio Recording and Production I</td>
</tr>
<tr>
<td>&amp; DIGA 362</td>
<td>and Audio Recording and Production II</td>
</tr>
<tr>
<td>DIGA 461</td>
<td>Computer Music I</td>
</tr>
<tr>
<td>&amp; DIGA 462</td>
<td>and Computer Music II</td>
</tr>
</tbody>
</table>

**Total Units** 5

**Advising Course Plans**

**Advising Course Plans**

- Digital Arts Major (p. 180)
- Digital Arts Major (p. 182) - Plan for Transfer Students
Faculty

Chen, Dengke
*Assistant Professor of Digital Arts, 2015*
B.A., China Central Academy of Fine Arts
M.F.A., The Pennsylvania State University

Pras, Amandine
*Visiting Assistant Professor of Digital Arts, 2016*
Diplômes de Physique et Acoustique, University Paris 7-Denis Diderot;
Conservatoire National de Région d’Aubervilliers-La Courneuve, France
MSc, Conservatoire National Supérieur de Musique et de Danse de Paris
Ph.D., McGill University

Roberts, Matthew
*Associate Professor of Digital Arts, 2001*
B.F.A., University of Florida
M.F.A., University of Illinois

Wolek, Nathan E.
*Associate Professor of Digital Arts, 2005*
Chair of Creative Arts Department, 2012
B.M., Stetson University
Ph.D., Northwestern University

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 131A. 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.

**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 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 or DIGA 131A.

**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 111Q.

**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. Pre-requisite: DIGA 101A or DIGA 131A or DIGA 161A.

**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 DIGA 131A or CSCI 111Q.
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 321. 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 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 or MUSC 259.

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 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 397. Internship in Digital Arts. 0.5 or 1 Units.
Students work with a faculty supervisor and an outside supervisor and are placed at an outside institution where the student's background in digital arts can be used. Guidelines for internships are available from the internship supervisor. Prerequisites: Junior or senior standing and approval of the faculty supervisor.

DIGA 398. Advanced Digital Arts Studio. 1 Unit.
Seminar 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, animations, video, or other experimental digital artwork. The course includes ongoing discussions and critiques of student-designed projects. May be repeated for credit. Prerequisite: Permission of Instructor. Offered every year in the spring semester.

DIGA 461. Computer Music I. 1 Unit.
A study of software synthesis, audio processing and algorithmic composition techniques for electronic music and sound design. Methods are introduced through independent research by the students, then implemented as performance instruments via contemporary music programming languages. Prerequisite: DIGA 161A or MUSC 259.

DIGA 462. Computer Music II. 1 Unit.
A continuation of DIGA 461. Students complete advanced programming and composition projects, while examining important topics in electronic music and sound design. Readings and discussion cover both technical innovations and aesthetic thought related to contemporary research and creative practice in computer music. Prerequisite: DIGA 461.

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 361 and MUSC 279.

DIGA 485. Independent Study. 0.5 or 1 Units.

DIGA 490. Special Topics in Digital Arts. 1 Unit.

DIGA 498. Senior Project Proposal. 1 Unit.
Preparation and planning for the senior project. The student produces a proposal for the senior project and presents it before a faculty jury. Prerequisite: DIGA 398. Offered every year in the fall semester.
DIGA 499. Senior Project. 1 Unit.
The student develops and exhibits a significant work in the digital arts. Planning and installing the Senior Thesis Exhibition are part of the class. Prerequisite: DIGA 498. Offered every year in the spring semester.
## Advising Course Plan - Digital Arts Major

### Plan for B.A. or B.S.

#### First Year

**Fall**
- **DIGA 101A**  
  Digital Art Fundamentals  
  1
- or **DIGA 161A**  
  Digital Audio Fundamentals  
  1
- Select one of the following:  
  - **CSCI 111Q**  
    Introduction to Computing  
    1
  - General Education requirement  
    1
- **FSEM 100**  
  First Year Seminar  
  1
- General Education requirement  
  1

**Spring**
- **DIGA 161A**  
  Digital Audio Fundamentals  
  1
- or **DIGA 101A**  
  Digital Art Fundamentals  
  1
- Select one of the following:  
  - **CSCI 111Q**  
    Introduction to Computing  
    1
  - General Education requirement  
    1
- **DIGA 222**  
  Web Design  
  1
- General Education requirement  
  1

#### Second Year

**Fall**
- **Digital Arts Sequence #1 - first choice/first class**  
  2
- One course with one of the following prefixes:  
  - ARTS, ARTH, CREA, ENCW, MUSC, PHYS or THEA  
  1
- General Education requirement  
  1
- General Education requirement  
  1

**Spring**
- **Digital Arts Sequence #1 - first choice/second class**  
  3
- One course with one of the following prefixes:  
  - ARTS, ARTH, CREA, ENCW, MUSC, PHYS, or THEA  
  1
- General Education requirement  
  1
- General Education requirement  
  1

#### Third Year

**Fall**
- **Digital Arts Sequence #2 - second choice/first class**  
  2
- Select one of the following:  
  - Junior Seminar  
  1
  - One course with one of the following prefixes: ARTH, CREA, DIGA, ENCW, MUSC, PHYS or THEA  
  1
- General Education requirement  
  1
- General Education requirement or Elective  
  1

**Spring**
- **DIGA 398**  
  Advanced Digital Arts Studio (includes mandatory junior portfolio review)  
  1
- **Digital Arts Sequence #2 - second choice/second class**  
  3
- Select one of the following:  
  - Junior Seminar  
  1
  - One course with one of the following prefixes: ARTH, CREA, DIGA, ENCW, MUSC, PHYS or THEA  
  1
- General Education requirement  
  1

#### Fourth Year

**Fall**
- **DIGA 498**  
  Senior Project Proposal (includes mandatory senior portfolio review)  
  1
- Elective  
  1
<table>
<thead>
<tr>
<th>Elective</th>
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</thead>
<tbody>
<tr>
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</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
</tr>
<tr>
<td>DIGA 499</td>
<td>Senior Project (includes senior exhibition)</td>
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<tr>
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<td>Elective</td>
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<tr>
<td><strong>Total Units</strong></td>
<td>32</td>
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</table>

1. General Education recommendation: Writing Experience course or B, P, S, or L course.
2. Choose one of the following: DIGA 131A, DIGA 231, DIGA 251, DIGA 301, DIGA 361, or DIGA 461.
3. Choose one of the following, to correspond with course selected in fall: DIGA 321, DIGA 331, DIGA 351, DIGA 302, DIGA 362, or DIGA 462.
Advising Course Plan - Digital Arts Major - Plan for Transfer Students

Plan for Transfer Students

For a transfer student to successfully complete the Digital Arts major in only two years, the student must come in with sufficient general education requirements met (not including the Junior Seminar) that the remaining requirements can be met with only four remaining classes and having taken at least three of the following courses: DIGA 101A, DIGA 161A, CSCI 111Q, or DIGA 222.

Third Year

**Fall**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
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<tbody>
<tr>
<td>DIGA 101A</td>
<td>Digital Art Fundamentals</td>
<td>1</td>
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<tr>
<td>DIGA 161A</td>
<td>Digital Audio Fundamentals</td>
<td></td>
</tr>
<tr>
<td>CSCI 111Q</td>
<td>Introduction to Computing</td>
<td></td>
</tr>
<tr>
<td>DIGA 222</td>
<td>Web Design</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Digital Arts Sequence #1 - first choice/first class</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Junior Seminar or course with one of the following prefixes: ARTH, CREA, DIGA, ENCW, MUSC, PHYS or THEA</td>
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<table>
<thead>
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<tbody>
<tr>
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**Spring**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>DIGA 398</td>
<td>Advanced Digital Arts Studio (includes mandatory junior portfolio review)</td>
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<td></td>
<td>Digital Arts Sequence #1 - first choice/second class</td>
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<th>Course</th>
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<th>Units</th>
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<td>One course with one of the following prefixes:</td>
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Fourth Year

**Fall**

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<td>Digital Arts Sequence #2 - second choice/first class</td>
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<table>
<thead>
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<th>Course</th>
<th>Description</th>
<th>Units</th>
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<tbody>
<tr>
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<td></td>
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<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>General Education requirement as needed</td>
<td>1</td>
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**Spring**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIGA 499</td>
<td>Senior Project (includes senior exhibition)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Digital Arts Sequence #2 - second choice/second class</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>General Education requirement as needed</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>General Education requirement as needed</td>
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</table>

Total Units: 16

---

1. Choose from one of the following: DIGA 131A, DIGA 231, DIGA 251, DIGA 301, DIGA 361, or DIGA 461.

2. Choose from one of the following, to correspond with course selected in fall: DIGA 321, DIGA 331, DIGA 351, DIGA 302, DIGA 362, or DIGA 462.
Bachelor of Arts in Digital Arts

General Education Requirements
The student must complete the General Education Requirements of the College of Arts and Sciences 9

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIGA 101A</td>
<td>Digital Art Fundamentals</td>
<td>1</td>
</tr>
<tr>
<td>DIGA 161A</td>
<td>Digital Audio Fundamentals</td>
<td>1</td>
</tr>
<tr>
<td>CSCI 111Q</td>
<td>Introduction to Computing</td>
<td>1</td>
</tr>
<tr>
<td>DIGA 222</td>
<td>Web Design</td>
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</table>

Select two of the following sequences 4

<table>
<thead>
<tr>
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<th>Units</th>
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</thead>
<tbody>
<tr>
<td>DIGA 131A &amp; DIGA 321</td>
<td>Digital Photography and Graphic Design</td>
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</tr>
<tr>
<td>DIGA 231 &amp; DIGA 331</td>
<td>Interactivity and Art and Advanced Interactivity and Art</td>
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</tr>
<tr>
<td>DIGA 251 &amp; DIGA 351</td>
<td>Digital Video Fundamentals and Advanced Digital Video</td>
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</tr>
<tr>
<td>DIGA 301 &amp; DIGA 302</td>
<td>3D Modeling and Animation and Advanced 3D Modeling and Animation</td>
<td></td>
</tr>
<tr>
<td>DIGA 361 &amp; DIGA 362</td>
<td>Audio Recording and Production I and Audio Recording and Production II</td>
<td></td>
</tr>
<tr>
<td>DIGA 461 &amp; DIGA 462</td>
<td>Computer Music I and Computer Music II</td>
<td></td>
</tr>
<tr>
<td>DIGA 398</td>
<td>Advanced Digital Arts Studio</td>
<td>1</td>
</tr>
<tr>
<td>DIGA 498</td>
<td>Senior Project Proposal</td>
<td>1</td>
</tr>
<tr>
<td>DIGA 499</td>
<td>Senior Project</td>
<td>1</td>
</tr>
</tbody>
</table>

Collateral Requirements
3 units total from any of the following prefixes: ARTS, ARTH, CREA, MUSC, PHYS, ENCW or THEA 3

General Electives
9

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 may be used to count toward the Writing requirement.

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 requirements. Students should check with their advisors 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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>FSEM 100</td>
<td>First Year Seminar</td>
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</tr>
<tr>
<td>Quantitative Reasoning (any Q course)</td>
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<td>1</td>
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</tbody>
</table>

Knowledge of Human Cultures and the Natural World
Select five of the following: 1

| Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses) |
| Culture and Belief (any B course) |
### Bachelor of Arts in Digital Arts

<table>
<thead>
<tr>
<th>Historical Inquiry (any H course)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individuals, Societies, and Social Systems (any S course)</td>
</tr>
<tr>
<td>Modern Languages (any L course)</td>
</tr>
<tr>
<td>Physical and Natural World (any P course)</td>
</tr>
</tbody>
</table>

**Personal and Social Responsibility and Junior Seminar**

Select one of the following:

- Environmental Responsibility (any R course)
- Ethical or Spiritual Inquiry (any E course)
- Health and Wellness (any W course)
- Human Diversity (any D course)
- Social Justice (any J course)

Select one Junior Seminar of the following:

- Environmental Responsibility (any R/JS course)
- Ethical or Spiritual Inquiry (any E/JS course)
- Health and Wellness (any W/JS course)
- Human Diversity (any D/JS course)
- Social Justice (any J/JS course)

**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.

1. 1 unit each from 5 out of the 6 areas
2. 1 unit MUST BE a Junior Seminar
3. Junior seminars may not be taken pass/fail.
Bachelor of Science in Digital Arts

Overview

General Education Requirements
The student must complete the General Education Requirements of the College of Arts and Sciences 9

Major Requirements
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIGA 101A</td>
<td>Digital Art Fundamentals</td>
<td>1</td>
</tr>
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<td>DIGA 161A</td>
<td>Digital Audio Fundamentals</td>
<td>1</td>
</tr>
<tr>
<td>CSCI 111Q</td>
<td>Introduction to Computing</td>
<td>1</td>
</tr>
<tr>
<td>DIGA 222</td>
<td>Web Design</td>
<td>1</td>
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<tr>
<td>CSCI 141</td>
<td>Introduction to Computer Science I</td>
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<tr>
<td>CSCI 142</td>
<td>Introduction to Computer Science II</td>
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Select one of the following sequences: 2

<table>
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<tr>
<td>CSCI 310</td>
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<tr>
<td>&amp; CSCI 410</td>
<td>and Computer Graphics II</td>
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<tr>
<td>DIGA 231</td>
<td>Interactivity and Art</td>
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</tr>
<tr>
<td>&amp; DIGA 331</td>
<td>and Advanced Interactivity and Art</td>
<td></td>
</tr>
<tr>
<td>DIGA 461</td>
<td>Computer Music I</td>
<td></td>
</tr>
<tr>
<td>&amp; DIGA 462</td>
<td>and Computer Music II</td>
<td></td>
</tr>
<tr>
<td>DIGA 398</td>
<td>Advanced Digital Arts Studio</td>
<td>1</td>
</tr>
<tr>
<td>DIGA 498</td>
<td>Senior Project Proposal</td>
<td>1</td>
</tr>
<tr>
<td>DIGA 499</td>
<td>Senior Project</td>
<td>1</td>
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</tbody>
</table>

Collateral Requirements
3 units total from any of the following prefixes: ARTS, ARTH, CREA, MUSC, PHYS, ENCW, or THEA 3

General Electives
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Total Units 32

General Education Requirements
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<tbody>
<tr>
<td>FSEM 100</td>
<td>First Year Seminar</td>
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<td>Quantitative Reasoning (any Q course)</td>
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<tr>
<td>Knowledge of Human Cultures and the Natural World</td>
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<tr>
<td>Select five of the following: 1</td>
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<tr>
<td>Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses)</td>
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<tr>
<td>Culture and Belief (any B course)</td>
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<td>Historical Inquiry (any H course)</td>
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<td>Bachelor of Science in Digital Arts</td>
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<td>Modern Languages (any L course)</td>
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<td>Physical and Natural World (any P course)</td>
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<td><strong>Personal and Social Responsibility and Junior Seminar</strong> 2</td>
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<td>Select one of the following:</td>
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<tr>
<td>Environmental Responsibility (any R course)</td>
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<tr>
<td>Ethical or Spiritual Inquiry (any E course)</td>
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<td>Health and Wellness (any W course)</td>
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<td></td>
</tr>
<tr>
<td>Human Diversity (any D course)</td>
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<td>Social Justice (any J course)</td>
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<td>Environmental Responsibility (any R/JS course)</td>
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<td>Ethical or Spiritual Inquiry (any E/JS course)</td>
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<td>Human Diversity (any D/JS course)</td>
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</table>

**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.

1 1 unit each from 5 out of the 6 areas
2 1 unit MUST BE a Junior Seminar
3 Junior seminars may not be taken pass/fail.
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 at Stetson University 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. The expertise of our faculty has led us to create 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
• 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

Majors

Major in Economics

• Bachelor of Science in Economics (p. 195)

Minors

Minor in Economics - 4 units

Requirements

<table>
<thead>
<tr>
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<td>or ECON 104S</td>
<td>Foundations of Economics I</td>
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<tr>
<td>ECON 113S</td>
<td>Essentials of Economics II</td>
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<td>ECON 300</td>
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<td>ECON 301</td>
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</table>

Advising Course Plans

Advising Course Plans

• Economics Major (p. 191)
• Economics Major - Three Year Plan (p. 194)
• Economics Major - Two Year Plan (p. 193)

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

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.

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.

ECON 113S. Essentials 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 141J. Poverty and Microcredit. 1 Unit.
Students study the multidimensional facets of poverty in the United States 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 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 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 113S. 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 113S. 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. 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 325R. Energy, Environment, Economics. 1 Unit.
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 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 141J.

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 347J. Local Economic Development. 1 Unit.
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 351R. Environment, Ethics and Religion. 1 Unit.
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 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 ECON 113S and one of the following: MATH 125Q, STAT 301Q, BIOL 243Q, PSYC 321Q, POLI 225. Co-requisite: ECON 380 or ECON 480.

ECON 379J. Economic Development and Human Progress. 1 Unit.
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 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.

ECON 398. Department Colloquium. 0.25 Units.
Pass/Fail only. A critical examination of current research and issues in economics and global development.

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.
# Advising Course Plan - Economics Major

## First Year

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Total Unit: 32
# 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 113S.

### First Year

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Total Unit: 16
## Advising Course Plan - Economics Major - Three Year Plan

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**Term Units**: 4

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**Total Units**: 24
Bachelor of Science in Economics

General Education Requirements
The student must complete the General Education Requirements of the College of Arts & Sciences. 9

Major Requirements
ECON 104S  Foundations of Economics I  1
ECON 113S  Essentials 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  0.25
ECON 498  Senior Project Proposal  .5
ECON 499  Senior Project  1
Three ECON electives, at least two of which must be 300-level or higher  3

Collateral Requirements
One introductory statistics course chosen from the following:  1
MATH 125Q  Introduction to Mathematical and Statistical Modeling
STAT 301Q  Business Statistics
BIOL 243Q  Biostatistics
PSYC 321Q  Behavioral Statistics
POLI 225  Political Analysis

One Mathematics requirement from the following:  1 to 2
MATH 141Q  Calculus I with Analytic Geometry
MATH 130 & MATH 131Q  and Calculus I with Review Part 2

General Electives  11

Total Units  32.75-33.75

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 may be used to count toward the Writing requirement.

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 requirements. Students should check with their advisors 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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>FSEM 100</td>
<td>First Year Seminar</td>
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<tr>
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<td>Quantitative Reasoning (any Q course)</td>
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</table>

Knowledge of Human Cultures and the Natural World
Select five of the following:  1
Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses)
**Bachelor of Science in Economics**

<table>
<thead>
<tr>
<th>Area</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culture and Belief (any B course)</td>
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<tr>
<td>Historical Inquiry (any H course)</td>
<td></td>
</tr>
<tr>
<td>Individuals, Societies, and Social Systems (any S course)</td>
<td></td>
</tr>
<tr>
<td>Modern Languages (any L course)</td>
<td></td>
</tr>
<tr>
<td>Physical and Natural World (any P course)</td>
<td></td>
</tr>
</tbody>
</table>

**Personal and Social Responsibility and Junior Seminar** 2

Select one of the following:

- Environmental Responsibility (any R course)
- Ethical or Spiritual Inquiry (any E course)
- Health and Wellness (any W course)
- Human Diversity (any D course)
- Social Justice (any J course)

Select one Junior Seminar of the following: 3

- Environmental Responsibility (any R/JS course)
- Ethical or Spiritual Inquiry (any E/JS course)
- Health and Wellness (any W/JS course)
- Human Diversity (any D/JS course)
- Social Justice (any J/JS course)

**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.

1  1 unit each from 5 out of the 6 areas
2  1 unit MUST BE a Junior Seminar
3  Junior seminars may not be taken pass/fail.
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:

National Council for Accreditation of Teacher Education (NCATE)
2010 Massachusetts Avenue, NW, Suite 500
Washington, DC 20036
202-466-7496

NCATE is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation to accredit programs for the preparation of teachers and other professional school personnel. This accreditation covers undergraduate preparation programs in elementary education/ESOL K-6, K-12 programs in music, and graduate preparation programs in educational leadership, curriculum and instruction, and elementary education. See Graduate Education in the Department of Education (p. 680) 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.

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 at Stetson University, established in 2000, resides within the Department of Education. It serves as a catalyst to improve pre-K-20 education through inquiry, research, and professional practice. Through a network of Professional Development Schools and other networks, the Institute works collaboratively with educators, families, businesses, universities, and policy-makers for the advancement of teaching and learning. Among its goals are developing exemplary practices to maximize student outcomes, providing optimum sites for pre-service teacher training, offering connected in-service teacher professional development, and fostering reflective inquiry to enhance teacher and student learning and development. Through dissemination and consultations, the Institute broadens its reach to positively impact education at the state and national levels.

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

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 for the general education Foundations: Writing requirement. If a student is unable to present a grade of C or higher for this course, a grade of C or higher must be presented for an approved English course;
5. meet communications requirement with a grade of C or higher in one of the approved communication courses, or present speech recommendations from three professors;
6. present a passing score on all areas of the General Knowledge (GK) Test. If the GK is the only admission criterion not completed, the student may appeal for a one semester extension; the student must pass the GK during the appeal semester;
7. earn a grade of C or better in EDUC 245H, EDUC 255S, EDUC 265, and all other professional education courses;
8. present a minimum 2.5 grade point average in specialization courses (major field of study);
9. complete a successful interview with members of the Undergraduate Council, if a review of performance in foundation courses suggests weaknesses;
10. join Florida Future Educators of America (FFEA) (or, for music students, the American Choral Directors Association, ACDA, or Collegiate National Association for Music Education, or CNAfME);
11. follow the degree audit planner (ALL students MUST meet with their education advisor every semester);
12. obtain a copy of The Undergraduate Student Handbook;
13. 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**

Eligibility requirements for student teaching include the following:

1. gain admittance into the Approved Education Program;
2. achieve satisfactory progress in each of the following: Danielson Domains, Reading Competencies, ESOL Domains;
3. meet expectations on Assessment of Professional Expectations;
4. complete the Student Teaching Application;
5. complete the Student Teaching Placement Packet;
6. provide evidence of a passing score on all of the Florida Teacher Certification Examinations (FTCE), Professional Exam, and Subject Area Exam, in teaching major;
7. earn a grade of “C” or better in professional education courses;
8. earn a grade point average of 2.5 or better in major content area and overall;
9. obtain a satisfactory behavior recommendation from the Office of Campus Life at Stetson;
10. pass drug screening and 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. earn a cumulative grade point average of 2.5 or better;
2. earn a grade of C or better in professional education courses;
3. earn a grade point average of 2.5 or better in content teaching area;
4. demonstrate satisfactory performance in each of the following: Danielson Domains, Reading Competencies, ESOL 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. 667).

**Majors**

**Majors in Education**

- Bachelor of Arts in Education: Elementary Education (Grades K-6) with ESOL Endorsement (p. 206)
- Bachelor of Arts in Education: General Studies in Education (p. 208)
Minors

Minor in Education - 5 units

The Minor in Education prepares students to understand better 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.

Requirements

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<td>EDUC 245H</td>
<td>Social Foundations of Education</td>
<td>1</td>
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<tr>
<td>EDUC 255S</td>
<td>Educational Psychology</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 265</td>
<td>Principles and Methods of Instruction for Diverse Learners</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 302</td>
<td>Improving Reading and Writing Skills in the Middle/Secondary School</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 305D</td>
<td>Cultural Diversity Education</td>
<td>1</td>
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</tbody>
</table>

Total Units: 5

Advising Course Plans

Advising Course Plans

- Education Major - Cohort A (p. 204)
- Education Major - Cohort B (p. 205)

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

Duvall, Frances
Visiting Assistant Professor of Education, 2014
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

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

Mundy, Joyce
Assistant Professor of Education, 2015
B.A., Cabrini College
M.Ed., Immaculate University
Ed.D., Widener University

Oslick, Mary Ellen
Assistant Professor of Education, 2014
B.A., M.A.T., Trinity University
Ph.D., University of Florida

Parks, Melissa
*Visiting Assistant Professor of Education, 2014*
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

Shankar-Brown, Rajni
*Associate Professor of Education, 2013*
B.A., George Mason University
M.A., Ph.D., University of North Carolina at Charlotte

Strebel, Carine
*Assistant Professor of Education, 2012*
B.A., University of Central Florida
M.A., University of South Florida
Ph.D., University of Central Florida

Titchenor, Mercedes
*Professor of Education, 1996*
B.A., Baylor University
M.S., The Florida State University
Ed.D., Peabody College of Vanderbilt University

Touchton, Debra
*Associate Professor of Education, 2000*
B.A., M.A., Ph.D., University of South Florida

**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.

**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.

**EDUC 265. Principles and Methods of Instruction for Diverse Learners. 1 Unit.**
Introductory course. Provides a foundation for 300- and 400-levé 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.

**EDUC 275D. Human Exceptionalities. 1 Unit.**
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.

**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. ESOL Principles and Practices. 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.

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.

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.

EDUC 305D. Cultural Diversity Education. 1 Unit.
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. Applied Linguistics for Teachers of English Learners. 1 Unit.
This course deals with the basic systematic and subsystematic organization of language (phonology, morphology, and syntax), pragmatics, discourse, first and second language acquisition, language variation, and the development of literacy in a second language. In addition to class meetings, a minimum of 12 hours of observation and participation in a clinical setting is required. EDUC 313, EDUC 314, EDUC 315, EDUC 316, and EDUC 393 are taken as a block.

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 313, EDUC 314, EDUC 315, EDUC 316, and EDUC 393 are taken as a block.

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 313, EDUC 314, EDUC 315, EDUC 316, and EDUC 393 are taken as a block.

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 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 322, EDUC 394, EDUC 424, and EDUC 499 are taken as a block.

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 321, EDUC 322, EDUC 394, EDUC 424, and EDUC 499 are taken as a block.

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 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 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 370J. Celebrating Diversity: Examining Populations on the Fringe of Society. 1 Unit.
Examines through film, literature, case studies and field experience the educational and societal implications of poverty, ethnicity, and gender. Junior Seminar.

EDUC 371D. Using Children’s Books to Develop Critical Thinking. 1 Unit.
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 372E. Authentic Educating. 1 Unit.
Studies the aims of educational philosophy to help students understand their own philosophic perspective and move toward authenticity in their lives. Junior Seminar.

EDUC 373J. Social, Emotional and Vocational Needs of Individuals with Disabilities. 1 Unit.
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 374J. Educational Systems Around the World: Promoting or Inhibiting Social Justice?. 1 Unit.
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 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 majors only.
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 Sunshine State 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 313, EDUC 314, EDUC 315, EDUC 316, and EDUC 393 are taken as a block.

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 321, EDUC 322, EDUC 394, EDUC 424, and EDUC 499 are taken as a block.

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.

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 321, EDUC 322, EDUC 394, EDUC 424, and EDUC 499 are taken as a block.

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 429, EDUC 430, and EDUC 474 are taken as a block.

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 429, EDUC 430, and EDUC 474. EDUC 429, EDUC 430, and EDUC 474 are taken as a block.

EDUC 474. Educational Management of Exceptional Students. 1 Unit.
Describes methods of classroom organization, behavior management strategies, and collaboration/consultation skills. EDUC 429, EDUC 430, and EDUC 474 are taken as a block.

EDUC 485. 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 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 321, EDUC 322, EDUC 394, EDUC 424, and EDUC 499 are taken as a block.
## Advising Course Plan - Education Major - Cohort A

### First Year

#### Fall

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
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<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>EDUC 265</td>
<td>Principles and Methods of Instruction for Diverse Learners</td>
<td>1</td>
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<td></td>
<td>Term Units</td>
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</table>

### Second Year

#### Fall

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>EDUC 245H</td>
<td>Social Foundations of Education</td>
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<td>EDUC 275D</td>
<td>Human Exceptionalities</td>
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#### Spring

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>EDUC 300</td>
<td>ESOL Principles and Practices</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 301</td>
<td>Reading in the Primary Grades</td>
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<tbody>
<tr>
<td>EDUC 313</td>
<td>Applied Linguistics for Teachers of English Learners</td>
<td>1</td>
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<td>EDUC 314</td>
<td>Reading in the Intermediate Grades</td>
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<td>EDUC 315</td>
<td>Language Arts and Literature for Children</td>
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<tr>
<td>EDUC 316</td>
<td>Assessment and Evaluation of Learning</td>
<td>1</td>
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<tr>
<td>EDUC 393</td>
<td>Professional Educator I</td>
<td>0.5</td>
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<td>EDUC 321</td>
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<tbody>
<tr>
<td>EDUC 429</td>
<td>Senior Intern Seminar</td>
<td>1</td>
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<tr>
<td>EDUC 430</td>
<td>Student Teaching</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 474</td>
<td>Educational Management of Exceptional Students</td>
<td>1</td>
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<table>
<thead>
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<th>Course Code</th>
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<tbody>
<tr>
<td></td>
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Total Unit: 20
# Advising Course Plan - Education Major - Cohort B

## First Year
### Fall
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>EDUC 245H</td>
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<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
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<tbody>
<tr>
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<td>Principles and Methods of Instruction for Diverse Learners</td>
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<tr>
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<tbody>
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<td>EDUC 275D</td>
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<td>Professional Educator I</td>
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</table>

Total Unit: 20
Bachelor of Arts in Education

Elementary Education (Grades K-6) with ESOL Endorsement

General Education Requirements
The student must complete the General Education Requirements of the College of Arts & Sciences.

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>EDUC 245H</td>
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</table>

General Electives
                                     4

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 may be used to count toward the Writing requirement.

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 requirements. Students should check with their advisors 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.

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tr>
<td>FSEM 100</td>
<td>First Year Seminar</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Quantitative Reasoning (any Q course)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Knowledge of Human Cultures and the Natural World</strong></td>
<td>5</td>
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</tbody>
</table>

Select five of the following:  
- Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses)
- Culture and Belief (any B course)
Personal and Social Responsibility and Junior Seminar

Select one of the following:
- Environmental Responsibility (any R course)
- Ethical or Spiritual Inquiry (any E course)
- Health and Wellness (any W course)
- Human Diversity (any D course)
- Social Justice (any J course)

Select one Junior Seminar of the following:
- Environmental Responsibility (any R/JS course)
- Ethical or Spiritual Inquiry (any E/JS course)
- Health and Wellness (any W/JS course)
- Human Diversity (any D/JS course)
- Social Justice (any J/JS course)

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.

1. 1 unit each from 5 out of the 6 areas
2. 1 unit MUST BE a Junior Seminar
3. Junior seminars may not be taken pass/fail.
General Studies in Education

This is a non-certification program. Only students who have already been admitted to the Elementary Education program are eligible for this degree. Students transferring to this major must have the approval of the Undergraduate Council.

General Education Requirements
The student must complete the General Education Requirements of the College or Arts and Sciences.

Major Requirements

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<td>EDUC 499</td>
<td>Senior Project</td>
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</tbody>
</table>

Collateral Requirements for the Major
Courses outside the Department of Education as appropriate for the student's planned program of study, to be chosen in consultation with an Education advisor.

Electives
9

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 may be used to count toward the Writing requirement.

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| Knowledge of Human Cultures and the Natural World
Select five of the following:  
 Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses) |
 Culture and Belief (any B course) |
 Historical Inquiry (any H course) | 5     |
Individuals, Societies, and Social Systems (any S course)

Modern Languages (any L course)

Physical and Natural World (any P course)

**Personal and Social Responsibility and Junior Seminar**  
2

Select one of the following:

- Environmental Responsibility (any R course)
- Ethical or Spiritual Inquiry (any E course)
- Health and Wellness (any W course)
- Human Diversity (any D course)
- Social Justice (any J course)

Select one Junior Seminar of the following:  
3

- Environmental Responsibility (any R/JS course)
- Ethical or Spiritual Inquiry (any E/JS course)
- Health and Wellness (any W/JS course)
- Human Diversity (any D/JS course)
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**Total Units**  
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**Cultural Events/Campus Engagement**

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1. 1 unit each from 5 out of the 6 areas
2. 1 unit MUST BE a Junior Seminar
3. Junior seminars may not be taken pass/fail.
English

Professionals in advertising, law, publishing, education, public relations, historical preservation and many other exciting and challenging fields have earned undergraduate or graduate degrees from Stetson’s Department of English. English majors strengthen their writing and critical thinking skills as they learn to appreciate the persuasive power and aesthetic pleasures of language. Our courses survey literature from the earliest works to the most recent, consider it within its social and cultural contexts, promote creative activities, and investigate the bases of writing and teaching. As seniors, all majors undertake significant research on topics of their own choosing.

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 English Department’s offerings in Fiction, Non-Fiction, Poetry, and Dramatic Writing, as well as scholarships, student prizes, visiting writers, and subventions. A minor in Creative Writing is available to all students through the Department of English. Course work applied to the Creative Writing minor cannot simultaneously be applied to the English major. The Sullivan Creative Writing Program is part of the University’s Off-Center for Creative Practice, an academic constellation designed to promote collaboration across all creative disciplines at Stetson.

Majors

Major in English

- Bachelor of Art in English (p. 221)

Minors

Minor in English - 5 units

Requirements

Select two of the following courses:

<table>
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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>ENGL 220</td>
<td>Understanding Composition and Rhetoric</td>
</tr>
<tr>
<td>ENGL 240A</td>
<td>Reading Non-Fiction</td>
</tr>
<tr>
<td>ENGL 241A</td>
<td>Reading Narrative</td>
</tr>
<tr>
<td>ENGL 242A</td>
<td>Reading Lyric</td>
</tr>
<tr>
<td>ENGL 243A</td>
<td>Understanding Drama</td>
</tr>
<tr>
<td>One unit from ENGL numbered 425 or above</td>
<td>1</td>
</tr>
<tr>
<td>One unit from ENGL or ENCW numbered 200 or above</td>
<td>1</td>
</tr>
<tr>
<td>One unit from ENGL numbered 200 and above</td>
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<tr>
<td>Total Units</td>
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</tbody>
</table>

Minor in Creative Writing for English Majors - 5 units

Requirements

Select three of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>ENCW 215A</td>
<td>Multi-Genre Creative Writing</td>
</tr>
<tr>
<td>ENCW 311A</td>
<td>Non-Fiction Workshop</td>
</tr>
<tr>
<td>ENCW 312A</td>
<td>Fiction Workshop</td>
</tr>
<tr>
<td>ENCW 313A</td>
<td>Poetry Workshop</td>
</tr>
<tr>
<td>ENCW 314A</td>
<td>Dramatic Writing</td>
</tr>
<tr>
<td>ENCW 318</td>
<td>Major Project Workshop I ¹</td>
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<tr>
<td>ENCW 319A</td>
<td>Major Project Workshop II ¹</td>
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</tbody>
</table>

Select two of the following courses:

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ENCW 411</td>
<td>Advanced Non-Fiction Workshop</td>
</tr>
<tr>
<td>ENCW 412</td>
<td>Advanced Fiction Workshop</td>
</tr>
<tr>
<td>ENCW 413</td>
<td>Advanced Poetry Workshop</td>
</tr>
<tr>
<td>ENCW 414</td>
<td>Advanced Drama Workshop</td>
</tr>
<tr>
<td>ENCW 415</td>
<td>Advanced Open-Studio Workshop</td>
</tr>
<tr>
<td>ENCW 418</td>
<td>Major Project Workshop I</td>
</tr>
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</table>
Minor in Creative Writing for Non-English Majors - 5 units

Requirements
Select one of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
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<tbody>
<tr>
<td>ENCW 320A</td>
<td>Writers Read</td>
<td>1</td>
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<tr>
<td>One unit in ENGL numbered 300 or above</td>
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<tr>
<td>One additional unit in ENGL numbered 200 or above</td>
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<td>1</td>
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<tr>
<td>Three units in creative writing (ENCW) courses</td>
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<td>3</td>
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</tbody>
</table>

Total Units 5

1 ENCW 318 and ENCW 319A may not be counted alongside another unit in the same genre.

Advising Course Plans
Advising Course Plan - English Major

First Year
Fall
FSEM 100  First Year Seminar  1
General Education Language 101-level course  1
General Education "S" course  1
Elective  1
Term Units 4

Spring
ENGL 242A  Reading Lyric  1
ENGL 243A  Understanding Drama  1
General Education Language 102L-level course  1
General Education "Q" course  1
Term Units 4

Second Year
Fall
ENGL 220  Understanding Composition and Rhetoric  1
ENGL Elective  1
ENGL Elective  1
Elective  1
Term Units 4

Spring
General Education "H" course  1
General Education "D, E, R, or W" course  1
Elective  1
Elective  1
Term Units 4

Third Year
Fall
Elective  1
Elective  1
ENGL Elective  1
Junior Seminar  1
Term Units 4

Spring
Elective  1
General Education "B" course  1
ENGL 381  Text-Criticism-Theory  1
ENGL 470  Ethnic Literature Seminar  1
Term Units 4

Fourth Year
Fall
Elective  1
Elective 1
ENGL Elective 1
ENGL 465 Author Study Seminar 1

Spring
Elective 1
Elective 1
Elective 1
ENGL 499 Senior Project 1

Term Units 4

Total Units: 32

Faculty

Ballenger, Grady
Professor of English, 1998
A.B., University of North Carolina at Chapel Hill
M.A., Columbia University
Ph.D., University of North Carolina at Chapel Hill

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

Campbell, Shawnrece D.
Associate Professor of English, 2002
B.A., John Carroll University
M.A., Youngstown State University
Ph.D., Kent State University

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 and Chair, 1984
J. Ollie Edmunds Chair of English, 2014
B.A., M.A., Ph.D., University of Michigan

Houston, David
Visiting Assistant Professor of English and Modern Languages and Literatures, 2013
B.A., Stetson University
M.A., Ph.D., University of Wisconsin-Madison

O’Neill, Megan
Associate Professor of English, 1999
Director of the University Writing Program
B.A., M.A., Eastern Washington University
Courses

ENCW 111A. Intro Writing Literary Nonfict. 1 Unit.
An introductory workshop in the art of writing literary non-fiction.

ENCW 112A. Introduction to Writing Fiction. 1 Unit.
An introductory workshop in the art of writing fiction.

ENCW 113A. Introduction to Writing Poetry. 1 Unit.
An introductory workshop in the art of writing poetry.

ENCW 114A. Introduction to Dramatic Writing. 1 Unit.
An introductory workshop in the art of writing for stage or screen.

ENCW 120A. Writers Write. 1 Unit.
An introductory theme-based workshop in which students build creative work around an idea or particular skill.

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-intensive 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.

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-intensive course.

ENCW 313A. Poetry Workshop. 1 Unit.
A workshop in which students develop their skills in poetry. Permission of instructor required. Writing-intensive course.

ENCW 314A. Dramatic Writing. 1 Unit.
A writing workshop for introductory writers of plays and film scripts. Writing-intensive 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-intensive course.

ENCW 340W. The Art of Walking. 1 Unit.
Writers, mystics, pilgrims, and political activists have long championed the power of walking and its link to personal, societial, 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.

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.

ENGL 100. College Writing. 1 Unit.
Emphasizes facility with shorter units of composition, such as paragraphing, and includes significant attention to matters of mechanics, clarity, sentence order, and audience. Some students will be required to successfully complete ENG 100 as part of the Writing requirement.

ENGL 101. Writing and Rhetoric. 1 Unit.
Enhances the persuasive strategies and overall writing abilities of first-year students. It teaches techniques of writing and argument essential for the college-level thinker and writer: appropriate support and organization, revision to shape the argument to suit the needs and expectations of both audience and assignment, and building and sustaining an individual, engaging voice that works efficiently and effectively with other voices. Student work will include a final portfolio consisting of polished, revised work, facilitated by teacher/peer comments. To fulfill the Foundation Writing Requirement, students must complete ENGL 101 with a minimum grade of C.
ENGL 109. Stetson Writing Workshop. 1 Unit.
This course is by portfolio placement only for those students who bring external credit equivalent to ENGL 101 to Stetson. A writing practicum with limited enrollment, ENGL 109 helps students understand and meet the academic expectations of Stetson's faculty. Through several writing projects, working closely with peers and the professor, students build on their skills at clarity, cohesion, style, and research; learn to analyze and respond effectively to the expectations of readers in different rhetorical situations; and submit a substantial portfolio of revised, edited, and polished writing at the conclusion of the course. Upon successful completion (i.e., “C” or above), this course fulfills 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-intensive 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.

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 185. Independent Study. 0.5 or 1 Units.

ENGL 190. Special Topics in Literary Study. 1 Unit.

ENGL 201. Intermediate Writing. 1 Unit.
Amplifies the skills covered in ENGL 101 by providing further 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.
Emphasizing a user-friendly and minimalist style, introduces students to a spectrum of technical writing challenges, from resumes to user manuals; both individual and group writing processes will guide the construction of a final portfolio submission.

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-intensive 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-intensive 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 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-intensive course. Writing-intensive 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-intensive 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-intensive 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-intensive 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-intensive 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-intensive 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 285. Independent Study. 0.5 or 1 Units.

ENGL 290. Special Topics in Literary Study. 1 Unit.

ENGL 301. Advanced Writing. 1 Unit.
Builds on already established writing skills and enhances students' abilities at crafting clear, precise, elegant prose. Topics and approaches will vary with instructor. Students are strongly encouraged to have completed a sophomore-level writing course prior to enrollment in this course.

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 321. Methods in Secondary English. 1 Unit.
Emphasizes the skills, processes, and pedagogical strategies relevant to teaching English to children in grades 6-12.

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-intensive 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 340R1. Art and Animals. 1 Unit.
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 341E1. Dante's Commedia. 1 Unit.
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 341E2. Poetry and The Ethical Object. 1 Unit.
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 342W. Healing and Wholeness in Contemporary Literature. 1 Unit.
Focuses on how authors of various ethnic backgrounds approach the concepts of healing and wholeness within their texts and how those texts work upon the reader. Particular attention is paid to the ways various cultures think about health and wellness as well as to the cultural practices that are employed to achieve and maintain health and wellness. Junior Seminar.

ENGL 342E. Star Trek and American Ethics. 1 Unit.
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 341E3. Star Trek and American Ethics. 1 Unit.
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 342W. Literature and Medicine. 1 Unit.
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 343D1. Soul Food Across the Color Lines. 1 Unit.
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 343D2. Feeling Global. 1 Unit.
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 343D3. The Cult of the Beautiful. 1 Unit.
What is beauty? Is it mainly hysical? Spiritual? Moral? At best, we agree that we know it when we see it. Even then, we rarely agree on what we see. In this course we will consider various ideas and theories of beauty, including cultural norms and differences, as presented in literature and the other arts, in autobiography, and in essays from a number of disciplines. We will consider many long-standing questions, including whether beauty is a social construct or an innate sensibility, how concepts of beauty relate to social and political power, if beauty as a cultural standard resists efforts to diversify, and if beauty can be translated across cultures or is cross-culturally ineffable. The social, psychological, and commercial implications of our culture’s cult of the beautiful will be central to our ongoing discussions. Junior Seminar.
ENGL 343D4. Re-Inventing Humanity in the Age of Discovery. 1 Unit.
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 then 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 343D6. Let Your Motto Be Your Resistance: Dispelling Black Stereotypes. 1 Unit.
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 344J1. Politics and Poetics. 1 Unit.
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 344J2. Gender, Tradition, and Human Rights. 1 Unit.
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 344J3. Vengeance and Paranoia. 1 Unit.
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, Æschylus’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 344J4. Performing Justice. 1 Unit.
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 346. Survey of British Literature I. 1 Unit.
Surveys major authors and representative works in British Literature from the seventh to the eighteenth century.

ENGL 347. Survey British Literature II. 1 Unit.
Surveys major authors and representative works in British Literature from the eighteenth century to the present. Writing-intensive course.

ENGL 348. Survey of U.S. Literatures. 1 Unit.
Surveys United States literatures from pre-Colonial times to the present.

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 Lit. 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 367. Austen. 1 Unit.
Examines Austen’s work, focusing on issues of style and form as well as social and political context. It may consider recent film adaptations of Austen’s novels, as well.

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 375. Comics. 1 Unit.
Examines comic strips, comic books, bande dessinee, manga, and other texts that combine words and images. It may consider historical, formal, aesthetic, and cultural aspects of the topic.

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 381. 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 385. Independent Study. 0.5 or 1 Units.

ENGL 390. Special Topics in Literary Study. 1 Unit.
May be repeated for credit.

ENGL 391R. Literary Ideologies. 1 Unit.
This course starts with novels, nonfiction works, and film, such as Burrough’s Tarzan of the Apes or Krakauer’s Into the Wild, that represent and reflect upon various relations between humans, nonhumans, and the physical environments in which they find themselves: literary ecologies. This analysis of literature will lead to an interdisciplinary inquiry in which we ask ourselves where and how we live, and the ecological and ethical ways in which our lives involve and affect others. 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.

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.

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.

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.

ENGL 450. Seminar in a Literary Period. 1 Unit.
Offers an advanced historical approach to the study of literature in a single period.

ENGL 460. Genre Study Seminar. 1 Unit.
Offers an advanced study of one or more genres in historically significant or typical examples.

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.

ENGL 470. Ethnic Literature Seminar. 1 Unit.
Offers advanced study of the literature of ethnically diverse populations in the U.S or the world.

ENGL 472. Gender Seminar. 1 Unit.
Offers advanced analysis of gender or sexuality as a theme in literary or extra-literary texts.

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.

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 globalisation, with consideration of their aesthetic, cultural, historical, and theoretical contexts.

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.

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.

ENGL 481. Theory Seminar. 1 Unit.
Offers advanced study of one or more theorists, theoretical movements, or theoretical questions.

ENGL 482. Composition and Rhetoric Seminar. 1 Unit.
Offers advanced consideration of specific topics of interest to the interdisciplinary study of rhetoric and composition.

ENGL 485. Independent Study. 0.5 or 1 Units.

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.

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: three units from ENGL 220, ENGL 240A, ENGL 241A, ENGL 242A, and ENGL 243A, plus ENGL 381, and one course numbered 400 or above).
Bachelor of Arts in English

General Education Requirements
The student must complete the General Education Requirements of the College of Arts & Sciences. 9

Major Requirements
Select three of the following: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 220</td>
<td>Understanding Composition and Rhetoric</td>
</tr>
<tr>
<td>ENGL 240A</td>
<td>Reading Non-Fiction</td>
</tr>
<tr>
<td>ENGL 241A</td>
<td>Reading Narrative</td>
</tr>
<tr>
<td>ENGL 242A</td>
<td>Reading Lyric</td>
</tr>
<tr>
<td>ENGL 243A</td>
<td>Understanding Drama</td>
</tr>
<tr>
<td>ENGL 381</td>
<td>Text-Criticism-Theory</td>
</tr>
<tr>
<td>ENGL 499</td>
<td>Senior Project</td>
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</table>

Select two from the following: 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 450</td>
<td>Seminar in a Literary Period</td>
</tr>
<tr>
<td>ENGL 460</td>
<td>Genre Study Seminar</td>
</tr>
<tr>
<td>ENGL 465</td>
<td>Author Study Seminar</td>
</tr>
<tr>
<td>ENGL 470</td>
<td>Ethnic Literature Seminar</td>
</tr>
<tr>
<td>ENGL 472</td>
<td>Gender Seminar</td>
</tr>
<tr>
<td>ENGL 473</td>
<td>Global Literature Seminar</td>
</tr>
<tr>
<td>ENGL 474</td>
<td>Postcolonial Literature Seminar</td>
</tr>
<tr>
<td>ENGL 475</td>
<td>Popular Culture Seminar</td>
</tr>
<tr>
<td>ENGL 476</td>
<td>Interdisciplinary Seminar</td>
</tr>
<tr>
<td>ENGL 481</td>
<td>Theory Seminar</td>
</tr>
<tr>
<td>ENGL 482</td>
<td>Composition and Rhetoric Seminar</td>
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</table>

Or select one from above and one of the following: 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>ENCW 411</td>
<td>Advanced Non-Fiction Workshop</td>
</tr>
<tr>
<td>ENCW 412</td>
<td>Advanced Fiction Workshop</td>
</tr>
<tr>
<td>ENCW 413</td>
<td>Advanced Poetry Workshop</td>
</tr>
<tr>
<td>ENCW 414</td>
<td>Advanced Drama Workshop</td>
</tr>
<tr>
<td>ENCW 415</td>
<td>Advanced Open-Studio Workshop</td>
</tr>
<tr>
<td>ENCW 417</td>
<td>Creative Outreach: Poetry</td>
</tr>
<tr>
<td>ENCW 418</td>
<td>Major Project Workshop I</td>
</tr>
<tr>
<td>ENCW 419</td>
<td>Major Project Workshop II</td>
</tr>
</tbody>
</table>

Four units in other ENGL or ENCW courses numbered 200 or above (at least one of the four units must be ENGL) 4

General Electives 12

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 may be used to count toward the Writing requirement.

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 requirements. Students should check with their advisors 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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundations</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FSEM 100</td>
<td>First Year Seminar</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Quantitative Reasoning (any Q course)</td>
<td>1</td>
</tr>
<tr>
<td><strong>Knowledge of Human Cultures and the Natural World</strong></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select five of the following: ¹</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Culture and Belief (any B course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Historical Inquiry (any H course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Individuals, Societies, and Social Systems (any S course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Modern Languages (any L course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical and Natural World (any P course)</td>
<td></td>
</tr>
<tr>
<td><strong>Personal and Social Responsibility and Junior Seminar</strong> ²</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Environmental Responsibility (any R course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ethical or Spiritual Inquiry (any E course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health and Wellness (any W course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Human Diversity (any D course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Justice (any J course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one Junior Seminar of the following: ³</td>
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<tr>
<td></td>
<td>Environmental Responsibility (any R/JS course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ethical or Spiritual Inquiry (any E/JS course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health and Wellness (any W/JS course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Human Diversity (any D/JS course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Justice (any J/JS course)</td>
<td></td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

**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.

1. 1 unit each from 5 out of the 6 areas
2. 1 unit MUST BE a Junior Seminar
3. Junior seminars may not be taken pass/fail.
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/

Majors

Environmental Science and Studies

Majors in Environmental Science and Studies

• Bachelor of Arts in Environmental Studies (p. 228)
• Bachelor of Science in Environmental Science (p. 230)

Minors

Minor in Environmental Studies - 5.5 Units

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENSS 140P</td>
<td>Introduction to Environmental Studies and Science</td>
<td>1</td>
</tr>
<tr>
<td>ENSS 303</td>
<td>Environmental Science Seminar</td>
<td>0.5</td>
</tr>
<tr>
<td>Four additional units from the list of approved courses, in consultation with a faculty advisor.</td>
<td>4</td>
<td></td>
</tr>
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</table>

Total Units 5.5

List of Approved Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMST 154R</td>
<td>Introduction to American Environmental Issues</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 305</td>
<td>Flora of Florida</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 306</td>
<td>Invertebrate Zoology</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 310</td>
<td>Ornithology</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 312</td>
<td>Marine Vertebrate Biology</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 313</td>
<td>Oceanography</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 333</td>
<td>Limnology</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 371R</td>
<td>Ecology of our Changing Earth (Junior Seminar)</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 405</td>
<td>Ecology</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 422</td>
<td>Molecular Ecology</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 444R</td>
<td>Conservation Biology</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 450</td>
<td>Plant Ecology</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 111P</td>
<td>Beyond Fossil Fuels: Alternative Energy Choices</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 300R</td>
<td>Chemistry: A Global Perspective (Junior Seminar)</td>
<td>1</td>
</tr>
<tr>
<td>COMM 337R</td>
<td>Environmental Communication (Junior Seminar)</td>
<td>1</td>
</tr>
<tr>
<td>ECON 325R</td>
<td>Energy, Environment, Economics</td>
<td>1</td>
</tr>
<tr>
<td>ECON 351R</td>
<td>Environement, Ethics and Religion</td>
<td>1</td>
</tr>
<tr>
<td>ENGL 207</td>
<td>Nature Writing</td>
<td>1</td>
</tr>
<tr>
<td>ENSS 201</td>
<td>Introduction to Maps and Geographic Information Systems</td>
<td>1</td>
</tr>
<tr>
<td>ENSS 211R</td>
<td>Weather and Climate</td>
<td>1</td>
</tr>
<tr>
<td>ENSS 218</td>
<td>Environmental Law &amp; Policy</td>
<td>1</td>
</tr>
<tr>
<td>ENSS 301</td>
<td>Geographic Information Systems and Science</td>
<td>1</td>
</tr>
<tr>
<td>ENSS 302</td>
<td>Field Methods</td>
<td>1</td>
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<tr>
<td>ENSS 310R</td>
<td>Cultural and Political Ecology</td>
<td>1</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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<tr>
<td>-------------</td>
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<tr>
<td>ENSS 312</td>
<td>Biogeography</td>
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<tr>
<td>ENSS 313</td>
<td>The World's Population</td>
<td>1</td>
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<tr>
<td>ENSS 314</td>
<td>Modern Urban America</td>
<td>1</td>
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<tr>
<td>ENSS 315</td>
<td>Sustainability Studies</td>
<td>1</td>
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<tr>
<td>ENSS 317D</td>
<td>Global Perspectives of Food Production</td>
<td>1</td>
</tr>
<tr>
<td>ENSS 319</td>
<td>Water Policy</td>
<td>1</td>
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<tr>
<td>ENSS 320</td>
<td>Environmental Planning</td>
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<tr>
<td>ENSS 355</td>
<td>Environmental Activism</td>
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<tr>
<td>ENSS 395</td>
<td>Teaching Apprenticeship</td>
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<tr>
<td>ENSS 397</td>
<td>Earth Science Internship</td>
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<tr>
<td>ENSS 398</td>
<td>Geographic Information Systems Internship</td>
<td>1</td>
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<tr>
<td>ENSS 401</td>
<td>Environmental Management Internship</td>
<td>1</td>
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<tr>
<td>ENSS 402</td>
<td>Landscape Ecology</td>
<td>1</td>
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<tr>
<td>HIST 300R</td>
<td>Environmental and Social Collapse (Junior Seminar)</td>
<td>1</td>
</tr>
<tr>
<td>HIST 322H</td>
<td>English Historical Landscape</td>
<td>1</td>
</tr>
<tr>
<td>HIST 357R</td>
<td>American Environmental History: Nature and the American Marketplace (Equivalent to AMST 351R, Junior Seminar)</td>
<td>1</td>
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<tr>
<td>PUBH 240W</td>
<td>Introduction to Public Health</td>
<td>1</td>
</tr>
<tr>
<td>MATH 113Q</td>
<td>Chaos and Fractals in Nature (Can be used as a P course)</td>
<td>1</td>
</tr>
<tr>
<td>MATH 341</td>
<td>Mathematical Modeling and Computer Simulation</td>
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</tr>
<tr>
<td>MATH 431</td>
<td>Topology</td>
<td>1</td>
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<tr>
<td>PHIL 317R</td>
<td>Environmental Ethics</td>
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<tr>
<td>POLI 215R</td>
<td>Sustainable Communities: Participation, Planning, and Policy</td>
<td>1</td>
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<tr>
<td>POLI 316R</td>
<td>Environmental Politics (Junior Seminar)</td>
<td>1</td>
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<tr>
<td>POLI 355R</td>
<td>International Environmental Activism (Junior Seminar)</td>
<td>1</td>
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<tr>
<td>RELS 352E</td>
<td>Nature, the Sacred, and Ethics</td>
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</tr>
<tr>
<td>SOCI 215R</td>
<td>Population, Society, and Environment</td>
<td>1</td>
</tr>
<tr>
<td>SOCI 363J</td>
<td>Community-Based Research (Junior Seminar)</td>
<td>1</td>
</tr>
</tbody>
</table>

Plus selected Independent Study and Special Topics Courses approved each semester.

**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 and Chair of Environmental Science and Studies, 2014*  
B.S., M.S., Baylor University  
Ph.D., Vanderbilt University

Evans, Jason M.  
*Assistant Professor of Environmental Science and Studies, 2014*  
B.A., New College of Florida  
M.S., Ph.D., University of Florida

**Contribution Faculty:** C. Bennington (Biology); 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); M. Pollock (English); H. Price (Chemistry); K. Reiter (History); K. Riggs (Physics); A. Slater (Biology); D. Sutherland (Religious Studies); R. Watts (Communication Studies); K. Work (Biology); J. York (Chemistry).
Courses

ENSS 140P. Introduction to Environmental Studies and Science. 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 201. Introduction to Maps and Geographic Information Systems. 1 Unit.
Maps predate written language, or history, by eons. Through applied work students learn the fundamentals of geolocation in the United States, Global Positioning Systems (GPS), and Geographic Information Systems (GIS). Students gain working knowledge of GIS and underlying geographic principles. This course is appropriate for non-majors and prepares students for advanced GIS applications in upper division ENSS courses.

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 211R. Weather and Climate. 1 Unit.
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 Clear 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.

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 140; ENSS 201 or BIO 243Q; or permission of instructor.

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 140P.

ENSS 303. Environmental Science Seminar. 0.5 Units.
Environmental science majors become acquainted with diverse applications of environmental science through the exploration of local professionals and researchers. Guest speakers present their work from the public, private, and academic sectors. Prerequisite: Two of the following: ENSS 140P, BIOL 112P, BIOL 116P, BIOL 142P, CHEM 111P, CHEM 141P.

ENSS 310R. Cultural and Political Ecology. 1 Unit.
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: Permission of Instructor.

ENSS 311P. Weather and Climate. 1 Unit.
Analysis of the systems that create weather and climate. Storm formation, global climate change, and the instruments used to describe these phenomena are prominently featured. Labs emphasize analyses of primary and archived data. Prerequisite: ENSS 140P.

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 140P 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 315. Sustainability Studies. 1 Unit.
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. Prerequisite: ENSS 140P.

ENSS 317D. Global Perspectives of Food Production. 1 Unit.
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 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. Prerequisites: ENSS 140, ENSS 211R, and either ENSS 201 or ENSS 301, or Permission of Instructor.

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 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 specially 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 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. 1 Unit.
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. 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.

ENSS 398. Geographic Information Systems Internship. 1 Unit.
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: GESS 301 and permission of the instructor.

ENSS 401. Environmental Management Internship. 1 Unit.
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.

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 140P, ENSS 301 and BIOL 243Q.
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 301R. Writing-intensive course.

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.

ENSS 499. Senior Seminar. 0.5 Units.
Completion or written and oral presentation of methods, results, and interpretation of senior research. Prerequisite: ENSS 498.
## Bachelor of Arts in Environmental Studies

### General Education Requirements

The student must complete the General Education Requirements of the College of Arts and Sciences for the Bachelor of Arts degree. 9

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENSS 140P</td>
<td>Introduction to Environmental Studies and Science</td>
<td>1</td>
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</table>

Select one of the following: 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ENSS 218</td>
<td>Environmental Law &amp; Policy</td>
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<tr>
<td>ECON 104S</td>
<td>Foundations of Economics I</td>
</tr>
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</table>

Select one of the following: 1

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>PHIL 317R</td>
<td>Environmental Ethics</td>
</tr>
<tr>
<td>RELS 352E</td>
<td>Nature, the Sacred, and Ethics</td>
</tr>
<tr>
<td>MATH 125Q</td>
<td>Introduction to Mathematical and Statistical Modeling</td>
</tr>
<tr>
<td>ENSS 201</td>
<td>Introduction to Maps and Geographic Information Systems</td>
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### Collateral Requirements

<table>
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<th>Course Code</th>
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<tr>
<td>BIOL 112P</td>
<td>Environmental Biology</td>
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<tr>
<td>CHEM 111P</td>
<td>Beyond Fossil Fuels: Alternative Energy Choices</td>
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<tr>
<td>or PHYS 113P</td>
<td>Energy for a Sustainable Future</td>
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</tbody>
</table>

Three courses from the set of elective options within one of the following social science and humanities specialties: 3

#### Environmental Policy and Economics

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ENSS 310R</td>
<td>Cultural and Political Ecology</td>
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<td>ENSS 218</td>
<td>Environmental Law &amp; Policy</td>
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<td>ENSS 319</td>
<td>Water Policy</td>
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<td>ENSS 320</td>
<td>Environmental Planning</td>
</tr>
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<td>ENSS 325</td>
<td>Climate Adaptation and Planning</td>
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<tr>
<td>ECON 325R</td>
<td>Energy, Environment, Economics</td>
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<tr>
<td>HIST 357R</td>
<td>American Environmental History: Nature and the American Marketplace</td>
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<tr>
<td>POLI 215R</td>
<td>Sustainable Communities: Participation, Planning, and Policy</td>
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<tr>
<td>SOCI 215R</td>
<td>Population, Society, and Environment</td>
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<tr>
<td>BIOL 374R</td>
<td>Water Wars (Junior Seminar)</td>
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#### Environmental Art and Communication

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<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ENSS 315</td>
<td>Sustainability Studies</td>
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<tr>
<td>ENSS 355</td>
<td>Environmental Activism</td>
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<td>COMM 337R</td>
<td>Environmental Communication (Junior Seminar)</td>
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<td>ENGL 207</td>
<td>Nature Writing</td>
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<td>HIST 357R</td>
<td>American Environmental History: Nature and the American Marketplace</td>
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<td>SOCI 215R</td>
<td>Population, Society, and Environment</td>
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<td>MKTG 315</td>
<td>The Marketplace and Consumers</td>
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#### Cultural Geography

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<th>Course Title</th>
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<tr>
<td>ENSS 204S</td>
<td>Environmental Geography of Latin America</td>
</tr>
<tr>
<td>ENSS 310R</td>
<td>Cultural and Political Ecology</td>
</tr>
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<td>ENSS 315</td>
<td>Sustainability Studies</td>
</tr>
<tr>
<td>ENSS 317D</td>
<td>Global Perspectives of Food Production</td>
</tr>
<tr>
<td>ENSS 325</td>
<td>Climate Adaptation and Planning</td>
</tr>
<tr>
<td>HIST 300R</td>
<td>Environmental and Social Collapse</td>
</tr>
<tr>
<td>HIST 312R</td>
<td>Stonehenge</td>
</tr>
<tr>
<td>SOCI 215R</td>
<td>Population, Society, and Environment</td>
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<table>
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<tr>
<th>Course Code</th>
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<tr>
<td>ENSS 497</td>
<td>Research Proposal</td>
</tr>
<tr>
<td>ENSS 498</td>
<td>Senior Research Project</td>
</tr>
<tr>
<td>ENSS 499</td>
<td>Senior Seminar</td>
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</tbody>
</table>

### General Electives

11

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 may be used to count toward the Writing requirement.

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 requirements. Students should check with their advisors 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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>FSEM 100</td>
<td>First Year Seminar</td>
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<tr>
<td>Quantitative Reasoning (any Q course)</td>
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<td></td>
</tr>
<tr>
<td>Knowledge of Human Cultures and the Natural World</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Select five of the following:</td>
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</tr>
<tr>
<td>Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses)</td>
<td></td>
<td></td>
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<tr>
<td>Culture and Belief (any B course)</td>
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<tr>
<td>Historical Inquiry (any H course)</td>
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</tr>
<tr>
<td>Individuals, Societies, and Social Systems (any S course)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modern Languages (any L course)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical and Natural World (any P course)</td>
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<td></td>
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<tr>
<td>Personal and Social Responsibility and Junior Seminar</td>
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<tr>
<td>Environmental Responsibility (any R course)</td>
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<tr>
<td>Ethical or Spiritual Inquiry (any E course)</td>
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<td></td>
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<tr>
<td>Health and Wellness (any W course)</td>
<td></td>
<td></td>
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<tr>
<td>Human Diversity (any D course)</td>
<td></td>
<td></td>
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<tr>
<td>Social Justice (any J course)</td>
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<td></td>
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<tr>
<td>Select one Junior Seminar of the following:</td>
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<tr>
<td>Environmental Responsibility (any R/JS course)</td>
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<tr>
<td>Ethical or Spiritual Inquiry (any E/JS course)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health and Wellness (any W/JS course)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Diversity (any D/JS course)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Justice (any J/JS course)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Units</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

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.

1 1 unit each from 5 out of the 6 areas
2 1 unit MUST BE a Junior Seminar
3 Junior seminars may not be taken pass/fail.
# Bachelor of Science in Environmental Science

## General Education Requirements

The student must complete the General Education Requirements of the College of Arts and Sciences for the Bachelor of Science degree.

### Major Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ENSS 140P</td>
<td>Introduction to Environmental Studies and Science</td>
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<tr>
<td></td>
<td>Choose one of the following:</td>
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</tr>
<tr>
<td>ENSS 218</td>
<td>Environmental Law &amp; Policy</td>
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</tr>
<tr>
<td>ECON 104S</td>
<td>Foundations of Economics I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Choose one of the following:</td>
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</tr>
<tr>
<td>PHIL 317R</td>
<td>Environmental Ethics</td>
<td>1</td>
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<tr>
<td>RELS 352E</td>
<td>Nature, the Sacred, and Ethics</td>
<td></td>
</tr>
<tr>
<td>BIOL 243Q</td>
<td>Biostatistics</td>
<td>1</td>
</tr>
<tr>
<td>ENSS 301</td>
<td>Geographic Information Systems and Science</td>
<td>1</td>
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</table>

### Collateral Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>BIOL 244</td>
<td>Introductory Biology III: Ecology and Evolution</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 111P</td>
<td>Beyond Fossil Fuels: Alternative Energy Choices</td>
<td>1</td>
</tr>
<tr>
<td>or CHEM 141P</td>
<td>General Chemistry I</td>
<td></td>
</tr>
<tr>
<td>PHYS 113P</td>
<td>Energy for a Sustainable Future</td>
<td>1</td>
</tr>
<tr>
<td>or PHYS 121P</td>
<td>College Physics I</td>
<td></td>
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</tbody>
</table>

Three courses from a set of elective options within one of the following natural science specialty concentrations: 3

### Natural Resource Conservation

*Students in this concentration will also need to take BIOL 142P as a prerequisite for most of these courses. ENSS 140P will serve as a substitute for BIOL 141P for any course in this list that has BIOL 141P as a prerequisite.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>ENSS 312</td>
<td>Biogeography</td>
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<tr>
<td>BIOL 305</td>
<td>Flora of Florida</td>
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<tr>
<td>BIOL 306</td>
<td>Invertebrate Zoology</td>
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<tr>
<td>BIOL 310</td>
<td>Ornithology</td>
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<tr>
<td>BIOL 312</td>
<td>Marine Vertebrate Biology</td>
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<tr>
<td>BIOL 313</td>
<td>Oceanography</td>
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<tr>
<td>BIOL 333</td>
<td>Limnology</td>
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<tr>
<td>BIOL 405</td>
<td>Ecology</td>
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</tr>
<tr>
<td>BIOL 450</td>
<td>Plant Ecology</td>
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</tbody>
</table>

### Environmental Chemistry

*Students in this concentration need to take CHEM 141P as their Collateral Requirement Chemistry option.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>CHEM 142P</td>
<td>General Chemistry II</td>
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<tr>
<td>CHEM 201</td>
<td>Organic Chemistry I</td>
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<tr>
<td>CHEM 205</td>
<td>Analytical Chemistry</td>
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<tr>
<td>CHEM 301</td>
<td>Organic Chemistry II</td>
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</table>

### Geospatial Analysis

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ENSS 211R</td>
<td>Weather and Climate</td>
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<tr>
<td>ENSS 312</td>
<td>Biogeography</td>
<td></td>
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<tr>
<td>ENSS 325</td>
<td>Climate Adaptation and Planning</td>
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<td>ENSS 402</td>
<td>Landscape Ecology</td>
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<tr>
<td>MATH 341</td>
<td>Mathematical Modeling and Computer Simulation</td>
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<tr>
<td>BIOL 444R</td>
<td>Conservation Biology</td>
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<tr>
<td>ENSS 497</td>
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<tr>
<td>ENSS 498</td>
<td>Senior Research Project</td>
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<tr>
<td>ENSS 499</td>
<td>Senior Seminar</td>
<td>0.5</td>
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</tbody>
</table>

## Total Units

32
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<tr>
<td>FSEM</td>
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<td></td>
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<td></td>
<td>Knowledge of Human Cultures and the Natural World</td>
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<td></td>
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<td>Environmental Responsibility (any R course)</td>
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<tr>
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<td>Ethical or Spiritual Inquiry (any E course)</td>
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<tr>
<td></td>
<td>Health and Wellness (any W course)</td>
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<tr>
<td></td>
<td>Human Diversity (any D course)</td>
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<tr>
<td></td>
<td>Social Justice (any J course)</td>
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<td>Health and Wellness (any W/JS course)</td>
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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.

¹ 1 unit each from 5 out of the 6 areas
² 1 unit MUST BE a Junior Seminar
³ Junior seminars may not be taken pass/fail.
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 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.

Majors

Major in Global Development

• Bachelor of Arts in Global Development (p. 236)

Minors

Minor in Global Development - 5 Units

Requirements

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<tr>
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<tr>
<td>or INSU 201H</td>
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<td>Politics of the Developing World</td>
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<td>ECON 104S</td>
<td>Foundations of Economics I</td>
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<td>ECON 113S</td>
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Total Units: 5

Advising Course Plans

Advising Course Plans - Global Development

• Global Development Major (p. 233)
• Global Development Major - Three Year Plan (p. 235)

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., M.A., Ph.D.
# Advising Course Plan - Global Development Major

## First Year

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Total Unit: 32
# Advising Course Plan - Global Development Major - Three Year Plan

## Three Year Plan

### First Year

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<td>Statistics course</td>
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### Second Year

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<tr>
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### Third Year

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Total Unit: 24
# Bachelor of Arts in Global Development

## General Education Requirements
The student must complete the General Education Requirements for the College of Arts & Sciences.

## Major Requirements

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<td>Politics of the Developing World</td>
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<td>ECON 201H</td>
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<tr>
<td>or INSU 201H</td>
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<tr>
<td>ECON 300</td>
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Select three courses from one of the following concentrations:

### Global Trade and Entrepreneurship

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<td>ENTP 353J</td>
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### Global Health

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<td>Foundations of Environmental Health Science</td>
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<td>PUBH 308Q</td>
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<td>IHSC 309</td>
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<td>PUBH 325</td>
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<td>SOCI 375</td>
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<td>SOCI 215R</td>
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### History, Society, and Culture

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<tbody>
<tr>
<td>POLI 330D</td>
<td>Ethnicity and Politics</td>
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<td>POLI 353J</td>
<td>International Law</td>
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<td>Introductory Statistics from one of the following: MATH 125Q, STAT 301Q, BIOL 243Q, PSYC 321Q, POLI 225</td>
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<tr>
<td></td>
<td>Foreign Language proficiency at the 202L level</td>
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<tr>
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<td><strong>General Electives</strong></td>
<td>9</td>
</tr>
<tr>
<td></td>
<td><strong>Total Units</strong></td>
<td>32</td>
</tr>
</tbody>
</table>

1 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 may be used to count toward the Writing requirement.

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 requirements. Students should check with their advisors 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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tr>
<td></td>
<td><strong>Foundations</strong></td>
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<td>FSEM 100</td>
<td>First Year Seminar</td>
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<td>Quantitative Reasoning (any Q course)</td>
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<td>Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses)</td>
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<td></td>
<td>Culture and Belief (any B course)</td>
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<td>Historical Inquiry (any H course)</td>
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<td></td>
<td>Individuals, Societies, and Social Systems (any S course)</td>
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<td>Modern Languages (any L course)</td>
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<td>Physical and Natural World (any P course)</td>
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<td>Environmental Responsibility (any R course)</td>
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<td></td>
<td>Ethical or Spiritual Inquiry (any E course)</td>
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<td></td>
<td>Health and Wellness (any W course)</td>
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<td></td>
<td>Human Diversity (any D course)</td>
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<tr>
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<td>Social Justice (any J course)</td>
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<td>Ethical or Spiritual Inquiry (any E/JS course)</td>
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<td>Health and Wellness (any W/JS course)</td>
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<tr>
<td></td>
<td>Human Diversity (any D/JS course)</td>
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<tr>
<td></td>
<td>Social Justice (any J/JS course)</td>
<td></td>
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<tr>
<td></td>
<td><strong>Total Units</strong></td>
<td>9</td>
</tr>
</tbody>
</table>
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.

1. 1 unit each from 5 out of the 6 areas
2. 1 unit MUST BE a Junior Seminar
3. Junior seminars may not be taken pass/fail.
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. Ask why Rome fell. Why did Japan bomb Pearl Harbor? Did King Arthur really exist? Who planned the Holocaust?

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. They develop a breadth of understanding regarding world cultures, 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 history majors. History majors perform near the top of all majors nationally on admissions exams to law and business school.

The History Department offers a B.A. in History, a B.A. in History with Certification in Public History, and a minor in History. The B.A. in History with Certification in Public History is particularly useful for majors who want to work in government, museums, libraries, archives, documentary films, or consulting. History majors frequently have a double major, some of the most popular being English, Political Science, International Studies, American Studies, and Russian Studies.

More information can be found online at http://www.stetson.edu/academics/programs/history.php.

Majors

Major in History

- Bachelor of Arts in History (p. 252)

Minors

Minor in History - 4 Units

Lower-Division Minor Requirements

Select one of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 101H</td>
<td>Western Civilization to 1000 CE</td>
</tr>
<tr>
<td>HIST 102H</td>
<td>Western Civilization from the Medieval World to the Age of Exploration</td>
</tr>
<tr>
<td>HIST 103H</td>
<td>Modern Western Civilization</td>
</tr>
<tr>
<td>HIST 104H</td>
<td>Early World Civilizations</td>
</tr>
<tr>
<td>HIST 105H</td>
<td>Modern World Civilizations</td>
</tr>
</tbody>
</table>

Other

Three elective history courses, one of which may be taken at the 100- or 200-level

Total Units

4

Advising Course Plans

Advising Course Plans

- History Major (p. 248)
- History Major (p. 251) - 3 Year Pathway
- History Major - Public History Concentration (p. 250)
- History Major - Public History Concentration (p. 249) - 3 Year Pathway

Honors

Honors in History

To obtain Latin Honors (Cum, Magna, or Suma) in History, the major 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 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, could not 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 thesis, and the quality of the 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) within the major.

Faculty

Croce, Paul J.
Professor of History and American Studies, 1989
B.A., Georgetown University
M.A., Ph.D., Brown University

Fowler, Mayhill
Assistant Professor of History, 2013
B.A., Yale University
M.A., Ph.D., Princeton University

Kurlander, Eric
Professor of History, 2001
B.A., Bowdoin College
M.A., Ph.D., Harvard University

Mieras, Emily
Associate Professor of History and American Studies and Chair, 1998
A.B., Harvard College
M.A., Ph.D., College of William and Mary

Mottier, Nicole
Assistant Professor of History, 2013
B.A., University of Illinois, Urbana-Champaign
M.Phil., University of Oxford
Ph.D., The University of Chicago

Reiter, Kimberly D. S.
Associate Professor of History, 1990
B.A., Muskingum College
M.A., Kent State University
Ph.D., University of Virginia

Seah, Leander
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. Writing-intensive course.

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-intensive 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-intensive 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-intensive 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. Writing-intensive course.

HIST 190. Special Topics in History. 1 Unit.

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.

HIST 205H. Sub-Saharan Africa, 1500-Present. 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-intensive 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-intensive 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-intensive 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-intensive 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, an 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. Writing-intensive course.

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. Writing-intensive course.

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. US-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 250D. Immigration, Race and Ethnicity in American History: 1600 to Present. 1 Unit.
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-intensive 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-intensive 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-intensive 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.

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 Kuominthang's Nanjing Decade, the Great Leap Forward and the Cultural Revolution, Sino-Soviet and Sino-American relations, and the two Sino-Japanese Wars. Writing-intensive 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-intensive course.

HIST 285. Independent Study. 0.5 or 1 Units.

HIST 290. Special Topics in History. 1 Unit.

HIST 291S. Introduction to Public History. 1 Unit.
An exploration of the various tools used by historians to retrieve, preserve and communicate the histories of entities without a voice or agency in traditional historic approaches. Various topics include museum studies and history, collections and archives management, restoration and preservation, local and oral history, family history, community outreach and heritage management.

HIST 300R. Environmental and Social Collapse. 1 Unit.
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 301J. The Age of Extremes: Class, Politics and Ideology, 1914-1989. 1 Unit.
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.
A study of the modern and contemporary Middle East with focus on contemporary culture, growing fundamentalism, and such troubled areas as the Palestinian-Israeli conflict and peace process, the future of Iraq, Revolutionary Iran, and the Security of the Persian Gulf.

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 311R. Defining the Natural State. 1 Unit.
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 312R. Stonehenge. 1 Unit.
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-intensive 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-intensive 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-intensive 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 1800.

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-intensive 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-intensive 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-intensive 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-intensive 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 340D. Crossroads of Empire. 1 Unit.
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 348D. Maritime China and Chinese Migration. 1 Unit.
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 351B. 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 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-intensive course.

HIST 355E. History of American Science and Religion: Darwinism and the Divine in American Culture. 1 Unit.
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 355E. Junior Seminar.

HIST 356W. 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. Can be used as an H course. Writing-intensive course.

HIST 357R. American Environmental History: Nature and the American Marketplace. 1 Unit.
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-intensive course.
HIST 360J. War and Peace in American History. 1 Unit.
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 361B. The 1950’s and 1960’s. 1 Unit.
This course is a study of 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, established precedents and camps of ideological commitment that still shape the politics and culture of the twenty-first century. Cross-listed as AMST 361B. Can be used as an H course. Writing-intensive course.

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-intensive course.

HIST 363J. Political Campaigns and Cultural Ideologies in Recent U.S. History, 1960-Present. 1 Unit.
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 363J. Junior Seminar.

HIST 364J. American Feminism(s). 1 Unit.
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 365B. American Cultural Traditions. 1 Unit.
An examination of American cultural traditions from the early republic to the present in political and military affairs; intellectual, popular, and artistic developments; science, medicine, and religion; and gender and race relations, making use of primary and secondary sources in print and film. Discussion, group work, and experiential activities serve as steps toward each student’s final research paper. Can be used as an H course. Writing-intensive course.

HIST 372J. Arts & Revolution: Theater. 1 Unit.
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.

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 379D. Spicing up the Past and Cooking up Arguments: Food History in the Americas, 1200s-Present. 1 Unit.
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 380J. The Mexican and Cuban Revolutions. 1 Unit.
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.
HIST 386. Independent Study. 0.5 to 1 Units.
HIST 390. Special Topics in History. 1 Unit.
HIST 390H. Special Topics. 1 Unit.
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 head, 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.
HIST 485. Independent Study. 0.5 or 1 Units.
HIST 490. Special Topics in History. 1 Unit.
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.
## Advising Course Plan - History Major

### Four Year Plan

#### First Year

<table>
<thead>
<tr>
<th>Fall</th>
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<tbody>
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<td>Pre-Modern or Regional History 200-level course</td>
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#### Second Year

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<tr>
<th>Fall</th>
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<tr>
<td>HIST 200</td>
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#### Third Year

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#### Fourth Year

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<tbody>
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# Advising Course Plan - History Major - Public History Concentration

## Three Year Pathway

### First Year

<table>
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<td>Approaches to History</td>
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<td>Late History 100-level course</td>
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### Second Year

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<td>Media and/or Management course</td>
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<td>Museum Science course</td>
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<td></td>
<td>HIST 397</td>
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### Third Year

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<tr>
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<td>HIST 499</td>
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<td>Media and/or Management course</td>
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<td><strong>Spring</strong></td>
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<tr>
<td></td>
<td>HIST Elective or Regional History 200+ level course</td>
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**Total Units**: 12.5-13
# Advising Course Plan - History Major - Public History Concentration

## Four Year Pathway

### First Year

**Fall**
- Early History 100-level course 1

**Spring**
- Modern History 100-level course 1
- Pre-Modern or Regional History 200-level course 1

### Second Year

**Fall**
- HIST 200 Approaches to History 1

**Spring**
- HIST 291S Introduction to Public History 1
- Regional History or HIST Elective 200+ level course 1

### Third Year

**Fall**
- Research Intensive or Regional History 300-level course 1
- Museum Science course 1

**Spring**
- Research Intensive, Regional, or Public History 300-level course 1
- Media or Management course 1

### Fourth Year

**Fall**
- HIST 499 Senior Project 1
- HIST 397 Internship in History 0.5 or 1

**Spring**
- Media or Management course 1

**Total Units** 12.5-13
## Advising Course Plan - History Major - Three Year Plan

<table>
<thead>
<tr>
<th>Three Year Plan</th>
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<tbody>
<tr>
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<tr>
<td><strong>Fall</strong></td>
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</tr>
<tr>
<td>Early History 100-level course</td>
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<td>HIST 200 Approaches to History</td>
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<td><strong>Second Year</strong></td>
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<td><strong>Fall</strong></td>
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<td>Research Intensive or Regional History 300-level course</td>
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<td>Regional History 200+ level course</td>
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<td><strong>Fall</strong></td>
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<tr>
<td>HIST 499 Senior Project</td>
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<td><strong>Total Units</strong></td>
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</table>
# Bachelor of Arts in History

## General Education Requirements

The student must complete the General Education Requirements for the College of Arts and Sciences for the Bachelor of Arts degree.

## Lower-Division Major Requirements

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>HIST 101H</td>
<td>Western Civilization to 1000 CE</td>
</tr>
<tr>
<td>HIST 102H</td>
<td>Western Civilization from the Medieval World to the Age of Exploration</td>
</tr>
<tr>
<td>HIST 104H</td>
<td>Early World Civilizations</td>
</tr>
<tr>
<td>HIST 151H</td>
<td>American History I</td>
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</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>HIST 103H</td>
<td>Modern Western Civilization</td>
</tr>
<tr>
<td>HIST 105H</td>
<td>Modern World Civilizations</td>
</tr>
<tr>
<td>HIST 152H</td>
<td>American History II</td>
</tr>
</tbody>
</table>

## Upper-Division Major Requirements

HIST 499  
Senior Project  

Select one course in pre-modern history from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>HIST 207H</td>
<td>Latin American History: Ancient and Colonial Empires</td>
</tr>
<tr>
<td>HIST 210H</td>
<td>The Ancient Near East</td>
</tr>
<tr>
<td>HIST 211H</td>
<td>History of Ancient Greece</td>
</tr>
<tr>
<td>HIST 212H</td>
<td>History of Ancient Rome</td>
</tr>
<tr>
<td>HIST 216H</td>
<td>Pirates and Piracy</td>
</tr>
<tr>
<td>HIST 220H</td>
<td>Early English History</td>
</tr>
<tr>
<td>HIST 303H</td>
<td>Islamic Civilization to the Crusades</td>
</tr>
<tr>
<td>HIST 304H</td>
<td>The Ottomans: From Marsh Warriors to Empire</td>
</tr>
<tr>
<td>HIST 305H</td>
<td>Comparative Study of Islamic Empires: The Ottoman Empire, Safavid of Iran, and the Mughal of India</td>
</tr>
<tr>
<td>HIST 313</td>
<td>The Fall of the Roman Empire</td>
</tr>
<tr>
<td>HIST 314H</td>
<td>The Middle Ages</td>
</tr>
<tr>
<td>HIST 315H</td>
<td>Celtic Civilization</td>
</tr>
<tr>
<td>HIST 317B</td>
<td>Crusades: Faith and Politics in the Middle East</td>
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</table>

## Methodology Requirements

HIST 200  
Approaches to History  

Select two research-intensive courses, both of which must be finished before taking HIST 499:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>HIST 312R</td>
<td>Stonehenge</td>
</tr>
<tr>
<td>HIST 313</td>
<td>The Fall of the Roman Empire</td>
</tr>
<tr>
<td>HIST 315H</td>
<td>Celtic Civilization</td>
</tr>
<tr>
<td>HIST 317B</td>
<td>Crusades: Faith and Politics in the Middle East</td>
</tr>
<tr>
<td>HIST 320</td>
<td>King Arthur</td>
</tr>
<tr>
<td>HIST 323S</td>
<td>The French Revolution, 1770-1815: The Enlightenment, Terror, and Napoleon</td>
</tr>
<tr>
<td>HIST 326H</td>
<td>Germany in War and Revolution: From the Second Empire to the Third Reich</td>
</tr>
<tr>
<td>HIST 331S</td>
<td>The Holocaust</td>
</tr>
<tr>
<td>HIST 342S</td>
<td>Stalinism</td>
</tr>
<tr>
<td>HIST 349H</td>
<td>War and Diplomacy in Modern East Asia</td>
</tr>
<tr>
<td>HIST 359H</td>
<td>The Birth of Modern America, 1890-1940</td>
</tr>
<tr>
<td>HIST 366B</td>
<td>American Cultural Traditions (Can be used as an H course)</td>
</tr>
<tr>
<td>HIST 375S</td>
<td>Empire, Nation and Identity</td>
</tr>
<tr>
<td>HIST 376S</td>
<td>Global Migration and Diasporas</td>
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## Regional Distribution

At least one HIST course in four of six regions of the world: 

1. Africa and the Middle East

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>HIST 205H</td>
<td>Sub-Saharan Africa, 1500-Present</td>
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<tr>
<td>HIST 210H</td>
<td>The Ancient Near East</td>
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<tr>
<td>Course Code</td>
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<tr>
<td>HIST 251H</td>
<td>African American History</td>
</tr>
<tr>
<td>HIST 303H</td>
<td>Islamic Civilization to the Crusades</td>
</tr>
<tr>
<td>HIST 304H</td>
<td>The Ottomans: From Marsh Warriors to Empire</td>
</tr>
<tr>
<td>HIST 305H</td>
<td>Comparative Study of Islamic Empires: The Ottoman Empire, Safavid of Iran, and the Mughal of India</td>
</tr>
<tr>
<td>HIST 306</td>
<td>The Modern Middle East</td>
</tr>
<tr>
<td>HIST 307B</td>
<td>Contemporary Islamic Civilization</td>
</tr>
<tr>
<td>HIST 317B</td>
<td>Crusades: Faith and Politics in the Middle East</td>
</tr>
</tbody>
</table>

### 2. East, Southeast, and South Asia

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>HIST 270H</td>
<td>The History of Modern China</td>
</tr>
<tr>
<td>HIST 271H</td>
<td>The History of Modern Japan</td>
</tr>
<tr>
<td>HIST 305H</td>
<td>Comparative Study of Islamic Empires: The Ottoman Empire, Safavid of Iran, and the Mughal of India</td>
</tr>
<tr>
<td>HIST 330H</td>
<td>World War II: A Global History</td>
</tr>
<tr>
<td>HIST 348D</td>
<td>Maritime China and Chinese Migration</td>
</tr>
<tr>
<td>HIST 349H</td>
<td>War and Diplomacy in Modern East Asia</td>
</tr>
<tr>
<td>HIST 376S</td>
<td>Global Migration and Diasporas</td>
</tr>
</tbody>
</table>

### 3. Eastern Europe, Russia, and Eurasia

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>HIST 211H</td>
<td>History of Ancient Greece</td>
</tr>
<tr>
<td>HIST 240H</td>
<td>The Russian Empire</td>
</tr>
<tr>
<td>HIST 241H</td>
<td>The Soviet Century</td>
</tr>
<tr>
<td>HIST 243H</td>
<td>Eastern Europe, 1700s-2000s</td>
</tr>
<tr>
<td>HIST 331S</td>
<td>The Holocaust</td>
</tr>
<tr>
<td>HIST 340D</td>
<td>Crossroads of Empire</td>
</tr>
<tr>
<td>HIST 341B</td>
<td>Money and the Muse in Russia: Methodologies of Cultural History</td>
</tr>
<tr>
<td>HIST 342S</td>
<td>Stalinism</td>
</tr>
</tbody>
</table>

### 4. Latin America and the Caribbean

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>HIST 207H</td>
<td>Latin American History: Ancient and Colonial Empires</td>
</tr>
<tr>
<td>HIST 208H</td>
<td>Latin American History: The Challenges of Modern Nationhood</td>
</tr>
<tr>
<td>HIST 248H</td>
<td>US-Latin American Relations</td>
</tr>
<tr>
<td>HIST 254H</td>
<td>Baseball: A Social and Cultural History</td>
</tr>
<tr>
<td>HIST 379D</td>
<td>Spicing up the Past and Cooking up Arguments: Food History in the Americas, 1200s-Present (Junior Seminar)</td>
</tr>
<tr>
<td>HIST 380J</td>
<td>The Mexican and Cuban Revolutions</td>
</tr>
<tr>
<td>HIST 382H</td>
<td>Scandals and Sleaze: Histories of Crime in Latin America</td>
</tr>
</tbody>
</table>

### 5. North America

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>HIST 250D</td>
<td>Immigration, Race and Ethnicity in American History: 1600 to Present</td>
</tr>
<tr>
<td>HIST 251H</td>
<td>African American History</td>
</tr>
<tr>
<td>HIST 252H</td>
<td>Gender in American History, 1800 to Present</td>
</tr>
<tr>
<td>HIST 253H</td>
<td>Native Americans and the Frontier</td>
</tr>
<tr>
<td>HIST 254H</td>
<td>Baseball: A Social and Cultural History</td>
</tr>
<tr>
<td>HIST 255H</td>
<td>American Consumer Culture</td>
</tr>
<tr>
<td>HIST 260H</td>
<td>United States Since World War II</td>
</tr>
<tr>
<td>HIST 353H</td>
<td>The American Civil War</td>
</tr>
<tr>
<td>HIST 354B</td>
<td>Southern History and Culture in the United States, 1800-Present</td>
</tr>
<tr>
<td>HIST 355E</td>
<td>History of American Science and Religion: Darwinism and the Divine in American Culture</td>
</tr>
<tr>
<td>HIST 356W</td>
<td>History of American Health Care</td>
</tr>
<tr>
<td>HIST 357R</td>
<td>American Environmental History: Nature and the American Marketplace</td>
</tr>
<tr>
<td>HIST 359H</td>
<td>The Birth of Modern America, 1890-1940</td>
</tr>
<tr>
<td>HIST 360J</td>
<td>War and Peace in American History</td>
</tr>
<tr>
<td>HIST 361B</td>
<td>The 1950’s and 1960’s</td>
</tr>
<tr>
<td>HIST 362H</td>
<td>American Women's History</td>
</tr>
<tr>
<td>HIST 363J</td>
<td>Political Campaigns and Cultural Ideologies in Recent U.S. History, 1960-Present</td>
</tr>
<tr>
<td>HIST 366B</td>
<td>American Cultural Traditions (Can be used as an H course)</td>
</tr>
</tbody>
</table>
6. Western and Central Europe

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 212H</td>
<td>History of Ancient Rome</td>
<td></td>
</tr>
<tr>
<td>HIST 220H</td>
<td>Early English History</td>
<td></td>
</tr>
<tr>
<td>HIST 222H</td>
<td>Modern Britain</td>
<td></td>
</tr>
<tr>
<td>HIST 227H</td>
<td>Modern France</td>
<td></td>
</tr>
<tr>
<td>HIST 230H</td>
<td>The History of Modern Germany, 1770-Present</td>
<td></td>
</tr>
<tr>
<td>HIST 301J</td>
<td>The Age of Extremes: Class, Politics and Ideology, 1914-1989</td>
<td></td>
</tr>
<tr>
<td>HIST 313</td>
<td>The Fall of the Roman Empire</td>
<td></td>
</tr>
<tr>
<td>HIST 314H</td>
<td>The Middle Ages</td>
<td></td>
</tr>
<tr>
<td>HIST 315H</td>
<td>Celtic Civilization</td>
<td></td>
</tr>
<tr>
<td>HIST 318H</td>
<td>The Reformation</td>
<td></td>
</tr>
<tr>
<td>HIST 322H</td>
<td>English Historical Landscape</td>
<td></td>
</tr>
<tr>
<td>HIST 323S</td>
<td>The French Revolution, 1770-1815: The Enlightenment, Terror, and Napoleon</td>
<td></td>
</tr>
<tr>
<td>HIST 326H</td>
<td>Germany in War and Revolution: From the Second Empire to the Third Reich</td>
<td></td>
</tr>
<tr>
<td>HIST 328H</td>
<td>World War I</td>
<td></td>
</tr>
<tr>
<td>HIST 329H</td>
<td>Nazi Germany: History, Politics, and Culture</td>
<td></td>
</tr>
<tr>
<td>HIST 331S</td>
<td>The Holocaust</td>
<td></td>
</tr>
<tr>
<td>HIST 332H</td>
<td>Europe Since 1945</td>
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</tbody>
</table>

**Total courses in the Major is 11**

**General Electives**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
</table>

**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 may be used to count toward the Writing requirement.

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 requirements. Students should check with their advisors 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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSEM 100</td>
<td>First Year Seminar</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Quantitative Reasoning (any Q course)</td>
<td>1</td>
</tr>
</tbody>
</table>

**Knowledge of Human Cultures and the Natural World**

Select five of the following: ¹

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Culture and Belief (any B course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Historical Inquiry (any H course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Individuals, Societies, and Social Systems (any S course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Modern Languages (any L course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical and Natural World (any P course)</td>
<td></td>
</tr>
</tbody>
</table>
Personal and Social Responsibility and Junior Seminar ²

Select one of the following:

- Environmental Responsibility (any R course)
- Ethical or Spiritual Inquiry (any E course)
- Health and Wellness (any W course)
- Human Diversity (any D course)
- Social Justice (any J course)

Select one Junior Seminar of the following: ³

- Environmental Responsibility (any R/JS course)
- Ethical or Spiritual Inquiry (any E/JS course)
- Health and Wellness (any W/JS course)
- Human Diversity (any D/JS course)
- Social Justice (any J/JS course)

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.

1 1 unit each from 5 out of the 6 areas
2 1 unit MUST BE a Junior Seminar
3 Junior seminars may not be taken pass/fail.

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.

Public History Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 291S</td>
<td>Introduction to Public History</td>
<td>1</td>
</tr>
<tr>
<td>ARTH 365</td>
<td>Collection Management</td>
<td>1</td>
</tr>
<tr>
<td>AMST 151A</td>
<td>American Popular Culture</td>
<td></td>
</tr>
<tr>
<td>AMST 210H</td>
<td>American Art</td>
<td></td>
</tr>
<tr>
<td>AMST 255H</td>
<td>American Consumer Culture</td>
<td></td>
</tr>
<tr>
<td>AMST 301B</td>
<td>American Cultural Traditions (Can be used as an H course)</td>
<td></td>
</tr>
<tr>
<td>AMST 354B</td>
<td>Southern History and Culture in the United States, 1800-Present</td>
<td></td>
</tr>
<tr>
<td>ANTH 220A</td>
<td>Glory of Greece I: Greek Art and Archaeology</td>
<td></td>
</tr>
<tr>
<td>ANTH 221A</td>
<td>Glory of Greece II: Greek Art and Archaeology</td>
<td></td>
</tr>
<tr>
<td>ANTH 230A</td>
<td>Glory of Rome: Roman Art and Archaeology</td>
<td></td>
</tr>
<tr>
<td>ARTH 241A</td>
<td>Art History Survey I: From Prehistory to 14th Century (Can be used as an H course)</td>
<td></td>
</tr>
<tr>
<td>ARTH 242A</td>
<td>Art History Survey II: From Renaissance to Contemporary (Can be used as an H course)</td>
<td></td>
</tr>
<tr>
<td>ARTH 325S</td>
<td>Art Market and Institutions</td>
<td></td>
</tr>
<tr>
<td>ENSS 140P</td>
<td>Introduction to Environmental Studies and Science</td>
<td></td>
</tr>
<tr>
<td>ENSS 314</td>
<td>Modern Urban America</td>
<td></td>
</tr>
<tr>
<td>HIST 322H</td>
<td>English Historical Landscape</td>
<td></td>
</tr>
<tr>
<td>HIST 331S</td>
<td>The Holocaust</td>
<td></td>
</tr>
<tr>
<td>HIST 340D</td>
<td>Crossroads of Empire (Junior Seminar)</td>
<td></td>
</tr>
<tr>
<td>HIST 354B</td>
<td>Southern History and Culture in the United States, 1800-Present</td>
<td></td>
</tr>
<tr>
<td>HIST 357R</td>
<td>American Environmental History: Nature and the American Marketplace (Junior Seminar)</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Name</td>
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<tr>
<td>HIST 361B</td>
<td>The 1950’s and 1960’s (Can be used as an H course)</td>
<td></td>
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<tr>
<td>HIST 376S</td>
<td>Global Migration and Diasporas</td>
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</tr>
<tr>
<td>HIST 380J</td>
<td>The Mexican and Cuban Revolutions (Junior Seminar)</td>
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</tr>
<tr>
<td>SOCI 355</td>
<td>Sociology of the City</td>
<td></td>
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</table>

**Collateral Courses (Credits do not count towards Major)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>HIST 397</td>
<td>Internship in History</td>
</tr>
</tbody>
</table>

Select two courses in Media and Communication or Management and Entrepreneurship 2

**Media and Communication:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>COMM 241A</td>
<td>Visual Communication</td>
</tr>
<tr>
<td>DIGA 101A</td>
<td>Digital Art Fundamentals</td>
</tr>
<tr>
<td>DIGA 131A</td>
<td>Digital Photography</td>
</tr>
<tr>
<td>DIGA 222</td>
<td>Web Design</td>
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</tbody>
</table>

**Management and Entrepreneurship:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>BSAN 250</td>
<td>Management Information Systems</td>
</tr>
<tr>
<td>BSAN 360</td>
<td>Project Management</td>
</tr>
<tr>
<td>ENTP 399</td>
<td>Prince Entrepreneurship Studies Seminar</td>
</tr>
<tr>
<td>ENTP 451</td>
<td>Entrepreneurial Management</td>
</tr>
<tr>
<td>ENTP 452</td>
<td>Venture Capital and High Growth Entrepreneurship</td>
</tr>
<tr>
<td>ENTP 353J</td>
<td>Social Entrepreneurship (Junior Seminar)</td>
</tr>
<tr>
<td>MGMT 305</td>
<td>Human Relations, Leadership and Teamwork</td>
</tr>
<tr>
<td>MGMT 306</td>
<td>Advanced Studies in Organizational Behavior</td>
</tr>
<tr>
<td>MKTG 315</td>
<td>The Marketplace and Consumers</td>
</tr>
<tr>
<td>MKTG 316</td>
<td>Consumer Dynamics</td>
</tr>
</tbody>
</table>

**Total Units** 5.5-6
Integrative Health Science

A major in Integrative Health Science (IHSC) 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 Integrative Health Science. The IHSC curriculum integrates the sciences of biology, chemistry, physiology, social behavior, nutrition, and physics and applies them to the study of individual health. IHSC 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. IHSC students complete senior research projects that are often presented at the annual spring Stetson Showcase and/or at professional regional and national conferences. IHSC 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/academics/programs/integrative-health-science.php.

Majors

Major in Integrative Health Science

• Bachelor of Science in Integrative Health Science (p. 288)

Minors

Minor in Integrative Health Science - 5 units

Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>IHSC 201P</td>
<td>Human Anatomy and Physiology I</td>
<td>1</td>
</tr>
<tr>
<td>IHSC 202</td>
<td>Anatomy &amp; Physiology II</td>
<td>1</td>
</tr>
<tr>
<td>IHSC 219W</td>
<td>Health and Wellness</td>
<td>1</td>
</tr>
</tbody>
</table>

Select two of the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>IHSC 200W</td>
<td>Introduction to Nutrition Science</td>
<td></td>
</tr>
<tr>
<td>PUBH 240W</td>
<td>Introduction to Public Health</td>
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<tr>
<td>PUBH 303</td>
<td>Global Health</td>
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<tr>
<td>PUBH 308Q</td>
<td>Health and Medical Statistics</td>
<td></td>
</tr>
<tr>
<td>IHSC 313</td>
<td>Basic Biomechanics</td>
<td></td>
</tr>
<tr>
<td>IHSC 323</td>
<td>Therapeutic Modalities</td>
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<tr>
<td>IHSC 324</td>
<td>Therapeutic Exercise</td>
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<tr>
<td>PUBH 325</td>
<td>Epidemiology</td>
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<tr>
<td>IHSC 330</td>
<td>Aging of Physiological Systems</td>
<td></td>
</tr>
<tr>
<td>IHSC 342E</td>
<td>Ethical Issues in Healthcare (Junior Seminar)</td>
<td></td>
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<tr>
<td>IHSC 370</td>
<td>Seminar in Integrative Medicine</td>
<td></td>
</tr>
<tr>
<td>IHSC 390</td>
<td>Special Topics in Integrative Health Science</td>
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<tr>
<td>IHSC 397</td>
<td>Internship in Health Science</td>
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<tr>
<td>IHSC 401</td>
<td>Advanced Human Anatomy</td>
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<tr>
<td>IHSC 441</td>
<td>Medical Terminology and Pathology</td>
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<tr>
<td>COMM 327W</td>
<td>Health Communication</td>
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<tr>
<td>COMM 336W</td>
<td>Food and Nutrition in the Media</td>
<td></td>
</tr>
<tr>
<td>COMM 420</td>
<td>Health Communications Campaigns</td>
<td></td>
</tr>
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</table>

Total Units 5

Advising Course Plans

Advising Course Plans

• Chiropractic Medicine (p. 261)
• Dental Medicine (p. 263)
• Dietitian (p. 265)
• Kinesiology-Exercise Science (p. 267)
• Medicine (MD/DO) (p. 269)
• Nursing (p. 273)
• Occupational Therapy (p. 275)
• Optometry (p. 277)
• Pharmacy (p. 279)
• Physician Assistant (p. 284)
• Physical Therapy (p. 282)
• Veterinary Medicine (p. 286)

Faculty
Magoc, Dejan
Assistant Professor of Integrative Health Science, 2014
B.S., University of Novi Sad
M.S., Ph.D., University of Texas at El Paso

Schrager, Matthew A.
Associate Professor of Integrative Health Science, 2009
B.A., Grinnell College
M.S., Indiana University
Ph.D., University of Maryland

Skelton, Michele S.
Associate Professor of Integrative Health Science, 1993
Lynn and Mark Hollis Chair of Health and Wellness, 2009
B.S., Stetson University
M.S., University of Tennessee
Ph.D., Auburn University

Courses
IHSC 190. Special Topics in Integrative Health Science. 1 Unit.

IHSC 200W. Introduction to Nutrition Science. 1 Unit.
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.

IHSC 201P. Human Anatomy and 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).

IHSC 202. Anatomy & 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.

IHSC 219W. Health and Wellness. 1 Unit.
This course examines health information and issues confronting each person and our society from the psychological, physical, intellectual, social, occupational, environmental, and spiritual dimensions.

IHSC 285. Independent Study. 0.5 or 1 Units.

IHSC 290. Special Topics in Integrative Health Science. 1 Unit.

IHSC 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.

IHSC 309. Research Methods in the Health Sciences. 1 Unit.
This course covers the principles of research methods including ethics in research and the Institutional Review Board, experimental design, data collection methods, conducting experimental and quasi-experimental studies, conducting survey studies, qualitative and quantitative research, information databases and a critical review of the literature, developing a research topic, and introducing the design and outline of a research proposal.
IHSC 313. Basic 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: IHSC 201P.

IHSC 323. Therapeutic Modalities. 1 Unit.
This class studies physical agents used to combat the pain, inflammation, and symptomology associated with acute athletic injuries and of the physiology of bodily responses to injury healing, structural design and function of physical therapy modalities, and indications and contraindications of specific modality use.

IHSC 324. Therapeutic Exercise. 1 Unit.
This course investigates applied biomechanics and the strength, conditioning, and rehabilitation processes necessary for the disease/injury prevention and treatment.

IHSC 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.

IHSC 340. Body Systems Immunology. 1 Unit.
This course provides an overview of total-body immunology via in-depth analysis of immune function in individual organs and body systems. Topics include the types and functions of immune cells found in each body system (e.g., skin, muscle, lungs, gut, etc.), as well as diseases and states associated with the immunology of each body system (e.g., cancer, smoking, exercise, etc.). Prerequisites: BIOL 141P and BIOL 142P.

IHSC 342E. Ethical Issues in Healthcare. 1 Unit.
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.

IHSC 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.

IHSC 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. Prerequisite: Permission of instructor.

IHSC 385. Independent Study. 0.5 or 1 Units.

IHSC 390. Special Topics in Integrative 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.

IHSC 395. Teaching Apprenticeship. 0.5 Units.

IHSC 397. Internship in Health Science. 0.5 or 1 Units.
Pass/Fail only.

IHSC 399. Internship in Health Science. 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: IHSC 201P and instructor permission for non-majors.

IHSC 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: IHSC 201P and IHSC 202P (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.
IHSC 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: IHSC 201P and IHSC 202.

IHSC 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: IHSC 200W.

IHSC 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, IHSC 201P, or IHSC 202P.

IHSC 485. Independent Study. 0.5 or 1 Units.

IHSC 490. Special Topics in Integrative Health Science. 1 Unit.

IHSC 498. 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 a research design for the studies they will execute in IHSC 499. Prerequisite: IHSC 309. Writing-intensive course.

IHSC 499. Senior Research Project. 1 Unit.
Students will demonstrate competency in the research process by conducting the research study proposed in IHSC 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: IHSC 498.
Advising Course Plan - Integrative Health Science Major - Chiropractic Medicine Interest

Chiropractic Medicine

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 Integrative Health Science (IHSC) 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

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>BIOL 141P</td>
<td>Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>IHSC 219W</td>
<td>Health and Wellness</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>FSEM 100</td>
<td>First Year Seminar (unless transfer student)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>ENGL 101</td>
<td>Writing and Rhetoric (unless otherwise determined or General Education requirement (A, B, H, L course))</td>
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### Spring

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<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BIOL 142P</td>
<td>Introductory Biology II: Animal and Plant Physiology</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>PSYC 101S</td>
<td>Introduction to Psychology</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>MATH 141Q</td>
<td>Calculus I with Analytic Geometry</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>General Education requirement (A, B, H, L course)</td>
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### Second Year

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<th>Semester</th>
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<th>Credits</th>
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</thead>
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<tr>
<td>Fall</td>
<td>MATH 141Q</td>
<td>should be taken at some point during this year if it was not taken in First Year.</td>
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</tr>
<tr>
<td></td>
<td>IHSC 201P</td>
<td>Human Anatomy and Physiology I</td>
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</tr>
<tr>
<td></td>
<td>CHEM 141P</td>
<td>General Chemistry I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>SOCI 101S</td>
<td>Understanding Society: An Introduction to Sociology</td>
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<td></td>
<td>General Education requirement (A, B, H, L course)</td>
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### Spring

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<thead>
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<th>Semester</th>
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<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>IHSC 202</td>
<td>Anatomy &amp; Physiology II</td>
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<tr>
<td></td>
<td>CHEM 142P</td>
<td>General Chemistry II</td>
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</tr>
<tr>
<td></td>
<td>IHSC elective (e.g., Nutrition, Developmental Psychology, Health Psychology, etc.)</td>
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<td></td>
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### Third Year

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<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Summer</td>
<td></td>
<td>Take GRE exam in preparation for chiropractic school applications - by the end of summer before Fourth Year.</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td>Junior Seminar must be taken during this year.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IHSC 309</td>
<td>Research Methods in the Health Sciences</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>IHSC 411</td>
<td>Exercise Physiology</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>PHYS 141P</td>
<td>University Physics I</td>
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<tr>
<td>or PHYS 141P</td>
<td>University Physics I</td>
<td></td>
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<tr>
<td></td>
<td>COMM 201</td>
<td>Public Speaking (or Junior Seminar)</td>
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### Spring

<table>
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<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td></td>
<td>IHSC 498</td>
<td>Senior Research Proposal</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>PUBH 308Q</td>
<td>Health and Medical Statistics</td>
<td>1</td>
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<td></td>
<td>PHYS 122P</td>
<td>College Physics II</td>
<td>1</td>
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<tr>
<td>or PHYS 142P</td>
<td>University Physics II</td>
<td></td>
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<tr>
<td></td>
<td>COMM 201</td>
<td>Public Speaking (or Junior Seminar)</td>
<td>1</td>
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</table>

### Fourth Year
**Fall**

Suggested electives include Biomechanics, Microbiology, Organic Chemistry, Genetics, Molecular Biology, Immunology, other Psychology courses, etc.

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>IHSC 499</td>
<td>Senior Research Project</td>
<td>1</td>
</tr>
<tr>
<td>PHIL 316E</td>
<td>Bio-Medical Ethics (or equivalent; IHSC elective; or other Personal &amp; Social Responsibility course (R, E, W, D, J course))</td>
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<tr>
<td>IHSC elective</td>
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**Spring**

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<td>Elective</td>
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</tr>
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<td>Total Units</td>
<td>32</td>
</tr>
</tbody>
</table>

1 Required for IHSC major.

* Common core of prerequisite course work.
# Advising Course Plan - Integrative Health Science Major - Dental School Interest

**Dentistry (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 Integrative Health Science (IHSC) 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

Generally, at least a 3.0 GPA is commonly expected among dental programs.

### First Year

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Fall</td>
<td>BIOL 141P</td>
<td>Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics</td>
<td>1,*</td>
</tr>
<tr>
<td></td>
<td>IHSC 219W</td>
<td>Health and Wellness</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>FSEM 100</td>
<td>First Year Seminar (unless a transfer student)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>ENGL 101</td>
<td>Writing and Rhetoric (unless otherwise determined or General Education requirement (A, B, H, L course))</td>
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### Spring

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
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<tbody>
<tr>
<td>BIOL 142P</td>
<td>Introductory Biology II: Animal and Plant Physiology</td>
<td>1,*</td>
<td></td>
</tr>
<tr>
<td>PSYC 101S</td>
<td>Introduction to Psychology</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MATH 141Q</td>
<td>Calculus I with Analytic Geometry</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>General Education requirement (A, B, H, L course)</td>
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### Summer

Plan on setting up opportunities for patient contact hours.

### Second Year

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Fall</td>
<td>IHSC 201P</td>
<td>Human Anatomy and Physiology I</td>
<td>1,*</td>
</tr>
<tr>
<td></td>
<td>CHEM 141P</td>
<td>General Chemistry I</td>
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<tr>
<td></td>
<td>BIOL 301</td>
<td>Microbiology</td>
<td>1,*</td>
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<td>General Education requirement (A, B, H, L course)</td>
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### Spring

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IHSC 202</td>
<td>Anatomy &amp; Physiology II</td>
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<td></td>
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<tr>
<td>CHEM 142P</td>
<td>General Chemistry II</td>
<td>1</td>
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<tr>
<td>BIOL 302</td>
<td>Genetics</td>
<td>1</td>
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<tr>
<td>or BIOL 420</td>
<td>Molecular Biology</td>
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<td>General Education requirement (A, B, H, L course)</td>
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### Third Year

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<th>Course</th>
<th>Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Summer</td>
<td>Take the DAT in preparation for DMD program applications - by the end of summer before Fourth Year.</td>
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### Fall

Junior Seminar must be taken during this year.

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>IHSC 309</td>
<td>Research Methods in the Health Sciences</td>
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<tr>
<td>CHEM 201</td>
<td>Organic Chemistry I</td>
<td>1</td>
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<tr>
<td>PHYS 121P</td>
<td>College Physics I</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>or PHYS 141P</td>
<td>University Physics I</td>
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Junior Seminar 1
### Spring

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<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>IHSC 498</td>
<td>Senior Research Proposal</td>
<td>1</td>
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<td>PUBH 308Q</td>
<td>Health and Medical Statistics</td>
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<td>or PHYS 142P</td>
<td>University Physics II</td>
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<tr>
<td>CHEM 301</td>
<td>Organic Chemistry II</td>
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### Fourth Year

#### Fall

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>IHSC 499</td>
<td>Senior Research Project</td>
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<tr>
<td>IHSC 411</td>
<td>Exercise Physiology</td>
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</tr>
<tr>
<td>CHEM 204</td>
<td>Biochemistry I</td>
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<tr>
<td>PHIL 316E</td>
<td>Bio-Medical Ethics (or equivalent; IHSC elective; or other Personal &amp; Social Responsibility course (R, E, W, D, J))</td>
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#### Spring

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<tr>
<th>Course</th>
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<tr>
<td>IHSC elective (IHSC 200W recommended)</td>
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<td>Additional 200+ level Chemistry class to satisfy Chemistry minor requirements</td>
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<tr>
<td>General Education requirement (A, B, H, L course) or elective</td>
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### Total Units

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<tbody>
<tr>
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1. Required for IHSC major.

*Common core of prerequisite course work.*
Advising Course Plan - Integrative Health Science Major - Dietitian Interest

Dietitian

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 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

<table>
<thead>
<tr>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 141P</td>
</tr>
<tr>
<td>Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics</td>
</tr>
<tr>
<td>PSYC 101S</td>
</tr>
<tr>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>FSEM 100</td>
</tr>
<tr>
<td>First Year Seminar (unless transfer student)</td>
</tr>
<tr>
<td>IHSC 219W</td>
</tr>
<tr>
<td>Health and Wellness</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 142P</td>
</tr>
<tr>
<td>Introductory Biology II: Animal and Plant Physiology</td>
</tr>
<tr>
<td>IHSC 200W</td>
</tr>
<tr>
<td>Introduction to Nutrition Science (counts as 1 of 4 IHSC electives)</td>
</tr>
<tr>
<td>ENGL 101</td>
</tr>
<tr>
<td>Writing and Rhetoric</td>
</tr>
<tr>
<td>MATH 141Q</td>
</tr>
<tr>
<td>Calculus I with Analytic Geometry (required for Chemistry minor)</td>
</tr>
</tbody>
</table>

Second Year

<table>
<thead>
<tr>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 141Q should be taken during the fall if it has not yet been taken in First Year.</td>
</tr>
<tr>
<td>IHSC 201P</td>
</tr>
<tr>
<td>Human Anatomy and Physiology I</td>
</tr>
<tr>
<td>CHEM 141P</td>
</tr>
<tr>
<td>General Chemistry I</td>
</tr>
<tr>
<td>BIOL 301</td>
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<tr>
<td>Microbiology (recommended)</td>
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<td>General Education requirement (A, B, H, L course)</td>
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</table>

<table>
<thead>
<tr>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>IHSC 202</td>
</tr>
<tr>
<td>Anatomy &amp; Physiology II</td>
</tr>
<tr>
<td>CHEM 142P</td>
</tr>
<tr>
<td>General Chemistry II</td>
</tr>
<tr>
<td>Course Code</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td>SOCI 101S</td>
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<tr>
<td><strong>Third Year</strong></td>
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<tr>
<td><strong>Fall</strong></td>
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<tr>
<td>Junior Seminar must be taken during this year.</td>
</tr>
<tr>
<td>IHSC 309</td>
</tr>
<tr>
<td>IHSC 411</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>CHEM 201</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>IHSC 498</td>
</tr>
<tr>
<td>PUBH 240W</td>
</tr>
<tr>
<td>PUBH 308Q</td>
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<td>CHEM 301</td>
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<td><strong>Fall</strong></td>
</tr>
<tr>
<td>IHSC 499</td>
</tr>
<tr>
<td>PHIL 316E</td>
</tr>
<tr>
<td>CHEM 204</td>
</tr>
<tr>
<td>Elective 1</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>Elective 1</td>
</tr>
<tr>
<td>Elective (IHSC 325 recommended)</td>
</tr>
<tr>
<td>Elective (IHSC 303 recommended)</td>
</tr>
<tr>
<td>Optional for Chemistry minor requirement: CHEM 200+ level course</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
</tr>
</tbody>
</table>

1 Required for IHSC major.
2 MATH 130 and MATH 131Q may be taken in place of MATH 141Q.
3 Excluding CHEM 285, CHEM 385, CHEM 485, CHEM 498, CHEM 499.
* Common core of prerequisite course work.
Advising Course Plan - Integrative Health Science Major - Kinesiology/Exercise Science Interest

Kinesiology/Exercise Science
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). 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 IHSC 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).

<table>
<thead>
<tr>
<th>First Year</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td></td>
</tr>
</tbody>
</table>
| BIOL 141P | Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics 

1,* | 1 |
| IHSC 219W | Health and Wellness | 1 |
| FSEM 100 | First Year Seminar (unless transfer student) | 1 |
| ENGL 101 | Writing and Rhetoric (unless otherwise determined or General Education requirement (A, B, H, L course)) | 1 |
| **Spring** |  |
| BIOL 142P | Introductory Biology II: Animal and Plant Physiology 

1,* | 1 |
<p>| PSYC 101S | 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 |
| <strong>Second Year</strong> |  |
| <strong>Fall</strong> |  |
| MATH 141Q should be taken at some point during this year if it was not taken in First Year. |  |
| IHSC 201P | Human Anatomy and Physiology I | 1 |
| CHEM 141P | General Chemistry I | 1 |
| BIOL 301 | Microbiology | 1 |
| PUBH 325 | Epidemiology | 1 |
| <strong>Spring</strong> |  |
| IHSC 202 | Anatomy &amp; Physiology II | 1 |
| CHEM 142P | General Chemistry II | 1 |
| PUBH 308Q | Health and Medical Statistics | 1 |
| PUBH 240W | Introduction to Public Health | 1 |
| <strong>Summer</strong> |  |
| Take the GRE exam in preparation for graduate school applications - by the end of summer before Fourth Year. |  |
| <strong>Third Year</strong> |  |
| <strong>Fall</strong> |  |
| Junior Seminar must be taken during this year. |  |
| IHSC 309 | Research Methods in the Health Sciences | 1 |
| CHEM 201 | Organic Chemistry I (IHSC elective) | 1 |
| PHYS 121P | College Physics I | 1 |</p>
<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>or PHYS 141P</td>
<td>University Physics I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COMM 201</td>
<td>Public Speaking (or Junior Seminar)</td>
<td>1</td>
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<tr>
<td><strong>Spring</strong></td>
<td>IHSC 498</td>
<td>Senior Research Proposal</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>CHEM 301</td>
<td>Organic Chemistry II (IHSC elective)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>PHYS 122P</td>
<td>College Physics II</td>
<td>1</td>
</tr>
<tr>
<td>or PHYS 142P</td>
<td>University Physics II</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>COMM 201</td>
<td>Public Speaking (or Junior Seminar)</td>
<td>1</td>
</tr>
<tr>
<td><strong>Fourth Year</strong></td>
<td>IHSC 499</td>
<td>Senior Research Project</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>CHEM 204</td>
<td>Biochemistry I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>IHSC 411</td>
<td>Exercise Physiology</td>
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</tr>
<tr>
<td></td>
<td>General Education requirement (A, B, H, L course)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td>CHEM 200+ level course that meets Chemistry requirement</td>
<td>1</td>
<td></td>
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<tr>
<td></td>
<td>IHSC 313</td>
<td>Basic Biomechanics (IHSC elective)</td>
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<tr>
<td></td>
<td>General Education requirement (A, B, H, L course) or elective</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>General Education requirement (A, B, H, L course) or elective</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>General Education requirement (A, B, H, L course) or elective</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Total Units 32

1 Required for IHSC major.
2 PUBH 325 counts as an IHSC elective.
3 PUBH 240W counts as an IHSC elective.
* Common core of prerequisite course work.
Advising Course Plan - Integrative Health Science Major - Medical School Interest

**Medicine (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 (PUBH 308Q); Psychology (PSYC 101S); Sociology (SOCI 101S); FSEM 100; and another writing course (generally, another English course). In addition, make sure you satisfy all the Integrative Health Science (IHSC) 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

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 minor in Chemistry, in addition to a common core of prerequisite course work (*).

**First Year**

**Fall**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 141P</td>
<td>Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics ¹,*</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 141P</td>
<td>General Chemistry I</td>
<td>1</td>
</tr>
<tr>
<td>FSEM 100</td>
<td>First Year Seminar (unless transfer student) ¹,*</td>
<td>1</td>
</tr>
<tr>
<td>IHSC 219W</td>
<td>Health and Wellness ¹</td>
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</tr>
</tbody>
</table>

**Fall**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 142P</td>
<td>Introductory Biology II: Animal and Plant Physiology ¹,*</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 142P</td>
<td>General Chemistry II</td>
<td>1</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Writing and Rhetoric ¹</td>
<td>1</td>
</tr>
<tr>
<td>MATH 141Q</td>
<td>Calculus I with Analytic Geometry (required for Chemistry minor) ²,*</td>
<td>1</td>
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</tbody>
</table>

**Second Year**

**Fall**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 141Q</td>
<td>Should be taken during the fall if it has not been taken in First Year.</td>
<td></td>
</tr>
<tr>
<td>IHSC 201P</td>
<td>Human Anatomy and Physiology I ¹</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 201</td>
<td>Organic Chemistry I (IHSC elective) ¹,*</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 301</td>
<td>Microbiology (or IHSC elective) ³,*</td>
<td>1</td>
</tr>
<tr>
<td>or BIOL 302</td>
<td></td>
<td></td>
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</tbody>
</table>

- * indicates a course required for the Chemistry minor.
- ¹, ², ³ indicate courses required for medical school.
- Courses with an asterisk (*) are required for medical school and must be completed if pursuing a Medical School interest.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SOCI 101S</strong></td>
<td>Understanding Society: An Introduction to Sociology (or General Education requirement (A, B, H, L course))</td>
<td>1</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IHSC 202</td>
<td>Anatomy &amp; Physiology II</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 301</td>
<td>Organic Chemistry II (counts as IHSC elective)</td>
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<tr>
<td>General Education requirement (A, B, H, L course)</td>
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</tr>
<tr>
<td>PSYC 101S</td>
<td>Introduction to Psychology</td>
<td>1</td>
</tr>
<tr>
<td><strong>Summer</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
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<tr>
<td><strong>Third Year</strong></td>
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<tr>
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<td>Junior Seminar must be taken during this year.</td>
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<tr>
<td>IHSC 309</td>
<td>Research Methods in the Health Sciences</td>
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</tr>
<tr>
<td>PHYS 121P</td>
<td>College Physics I</td>
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<tr>
<td>or PHYS 141P</td>
<td>University Physics I</td>
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</tr>
<tr>
<td>Junior Seminar</td>
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<td></td>
</tr>
<tr>
<td>CHEM 204</td>
<td>Biochemistry I</td>
<td>1</td>
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<tr>
<td><strong>Spring</strong></td>
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<tr>
<td>IHSC 498</td>
<td>Senior Research Proposal</td>
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</tr>
<tr>
<td>PHYS 122P</td>
<td>College Physics II</td>
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<tr>
<td>or PHYS 142P</td>
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<tr>
<td>PUBH 308Q</td>
<td>Health and Medical Statistics</td>
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<tr>
<td>IHSC 375</td>
<td>Community Healthcare Seminar (IHSC elective; recommended)</td>
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<tr>
<td><strong>Fourth Year</strong></td>
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<tr>
<td><strong>Fall</strong></td>
<td></td>
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</tr>
<tr>
<td>IHSC 499</td>
<td>Senior Research Project</td>
<td>1</td>
</tr>
<tr>
<td>IHSC 411</td>
<td>Exercise Physiology (IHSC elective; or other Personal &amp; Social Responsibility course (R, E, W, D, J course))</td>
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</tr>
<tr>
<td>or PHIL 316E</td>
<td>Bio-Medical Ethics</td>
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<tr>
<td>Chemistry minor requirement: CHEM 200+ level course.</td>
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<tr>
<td>PUBH 240W</td>
<td>Introduction to Public Health</td>
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<tr>
<td>PUBH 376</td>
<td>Health Coach Practicum I</td>
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<tr>
<td><strong>Spring</strong></td>
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<tr>
<td>IHSC 411</td>
<td>Exercise Physiology (IHSC elective; or other Personal &amp; Social Responsibility course (R, E, W, D, J course))</td>
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<tr>
<td>or PHIL 316E</td>
<td>Bio-Medical Ethics</td>
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<td>PUBH 377</td>
<td>Health Coach Practicum II</td>
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</tbody>
</table>

1 Required for IHSC major.
2 May alternatively take MATH 130 and MATH 131Q in place of MATH 141Q.
3 BIOL 302 is recommended.
4 Excludes CHEM 285, CHEM 385, CHEM 485, CHEM 498, CHEM 499.
5 PHIL 316E or equivalent counts as an IHSC elective; or may take other Personal & Social Responsibility course (R, E, W, D, J course).
6 Required (or recommended) for pursuing medicine with a Chemistry minor.
Option 2 (Premed with Minor in Chemistry):

Footnotes indicate courses required for the IHSC major, and courses with an * are required (or recommended) for pursuing medicine with a chemistry minor.

### First Year

#### Fall

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 141P</td>
<td>Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics 1,*</td>
<td>1</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Writing and Rhetoric 1,*</td>
<td>1</td>
</tr>
<tr>
<td>FSEM 100</td>
<td>First Year Seminar (unless transfer student) 1,*</td>
<td>1</td>
</tr>
<tr>
<td>IHSC 219W</td>
<td>Health and Wellness</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Spring

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 142P</td>
<td>Introductory Biology II: Animal and Plant Physiology 1,*</td>
<td>1</td>
</tr>
<tr>
<td>SOCI 101S</td>
<td>Understanding Society: An Introduction to Sociology (recommended; or General Education requirement (A, B, H, L course))</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 101S</td>
<td>Introduction to Psychology 1,*</td>
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</tr>
<tr>
<td>MATH 141Q</td>
<td>Calculus I with Analytic Geometry (required if you plan to minor in Chemistry) 2,*</td>
<td>1</td>
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</tbody>
</table>

### Second Year

#### Fall

MATH 141Q should be taken before Organic Chemistry if you plan to minor in Chemistry.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>IHSC 201P</td>
<td>Human Anatomy and Physiology I</td>
<td>1</td>
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<td>CHEM 141P</td>
<td>General Chemistry I</td>
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</tr>
<tr>
<td>BIOL 301</td>
<td>Microbiology (IHSC elective; recommended)</td>
<td>1</td>
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<td>or BIOL 302</td>
<td>Genetics</td>
<td>1</td>
</tr>
<tr>
<td>PUBH 240W</td>
<td>Introduction to Public Health</td>
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#### Spring

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>IHSC 202</td>
<td>Anatomy &amp; Physiology II</td>
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<tr>
<td>CHEM 142P</td>
<td>General Chemistry II</td>
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</tr>
<tr>
<td>General Education requirement (A, B, H, L course)</td>
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<tr>
<td>General Education requirement (A, B, H, L course)</td>
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</tr>
</tbody>
</table>

#### 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 31.

### Third Year

#### Fall

Junior Seminar must be taken during this year.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>IHSC 309</td>
<td>Research Methods in the Health Sciences</td>
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</tr>
<tr>
<td>PHYS 121P</td>
<td>College Physics I</td>
<td>1</td>
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<tr>
<td>or PHYS 141P</td>
<td>University Physics I</td>
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<tr>
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<tr>
<td>CHEM 201</td>
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<tbody>
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<td>IHSC 498</td>
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<tr>
<td>PHYS 122P</td>
<td>College Physics II</td>
<td>1</td>
</tr>
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<td>University Physics II</td>
<td>1</td>
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<td>PUBH 308Q</td>
<td>Health and Medical Statistics</td>
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<td>CHEM 301</td>
<td>Organic Chemistry II (IHSC elective)</td>
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<tr>
<td>IHSC 375</td>
<td>Community Healthcare Seminar (IHSC elective; recommended) 1,*</td>
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### Fourth Year

#### Fall

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<tr>
<th>Course Code</th>
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<td>IHSC 499</td>
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<tr>
<td>or PHIL 316E</td>
<td>Bio-Medical Ethics</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 204</td>
<td>Biochemistry I</td>
<td>1</td>
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</table>
Advising Course Plan - Integrative Health Science Major - Medical School Interest

General Education requirement (A, B, H, L course)\(^1\)

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PUBH 376</td>
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<td>Health Coach Practicum I</td>
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**Spring**

<table>
<thead>
<tr>
<th>Course</th>
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<th>Notes</th>
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<tbody>
<tr>
<td>IHSC 411</td>
<td>1</td>
<td>Exercise Physiology(^1,4)</td>
</tr>
<tr>
<td>or PHIL 316E</td>
<td></td>
<td>Bio-Medical Ethics</td>
</tr>
<tr>
<td>PUBH 377</td>
<td>0.5</td>
<td>Health Coach Practicum II</td>
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<tr>
<td>Elective</td>
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</tr>
<tr>
<td>Chemistry minor requirement: CHEM 200+ level(^3)</td>
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Total Units 32.5

\(^1\) Required for IHSC major.

\(^2\) MATH 130 and MATH 131Q may be taken in place of MATH 141Q.

\(^3\) Excludes CHEM 285, CHEM 385, CHEM 485, CHEM 498, CHEM 499.

\(^4\) PHIL 316E or equivalent counts as an IHSC elective; or may take other 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.org/general.shtml

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 - Integrative Health Science Major - Nursing Interest

**Nursing**

Those interested in pursuing a career in Nursing should plan on completing a common core of prerequisite course work (*), 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 Integrative Health Science (IHSC) 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIOL 141P</td>
<td>Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics 1,*</td>
<td>1</td>
</tr>
<tr>
<td>IHSC 219W</td>
<td>Health and Wellness 1</td>
<td>1</td>
</tr>
<tr>
<td>FSEM 100</td>
<td>First Year Seminar (unless transfer student)</td>
<td>1</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Writing and Rhetoric (unless otherwise determined; or General Education requirement (A, B, H, L course))</td>
<td>1</td>
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#### Spring

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<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIOL 142P</td>
<td>Introductory Biology II: Animal and Plant Physiology 1</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 101S</td>
<td>Introduction to Psychology 1</td>
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<tr>
<td>SOCI 101S</td>
<td>Understanding Society: An Introduction to Sociology 1,*</td>
<td>1</td>
</tr>
<tr>
<td>IHSC 200W</td>
<td>Introduction to Nutrition Science</td>
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### Second Year

#### Fall

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<thead>
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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SOCI 101S</td>
<td>Recommended to be taken at some point during this year, if it was not taken in First Year.</td>
<td></td>
</tr>
<tr>
<td>IHSC 201P</td>
<td>Human Anatomy and Physiology I 1,*</td>
<td>1</td>
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<tr>
<td>CHEM 141P</td>
<td>General Chemistry I</td>
<td>1</td>
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<tr>
<td>BIOL 301</td>
<td>Microbiology (IHSC elective) 1,*</td>
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| General Education requirement (A, B, H, L course) | 1       |

#### Spring

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<tr>
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<tbody>
<tr>
<td>IHSC 202</td>
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<tr>
<td>CHEM 142P</td>
<td>General Chemistry II</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 315</td>
<td>Developmental Psychology (IHSC elective) 1,*</td>
<td>1</td>
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</table>

| General Education requirement (A, B, H, L course) | 1       |

### Summer

Take the TEAS standardized exam in preparation for Nursing school applications - by the end of summer before Fourth Year.

### Third Year

#### Fall

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>IHSC 309</td>
<td>Research Methods in the Health Sciences 1</td>
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</tr>
<tr>
<td>IHSC 411</td>
<td>Exercise Physiology 1</td>
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</tbody>
</table>

| General Education requirement (A, B, H, L course) | 1       |

| COMM 201    | Public Speaking (or Junior Seminar)                                          | 1       |
| IHSC 375    | Community Healthcare Seminar (IHSC elective; recommended) 1,*               | 0.5     |

#### Spring

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<thead>
<tr>
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<td>IHSC 498</td>
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<tr>
<td>COMM 201</td>
<td>Public Speaking (or Junior Seminar)</td>
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<td>IHSC Elective</td>
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<tr>
<td>PUBH 376</td>
<td>Health Coach Practicum I</td>
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### Fourth Year

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<tbody>
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<td>IHSC 499</td>
<td>Senior Research Project ¹</td>
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<tr>
<td>PHIL 316E</td>
<td>Bio-Medical Ethics (or equivalent, or other Personal &amp; Social Responsibility course (R, E, W, D, J course); IHSC elective) ¹</td>
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<tr>
<td>PUBH 377</td>
<td>Health Coach Practicum II</td>
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</tbody>
</table>

| Total Units | 32.5  |

¹ Required for IHSC major.
* Common core of prerequisite course work.
# Advising Course Plan - Integrative Health Science Major - Occupational Therapy Interest

## Occupational Therapy

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/), 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.” Integrative Health Science (IHSC) 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 many 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 IHSC major requirements shown on Degree Audit and in the Course Catalog (NOTE: The sample plan shown below allows you to meet IHSC major requirements). One IHSC elective course that some OT programs (e.g. University of Florida) require is Medical Terminology, which is generally offered online through the IHSC 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 course work (*), many OT programs either require or strongly recommend shadowing/internship hours. Please discuss the opportunities available with your advisor.

## First Year

### Fall

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<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
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<td>MATH 141Q</td>
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<tr>
<td>IHSC 201P</td>
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<td>PSYC 315</td>
<td>Developmental Psychology 1,*</td>
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<td></td>
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### Summer

Take the GRE exam in preparation for OT school applications - by the end of summer before Fourth Year.
### Third Year

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<td>PUBH 377</td>
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<td>IHSC elective</td>
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#### Spring

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<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</tr>
<tr>
<td>Elective</td>
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</tbody>
</table>

| Total Units | 32.5 |

1. Required for IHSC major.
2. Common core of prerequisite course work.
Advising Course Plan - Integrative Health Science Major - Optometry Interest

**Optometry - 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 course work (*). 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 Integrative Health Science (IHSC) 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:


The average GPA of admitted students is 3.4 and the average OAT score is 325.

**First Year**

**Fall**
- BIOL 141P Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics 1,* 1
- IHSC 219W Health and Wellness 1 1
- FSEM 100 First Year Seminar (unless transfer student) 1 1
- ENGL 101 Writing and Rhetoric (unless otherwise determined or General Education requirement (A, B, H, L course)) 1 1

**Spring**
- BIOL 142P Introductory Biology II: Animal and Plant Physiology 1,* 1
- PSYC 101S Introduction to Psychology 1,* 1
- MATH 141Q Calculus I with Analytic Geometry 1,* 1
- General Education requirement (A, B, H, L course) 1 1

**Summer**
- Plan on setting up opportunities for patient contact hours.

**Second Year**

**Fall**
- IHSC 201P Human Anatomy and Physiology I 1,* 1
- CHEM 141P General Chemistry I 1 1
- BIOL 301 Microbiology 1,* 1
- General Education requirement (A, B, H, L course) 1 1

**Spring**
- IHSC 202 Anatomy & Physiology II 1,* 1
- CHEM 142P General Chemistry II 1 1
- SOCI 101S Understanding Society: An Introduction to Sociology 1 1
- General Education requirement (A, B, H, L course) 1 1

**Summer**
- Take the OAT exam in preparation for Optometry program applications - by the end of summer before Fourth Year.

**Third Year**

**Fall**
- Junior Seminar must be taken during this year.
- IHSC 309 Research Methods in the Health Sciences 1 1
- CHEM 201 Organic Chemistry I 1 1
- PHYS 121P College Physics I 1 1
- PHYS 141P University Physics I 1 1
- Junior Seminar 1 1

**Spring**
- IHSC 498 Senior Research Proposal 1 1
- PUBH 308Q Health and Medical Statistics 1 1
- PHYS 122P College Physics II 1 1
<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>PHYS 142P</td>
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</tr>
<tr>
<td>CHEM 301</td>
<td>Organic Chemistry II</td>
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#### Spring

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**Total Units** 32

1 Required for IHSC major.

* Common core of prerequisite course work.
Advising Course Plan - Integrative Health Science Major - Pharmacy Interest

Pharmacy - 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 Integrative Health Science (IHSC) 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

Option 1

First Year

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<th>Term Units</th>
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<td>CHEM 141P *</td>
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<tr>
<td>FSEM 100 *</td>
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</tr>
<tr>
<td>IHSC 219W *</td>
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<td>MATH 141Q *</td>
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Second Year

<table>
<thead>
<tr>
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<td>CHEM 201 *</td>
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<td>BIOL 301 *</td>
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<table>
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<td>CHEM 301 *</td>
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<td>General Education Requirement (A, B, H, L, S course) ^</td>
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<td>PSYC 101S *</td>
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Third Year

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### Advising Course Plan - Integrative Health Science Major - Pharmacy Interest

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<td>University Physics I/II</td>
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<td>Health and Medical Statistics</td>
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<tr>
<td>IHSC 200W</td>
<td>Introduction to Nutrition Science (IHSC elective; recommended)</td>
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**Term Units:** 4

**Fourth Year**

**Fall**
- **IHSC 499** 1
  - Senior Research Project
- **PHIL 316E** 1
  - Bio-Medical Ethics (or equivalent; IHSC elective; or other Personal & Social Responsibility course (R, E, W, D, J course))
- Chemistry minor requirement: **CHEM 200+** level course 2
- **PUBH 240W**
  - Introduction to Public Health

**Term Units:** 4

**Spring**
- **IHSC 411** 1
  - Exercise Physiology
- **General Education Requirement (A, B, H, L course)** 1
- **General Education Requirement (A, B, H, L course)** 1
- **SOCI 101S**
  - Understanding Society: An Introduction to Sociology (recommended; or Elective)

**Term Units:** 4

Total Unit: 32

1 Required for IHSC major.

2 Excluding CHEM 285, CHEM 385, CHEM 485, CHEM 498, CHEM 499.

* Common core of prerequisite course work.

### Option 2

#### First Year

**Fall**
- **BIOL 141P** 1, *
  - Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics
- **PSYC 101S** 1, *
  - Introduction to Psychology
- **FSEM 100** 1
  - First Year Seminar (unless transfer student)
- **IHSC 219W** 1
  - Health and Wellness

**Term Units:** 4

**Spring**
- **BIOL 142P** 1, *
  - Introductory Biology II: Animal and Plant Physiology
- **COMM 201** *
  - Public Speaking
- **ENGL 101** 1, *
  - Writing and Rhetoric
- **MATH 141Q** *
  - Calculus I with Analytic Geometry

**Term Units:** 4

#### Second Year

**Fall**
- MATH 141Q should be taken during the fall it has not yet been taken in First Year.
- **IHSC 201P** 1
  - Human Anatomy and Physiology I
- **CHEM 141P** *
  - General Chemistry I
- **BIOL 301** 1
  - Microbiology (IHSC elective)
- **General Education Requirement (A, B, H, L course)** 1

**Term Units:** 4

**Spring**
- **IHSC 202**
  - Anatomy Physiology II
- **CHEM 142P** *
  - General Chemistry II
- **General Education Requirement (A, B, H, L course)** 1
- **General Education Requirement (A, B, H, L course)** 1

**Term Units:** 4

#### Third Year

**Summer I**
- Take the PCAT exam in preparation for Pharmacy school applications · by the end of summer before Fourth Year.

**Term Units:** 0

**Fall**
- Junior Seminar must be taken during this year.
- **IHSC 309** 1
  - Research Methods in the Health Sciences

**Term Units:** 1
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<tr>
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<tr>
<td>CHEM 201 1, *</td>
<td>Organic Chemistry I (IHSC elective)</td>
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<td></td>
<td><strong>Spring</strong></td>
<td></td>
</tr>
<tr>
<td>IHSC 498 1</td>
<td>Senior Research Proposal</td>
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<tr>
<td>PHYS 122P</td>
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<td></td>
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<td></td>
<td><strong>Fall</strong></td>
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<td>IHSC 499 1</td>
<td>Senior Research Project</td>
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<td>Bio-Medical Ethics (or equivalent; IHSC elective; or other Personal &amp; Social Responsibility course (R, E, W, D, J course))</td>
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<td>CHEM 204 *</td>
<td>Biochemistry I</td>
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<td>IHSC 200W 1</td>
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<tr>
<td></td>
<td><strong>Spring</strong></td>
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</tr>
<tr>
<td>IHSC 411 1</td>
<td>Exercise Physiology</td>
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<tr>
<td></td>
<td><strong>Chemistry minor requirement: CHEM 200+ level</strong></td>
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<td>SOCI 101S</td>
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<td><strong>Term Units</strong></td>
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<tr>
<td>Total Unit:</td>
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</table>

1 Required for IHSC major.
2 Excluding CHEM 285, CHEM 385, CHEM 485, CHEM 498, CHEM 499.
* Common core of prerequisite course work.
Advising Course Plan - Integrative Health Science Major - Physical Therapy Interest

Physical Therapy
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:


There is also an early decision option through PTCAS:

https://portal.ptcas.org/ptcasHelpPages/frequently-asked-questions/early-decision/index.html

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." Integrative Health Science (IHSC) 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 IHSC major requirements shown on Degree Audit and in the Course Catalog (NOTE: The sample plan shown below allows you to meet IHSC major requirements).

In addition to a common core of prerequisite course work (*), 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 course work, 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 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

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<th>Term</th>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>Fall</td>
<td>BIOL 141P</td>
<td>Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics</td>
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<td>IHSC 219W</td>
<td>Health and Wellness</td>
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<td>FSEM 100</td>
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### Second Year

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<td><strong>Third Year</strong></td>
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<td>Summer I</td>
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<td><strong>Fall</strong></td>
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1. Required for IHSC major.

* Common core of prerequisite course work.
Advising Course Plan - Integrative Health Science Major - Physician Assistant Interest

Physician Assistant (PA)
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 Integrative Health Science (IHSC) 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://portal.caspaonline.org/

<table>
<thead>
<tr>
<th>First Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td>BIOL 141P 1,  Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics 1</td>
</tr>
<tr>
<td>IHSC 219W 1,  Health and Wellness 1</td>
</tr>
<tr>
<td>FSEM 100 1,  First Year Seminar (unless transfer student) 1</td>
</tr>
<tr>
<td>ENGL 101 1,  Writing and Rhetoric (unless otherwise determined; or General Education Requirement (A, B, H, L)) 1</td>
</tr>
<tr>
<td><strong>Term Units</strong></td>
</tr>
<tr>
<td><strong>4</strong></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>BIOL 142P 1,  Introductory Biology II: Animal and Plant Physiology 1</td>
</tr>
<tr>
<td>PSYC 101S 1,  Introduction to Psychology 1</td>
</tr>
<tr>
<td>General Education Requirement (A, B, H, L course) or elective or recommended course 1, 2</td>
</tr>
<tr>
<td>General Education Requirement (A, B, H, L course) 1</td>
</tr>
<tr>
<td><strong>Term Units</strong></td>
</tr>
<tr>
<td><strong>4</strong></td>
</tr>
<tr>
<td><strong>Summer II</strong></td>
</tr>
<tr>
<td>Plan on setting up opportunities for patient contact hours.</td>
</tr>
<tr>
<td><strong>Term Units</strong></td>
</tr>
<tr>
<td><strong>0</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer I</strong></td>
</tr>
<tr>
<td>Plan on setting up opportunities for patient contact hours.</td>
</tr>
</tbody>
</table>

NOTE: If you take IHSC 375, IHSC 376, and IHSC 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.

<table>
<thead>
<tr>
<th>Third Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer I</strong></td>
</tr>
<tr>
<td>Take the GRE in preparation for PA school applications - by the end of summer before Fourth Year.</td>
</tr>
<tr>
<td><strong>Term Units</strong></td>
</tr>
<tr>
<td><strong>0</strong></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td>IHSC 202</td>
</tr>
<tr>
<td>CHEM 141P 1,  General Chemistry I 1</td>
</tr>
<tr>
<td>BIOL 301 1,  Microbiology (IHSC elective) 1</td>
</tr>
<tr>
<td>General Education Requirement (A, B, H, L course) 1</td>
</tr>
<tr>
<td><strong>Term Units</strong></td>
</tr>
<tr>
<td><strong>4</strong></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>CHEM 142P 4,  General Chemistry II 1</td>
</tr>
<tr>
<td>IHSC 202</td>
</tr>
<tr>
<td>General Education Requirement (A, B, H, L course) or elective or recommended course 1, 3</td>
</tr>
<tr>
<td>General Education Requirement (A, B, H, L course) or elective 1</td>
</tr>
<tr>
<td><strong>Term Units</strong></td>
</tr>
<tr>
<td><strong>4</strong></td>
</tr>
</tbody>
</table>

| Junior Seminar or General Education Requirement (A, B, H, L course) or elective or recommended course 1, 4 |
| **Term Units** |
| **3.5** |
### Fourth Year

#### Spring

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Term Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>IHSC 498</td>
<td>Senior Research Proposal</td>
<td>1</td>
</tr>
<tr>
<td>PUBH 308Q</td>
<td>Health and Medical Statistics</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>General Education Requirement (A, B, H, L course) or elective or recommended course</td>
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</tr>
<tr>
<td>PUBH 376</td>
<td>Health Coach Practicum I</td>
<td>0.5</td>
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</tbody>
</table>

#### Fall

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Term Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>IHSC 499</td>
<td>Senior Research Project</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>General Education Requirement (A, B, H, L course) or elective or recommended course</td>
<td>1</td>
</tr>
<tr>
<td>IHSC 411</td>
<td>Exercise Physiology</td>
<td>1</td>
</tr>
<tr>
<td>PUBH 377</td>
<td>Health Coach Practicum II</td>
<td>0.5</td>
</tr>
</tbody>
</table>

#### Total Unit: 30.5

---

1. Required for IHSC major.
2. Other recommended course: PUBH 240W or IHSC 200W or SOCI 101S.
3. Other recommended course: BIOL 302.
4. Other recommended course: PUBH 325.
5. Other recommended course: CHEM 301.
6. Other recommended course: PSYC 315.

* Common core of prerequisite course work.
Advising Course Plan - Integrative Health Science Major - Veterinary Medicine Interest

Veterinary Medicine - 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 Integrative Health Science (IHSC) 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 course work 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):

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

<table>
<thead>
<tr>
<th>Units</th>
<th>Term Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>BIOL 141P 1,1</td>
<td>Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics</td>
</tr>
<tr>
<td>IHSC 219W 1</td>
<td>Health and Wellness</td>
</tr>
<tr>
<td>FSEM 100 1</td>
<td>First Year Seminar (unless transfer student)</td>
</tr>
<tr>
<td>ENGL 101 1,1</td>
<td>Writing and Rhetoric (unless otherwise determined; or General Education Requirement (A, B, H, L course))</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>BIOL 142P 1,1</td>
<td>Introductory Biology II: Animal and Plant Physiology</td>
</tr>
<tr>
<td>PSYC 101S 1,1</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>MATH 141Q</td>
<td>Calculus I with Analytic Geometry</td>
</tr>
<tr>
<td>General Education Requirement (A, B, H, L course) 1</td>
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### Second Year

<table>
<thead>
<tr>
<th>Units</th>
<th>Term Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>IHSC 201P 1,1</td>
<td>Human Anatomy and Physiology I</td>
</tr>
<tr>
<td>CHEM 141P 1</td>
<td>General Chemistry I</td>
</tr>
<tr>
<td>BIOL 301</td>
<td>Microbiology</td>
</tr>
<tr>
<td>General Education Requirement (A, B, H, L course) 1</td>
<td>1</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>IHSC 202</td>
<td>Anatomy Physiology II</td>
</tr>
<tr>
<td>CHEM 142P 1</td>
<td>General Chemistry II</td>
</tr>
<tr>
<td>BIOL 302</td>
<td>Genetics</td>
</tr>
<tr>
<td>General Education Requirement (A, B, H, L course) 1</td>
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</tbody>
</table>

### Third Year

<table>
<thead>
<tr>
<th>Units</th>
<th>Term Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>Junior Seminar must be taken during this year.</td>
<td>1</td>
</tr>
<tr>
<td>IHSC 309 1</td>
<td>Research Methods in the Health Sciences</td>
</tr>
<tr>
<td>PHYS 121P 1</td>
<td>College Physics I</td>
</tr>
<tr>
<td>Junior Seminar 1</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 201 1,1</td>
<td>Organic Chemistry I (IHSC elective)</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>IHSC 498 1</td>
<td>Senior Research Proposal</td>
</tr>
<tr>
<td>Code</td>
<td>Course Name</td>
</tr>
<tr>
<td>----------</td>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td>PHYS 122P*</td>
<td>College Physics II</td>
</tr>
<tr>
<td>PUBH 308Q</td>
<td>Health and Medical Statistics</td>
</tr>
<tr>
<td>CHEM 3011,1*</td>
<td>Organic Chemistry II (IHSC elective)</td>
</tr>
<tr>
<td></td>
<td>Term Units</td>
</tr>
<tr>
<td></td>
<td><strong>Fourth Year</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td>IHSC 4991</td>
<td>Senior Research Project</td>
</tr>
<tr>
<td>CHEM 204*</td>
<td>Biochemistry I</td>
</tr>
<tr>
<td>PHIL 316E1</td>
<td>Bio-Medical Ethics (or equivalent; IHSC elective; or other Personal &amp; Social Responsibility course (R, E, W, D, J course))</td>
</tr>
<tr>
<td>IHSC 4111</td>
<td>Exercise Physiology</td>
</tr>
<tr>
<td></td>
<td>Term Units</td>
</tr>
<tr>
<td></td>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>IHSC elective or other elective1</td>
<td>1</td>
</tr>
<tr>
<td>IHSC elective or other elective1</td>
<td>1</td>
</tr>
<tr>
<td>Additional CHEM class 200+ level to complete Chemistry minor</td>
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</tr>
<tr>
<td>Elective</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Term Units</td>
</tr>
<tr>
<td></td>
<td><strong>Total Unit: 32</strong></td>
</tr>
</tbody>
</table>

1 Required for IHSC major.

* Common core of prerequisite course work.
# Bachelor of Science in Integrative Health Science

## General Education Requirements

The student must complete the General Education Requirements of the College of Arts and Sciences.

## Major Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>IHSC 201P</td>
<td>Human Anatomy and Physiology I</td>
<td>1</td>
</tr>
<tr>
<td>IHSC 202</td>
<td>Anatomy &amp; Physiology II</td>
<td>1</td>
</tr>
<tr>
<td>IHSC 219W</td>
<td>Health and Wellness</td>
<td>1</td>
</tr>
<tr>
<td>PUBH 308Q</td>
<td>Health and Medical Statistics</td>
<td>1</td>
</tr>
<tr>
<td>IHSC 309</td>
<td>Research Methods in the Health Sciences</td>
<td>1</td>
</tr>
<tr>
<td>IHSC 411</td>
<td>Exercise Physiology</td>
<td>1</td>
</tr>
<tr>
<td>IHSC 498</td>
<td>Senior Research Proposal</td>
<td>1</td>
</tr>
<tr>
<td>IHSC 499</td>
<td>Senior Research Project</td>
<td>1</td>
</tr>
</tbody>
</table>

Select four courses from the following (2 courses must be IHSC courses):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>IHSC 200W</td>
<td>Introduction to Nutrition Science</td>
<td>1</td>
</tr>
<tr>
<td>PUBH 240W</td>
<td>Introduction to Public Health</td>
<td>1</td>
</tr>
<tr>
<td>PUBH 303</td>
<td>Global Health</td>
<td>1</td>
</tr>
<tr>
<td>IHSC 313</td>
<td>Basic Biomechanics</td>
<td>1</td>
</tr>
<tr>
<td>IHSC 323</td>
<td>Therapeutic Modalities</td>
<td>1</td>
</tr>
<tr>
<td>IHSC 324</td>
<td>Therapeutic Exercise</td>
<td>1</td>
</tr>
<tr>
<td>PUBH 325</td>
<td>Epidemiology</td>
<td>1</td>
</tr>
<tr>
<td>IHSC 330</td>
<td>Aging of Physiological Systems</td>
<td>1</td>
</tr>
<tr>
<td>IHSC 340</td>
<td>Body Systems Immunology</td>
<td>1</td>
</tr>
<tr>
<td>IHSC 342E</td>
<td>Ethical Issues in Healthcare (Junior Seminar)</td>
<td>1</td>
</tr>
<tr>
<td>IHSC 370</td>
<td>Seminar in Integrative Medicine</td>
<td>1</td>
</tr>
<tr>
<td>IHSC 390</td>
<td>Special Topics in Integrative Health Science</td>
<td>1</td>
</tr>
<tr>
<td>IHSC 397</td>
<td>Internship in Health Science</td>
<td>1</td>
</tr>
<tr>
<td>IHSC 401</td>
<td>Advanced Human Anatomy</td>
<td>1</td>
</tr>
<tr>
<td>IHSC 441</td>
<td>Medical Terminology and Pathology</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 301</td>
<td>Microbiology</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 302</td>
<td>Genetics</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 314</td>
<td>Immunology and Hematology</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 315</td>
<td>Endocrinology</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 409</td>
<td>Neurobiology</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 201</td>
<td>Organic Chemistry I</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 204</td>
<td>Biochemistry I</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 301</td>
<td>Organic Chemistry II</td>
<td>1</td>
</tr>
<tr>
<td>COMM 327W</td>
<td>Health Communication</td>
<td>1</td>
</tr>
<tr>
<td>COMM 336W</td>
<td>Food and Nutrition in the Media</td>
<td>1</td>
</tr>
<tr>
<td>COMM 420</td>
<td>Health Communications Campaigns</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 315</td>
<td>Developmental Psychology</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 345W</td>
<td>Health Psychology</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 348W</td>
<td>Drugs, Mind, and Behavior</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 382</td>
<td>Biological Psychology</td>
<td>1</td>
</tr>
</tbody>
</table>

## Collateral Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 141P</td>
<td>Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 142P</td>
<td>Introductory Biology II: Animal and Plant Physiology</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 101S</td>
<td>Introduction to Psychology</td>
<td>1</td>
</tr>
</tbody>
</table>

## Recommended Courses

Integrative Health Science students considering careers in medicine/allied health or graduate study are strongly encouraged to take CHEM 141P and CHEM 142P and/or PHYS 121P and PHYS 122P as part of their undergraduate program. Advising tracks for pre-medicine, rehabilitative studies, allied health professions, and health promotion are located on the IHSC department website.
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 may be used to count toward the Writing requirement.

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 requirements. Students should check with their advisors 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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Foundations</strong></td>
<td></td>
</tr>
<tr>
<td>FSEM 100</td>
<td>First Year Seminar</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Quantitative Reasoning (any Q course)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Knowledge of Human Cultures and the Natural World</strong></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Select five of the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Culture and Belief (any B course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Historical Inquiry (any H course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Individuals, Societies, and Social Systems (any S course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Modern Languages (any L course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical and Natural World (any P course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Personal and Social Responsibility and Junior Seminar</strong></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Environmental Responsibility (any R course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ethical or Spiritual Inquiry (any E course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health and Wellness (any W course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Human Diversity (any D course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Justice (any J course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one Junior Seminar of the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Environmental Responsibility (any R/JS course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ethical or Spiritual Inquiry (any E/JS course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health and Wellness (any W/JS course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Human Diversity (any D/JS course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Justice (any J/JS course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Units</strong></td>
<td>9</td>
</tr>
</tbody>
</table>

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.

1 unit each from 5 out of the 6 areas

1 unit MUST BE a Junior Seminar
Junior seminars may not be taken pass/fail.
International Studies

This interdisciplinary program builds on Stetson’s strength in international and language study and study abroad. Students have the opportunity to design programs of study that address global issues or perspectives of special interest to them.

More information can be found online at http://www.stetson.edu/academics/programs/international-studies.php.

Majors

Major in International Studies

- Bachelor of Arts in International Studies (p. 293)

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 literatures, education, and humanities. 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.

Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENSS 140P</td>
<td>Introduction to Environmental Studies and Science</td>
<td>1</td>
</tr>
<tr>
<td>POLI 301</td>
<td>International Relations</td>
<td>1</td>
</tr>
<tr>
<td>One modern language course at the 200-, 300-, or 400-level</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Select one of the following courses:</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>ECON 324</td>
<td>International Economics</td>
<td></td>
</tr>
<tr>
<td>ENSS 310R</td>
<td>Cultural and Political Ecology</td>
<td></td>
</tr>
<tr>
<td>POLI 353J</td>
<td>International Law</td>
<td></td>
</tr>
<tr>
<td>POLI 451</td>
<td>Politics of International Trade and Finance</td>
<td></td>
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<tr>
<td>Select one of the following courses:</td>
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</tr>
<tr>
<td>ECON 307H</td>
<td>Sub-Sahara African Economic History of Colonialism and its Aftermath</td>
<td></td>
</tr>
<tr>
<td>HIST 208H</td>
<td>Latin American History: The Challenges of Modern Nationhood</td>
<td></td>
</tr>
<tr>
<td>HIST 222H</td>
<td>Modern Britain</td>
<td></td>
</tr>
<tr>
<td>HIST 270H</td>
<td>The History of Modern China</td>
<td></td>
</tr>
<tr>
<td>HIST 306</td>
<td>The Modern Middle East</td>
<td></td>
</tr>
<tr>
<td>HIST 307B</td>
<td>Contemporary Islamic Civilization</td>
<td></td>
</tr>
<tr>
<td>POLI 145S</td>
<td>Politics of the Developing World</td>
<td></td>
</tr>
<tr>
<td>POLI 201S</td>
<td>Comparative Politics</td>
<td></td>
</tr>
<tr>
<td>POLI 304</td>
<td>Russian Foreign Policy</td>
<td></td>
</tr>
<tr>
<td>POLI 340</td>
<td>Russian Politics</td>
<td></td>
</tr>
<tr>
<td>POLI 346</td>
<td>Latin American Politics</td>
<td></td>
</tr>
<tr>
<td>Or an approved 399- or 400-level Study Abroad course</td>
<td></td>
<td></td>
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</table>

Total Units: 5

Advising Course Plans

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

Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 103S</td>
<td>Essentials of Economics I</td>
<td>1</td>
</tr>
<tr>
<td>Modern Language course 1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>FSEM 100</td>
<td>First Year Seminar</td>
<td>1</td>
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</table>

Term Units: 3
**Spring**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ENSS 310R</td>
<td>Cultural and Political Ecology</td>
<td>1</td>
</tr>
<tr>
<td>Modern Language course</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

**Second Year**

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>POLI 301</td>
<td>International Relations</td>
<td>1</td>
</tr>
<tr>
<td>Modern Language course</td>
<td>1</td>
<td></td>
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</table>

**Third Year**

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Modern Language course</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Junior Seminar</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specialized course in region or culture of interest or Study Abroad</td>
<td>1</td>
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<td></td>
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</tbody>
</table>

**Fourth Year**

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Senior Project</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ECON 324</td>
<td>International Economics</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>Senior Project (if not taken in fall)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Specialized course in region or culture of interest</td>
<td>1</td>
<td></td>
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</tbody>
</table>

Total Unit: 20

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1 Students are required to have a total of four units of Modern Language study at the 200/300/400 level.
Bachelor of Arts in International Studies

General Education Requirements
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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>General Education Requirements</td>
<td>9</td>
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</table>

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 103S</td>
<td>Essentials of Economics I</td>
<td>1</td>
</tr>
<tr>
<td>ENSS 310R</td>
<td>Cultural and Political Ecology</td>
<td>1</td>
</tr>
<tr>
<td>POLI 301</td>
<td>International Relations</td>
<td>1</td>
</tr>
<tr>
<td>ECON 324</td>
<td>International Economics</td>
<td>1</td>
</tr>
<tr>
<td>One history course at the 200-level or above on the modern history of Europe, Russia, Latin America, Asia or the Middle East</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Modern language study: Four units at the 200/300/400 level</td>
<td>4</td>
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</table>

Select one approved methods course:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>POLI 225</td>
<td>Political Analysis</td>
<td>1</td>
</tr>
<tr>
<td>ECON 374Q</td>
<td>Econometrics I</td>
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<tr>
<td>PSYC 321Q</td>
<td>Behavioral Statistics</td>
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</tr>
<tr>
<td>PSYC 498</td>
<td>Research Methods</td>
<td></td>
</tr>
<tr>
<td>SOCI 498Q</td>
<td>Tools for Quantitative Analysis</td>
<td></td>
</tr>
</tbody>
</table>

A concentration of 2 units approved by the Program Director that come from departments of the Social Sciences Division having an emphasis on a geographical region or culture.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Senior Project (directed by chosen faculty member)</td>
<td>1</td>
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</tbody>
</table>

General Electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>General Electives</td>
<td>10</td>
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</tbody>
</table>

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 may be used to count toward the Writing requirement.

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 requirements. Students should check with their advisors 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.

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

2
Select one of the following:

- Environmental Responsibility (any R course)
- Ethical or Spiritual Inquiry (any E course)
- Health and Wellness (any W course)
- Human Diversity (any D course)
- Social Justice (any J course)

Select one Junior Seminar of the following: ³

- Environmental Responsibility (any R/JS course)
- Ethical or Spiritual Inquiry (any E/JS course)
- Health and Wellness (any W/JS course)
- Human Diversity (any D/JS course)
- Social Justice (any J/JS course)

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.

1 1 unit each from 5 out of the 6 areas
2 1 unit MUST BE a Junior Seminar
3 Junior seminars may not be taken pass/fail.
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 which 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 courses in the concentration area to provide a powerful basis for further study or careers in these fields. Classes are small, 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.

Majors

Major in Mathematics

• Bachelor of Science in Mathematics (p. 306)
• Bachelor of Science in Applied Mathematics (p. 304)

Minors

Minor in Mathematics - 5 Units

Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 142Q</td>
<td>Calculus II with Analytic Geometry</td>
<td>1</td>
</tr>
<tr>
<td>MATH 211Q</td>
<td>Linear Algebra</td>
<td>1</td>
</tr>
<tr>
<td>MATH 221Q</td>
<td>Introduction to Logic and Proof</td>
<td>1</td>
</tr>
<tr>
<td>or MATH 243Q</td>
<td>Calculus III with Analytic Geometry</td>
<td></td>
</tr>
<tr>
<td>Two (2) MATH elective numbered 300 or higher</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Units</td>
<td>5</td>
</tr>
</tbody>
</table>

Advising Course Plans

Advising Course Plans

• Mathematics Major (p. 299)

Faculty

Branton, Michael G.
Professor of Mathematics and Computer Science, 1982
B.S., Florida Technological University
M.S., Ph.D., University of North Carolina at Chapel Hill

Coulter, Lisa
Associate Professor of Mathematics, 1990
B.S., Yale University
Ph.D., New York University

Friedman, Erich
Associate Professor of Mathematics, 1992
B.S., Rose-Hulman Institute of Technology
M.S., Ph.D., Cornell University

Hirsch, Michael J.
Visiting Assistant Professor of Mathematics and Computer Science, 2014
B.A., West Chester University
M.S., University of Delaware
Ph.D., University of Florida

Miles, William W.
Associate Professor of Mathematics and Computer Science, 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

Courses

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.

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.

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.

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.

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.

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.

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: ECON 103S or ECON 104S and either Information Technology Proficiency (BSAN 101 and passing BSAN Proficiency Exam) or BSAN 111; Math Placement Testing required for entry.

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.

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 (Calculus I), 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. Math Placement Testing required for entry.
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, antidifferentiation, 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.

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.

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.

MATH 190. Special Topics in Mathematics. 1 Unit.

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.

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 141Q.

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 141Q.

MATH 285. Independent Study. 0.5 or 1 Units.

MATH 290. Special Topics in Mathematics. 1 Unit.

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.

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.

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.

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 with CSCI 331. Prerequisite: CSCI 211 or MATH 221Q.

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.

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.

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, MATH 211Q, and either CSCI 141 or CSCI 261. Cross-listed as CSCI 361.

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.
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.

MATH 385. Independent Study. 0.5 or 1 Units.
MATH 390. Special Topics in Mathematics. 1 Unit.
May be repeated for credit.

MATH 395. Teaching Apprenticeship. 0.5 Units.
Pass/Fail only.

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.

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.

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.

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.

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.

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.

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.

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.

MATH 485. Independent Study. 0.5 or 1 Units.

MATH 490. Special Topics in Mathematics. 1 Unit.

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.

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.
## Advising Course Plan - Mathematics Major

### First Year

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Calculus II with Analytic Geometry</td>
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<td>FSEM 100</td>
<td>First Year Seminar</td>
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<tr>
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<td>MATH 211Q</td>
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<td>Introduction to Computer Science I</td>
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<td></td>
<td>or CSCI 261</td>
<td>Introduction to Scientific Computing</td>
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### Second Year

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### Third Year

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### Total Units

32

¹ Select one of the following Applications-oriented courses: MATH 321, MATH 341, MATH 351, MATH 361.
² Select one of the following proof-oriented courses: MATH 312, MATH 401, MATH 431, MATH 441.
Advising Course Plan - Mathematics Major - 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.

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<thead>
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<th>First Year</th>
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<tbody>
<tr>
<td><strong>Fall</strong></td>
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<td><strong>Spring</strong></td>
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<tbody>
<tr>
<td><strong>Fall</strong></td>
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# Advising Course Plan - Mathematics Major - Mathematical Physics Concentration

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<td>PHYS 141P</td>
<td>University Physics I</td>
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<tr>
<td>MATH 211Q</td>
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</tr>
<tr>
<td>CSCI 141</td>
<td>Introduction to Computer Science I</td>
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<tr>
<td>or CSCI 261</td>
<td>Introduction to Scientific Computing</td>
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<tr>
<td>PHYS 142P</td>
<td>University Physics II</td>
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<td><strong>Spring</strong></td>
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<tbody>
<tr>
<td><strong>Fall</strong></td>
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<tr>
<td>MATH 321</td>
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<td>PHYS Elective ²</td>
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<td>PHYS Elective ²</td>
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Total Units: 32

¹ Select one of the following courses: MATH 312, MATH 361, MATH 371, MATH 372, MATH 411, or MATH 422.
Select one of the following courses: PHYS 322, PHYS 332, or PHYS 343.
Bachelor of Science in Applied Mathematics

General Education Requirements
The student must complete the General Education Requirements of the College of Arts and Sciences. 9

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
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<td>Linear Algebra</td>
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<td>MATH 221Q</td>
<td>Introduction to Logic and Proof</td>
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<td>MATH 243Q</td>
<td>Calculus III with Analytic Geometry</td>
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<td>MATH 371</td>
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<td>Mathematical Statistics</td>
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Collateral Requirements

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<tr>
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General Electives

8

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 may be used to count toward the Writing requirement.

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 requirements. Students should check with their advisors 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.

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<tr>
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<td>Quantitative Reasoning (any Q course)</td>
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Knowledge of Human Cultures and the Natural World

Select five of the following:

<table>
<thead>
<tr>
<th>Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses)</th>
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</thead>
<tbody>
<tr>
<td>Culture and Belief (any B course)</td>
</tr>
<tr>
<td>Historical Inquiry (any H course)</td>
</tr>
<tr>
<td>Individuals, Societies, and Social Systems (any S course)</td>
</tr>
<tr>
<td>Modern Languages (any L course)</td>
</tr>
<tr>
<td>Physical and Natural World (any P course)</td>
</tr>
</tbody>
</table>
Personal and Social Responsibility and Junior Seminar

Select one of the following:
- Environmental Responsibility (any R course)
- Ethical or Spiritual Inquiry (any E course)
- Health and Wellness (any W course)
- Human Diversity (any D course)
- Social Justice (any J course)

Select one Junior Seminar of the following:
- Environmental Responsibility (any R/JS course)
- Ethical or Spiritual Inquiry (any E/JS course)
- Health and Wellness (any W/JS course)
- Human Diversity (any D/JS course)
- Social Justice (any J/JS course)

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.

1. 1 unit each from 5 out of the 6 areas
2. 1 unit MUST BE a Junior Seminar
3. Junior seminars may not be taken pass/fail.
Bachelor of Science in Mathematics

General Education Requirements
The student must complete the General Education Requirements of the College of Arts and Sciences.

Major Requirements

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<td>MATH 243Q</td>
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<tr>
<td>MATH 211Q</td>
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</tr>
<tr>
<td>MATH 221Q</td>
<td>Introduction to Logic and Proof</td>
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Select one of the following proof-oriented courses:

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<td>MATH 431</td>
<td>Topology</td>
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Select one of the following applications-oriented courses:

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<td>Mathematical Modeling and Computer Simulation</td>
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<td>MATH 351</td>
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</table>

Four (4) course units in MATH, numbered 300 or higher (excluding MATH 397 Internship).

Collateral Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 141</td>
<td>Introduction to Computer Science I</td>
<td>1</td>
</tr>
<tr>
<td>or CSCI 261</td>
<td>Introduction to Scientific Computing</td>
<td></td>
</tr>
</tbody>
</table>

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 may be used to count toward the Writing requirement.

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 requirements. Students should check with their advisors 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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSEM 100</td>
<td>First Year Seminar</td>
<td>1</td>
</tr>
<tr>
<td>Quantitative Reasoning (any Q course)</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Knowledge of Human Cultures and the Natural World

Select five of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Culture and Belief (any B course)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Historical Inquiry (any H course)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Individuals, Societies, and Social Systems (any S course)
Modern Languages (any L course)
Physical and Natural World (any P course)

**Personal and Social Responsibility and Junior Seminar**

Select one of the following:
- Environmental Responsibility (any R course)
- Ethical or Spiritual Inquiry (any E course)
- Health and Wellness (any W course)
- Human Diversity (any D course)
- Social Justice (any J course)

Select one Junior Seminar of the following:
- Environmental Responsibility (any R/JS course)
- Ethical or Spiritual Inquiry (any E/JS course)
- Health and Wellness (any W/JS course)
- Human Diversity (any D/JS course)
- Social Justice (any J/JS course)

**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.

1. 1 unit each from 5 out of the 6 areas
2. 1 unit MUST BE a Junior Seminar
3. Junior seminars may not be taken pass/fail.
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 text books, 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 classes 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 one of the courses listed in each of the disciplines shown below:

<table>
<thead>
<tr>
<th>Written Communication Skills</th>
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</thead>
<tbody>
<tr>
<td>ENGL 101 Writing and Rhetoric</td>
</tr>
<tr>
<td>ENGL 201 Intermediate Writing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Military History</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 330H World War II: A Global History</td>
</tr>
<tr>
<td>HIST 360J War and Peace in American History (Junior Seminar)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Computer Literacy</th>
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</thead>
<tbody>
<tr>
<td>Any computer oriented course will satisfy the requirement</td>
</tr>
</tbody>
</table>

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_

**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. US 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.
Stetson University

Bachelor Of Arts - 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. Dr. Janis Kindred, School of Music, advises students on the requirements in the School of Music. Questions about the required course work in the College may be directed to Associate Dean George Glander.

General Education Requirements (9 units)

The General Education requirements are divided into three categories: Foundations (2 units), Knowledge of Human Culture and the Natural World (5 units), and Personal and Social Responsibility (2 units). 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 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 completing four semesters of the recital requirements outlined in the School of Music student handbook. Each of those four semesters' requirements would include all Thursday afternoon student recitals (all students are allowed to miss up to three per semester), twelve evening recitals, and two non-music cultural events.

Courses to be taken in the College of Arts and Sciences - General Education Requirements

The student must complete the General Education Requirements of the College of Arts and Sciences.

| Electives | 7 |

Courses to be taken in the School of Music - Stetson Music Core

| Theory/keyboard bundle: | 4 |

Theory

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 171</td>
<td>Theory I</td>
</tr>
<tr>
<td>MUSC 172</td>
<td>Theory II</td>
</tr>
<tr>
<td>MUSC 271</td>
<td>Theory III</td>
</tr>
<tr>
<td>MUSC 272</td>
<td>Theory IV</td>
</tr>
</tbody>
</table>

Functional Keyboard: 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>MUSC 175</td>
<td>Functional Keyboard I</td>
</tr>
<tr>
<td>MUSC 176</td>
<td>Functional Keyboard II</td>
</tr>
<tr>
<td>MUSC 275</td>
<td>Functional Keyboard III</td>
</tr>
<tr>
<td>MUSC 276</td>
<td>Functional Keyboard IV</td>
</tr>
</tbody>
</table>

Music History:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 311</td>
<td>Music History I</td>
</tr>
<tr>
<td>or MUSC 312</td>
<td>Music History II</td>
</tr>
</tbody>
</table>

Aural Training:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 173</td>
<td>Aural Training I</td>
</tr>
<tr>
<td>MUSC 174</td>
<td>Aural Training II</td>
</tr>
<tr>
<td>MUSC 273</td>
<td>Aural Training III</td>
</tr>
<tr>
<td>MUSC 274</td>
<td>Aural Training IV</td>
</tr>
</tbody>
</table>

Lower-division lessons:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSA 112</td>
<td>Primary Lower-Division Lessons for Music Majors</td>
</tr>
</tbody>
</table>

Music Culture:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 151</td>
<td>Music Culture</td>
</tr>
</tbody>
</table>

Career Skills

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 300</td>
<td>Career Skills for the Entrepreneurial Musician</td>
</tr>
</tbody>
</table>

Additional Music Requirements

Upper-division lessons/Music Experience Bundle

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSA 312</td>
<td>Primary Upper-Division Lessons for Music Majors (four semesters)</td>
</tr>
<tr>
<td>MUSX 462</td>
<td>Senior Recital (25-min)</td>
</tr>
</tbody>
</table>

Six ensembles 2

<table>
<thead>
<tr>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>1.5</td>
</tr>
</tbody>
</table>

1 Functional Keyboard bundle: Theory I – Theory IV and Functional Keyboard I – Functional Keyboard IV.

2 Six ensembles: 1.5 credit hours.
Music Elective ³
MUSC 498 Senior Research Proposal 0.5 or 1
MUSC 499 Senior Research Project 1

Other Requirements
Sophomore Decision
Oral Communication Competency

Total Units 32-32.5

³ Functional Keyboard as required.
² Satisfied by Orchestra, Band, Concert Choir, Women's Chorale, Stetson Men, or Jazz Band.
³ Choose any 1-unit MUSC course 300-level or higher or any 1-unit MUSC course with an 'A' designation.
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.

Majors

Major in Philosophy

• Bachelor of Arts in Philosophy (p. 318)

Minors

Minor in Philosophy - 5 units

Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 101B</td>
<td>Introduction to Philosophy</td>
<td>1</td>
</tr>
<tr>
<td>or PHIL 104Q</td>
<td>Introduction to Logic</td>
<td></td>
</tr>
<tr>
<td>PHIL 250H</td>
<td>History of Ancient Philosophy</td>
<td>1</td>
</tr>
<tr>
<td>or PHIL 260H</td>
<td>History of Modern Philosophy</td>
<td></td>
</tr>
<tr>
<td>PHIL Electives (two must be at 300 or 400 level)</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units: 5

Advising Course Plans

Advising Course Plan

• Philosophy Major (p. 317)

A major in philosophy is designed to be maximally flexible, with few prerequisites. Students can take most courses any time 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 at a certain time and 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. Even here, exceptions apply, as when the student is studying abroad.

Because of the major’s flexibility and because the major only requires 10 classes, 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 take more than the 10 required classes.

Faculty

Hall, Melinda
Assistant Professor of Philosophy, 2013
B.A., American University
M.A., Ph.D., Vanderbilt University

Hall, Ronald L.
Professor of Philosophy and Chair (fall 2015), 2000
B.A., Stetson University
M.Div., Duke University
Ph.D., The University of North Carolina at Chapel Hill

Peppers-Bates, Susan M.
Associate Professor of Philosophy, 2001
B.A., Davidson College
M.A., Ph.D., University of Pennsylvania

Rust, Joshua
Associate Professor of Philosophy and Chair (spring 2016), 2007
B.A., University of California - Berkeley
M.Sc., London School of Economics
M.A., Ph.D., University of California - Riverside

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. The specific issues discussed may include, but are not limited to, the following questions: Can computers think? Are we free or determined? What are the differences and similarities between modern and pre-modern conceptions of the person, of nature, of justice, and normativity? 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.

PHIL 190. Special Topics in Philosophy. 1 Unit.

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.

PHIL 251. History of Medieval Philosophy. 1 Unit.
A survey of philosophy from the Middle Ages to the Renaissance, with emphasis on Augustine and Aquinas.

PHIL 250H. 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.

PHIL 261H. 19th and 20th Century Philosophy. 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 285. Independent Study. 0.5 or 1 Units.

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 307J. Social and Political Philosophy. 1 Unit.
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 308E. Existentialism. 1 Unit.
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 309J. Feminist Philosophy. 1 Unit.
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 311J. Philosophy of Race. 1 Unit.
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 313E. Philosophy of Religion. 1 Unit.
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 315E. Contemporary Moral Dilemmas. 1 Unit.
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 dilemma 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 316E. Bio-Medical Ethics. 1 Unit.
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 316E or PHIL 350E offered at least once a year.

PHIL 317R. Environmental Ethics. 1 Unit.
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 350E. Ethics. 1 Unit.
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. PHIL 316E or PHIL 350E 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 385. Independent Study. 0.5 or 1 Units.

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 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. The internship requires approximately 8 hours of work per week or roughly 140 hours per 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.

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 intensive 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 475. Philosophical Methods. 1 Unit.
This low-capacity course is designed to provide students with an intense study in philosophical criticism. Students will be expected to read and critique, both in writing and in discussion, a number of contemporary journal articles in a variety of fields within the field of philosophy. Permission of instructor.

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.
### Advising Course Plan - Philosophy Major

<table>
<thead>
<tr>
<th>Year</th>
<th>Term</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>Fall</td>
<td>PHIL 101B</td>
<td>Introduction to Philosophy</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Term Units</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>PHIL 104Q</td>
<td>Introduction to Logic</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Term Units</td>
<td>1</td>
</tr>
<tr>
<td>Second Year</td>
<td>Fall</td>
<td>PHIL 250H</td>
<td>History of Ancient Philosophy</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>or 260H</td>
<td>History of Modern Philosophy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Term Units</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>PHIL Elective</td>
<td>Ethics</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>or 316E</td>
<td>Bio-Medical Ethics</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Term Units</td>
<td>2</td>
</tr>
<tr>
<td>Third Year</td>
<td>Fall</td>
<td>PHIL 351</td>
<td>Epistemology</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>or 352</td>
<td>Metaphysics</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>PHIL Elective</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Term Units</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>PHIL 399^1</td>
<td>Research in Philosophy</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Term Units</td>
<td>1</td>
</tr>
<tr>
<td>Fourth Year</td>
<td>Fall</td>
<td>PHIL 499^2</td>
<td>Senior Project</td>
<td>1</td>
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<tr>
<td></td>
<td></td>
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</tr>
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<td></td>
<td>Spring</td>
<td>PHIL 400^3</td>
<td>Department Seminar</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Term Units</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Unit: 10

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1. All philosophy majors should take this class during the **spring of their junior year**.
2. All philosophy majors should take this class during the **fall of their senior year**.
3. Students often take PHIL 400 during their senior year. This class is taken with an individual professor. Get the professor’s approval in spring or your Junior year.
Bachelor of Arts in Philosophy

General Education Requirements
The student must complete the General Education Requirements of the College of Arts and Sciences.

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 101B</td>
<td>Introduction to Philosophy</td>
<td>1</td>
</tr>
<tr>
<td>PHIL 104Q</td>
<td>Introduction to Logic</td>
<td>1</td>
</tr>
<tr>
<td>PHIL 250H</td>
<td>History of Ancient Philosophy</td>
<td>1</td>
</tr>
<tr>
<td>or PHIL 260H</td>
<td>History of Modern Philosophy</td>
<td></td>
</tr>
<tr>
<td>PHIL 350E</td>
<td>Ethics</td>
<td>1</td>
</tr>
<tr>
<td>or PHIL 316E</td>
<td>Bio-Medical Ethics</td>
<td></td>
</tr>
<tr>
<td>PHIL 351</td>
<td>Epistemology</td>
<td>1</td>
</tr>
<tr>
<td>or PHIL 352</td>
<td>Metaphysics</td>
<td></td>
</tr>
<tr>
<td>PHIL 399</td>
<td>Research in Philosophy</td>
<td>1</td>
</tr>
<tr>
<td>PHIL 400</td>
<td>Department Seminar</td>
<td>1</td>
</tr>
<tr>
<td>PHIL 499</td>
<td>Senior Project</td>
<td>1</td>
</tr>
<tr>
<td>PHIL Electives (all must be at 300 or 400 level)</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

General Electives

13

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 may be used to count toward the Writing requirement.

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 requirements. Students should check with their advisors 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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSEM 100</td>
<td>First Year Seminar</td>
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</tr>
<tr>
<td>Quantitative Reasoning (any Q course)</td>
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<td></td>
</tr>
</tbody>
</table>

Knowledge of Human Cultures and the Natural World
Select five of the following:

1. Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses)
2. Culture and Belief (any B course)
3. Historical Inquiry (any H course)
4. Individuals, Societies, and Social Systems (any S course)
5. Modern Languages (any L course)
6. Physical and Natural World (any P course)

Personal and Social Responsibility and Junior Seminar
Select one of the following:

1. Environmental Responsibility (any R course)
2. Ethical or Spiritual Inquiry (any E course)
3. Health and Wellness (any W course)
Human Diversity (any D course)  
Social Justice (any J course)  

Select one Junior Seminar of the following:  
Environmental Responsibility (any R/JS course)  
Ethical or Spiritual Inquiry (any E/JS course)  
Health and Wellness (any W/JS course)  
Human Diversity (any D/JS course)  
Social Justice (any J/JS course)  

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.

1. 1 unit each from 5 out of the 6 areas
2. 1 unit MUST BE a Junior Seminar
3. Junior seminars may not be taken pass/fail.
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.

Majors

Majors in Physics

• Bachelor of Science in Physics - Applied Physics Concentration (p. 331)
• Bachelor of Science in Physics - Physics Concentration (p. 334)
• Bachelor of Science in Physics - Biophysics Concentration (p. 333)

Minors

Minor in Physics - 7 units

Department Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 141P</td>
<td>University Physics I</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 142P</td>
<td>University Physics II</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 243</td>
<td>Modern Physics</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 380</td>
<td>Physics Colloquium</td>
<td>0</td>
</tr>
</tbody>
</table>

Two PHYS course units numbered 300 or higher | 2

Collateral Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>MATH 141Q</td>
<td>Calculus I with Analytic Geometry</td>
<td>1</td>
</tr>
<tr>
<td>MATH 142Q</td>
<td>Calculus II with Analytic Geometry</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Units | 7

1 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. 325)
• Physics Major - Applied Physics Concentration (p. 327)
• Physics Major - Biophysics Concentration (p. 329)

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

Hall IV, Fred
Visiting Assistant Professor of Physics, 2014
B.S., Ohio University
M.S., University of Colorado - Boulder
Ph.D., University of Alaska - Fairbanks

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

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.

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 of observation and measurement in improving understanding and validating theories. No prerequisites. Offered every other 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 MATH 231Q 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 PHYS142P, and BIOL 141P.

PHYS 285. Independent Study. 0.5 or 1 Units.
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.
(Requires passing grade 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 397. Internship in Physics. 0.5 or 1 Units.
(Letter-graded or Pass/Fail). This course allows students in the physics or applied physics 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.

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.
# Advising Course Plan - Physics Major

## First Year

### Fall

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<thead>
<tr>
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## Second Year

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## Third Year

### Fall

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### Spring

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## Fourth Year

### Fall

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**Spring**

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Select one of the following:

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**Term Units**

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Total Unit: 33

<sup>1</sup> If selected for major requirement, or General Education requirement, or Elective.
## Advising Course Plan - Physics Major - Applied Physics Concentration

### First Year

#### Fall

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<tr>
<td>PHYS 141P</td>
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<td>MATH 130 or 141Q</td>
<td>Calculus I with Review Part I or Calculus I with Analytic Geometry</td>
</tr>
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<td>FSEM 100</td>
<td>First Year Seminar</td>
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<td>General Education requirement</td>
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#### Spring

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### Second Year

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### Third Year

#### Fall

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#### Spring

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<th>Course</th>
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<tr>
<td>PHYS 251 or 362¹</td>
<td>Biophysics or Thermophysics</td>
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<td>Physics Colloquium</td>
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<td>PHYS 412¹</td>
<td>Advanced Laboratory Techniques</td>
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<td>PHYS 497</td>
<td>Senior Project Proposal</td>
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### Fourth Year

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### Advising Course Plan - Physics Major - Applied Physics Concentration

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**Total Unit: 33**

¹ If selected for major requirement, or General Education requirement, or Elective.
### Advising Course Plan - Physics Major - Biophysics Concentration

#### First Year

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#### Fourth Year

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<td>Term Units</td>
<td>4.5</td>
<td></td>
</tr>
</tbody>
</table>

Total Unit: 33

1 If selected for major requirement, or General Education requirement, or Elective
# Bachelor of Science in Physics - Applied Physics Concentration

## General Education Requirements

The student must complete the General Education Requirements for the College of Arts & Sciences.

<table>
<thead>
<tr>
<th>General Education Requirements</th>
<th>9</th>
</tr>
</thead>
</table>

## Major Requirements

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 141P</td>
<td>University Physics I</td>
</tr>
<tr>
<td>PHYS 142P</td>
<td>University Physics II</td>
</tr>
<tr>
<td>PHYS 243</td>
<td>Modern Physics</td>
</tr>
<tr>
<td>PHYS 312</td>
<td>Laboratory Techniques</td>
</tr>
<tr>
<td>PHYS 380</td>
<td>Physics Colloquium</td>
</tr>
<tr>
<td>PHYS 497</td>
<td>Senior Project Proposal</td>
</tr>
<tr>
<td>PHYS 498</td>
<td>Senior Project</td>
</tr>
<tr>
<td>PHYS 499</td>
<td>Senior Seminar</td>
</tr>
</tbody>
</table>

Select one of the following Computer Science courses:

<table>
<thead>
<tr>
<th>Computer Science courses</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 261</td>
<td>Introduction to Scientific Computing (Recommended)</td>
</tr>
<tr>
<td>CSCI 141</td>
<td>Introduction to Computer Science I</td>
</tr>
</tbody>
</table>

Select three of the following laboratory-based or internship courses:

<table>
<thead>
<tr>
<th>Laboratory-based or Internship courses</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 352</td>
<td>Optics</td>
</tr>
<tr>
<td>PHYS 356</td>
<td>Electronics</td>
</tr>
<tr>
<td>PHYS 397</td>
<td>Internship in Physics</td>
</tr>
<tr>
<td>PHYS 412</td>
<td>Advanced Laboratory Techniques</td>
</tr>
</tbody>
</table>

Select one of the following Physics courses:

<table>
<thead>
<tr>
<th>Physics courses</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 251</td>
<td>Biophysics</td>
</tr>
<tr>
<td>PHYS 362</td>
<td>Thermophysics</td>
</tr>
</tbody>
</table>

## Collateral Requirements

<table>
<thead>
<tr>
<th>Collateral Requirements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 141Q</td>
<td>Calculus I with Analytic Geometry</td>
</tr>
<tr>
<td>MATH 142Q</td>
<td>Calculus II with Analytic Geometry</td>
</tr>
<tr>
<td>MATH 211Q</td>
<td>Linear Algebra</td>
</tr>
</tbody>
</table>

## Recommended Courses

The following courses are strongly recommended for the Applied Physics track:

<table>
<thead>
<tr>
<th>Recommended Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 141P</td>
<td>General Chemistry I</td>
</tr>
<tr>
<td>CHEM 142P</td>
<td>General Chemistry II</td>
</tr>
</tbody>
</table>

## General Electives

<table>
<thead>
<tr>
<th>General Electives</th>
<th>7</th>
</tr>
</thead>
</table>

| Total Units | 32 |

---

1 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 may be used to count toward the Writing requirement.

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 requirements. Students should check with their advisors 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.
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSEM 100</td>
<td>First Year Seminar</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Quantitative Reasoning (any Q course)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Knowledge of Human Cultures and the Natural World</strong></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Select five of the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Culture and Belief (any B course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Historical Inquiry (any H course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Individuals, Societies, and Social Systems (any S course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Modern Languages (any L course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Physical and Natural World (any P course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Personal and Social Responsibility and Junior Seminar</strong></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Environmental Responsibility (any R course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Ethical or Spiritual Inquiry (any E course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Health and Wellness (any W course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Human Diversity (any D course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Social Justice (any J course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one Junior Seminar of the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Environmental Responsibility (any R/JS course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Ethical or Spiritual Inquiry (any E/JS course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Health and Wellness (any W/JS course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Human Diversity (any D/JS course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Social Justice (any J/JS course)</td>
<td></td>
</tr>
</tbody>
</table>

**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.

1. 1 unit each from 5 out of the 6 areas
2. 1 unit MUST BE a Junior Seminar
3. Junior seminars may not be taken pass/fail.
# Bachelor of Science in Physics - Biophysics Concentration

## General Education Requirements

The student must complete the General Education Requirements for the College of Arts & Sciences. 9

## Major Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 141P</td>
<td>University Physics I</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 142P</td>
<td>University Physics II</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 243</td>
<td>Modern Physics</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 251</td>
<td>Biophysics</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 312</td>
<td>Laboratory Techniques</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 380</td>
<td>Physics Colloquium</td>
<td>0.0</td>
</tr>
<tr>
<td>PHYS 497</td>
<td>Senior Project Proposal</td>
<td>0.5</td>
</tr>
<tr>
<td>PHYS 498</td>
<td>Senior Project</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 499</td>
<td>Senior Seminar</td>
<td>0.5</td>
</tr>
<tr>
<td>CHEM 201</td>
<td>Organic Chemistry I</td>
<td>1</td>
</tr>
<tr>
<td>CSCI 261</td>
<td>Introduction to Scientific Computing</td>
<td>1</td>
</tr>
</tbody>
</table>

Select one of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 352</td>
<td>Optics</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 356</td>
<td>Electronics</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 362</td>
<td>Thermophysics</td>
<td>1</td>
</tr>
<tr>
<td>IHSC 313</td>
<td>Basic Biomechanics</td>
<td>1</td>
</tr>
</tbody>
</table>

## Collateral Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 141Q</td>
<td>Calculus I with Analytic Geometry ¹</td>
<td>1</td>
</tr>
<tr>
<td>MATH 142Q</td>
<td>Calculus II with Analytic Geometry</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 141P</td>
<td>Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 141P</td>
<td>General Chemistry I</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 142P</td>
<td>General Chemistry II</td>
<td>1</td>
</tr>
</tbody>
</table>

Additional courses recommended for Pre-Health Program

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 142P</td>
<td>Introductory Biology II: Animal and Plant Physiology</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 204</td>
<td>Biochemistry I</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 301</td>
<td>Organic Chemistry II</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 304</td>
<td>Biochemistry II</td>
<td>1</td>
</tr>
</tbody>
</table>

## General Electives

5

Total Units 33

¹ Students not prepared to take MATH 141Q will be allowed to substitute MATH 130/MATH 131Q.
Bachelor of Science in Physics - Physics Concentration

General Education Requirements
The student must complete the General Education Requirements for the College of Arts & Sciences.

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 141P</td>
<td>University Physics I</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 142P</td>
<td>University Physics II</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 243</td>
<td>Modern Physics</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 304</td>
<td>Mathematical Methods in Physics</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 312</td>
<td>Laboratory Techniques</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 322</td>
<td>Mechanics I</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 332</td>
<td>Electricity and Magnetism</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 343</td>
<td>Quantum Mechanics I</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 380</td>
<td>Physics Colloquium</td>
<td>0</td>
</tr>
<tr>
<td>PHYS 497</td>
<td>Senior Project Proposal</td>
<td>.5</td>
</tr>
<tr>
<td>PHYS 498</td>
<td>Senior Project</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 499</td>
<td>Senior Seminar</td>
<td>.5</td>
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</tbody>
</table>

Select one of the following laboratory-based courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 352</td>
<td>Optics</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 356</td>
<td>Electronics</td>
<td></td>
</tr>
<tr>
<td>PHYS 412</td>
<td>Advanced Laboratory Techniques</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following Computer Science courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 261</td>
<td>Introduction to Scientific Computing</td>
<td>1</td>
</tr>
<tr>
<td>CSCI 141</td>
<td>Introduction to Computer Science</td>
<td></td>
</tr>
</tbody>
</table>

Collateral Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 141Q</td>
<td>Calculus I with Analytic Geometry</td>
<td>1</td>
</tr>
<tr>
<td>MATH 142Q</td>
<td>Calculus II with Analytic Geometry</td>
<td>1</td>
</tr>
<tr>
<td>MATH 243Q</td>
<td>Calculus III with Analytic Geometry</td>
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</tbody>
</table>

General Electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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Total Units

<table>
<thead>
<tr>
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<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>32</td>
</tr>
</tbody>
</table>

Students not prepared to take MATH 141Q will be allowed to substitute MATH 130/MATH 131Q

General Education Requirements

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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.

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<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSEM 100</td>
<td>First Year Seminar</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Quantitative Reasoning (any Q course)</td>
<td>1</td>
</tr>
</tbody>
</table>
Knowledge of Human Cultures and the Natural World

Select five of the following: ¹

- Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses)
- 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 and Junior Seminar ²

Select one of the following:

- Environmental Responsibility (any R course)
- Ethical or Spiritual Inquiry (any E course)
- Health and Wellness (any W course)
- Human Diversity (any D course)
- Social Justice (any J course)

Select one Junior Seminar of the following: ³

- Environmental Responsibility (any R/JS course)
- Ethical or Spiritual Inquiry (any E/JS course)
- Health and Wellness (any W/JS course)
- Human Diversity (any D/JS course)
- Social Justice (any J/JS course)

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.

¹ 1 unit each from 5 out of the 6 areas
² 1 unit MUST BE a Junior Seminar
³ Junior seminars may not be taken pass/fail.
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.

Majors

Major in Political Science

- Bachelor of Arts in Political Science (p. 342)

Minors

Minor in Political Science - 5 units

Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI 101S</td>
<td>American National Government</td>
<td>1</td>
</tr>
<tr>
<td>POLI 201S</td>
<td>Comparative Politics</td>
<td>1</td>
</tr>
<tr>
<td>POLI 301</td>
<td>International Relations</td>
<td>1</td>
</tr>
<tr>
<td>Two additional POLI courses</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Total Units</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

Advising Course Plans

Advising Course Plan - Political Science Major

First Year

Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI 101S</td>
<td>American National Government</td>
<td>1</td>
</tr>
<tr>
<td>FSEM 100</td>
<td>First Year Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI 201S</td>
<td>Comparative Politics (or any POLI 100-level course)</td>
<td>1</td>
</tr>
</tbody>
</table>

Term Units 2

Second Year

Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI 201S</td>
<td>Comparative Politics</td>
<td>1</td>
</tr>
</tbody>
</table>

Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI 225</td>
<td>Political Analysis</td>
<td>1</td>
</tr>
<tr>
<td>Any 200 or 300 level course in the fields of American or Comparative politics</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Term Units 2

Third Year

Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI 301</td>
<td>International Relations</td>
<td>1</td>
</tr>
<tr>
<td>Junior Seminar or any 300 level POLI course</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Term Units 2

Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior Seminar (if not taken in fall)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Any 300 or 400 level POLI course</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Term Units 2

Fourth Year

Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI 499</td>
<td>Senior Project</td>
<td>1</td>
</tr>
</tbody>
</table>
Any 300 or 400 level POLI course\(^3\)  & 1  

**Spring**  

<table>
<thead>
<tr>
<th>Course</th>
<th>Term Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI 499(^4) Senior Project (if not taken in fall)</td>
<td>1</td>
</tr>
<tr>
<td>Any 300 or 400 level POLI course(^3)</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Units: 14**

1. May take POLI 201S in spring of first year if earned a final grade of B+ or higher in POLI 101S in the fall of first year.
2. Or any 200+ level course in the field of American politics (or Comparative politics, if POLI 201S taken in first year).
3. Includes POLI 397.
4. Two-thirds of Political Science majors should take POLI 499 in fall of fourth year.

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**Faculty**

Bailey, T. Wayne  
*Professor of Political Science, 1963*  
B.A., University of Florida  
M.A., George Peabody College  
Ph.D., University of Florida

Hill, David  
*Associate 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

Walker, Alexis  
*Assistant Professor of Political Science, 2014*  
B.A., Willamette University  
M.A., Ph.D., Cornell University

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**Courses**

**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 prominent featured.
POLI 190. Special Topics in Political Science. 1 Unit.

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 202S. European Politics. 1 Unit.
Provides comparative analysis of countries with similarities in political cultures, institutions and processes, but with significant differences also. Students will examine which political behavior traits are unique and which are similar among industrialized, democratic nations. Students will also study the European Union.

POLI 204H. 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 215R. Sustainable Communities: Participation, Planning, and Policy. 1 Unit.
How do we make our communities more sustainable in terms of the environment, economic development, civic life, and equality? This course explores the answers to that question by reviewing the evolution of the metropolitan system in the United States, comparing contemporary approaches to comprehensive sustainability in local communities, and engaging in community-based projects to understand the practical problems of community sustainability. Topics include urban planning, smart growth, demography, civic engagement and regional policy-making systems.

POLI 225. 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: Sophomore, Junior or Senior standing (or permission of Department).

POLI 285. Independent Study. 0.5 or 1 Units.

POLI 290. Special Topics in Political Science. 1 Unit.

POLI 301. 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 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 306J. Law and Society. 1 Unit.
The issues of American civil liberties and civil rights are viewed within the framework of decisions of the United States Supreme Court.

POLI 310J. Biographies of the Charismatic: Populist Movements from the Farmers Alliance to the Tea Party. 1 Unit.
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 312. Practical Politics. 1 Unit.
an analysis of American electoral politics, with an emphasis on presidential campaigns and elections and the factors that affect their outcome. The goal of the course is to develop an understanding of the political process as a means of encouraging effective citizen participation.

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 316R. Environmental Politics. 1 Unit.
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 317. Business, Labor and the State. 1 Unit.
This course provides a historical analysis of the changing relationship among business, labor and the American state. By viewing history through the lens of these three central actors in American politics we will develop a deeper understanding of the United States’ political economy, including how the state has shaped the fortunes of workers and business.

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 323E. Western Political Thought: Classical to Modern. 1 Unit.
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 origins 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 324E. Western Political Thought: Modern to Contemporary. 1 Unit.
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 328J. Civic Engagement. 1 Unit.
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 330D. Ethnicity and Politics. 1 Unit.
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 338. Central Asia: Politics and Society in the Russian, Chinese, and Middle Eastern Borderlands. 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.

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 353J. International Law. 1 Unit.
FociZes 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 355R. International Environmental Activism. 1 Unit.
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. 1 Unit.

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 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.

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 425E. Contemporary Political Thought. 1 Unit.
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 427J. Democracy and Political Participation. 1 Unit.
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 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 462. International Policy and Foreign Policy Seminar I. 0.25 to 1 Units.
This course is not a Stetson University course; it is connected to the Washington Semester academic opportunity.

POLI 463. International Policy and Foreign Policy Seminar II. 0.25 to 1 Units.
This course is not a Stetson University course; it is connected to the Washington Semester academic opportunity.

POLI 464. International Policy and Foreign Policy Research Project. 0.25 to 1 Units.
This course is not a Stetson University course; it is connected to the Washington Semester academic opportunity.

POLI 465. International Policy and Foreign Policy Internship. 0.25 to 1 Units.
This course is not a Stetson University course; it is connected to the Washington Semester academic opportunity.
POLI 472. Intl Law & Orgs Seminar I. 1 Unit.
POLI 473. Intl Law & Orgs Seminar II. 1 Unit.
POLI 474. Intl Law & Orgs Internship. 1 Unit.
POLI 485. Independent Study. 0.25 or 1 Units.
POLI 490. Special Topics in Political Science. 1 Unit.
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.
# Bachelor of Arts in Political Science

## General Education Requirements

The student must complete the General Education Requirements of the College of Arts & Sciences.  

### Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI 101S</td>
<td>American National Government</td>
<td>1</td>
</tr>
<tr>
<td>POLI 201S</td>
<td>Comparative Politics</td>
<td>1</td>
</tr>
<tr>
<td>POLI 301</td>
<td>International Relations</td>
<td>1</td>
</tr>
<tr>
<td>POLI 225</td>
<td>Political Analysis</td>
<td>1</td>
</tr>
<tr>
<td>POLI 499</td>
<td>Senior Project</td>
<td>1</td>
</tr>
<tr>
<td>Five additional POLI courses (four of which must be at the 300- and 400-level)</td>
<td>5</td>
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### General Electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>13</td>
</tr>
</tbody>
</table>

### 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 may be used to count toward the Writing requirement.

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 requirements. Students should check with their advisors 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 |
<table>
<thead>
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<tbody>
<tr>
<td>FSEM 100</td>
<td>First Year Seminar</td>
<td>1</td>
</tr>
<tr>
<td>Quantitative Reasoning (any Q course)</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

### Knowledge of Human Cultures and the Natural World

Select five of the following:

- Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses)
- 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 and Junior Seminar

Select one of the following:

- Environmental Responsibility (any R course)
- Ethical or Spiritual Inquiry (any E course)
- Health and Wellness (any W course)
- Human Diversity (any D course)
- Social Justice (any J course)

Select one Junior Seminar of the following:

- Environmental Responsibility (any R/JS course)
- Ethical or Spiritual Inquiry (any E/JS course)
- Health and Wellness (any W/JS course)
Human Diversity (any D/JS course)
Social Justice (any J/JS course)

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.

1. 1 unit each from 5 out of the 6 areas
2. 1 unit MUST BE a Junior Seminar
3. Junior seminars may not be taken pass/fail.
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 master’s or doctoral degree, so we have designed our program to provide students with a strong foundation for graduate school. Psychology majors are encouraged to take courses that expose them to core areas within psychology and prepare them for the scientific perspective graduate programs emphasize. 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 and to complete a supervised internship, gaining hands-on experience in the practice of psychology. Stetson’s Psychology Department has an excellent record of placing students in graduate programs in psychology and has also prepared graduates to pursue fulfilling careers in many other professions.

Qualified graduates of the Psychology Department may be directly accepted into any of Stetson University’s three master’s programs offered by the Department of Counselor Education—Clinical Mental Health Counseling; School Counseling; or Marriage, Couple, and Family Counseling—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 for admission in the normal fashion.

More information can be found online at http://www.stetson.edu/academics/programs/psychology.php.

Majors

Major in Psychology

- Bachelor of Arts in Psychology (p. 352)

Minors

Minor in Psychology - 5 Units

<table>
<thead>
<tr>
<th>Minor Requirements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 101S Introduction to Psychology</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 321Q Behavioral Statistics</td>
<td>1</td>
</tr>
<tr>
<td>Three additional PSYC course units</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>5</strong></td>
</tr>
</tbody>
</table>

1 Minors who have completed any of the following may waive PSYC 321Q:
- BIOL 243Q, MATH 125Q, MATH 372, POLI 225, POLI 225, SOCI 498Q, or STAT 301Q.
- However, those who waive PSYC 321Q must substitute another PSYC course to meet the total of five PSYC courses required for the minor.

Advising Course Plans

Advising Course Plans

- Psychology Major - Option 1 (p. 350)
- Psychology Major - Option 2 (p. 351)

Faculty

Askew, Robert
Assistant 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., University of Central Florida
M.A. University of Central Florida

Crysel, Laura
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, biopsychology, states of consciousness, emotion, stress and coping, learning, memory, personality, abnormal psychology, psychotherapy, social processes, and human development. 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 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. 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 201. Theories of Personality. 1 Unit.**
The field of personality focuses primarily on explaining individual differences in behavior. Psychologists disagree over the definition of personality, its theoretical assumptions, the relative importance of the concept, and the elements that constitute the framework for the personality of individuals. The course focuses, then, on comparing and contrasting a number of theories of personality that have emerged in psychology in the last century. The course is intended to enhance the student's appreciation of the multifaceted nature of behavior as well as emphasizing that there are a variety of options and possibilities for analyzing and evaluating individual differences. Prerequisite: PSYC 101S.
PSYC 202. Memory in Everyday Life. 1 Unit.
This course will explore the memory issues faced by people in everyday life, including reflecting about childhood memories, keeping track of things, flashbulb memories, eyewitness testimony, trauma and repression, and maintaining an identity. Students will critically analyze popular films, anecdotal stories, and their own diary entries to uncover new understandings of memory. The research they explore will be from studies done in natural contexts rather than in laboratory settings. The course will be discussion based, focusing on reactions to the research, presentations, films, and stories presented in class. Offered at least once per year.

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. Prerequisite: PSYC 101S. Writing-intensive course.

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 301. Industrial and Organizational Psychology. 1 Unit.
Applications of psychological principles to people at work are presented in this course. Topics such as personnel selection, psychological testing, performance appraisal, employee training and development, leadership, motivation and job satisfaction, working conditions, safety and health in the workplace, and work-related stress are included. Prerequisite: PSYC 101S. Offered at least once per year.

PSYC 304. Psychological Testing. 1 Unit.
Techniques of scaling and test development are presented in this course. Issues related to item analysis, reliability, validity, standardization, and ethics are included. Students learn to assess the strengths and weaknesses of psychological tests and to apply this understanding to a test that they develop. The psychometric characteristics of intelligence and aptitude, interest, creativity, stress, personnel selection, personality, and achievement tests are analyzed. Prerequisite: PSYC 101S. Offered at least once every two years.

PSYC 305S. Cognitive Psychology. 1 Unit.
This course explores the many mental skills and abilities involved in the acquisition, storage, retrieval, and use of information. These include pattern recognition, attention, memory, visual imagery, language, problem solving, and decision making. Students will also explore how theory and research in cognitive psychology relate to tasks they carry out in their daily lives, tasks such as reading, driving, studying, judging advertising claims, evaluating legal testimony, solving problems in the classroom, and making medical decisions. The course includes interactive exercises to illustrate basic processes. Prerequisite: sophomore, junior, or senior standing. Offered at least once per year.

PSYC 311. 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 312D. Abnormal Psychology. 1 Unit.
This course provides an overview of the field of abnormal psychology. 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 201.

PSYC 315. 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, childhood 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.
PSYC 318W. Human Sexuality. 1 Unit.
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 per year.

PSYC 321Q. Behavioral Statistics. 1 Unit.
This course introduces applications of statistics in psychology. It introduces descriptive and inferential statistics as well as techniques used for reporting empirical research in psychology. Students learn to analyze univariate and multivariate data using Z, t, ANOVA, MANOVA, correlation coefficients, Chi Square, regression, and multiple regression. The course includes developing hypotheses, using measurement scales, collecting and analyzing data, testing hypotheses, and writing APA-style reports that explain statistical results. The major goal of the course is to provide the opportunity to learn how psychologists select, apply, and interpret statistics in their studies. Prerequisite: PSYC 203.

PSYC 333. 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.

PSYC 335D. Interpersonal Dynamics. 1 Unit.
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 345W. Health Psychology. 1 Unit.
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. Offered at least once per year.

PSYC 348W. Drugs, Mind, and Behavior. 1 Unit.
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.

PSYC 350W. Human Behavior During the Zombie Apocalypse. 1 Unit.
This course will focus 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. Offered at least once per year.

PSYC 369. Adolescence and Emerging Adulthood. 1 Unit.
This course considers the sociological, biological and emotional processes that occur between puberty and adulthood, ages 12-18. 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 371. 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. Prerequisite: PSYC 101S. Offered at least once every two years.

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 376. Adult Development and Aging. 1 Unit.
This course examines biological, cognitive, emotional, and developmental processes occurring throughout adulthood. Life-role changes and their psychosocial and emotional impact are highlighted. Gerontologic topics include changes in sexuality, neurodegenerative illnesses, and preparation for dying. Sociological aspects of aging will also be discussed. Knowledge gained from this course will apply to practical, ethical, and policy implications related to adulthood and aging. Offered at least once per year.
PSYC 377W. Game of Thrones Made Me Do It: Media's Impact on Behavior. 1 Unit.
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. Junior Seminar. Offered at least once every two years.

PSYC 382. 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.

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 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 396E. Ethical and Professional Issues in Psychology: Internship I. 1 Unit.
Students have an opportunity to deepen their understanding of the ethical and professional issues central to the field, clarify and focus their professional intentions, and obtain experience useful in pursuing further vocational and educational opportunities. Students complete 80-100 hours of work in an approved internship setting and meet weekly to explore ethical and professional issues in the field of psychology, including those they can expect to confront in their internship settings. Prerequisites: (a) junior or senior standing and (b) at least five PSYC courses. Offered once per year.

PSYC 397. Internship in Psychology II. 1 Unit.
This course gives students who have already completed PSYC 396E an opportunity to do a second internship that requires somewhat more hours but does not include a classroom component. Students do 140 hours of work in an approved internship setting and complete a journal. This course, formerly PSYC 471, may not be used toward the minimum requirements for the psychology major. Prerequisite: PSYC 396E. Offered at least once per year.

PSYC 399. Undergraduate Research Apprenticeship. 0.5 or 1 Units.
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.

PSYC 411. 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. Student will become familiar regarding how brain diseases manifest in behavior and how they are treated. Prerequisite: PSYC 382 and PSYC 312D. Offered once per year.

PSYC 413. 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 315 and junior or senior standing. Offered once per year.

PSYC 416. 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. Prerequisites: PSYC 312D.

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. 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 develop theories, refine hypotheses, measure and control variables, analyze and interpret results, and report research in APA style. In addition to applying these techniques in course projects, students will use them to develop their senior project proposal for the research to be carried out in PSYC 499. Prerequisite: PSYC 321Q. 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 a paper and oral presentation reporting their results. Class meetings are supplemented with individual conferences with the instructor. Prerequisite: PSYC 498. Students who make a grade lower than C- on the final paper in PSYC 498 must revise their paper before enrolling in PSYC 499.
Advising Course Plan - Psychology Major - Option 1

**First Year**

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Total Units 32
# Advising Course Plan - Psychology Major - Option 2

## First Year

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<td>PSYC 101S</td>
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Total Units: 32
Bachelor of Arts in Psychology

General Education Requirements
The student must complete the General Education Requirements for the College of Arts and Sciences.

Major Requirements

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Collateral Requirements

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General Electives

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Total Units

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1 Students may substitute for BIOL 121P this sequence: BIOL 141P and BIOL 142P.

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 may be used to count toward the Writing requirement.

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 requirements. Students should check with their advisors 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.

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<td>Quantitative Reasoning (any Q course)</td>
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</tbody>
</table>

Knowledge of Human Cultures and the Natural World
Select five of the following:  

- Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses)
- 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)

<table>
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<th>Units</th>
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Personal and Social Responsibility and Junior Seminar  
Select one of the following:

- Environmental Responsibility (any R course)
- Ethical or Spiritual Inquiry (any E course)
- Health and Wellness (any W course)
- Human Diversity (any D course)

<table>
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</table>
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.

1. 1 unit each from 5 out of the 6 areas
2. 1 unit MUST BE a Junior Seminar
3. Junior seminars may not be taken pass/fail.
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.

Majors

Major in Public Management

- Bachelor of Arts in Public Management (p. 359)

Advising Course Plans

Advising Course Plan - Public Management Major

<table>
<thead>
<tr>
<th>First Year</th>
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<tr>
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<tr>
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<tr>
<td>One upper level major elective</td>
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<tr>
<td>Term Units</td>
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<td>Spring</td>
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<td>POLI 225</td>
<td>Political Analysis</td>
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<tr>
<td>or STAT 301Q</td>
<td>Business Statistics</td>
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<td>POLI 211</td>
<td>Politics of Public Policy</td>
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<td>Term Units</td>
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<td>BSAN 360</td>
<td>Project Management</td>
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<td>ENSS 201</td>
<td>Introduction to Maps and Geographic Information Systems</td>
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<td>One upper-level major elective</td>
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<td>POLI 499</td>
<td>Senior Project</td>
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<td>POLI 427J</td>
<td>Democracy and Political Participation</td>
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<td>Term Units</td>
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Total Unit: 12.5 to 13

Courses

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 190. Special Topics in Political Science. 1 Unit.

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 202S. European Politics. 1 Unit.
Provides comparative analysis of countries with similarities in political cultures, institutions and processes, but with significant differences also. Students will examine which political behavior traits are unique and which are similar among industrialized, democratic nations. Students will also study the European Union.

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 215R. Sustainable Communities: Participation, Planning, and Policy. 1 Unit.
How do we make our communities more sustainable in terms of the environment, economic development, civic life, and equality? This course explores the answers to that question by reviewing the evolution of the metropolitan system in the United States, comparing contemporary approaches to comprehensive sustainability in local communities, and engaging in community-based projects to understand the practical problems of community sustainability. Topics include urban planning, smart growth, demography, civic engagement and regional policy-making systems.

POLI 225. 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: Sophomore, Junior or Senior standing (or permission of Department).

POLI 285. Independent Study. 0.5 or 1 Units.

POLI 290. Special Topics in Political Science. 1 Unit.

POLI 301. 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 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 306J. Law and Society. 1 Unit.
The issues of American civil liberties and civil rights are viewed within the framework of decisions of the United States Supreme Court.

POLI 310J. Biographies of the Charismatic: Populist Movements from the Farmers Alliance to the Tea Party. 1 Unit.
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 312. Practical Politics. 1 Unit.
An analysis of American electoral politics, with an emphasis on presidential campaigns and elections and the factors that affect their outcome. The goal of the course is to develop an understanding of the political process as a means of encouraging effective citizen participation.
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 316R. Environmental Politics. 1 Unit.
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 317. Business, Labor and the State. 1 Unit.
This course provides a historical analysis of the changing relationship among business, labor and the American state. By viewing history through the lens of these three central actors in American politics we will develop a deeper understanding of the United States’ political economy, including how the state has shaped the fortunes of workers and business.

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 323E. Western Political Thought: Classical to Modern. 1 Unit.
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 324E. Western Political Thought: Modern to Contemporary. 1 Unit.
 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 328J. Civic Engagement. 1 Unit.
 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 330D. Ethnicity and Politics. 1 Unit.
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 338. Central Asia: Politics and Society in the Russian, Chinese, and Middle Eastern Borderlands. 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.

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 353J. International Law. 1 Unit.
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 355R. International Environmental Activism. 1 Unit.
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. 1 Unit.

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 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.

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 425E. Contemporary Political Thought. 1 Unit.
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 427J. Democracy and Political Participation. 1 Unit.
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 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 462. International Policy and Foreign Policy Seminar I. 0.25 to 1 Units.
This course is not a Stetson University course; it is connected to the Washington Semester academic opportunity.

POLI 463. International Policy and Foreign Policy Seminar II. 0.25 to 1 Units.
This course is not a Stetson University course; it is connected to the Washington Semester academic opportunity.

POLI 464. International Policy and Foreign Policy Research Project. 0.25 to 1 Units.
This course is not a Stetson University course; it is connected to the Washington Semester academic opportunity.

POLI 465. International Policy and Foreign Policy Internship. 0.25 to 1 Units.
This course is not a Stetson University course; it is connected to the Washington Semester academic opportunity.
POLI 472. Intl Law & Orgs Seminar I. 1 Unit.
POLI 473. Intl Law & Orgs Seminar II. 1 Unit.
POLI 474. Intl Law & Orgs Internship. 1 Unit.
POLI 485. Independent Study. 0.25 or 1 Units.
POLI 490. Special Topics in Political Science. 1 Unit.
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.
Bachelor of Arts in Public Management

Major Requirements

General Education Requirements
The student must complete the General Education Requirements of the College of Arts & Sciences. 9

Major Requirements 1

<table>
<thead>
<tr>
<th>Course</th>
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<th>Units</th>
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<tr>
<td>POLI 101S</td>
<td>American National Government</td>
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Select one methods course:

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Select one or more skills course:

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Select one or more policy course:

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<td>ENSS 320</td>
<td>Environmental Planning</td>
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<td>Politics of Public Policy</td>
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<td>POLI 317</td>
<td>Business, Labor and the State</td>
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Twelve units from the following list of approved courses 12

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<td>ECON 103S</td>
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<td>MGMT 409E</td>
<td>Managerial Ethics, Sustainability and the Future</td>
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<td>MGMT 465</td>
<td>Leading Organizational Change and Development</td>
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<td>BSAN 383</td>
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<td>MKTG 315</td>
<td>The Marketplace and Consumers</td>
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<td>POLI 201S</td>
<td>Comparative Politics</td>
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<td>POLI 215R</td>
<td>Sustainable Communities: Participation, Planning, and Policy</td>
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<td>POLI 320</td>
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</table>

General Electives 3

Total Units 32.5-33

1 No more than three courses taken for the Public Management major will count toward a Political Science 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 may be used to count toward the Writing requirement.

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 requirements. Students should check with their advisors 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.

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<td>Modern Languages (any L course)</td>
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<td>Physical and Natural World (any P course)</td>
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<td><strong>Personal and Social Responsibility and Junior Seminar</strong></td>
<td>2</td>
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<tr>
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<td>Select one of the following:</td>
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<tr>
<td></td>
<td>Environmental Responsibility (any R course)</td>
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<td></td>
<td>Ethical or Spiritual Inquiry (any E course)</td>
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<td>Health and Wellness (any W course)</td>
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<td>Human Diversity (any D course)</td>
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<td>Social Justice (any J course)</td>
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<td>Select one Junior Seminar of the following:</td>
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<tr>
<td></td>
<td>Environmental Responsibility (any R/JS course)</td>
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<td>Ethical or Spiritual Inquiry (any E/JS course)</td>
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<td>Health and Wellness (any W/JS course)</td>
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<td>Human Diversity (any D/JS course)</td>
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<td>Social Justice (any J/JS course)</td>
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<td><strong>Total Units</strong></td>
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</tbody>
</table>

**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.

1. 1 unit each from 5 out of the 6 areas
2. 1 unit MUST BE a Junior Seminar
3. Junior seminars may not be taken pass/fail.
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.

Majors

Major in Religious Studies

- Bachelor of Arts in Religious Studies (p. 369)

Minors

Minor in Religious Studies - 4 units

Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RELS 100B</td>
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</tr>
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</tr>
<tr>
<td>RELS 109B</td>
<td>Sacred Traditions of the World</td>
</tr>
</tbody>
</table>

Three RELS electives, of which at least one must be a 300- or 400-level course

Select one non-credit course:

- RELS 380 Department Colloquium
- RELS 480 Department Colloquium

Total Units 4

Advising Course Plans

Advising Course Plans

- Religious Studies Major (p. 367)
- Religious Studies Major - Three-Year Plan (p. 368)

Faculty

Bell, Christopher
Assistant Professor of Religious Studies, 2013
B.A., M.A., Florida State University
Ph.D., University of Virginia

Lucas, Phillip C.
Professor of Religious Studies, 1992
B.A., Portland State University
M.A., Ph.D., University of California, Santa Barbara

Queen-Sutherland, Kandy
Professor of Religious Studies, 1991
Sam R. Marks Chair of Religion, 2005
B.S., Winthrop College
M.Div., Ph.D., Southern Baptist Theological Seminary

Reddish, Mitchell G.
Professor of Religious Studies and Chair, 1983
O. L. Walker Chair of Christian Studies, 2000
B.A., University of Georgia
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.

RELS 103B. Religions of the East. 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.

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.

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.

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.

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.

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.

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.

RELS 190. Special Topics in Religious Studies. 1 Unit.

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.

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.

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.

RELS 222B. Heretical Christianities of the Early Church. 1 Unit.
An investigation of forms of Christianity that flourished in the early life of the movement but that have been lost to the modern world. Students look at the origins of the movements, their scriptures, and their influence on what came to be known as “orthodox” Christianity.
RELS 231E. The Bible and Ethics. 1 Unit.
A critical inquiry into the complexities and challenges of using the Bible to make ethical judgments. Students focus on methodological issues that influence how one relates the Bible and ethics, application of different types of biblical traditions to ethical issues, and specific contemporary issues for which the Bible has been used.

RELS 242A. Sacred Arts of Asia. 1 Unit.
An exploration of the sacred aesthetic in the religions of Asia. Through a combination of lectures, discussions, films, and field trips, students learn how art is used effectively to express deep religious concepts and principles, while serving to inspire, reform, and educate the religious believer. The course also encourages students to examine critically the relationship between ritual, myth, and symbolism in the creation and function of art.

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.

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 256D. Gender and Difference in Biblical Texts and Traditions. 1 Unit.
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.

RELS 258B. Religions of India. 1 Unit.
An introduction to three major religious traditions originating in India, including Hinduism, Sikhism, and Jainism. Students explore the variety of religious experiences available in India by studying and comparing the basic historical, philosophical, spiritual, ritual, sociological, scriptural, ritual, and mythological dimensions of these traditions.

RELS 255B. Apocalyptic Visions and American Culture. 1 Unit.
The World of the Bible I: The Middle East. 0.5 or 1 Units.
The World of the Bible I: The Middle East (0.5 or 1 Unit). 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.

RELS 258B. Religions of India. 1 Unit.
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.

RELS 272. Religion and Sport. 1 Unit.
An introduction to the ways in which religion and sport share commonalities in form and experiences. Students develop an understanding of the basic structures, goals, and experiences of the religious and then consider how those characteristics are also found in sport.

RELS 275B. Religion and the Civil Rights Movement. 1 Unit.
An introduction to the role that religion played in the U.S. Civil Rights Movement in the 1950s and 1960s. Students will study the ideas of Movement leaders who were, primarily, religious leaders to understand the religious force driving the Movement. We will also consider opposition to the Movement that was also based on religion.

RELS 281E. Moral Reflections on the Holocaust. 1 Unit.
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.
RELS 290. Special Topics in Religious Studies. 1 Unit.
RELS 302E. American Christian Experience. 1 Unit.
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.
RELS 307E. Varieties of American Religion. 1 Unit.
This course focuses on sectarian, minority, and new religious movements (NRMS) in the United States. Students examine the teachings and practices of groups such as the Mormons, Asian-inspired NRMs, the Branch Davidians, UFO churches, Jehovah's Witnesses, and contemporary Pagan religions. Students also analyze critical ethical issues such as government intervention in new and minority religions, "revolutionary suicide," charismatic leadership, and coercive "deprogramming" of NRM members.

RELS 309. Hebrew Festival Scrolls. 1 Unit.
An examination of the five festival scrolls of the Hebrew Bible: Song of Songs, Ruth, Lamentations, Ecclesiastes, and Esther. Attention is given to historical context, literary analysis, theological implications, and history of usage within Jewish and Christian contexts for each of the five writings.

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.

RELS 313J. Prophets of Social Justice. 1 Unit.
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.

RELS 316E. In Search of Jesus. 1 Unit.
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. Junior Seminar.

RELS 317E. The Gospels. 1 Unit.
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.

RELS 318E. Life and Letters of Paul. 1 Unit.
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.

RELS 331B. 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.

RELS 332. Asian Philosophy. 1 Unit.
An introduction to the philosophical foundations of Asian thought. Students gain an understanding of key schools and philosophers of Indian and East-Asian philosophy. Emphasis is given to comparing ideas of selfhood, divinity, salvation, community, and ethics found in different Eastern philosophical systems.

RELS 334E. Buddhism: The Middle Way. 1 Unit.
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.

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.

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.

RELS 339D. Sexual Bodies, Gendered Lives: Women in Asia. 1 Unit.
An introduction to key thinkers and movements in the field of gender studies. The course encourages students to consider how the issues raised by these thinkers relate to the lives of women in Asia. This course also examines how religious phenomena (symbols, ritual, narrative, text) relate to 'genderedness'—to people's experiences as females and males.

RELS 341B. The Idea of the Devil. 1 Unit.
An exploration of the origins of the idea of a supreme, evil being and the various shapes that idea has taken from ancient Zoroastrianism to contemporary Christianity.

RELS 344B. Religion and American Politics. 1 Unit.
An exploration of the ideologies of the founders of the United States with regard to the relationship of religion and public policy. Students reflect critically on that relationship and consider the proper role of religion in politics in contemporary culture, addressing such issues as school vouchers, stem-cell research, same-sex marriage, and religious affiliation of candidates for political office.
RELS 352E. Nature, the Sacred, and Ethics. 1 Unit.
An investigation of religious traditions about nature and their relevance for developing an ecological ethic. Central to this study is an understanding of the significant relationship between particular religious views and an ethic of the natural world. Also included is inquiry about concepts of the sacred in connection to nature, as well as conflicts and connections with science.

RELS 358E. Frontiers in Bioethics. 1 Unit.
An investigation of contemporary ethical issues about human life: How ought we to define life? When does it begin and end? Should we technologically assist reproduction? Should we select the sex of our children? Should we allow humans to be cloned? Should we use stem cells to repair the body? Should we genetically engineer humans? This inquiry will necessitate the integration of multiple fields of inquiry, especially biology, philosophy, religion, and law. Junior Seminar.

RELS 362J. Religion and Human Rights. 1 Unit.
An exploration of the relationship between religious traditions across cultures and the theory and practice of human rights. Students examine the history of the Universal Declaration of Human Rights and the debates concerning the concept of human rights in different cultural settings. Students pay close attention to the ways that religious traditions can both protect and endanger universal human rights. Junior Seminar.

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.

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: RELS major and junior status.

RELS 380. Department Colloquium. 0.0 Units.
Pass/Fail only. A critical examination of current developments in religious studies. Prerequisite: RELS major or minor.

RELS 385. Independent Study. 0.5 or 1 Units.

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 390B. Special Topics. 1 Unit.

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.

RELS 412E. Envisioning the Psalms. 1 Unit.
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 world view behind the texts. Students explore how both ancient and modern readers find instruction, prayer, and praise in the poetry of the psalms.

RELS 415. Alternative Scriptures: Jewish and Christian Noncanonical Texts. 1 Unit.
A study of early Jewish and Christian writings that are not included in all Jewish and Christian Bibles. Texts that will be studied include works from the Apocrypha, the Pseudepigrapha, the Dead Sea Scrolls, the Nag Hammadi writings, and the New Testament Apocrypha. The course will also examine the process of canonization, the reasons why certain works were excluded, and the value of noncanonical writings.

RELS 435E. Spiritualities East and West. 1 Unit.
An examination of the perennial human striving across cultures to communicate with, worship, and enter into an intimate relationship with the sacred. Students explore Roman Catholic spirituality, Pentecostal worship, Jewish Kabbalah, Islamic Sufism, the New Spirituality movement, Nature Spirituality, Hindu spirituality, Tibetan Buddhist meditation, and Zen Buddhism.

RELS 446J. Slaves, Whores, and Poors: Religion and Oppression. 1 Unit.
An examination of both historical and contemporary events and movements shaped by the interplay of religion with race-gender-class issues. Topics include the marginalization of humans along race, gender, and class lines, justified by traditions of religious domination and oppression. Equally significant are religious voices that challenge these traditions, resulting in calls for liberation, freedom, and equality.
RELS 459E. The Ethics of Mortality. 1 Unit.
An inquiry into the religious ethics of death and dying. Students study different religious traditions with regard to their attitudes toward definitions of death, termination of treatment, and actively causing death. Secular challenges to religious involvement are also included.

RELS 480. Department Colloquium. 0.0 Units.
A critical examination of current developments in religious studies. Prerequisite: RELS major or minor.

RELS 485. Independent Study. 0.5 or 1 Units.

RELS 490. Special Topics in Religious Studies. 1 Unit.

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.
### Advising Course Plan - Religious Studies Major

#### First Year

<table>
<thead>
<tr>
<th>Course</th>
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<th>Units</th>
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<tr>
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<tr>
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<td>Sacred Traditions of the World</td>
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Fall or Spring semester, select one of the following:

#### Second Year

<table>
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</tbody>
</table>

One 200-level RELS course

Fall or Spring semester, select one of the following:

- One 300- or 400-level biblical studies course
- One 300- or 400-level course in a non-Western religious tradition
- One 300- or 400-level course in theology/ethics/religious history
- One RELS elective

#### Third Year

<table>
<thead>
<tr>
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<tbody>
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<td>Methods and Theories in the Study of Religion</td>
<td>1</td>
</tr>
<tr>
<td>RELS 380</td>
<td>Department Colloquium</td>
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</tbody>
</table>

Fall and/or Spring semester, select two or three of the following:

- One 300- or 400-level biblical studies course
- One 300- or 400-level course in a non-Western religious tradition
- One 300- or 400-level course in theology/ethics/religious history
- One RELS elective

#### Fourth Year

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
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<tr>
<td>RELS 499</td>
<td>Senior Project</td>
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</table>

Fall and/or Spring semester, select two or three of the following:

- One 300- or 400-level biblical studies course
- One 300- or 400-level course in a non-Western religious tradition
- One 300- or 400-level course in theology/ethics/religious history
- One RELS elective

#### Total Units

9-11
# Advising Course Plan - Religious Studies Major - Three Year Plan

## Three Year Plan

### First Year

**Fall or Spring semester, select one of the following:**

<table>
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<tr>
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</tr>
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</table>

One 200-level RELS course

**Total Units**: 1

### Second Year

<table>
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<tbody>
<tr>
<td>RELS 370</td>
<td>Methods and Theories in the Study of Religion</td>
</tr>
<tr>
<td>RELS 380</td>
<td>Department Colloquium</td>
</tr>
</tbody>
</table>

Fall and/or Spring semester, select three of the following:

- One 300- or 400-level biblical studies course
- One 300- or 400-level course in a non-Western religious tradition
- One 300- or 400-level course in theology/ethics/religious history
- One or more RELS electives

**Total Units**: 3

### Third Year

<table>
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<tbody>
<tr>
<td>RELS 480</td>
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</tr>
<tr>
<td>RELS 499</td>
<td>Senior Project</td>
</tr>
</tbody>
</table>

Fall and/or Spring semester, select three of the following:

- One 300- or 400-level biblical studies course
- One 300- or 400-level course in a non-Western religious tradition
- One 300- or 400-level course in theology/ethics/religious history
- One or more RELS electives

**Total Units**: 3

**Total Units**: 10
## Bachelor of Arts in Religious Studies

### General Education Requirements

The student must complete the General Education Requirements of the College of Arts & Sciences.

### Major Requirements

Select one of the following 100-level courses:

<table>
<thead>
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<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>RELS 100B</td>
<td>Introduction to Biblical Literature</td>
</tr>
<tr>
<td>RELS 103B</td>
<td>Religions of the East</td>
</tr>
<tr>
<td>RELS 107B</td>
<td>Introduction to Judaism</td>
</tr>
<tr>
<td>RELS 108B</td>
<td>Christian Thought and Doctrine</td>
</tr>
<tr>
<td>RELS 109B</td>
<td>Sacred Traditions of the World</td>
</tr>
</tbody>
</table>

Select one 200-level RELS course

Select one 300- or 400-level biblical studies course from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>RELS 309</td>
<td>Hebrew Festival Scrolls</td>
</tr>
<tr>
<td>RELS 311H</td>
<td>The Dead Sea Scrolls</td>
</tr>
<tr>
<td>RELS 313J</td>
<td>Prophets of Social Justice</td>
</tr>
<tr>
<td>RELS 317E</td>
<td>The Gospels</td>
</tr>
<tr>
<td>RELS 318E</td>
<td>Life and Letters of Paul</td>
</tr>
<tr>
<td>RELS 412E</td>
<td>Envisioning the Psalms</td>
</tr>
</tbody>
</table>

Select one 300- or 400-level course in a non-Western religious tradition from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>RELS 331B</td>
<td>Islam: Religion of the Prophet</td>
</tr>
<tr>
<td>RELS 332</td>
<td>Asian Philosophy</td>
</tr>
<tr>
<td>RELS 334E</td>
<td>Buddhism: The Middle Way</td>
</tr>
<tr>
<td>RELS 337B</td>
<td>The Religion and Culture of Hinduism</td>
</tr>
<tr>
<td>RELS 435E</td>
<td>Spiritualities East and West</td>
</tr>
</tbody>
</table>

Select one 300- or 400-level course in theology/ethics/religious history from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>RELS 302E</td>
<td>American Christian Experience</td>
</tr>
<tr>
<td>RELS 305B</td>
<td>Shapers of Christian Thought</td>
</tr>
<tr>
<td>RELS 307E</td>
<td>Varieties of American Religion</td>
</tr>
<tr>
<td>RELS 341B</td>
<td>The Idea of the Devil</td>
</tr>
<tr>
<td>RELS 352E</td>
<td>Nature, the Sacred, and Ethics</td>
</tr>
<tr>
<td>RELS 459E</td>
<td>The Ethics of Mortality</td>
</tr>
</tbody>
</table>

Three RELS electives, of which at least one must be a 300- or 400-level course

Complete the following four courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>RELS 370</td>
<td>Methods and Theories in the Study of Religion</td>
</tr>
<tr>
<td>RELS 380</td>
<td>Department Colloquium</td>
</tr>
<tr>
<td>RELS 480</td>
<td>Department Colloquium</td>
</tr>
<tr>
<td>RELS 499</td>
<td>Senior Project</td>
</tr>
</tbody>
</table>

### General Electives

13 units

Total Units

32 units

## 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 may be used to count toward the Writing requirement.

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 requirements. Students should check with their advisors 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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSEM 100</td>
<td>First Year Seminar</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Quantitative Reasoning (any Q course)</td>
<td>1</td>
</tr>
<tr>
<td><strong>Knowledge of Human Cultures and the Natural World</strong></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Select five of the following: 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Culture and Belief (any B course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Historical Inquiry (any H course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Individuals, Societies, and Social Systems (any S course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Modern Languages (any L course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical and Natural World (any P course)</td>
<td></td>
</tr>
<tr>
<td><strong>Personal and Social Responsibility and Junior Seminar</strong></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one of the following: 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Environmental Responsibility (any R course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ethical or Spiritual Inquiry (any E course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health and Wellness (any W course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Human Diversity (any D course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Justice (any J course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one Junior Seminar of the following: 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Environmental Responsibility (any R/JS course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ethical or Spiritual Inquiry (any E/JS course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health and Wellness (any W/JS course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Human Diversity (any D/JS course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Justice (any J/JS course)</td>
<td></td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

**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.

1. 1 unit each from 5 out of the 6 areas
2. 1 unit MUST BE a Junior Seminar
3. Junior seminars may not be taken pass/fail.
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, Creative Arts, Communication and Media Studies, and Modern Languages.

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

Majors

Major in Russian Studies

- Bachelor of Arts in Russian, East European, and Eurasian Studies (p. 375)

Minors

Minor in Russian, East European, and Eurasian Studies - 4 units

Requirements

<table>
<thead>
<tr>
<th>Proficiency in Russian language equivalent to RUSS 102L level</th>
</tr>
</thead>
<tbody>
<tr>
<td>REES 200B Empire, Culture, Power: An Introduction to Russian, East European and Eurasian Studies</td>
</tr>
<tr>
<td>Elective courses to total 3 units: from RUSS and REES courses plus any area-studies course approved by the Director of REES; at least 2 units must be non-RUSS courses</td>
</tr>
<tr>
<td>Total Units</td>
</tr>
</tbody>
</table>

Faculty

Denner, Michael A.
Professor of Russian Studies and Director, 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

Fowler, Mayhill
Assistant Professor of History, 2013
B.A., Yale University
M.A., Ph.D., Princeton University

Houston, David
Visiting Assistant Professor of English and Modern Languages and Literatures, 2014
B.A., Stetson University
M.A., Ph.D., University of Wisconsin-Madison

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

Kudryavtseva, Ekaterina
Assistant 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

Petrovic, Jelena
Assistant Professor of Communication and Media Studies, 2013
B.A., M.A., Wichita State University
Ph.D., University of New Mexico

Ryan, Karen
**Courses**

**REES 101. Elementary Russian. 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.

**REES 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.

**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 201L. Second Year Russian I. 1 Unit.**
Intensive work on expanding key language skills of listening comprehension, reading, composition and speaking. Prerequisite: RUSS 202L or permission of the instructor.

**REES 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. Writing-intensive course. Cross-listed with HIST 240H.

**REES 285. Independent Study. 0.5 or 1 Units.**

**REES 290. Special Topics in REES. 1 Unit.**

**REES 301A. Survey of Russian Civilization. 1 Unit.**
Introduction to Russian cultural achievements in music, visual arts, architecture, folk arts, philosophy, and religion.

**REES 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.

**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 311D. Making Russian Music. 1 Unit.**
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 340E. Tolstoy and Dostoevsky. 1 Unit.
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 341D. Leo Tolstoy’s War and Peace. 1 Unit.
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.

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.

REES 397. Internship in Russian Area Studies. 0.5 to 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.

REES 398. Russia: Culture and Civilization. 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 401L. Adv. Russian Conv. & Comp. 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.

REES 405. Independent Study. 0.5 to 1 Units.

REES 499. Senior Project. 1 Unit.

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.

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.

RUSS 190. Special Topics in Russian Language and Literature. 1 Unit.

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.

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.

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 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 to 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.

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.

RUSS 402L. Advanced Russian Conversation and Composition II. 1 Unit.
Provides advanced Russian students the chance to polish, advance, and diversify their skills. Focus on stylistics, syntax, and vocabulary building. Prerequisite: RUSS 401L or permission of the instructor.

RUSS 485. Independent Study. 0.5 or 1 Units.

RUSS 490. Special Topics in Russian Language and Literature. 1 Unit.

RUSS 499. Senior Project. 1 Unit.
Bachelor of Arts in Russian, East European, and Eurasian Studies

General Education Requirements
The student must complete the General Education Requirements of the College of Arts & Sciences. 9

Major Requirements
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 of the following: 1
HIST 240H  The Russian Empire
HIST 241H  The Soviet Century

Select one of the following: 1
POLI 304  Russian Foreign Policy
POLI 338  Central Asia: Politics and Society in the Russian, Chinese, and Middle Eastern Borderlands
POLI 340  Russian Politics

Select any two relevant Arts and Humanities courses (CREA, REES, THEA, ARTH, COMM, MUSC) 2
Two elective courses taken from the Russian, East European, and Eurasian Studies course offerings. 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

General Electives 13

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 may be used to count toward the Writing requirement.

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 requirements. Students should check with their advisors 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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSEM 100</td>
<td>First Year Seminar</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Quantitative Reasoning (any Q course)</td>
<td>1</td>
</tr>
<tr>
<td>Knowledge of Human Cultures and the Natural World</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Select five of the following:¹</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Culture and Belief (any B course)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Historical Inquiry (any H course)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individuals, Societies, and Social Systems (any S course)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modern Languages (any L course)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical and Natural World (any P course)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal and Social Responsibility and Junior Seminar²</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental Responsibility (any R course)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Bachelor of Arts in Russian, East European, and Eurasian Studies

<table>
<thead>
<tr>
<th>Ethical or Spiritual Inquiry (any E course)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and Wellness (any W course)</td>
<td></td>
</tr>
<tr>
<td>Human Diversity (any D course)</td>
<td></td>
</tr>
<tr>
<td>Social Justice (any J course)</td>
<td></td>
</tr>
</tbody>
</table>

Select one Junior Seminar of the following:

<table>
<thead>
<tr>
<th>Environmental Responsibility (any R/JS course)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethical or Spiritual Inquiry (any E/JS course)</td>
<td></td>
</tr>
<tr>
<td>Health and Wellness (any W/JS course)</td>
<td></td>
</tr>
<tr>
<td>Human Diversity (any D/JS course)</td>
<td></td>
</tr>
<tr>
<td>Social Justice (any J/JS course)</td>
<td></td>
</tr>
</tbody>
</table>

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.

1. 1 unit each from 5 out of the 6 areas
2. 1 unit MUST BE a Junior Seminar
3. Junior seminars may not be taken pass/fail.
Social Science

This interdisciplinary major encourages students to examine a wide range of human experiences through the theories and methodologies of the social sciences. These disciplines seek to understand the structure, culture, and functioning of modern society, as well as changes that have occurred through historical, social, cultural, economic, political, and environmental processes. Courses that can be used towards the social science major are offered by the Departments of Economics, History, Political Science, Psychology, and Sociology and Anthropology, as well as by social science courses in the Department of Environmental Science and Studies and in the American Studies Program. (With prior approval, select offerings in other departments and programs may also be included.) The major comprises 7 units in one discipline (the primary area of concentration, or primary discipline) and 4 units in a second discipline (the secondary area of concentration, or secondary discipline). Social science majors must complete the senior project in their primary discipline; hence, 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. Additionally, students must complete two General Education social science courses and/or elective social science courses in two different social science disciplines, both of which must be outside the primary and secondary areas of concentration. Students cannot double major or minor in either their primary or secondary area of concentration for 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.

Majors

Social Science Majors

• Bachelor of Arts in Social Science (p. 378)
Bachelor of Arts in Social Science

General Education Requirements
The student must complete the General Education Requirements of the College of Arts and Sciences.

9

Major Requirements
The senior project course in the primary social science discipline and collateral requirements and prerequisites for the senior project course. (Department prerequisites may be counted as part of the seven courses required in the primary discipline.)

A primary social science discipline

7

A secondary social science discipline

4

SOCI 494 Sociology and Anthropology Colloquium (must be taken twice)

0

Collateral Requirements
A course in a non-primary or non-secondary social science discipline

1

A course in a second non-primary or a non-secondary social science discipline

1

Note: The primary and secondary areas may be selected from any of the social science disciplines (American Studies, Anthropology, Economics, Environmental Studies, Geography, History, Political Science, Psychology, and Sociology). Students cannot double major or minor in either their primary or secondary area of concentration for the social science major.

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 may be used to count toward the Writing requirement.

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 requirements. Students should check with their advisors 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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>FSEM 100</td>
<td>First Year Seminar</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Quantitative Reasoning (any Q course)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Knowledge of Human Cultures and the Natural World</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select five of the following: 1</td>
<td>5</td>
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<tr>
<td></td>
<td>Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses)</td>
<td></td>
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<tr>
<td></td>
<td>Culture and Belief (any B course)</td>
<td></td>
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<tr>
<td></td>
<td>Historical Inquiry (any H course)</td>
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<tr>
<td></td>
<td>Individuals, Societies, and Social Systems (any S course)</td>
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<td></td>
<td>Modern Languages (any L course)</td>
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<td></td>
<td>Physical and Natural World (any P course)</td>
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<tr>
<td></td>
<td>Personal and Social Responsibility and Junior Seminar 2</td>
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<tr>
<td></td>
<td>Select one of the following:</td>
<td>2</td>
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<tr>
<td></td>
<td>Environmental Responsibility (any R course)</td>
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<tr>
<td></td>
<td>Ethical or Spiritual Inquiry (any E course)</td>
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<td></td>
<td>Health and Wellness (any W course)</td>
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<tr>
<td></td>
<td>Human Diversity (any D course)</td>
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</tbody>
</table>

1

Select five of the following:

2

Select one of the following:
Social Justice (any J course)

**Select one Junior Seminar of the following:** ³

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
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<tbody>
<tr>
<td>Environmental Responsibility (any R/JS course)</td>
<td></td>
</tr>
<tr>
<td>Ethical or Spiritual Inquiry (any E/JS course)</td>
<td></td>
</tr>
<tr>
<td>Health and Wellness (any W/JS course)</td>
<td></td>
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<tr>
<td>Human Diversity (any D/JS course)</td>
<td></td>
</tr>
<tr>
<td>Social Justice (any J/JS course)</td>
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</tr>
</tbody>
</table>

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.

1. 1 unit each from 5 out of the 6 areas
2. 1 unit MUST BE a Junior Seminar
3. Junior seminars may not be taken pass/fail.
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 teaching approaches, including seminars, experiential and collaborative learning, community-based research, and internships. We offer courses to improve basic skills that are keys to success in any career. These skills include written and oral communication, research design and implementation, critical thinking and analysis, and statistical and computer literacy.

More information can be found online at http://www.stetson.edu/academics/programs/sociology-and-anthropology.php.

How do we improve the health of individuals, communities, and nations? What environmental exposures are harmful to our health? What are our risks for certain chronic and infectious diseases? How do we prevent diseases from spreading? Why are there health inequalities, and how do we eliminate them? Where do we focus local, state, national, and global funds for improving population health? How do we change our health behaviors?

Public Health offers solutions to these questions. The goal of public health is to protect, preserve, promote, and improve the health of communities and populations and to keep everyone safe from disease and harm on a local, national, and global scale. Public health addresses disease, as well as the social, behavioral, environmental, political, epidemiological, statistical, and biological, processes in communities that affect health. Understanding these issues depends on concepts and skills drawn from diverse liberal arts disciplines. Public health is an interdisciplinary field with the common purpose of promoting and protecting the health of a population. Public health programs focus on proactive prevention (versus reactive treatment) and address the needs of a population as a whole (rather than individuals). Public health practitioners work in concert with clinical medicine in environmental health, health promotion and protection, disease prevention and surveillance, health policy, nutrition, and health assessment and statistical modeling.

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)

Majors

Major in Sociology and Anthropology

- Bachelor of Arts in Sociology (p. 391)

Major in Public Health

- Bachelor of Science in Public Health (p. 393)

Minors

Minors in Sociology and Anthropology

- Minor in Anthropology (p. 390)
- Minor in Sociology (p. 399)
- Minor in Public Health Studies (p. 397)

Certificates

Certificate Program in Criminology

The four requirements for sociology majors seeking the criminology certificate include the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>SOCI 302J</td>
<td>Criminology</td>
<td>1</td>
</tr>
<tr>
<td>SOCI 379</td>
<td>Sociology of Law</td>
<td>1</td>
</tr>
<tr>
<td>SOCI 397</td>
<td>Internship in Sociology</td>
<td>1</td>
</tr>
</tbody>
</table>
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.)

Total Units

4

Advising Course Plans

Advising Course Plans

• Sociology Major (p. 388)
• Public Health Major (p. 395)

Faculty

Core, Rachel S.
Assistant Professor of Sociology, 2014
B.A., Carleton College
M.S., University of London
Ph.D., Johns Hopkins University

Everett, Diane D.
Professor of Sociology, 1989
Associate Dean, College of Arts and Sciences, 2013
B.A., Millsaps College
M.A., Ph.D., Duke University

Flint-Hamilton, Kimberly B.
Professor and Chair of Sociology and Anthropology, 1999
B.S., University of Notre Dame
Ph.D., Duke University

Gunn, Laura H.
Associate Professor and Chair of Public Health, 2016
B.A., Jacksonville University
M.S., Ph.D., Duke University

Jackson, Sharmaine
Assistant Professor of Sociology, 2016
B.A., University of Colorado at Boulder
J.D., Rutgers School of Law
Ph.D., University of California at Irvine

Johnson, Asal M.
Assistant Professor of Public Health, 2016
B.S., Azad University
M.A., University of Tehran
M.P.H., Georgia Southern University
Ph.D., Florida State University

Smith, Sven L.
Assistant Professor of Sociology, 2014
B.A., Stetson University
M.A., University of Chicago
J.D., Florida State University
Ph.D., University of Florida

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.

ANTH 195. Latin I. 1 Unit.
For students who have had little or no previous Latin, these courses give students a thorough understanding of the Latin language.

ANTH 196. Latin II. 1 Unit.
For students who have had little or no previous Latin, these courses give students a thorough understanding of the Latin language. Prerequisite: ANTH 195.

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.

ANTH 220A. Glory of Greece I: Greek Art and Archaeology. 1 Unit.
The cultural traditions of the Graeco-Roman world shaped virtually every aspect of European and American culture. Many elements of Greek and Roman expression have persisted into the modern world, especially artistic ideals. This course focuses on three artistic media: architecture – secular forms as expression of social hierarchy and religious forms as expression of the relationship between human and divine; pottery painting, its techniques, and the ways in which the compositions express and solidify cultural bonds; and sculpture as expression of the male and female aesthetic. This course constitutes the first part of the Glory of Greece sequence. It covers the art, archaeology, and architecture of the Neolithic, Bronze Age, Iron Age/Geometric, and Orientalizing periods, and serves as an introduction to the second half of the sequence, ANTH 221A Glory of Greece II.

ANTH 221A. Glory of Greece II: Greek Art and Archaeology. 1 Unit.
This course focuses on the artistic expression of the sixth, fifth, and fourth centuries BCE and explores the glories of the Archaic, Classical, and early Hellenistic periods.

ANTH 230A. Glory of Rome: Roman Art and Archaeology. 1 Unit.
The cultural traditions of the Graeco-Roman world shaped virtually every aspect of European and American culture. Many elements of Greek and Roman expression have persisted into the modern world, especially artistic ideals. A natural follow-up to its Glory of Greece companions, Glory of Rome also focuses on three artistic media: architecture – secular forms as expression of social hierarchy and religious forms as expression of the relationship between human and divine; pottery painting, its techniques, and how the compositions express and solidify cultural bonds; and the wall paintings of Pompeii and Herculaneum.

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. 1 Unit.
This course is initiated by student interest and contingent upon the expertise of current departmental faculty. Students may take more than one ANTH 290, ANTH 390, or ANTH 490 course during their career with different titles and content.

ANTH 301. Field Research Methods in Anthropology. 1 Unit.
This course provides a comprehensive introduction to the wide variety of field research methods in anthropology, including: participant observation, network analysis, historical methods, surveys, linguistic methods, cross-cultural comparative research, visual anthropology, and others. Students will design and implement their own "mini-studies" using these techniques and gain practical experience in the field. Offered at least once every two years. Prerequisite: ANTH 101B.

ANTH 302D. From Voodoo to the Saints: African American Religions. 1 Unit.
What are the elements of African American religious traditions and how did they develop? This junior seminar examines the faith traditions of African Americans from their own perspectives, tracing the roots of African religious traditions, such as Voodoo, the shaping force slavery had on slaves and their perceptions of the divine, the ways in which African elements were incorporated into Christianity (especially Catholicism) during and immediately following the abolition of slavery, and the ways that African Americans have historically used religious institutions as windows through which freedom, social needs, and political organization and expression are visualized and articulated. Junior Seminar.

ANTH 310J. No Way Out: Pompeii and Katrina. 1 Unit.
What is a “natural” disaster? This course explores the concept of disaster by focusing on the concept that so-called natural disasters are often the result of human activities and highlight systems of social inequality. Using the eruption of Vesuvius in 79 ACE and Katrina’s effect on New Orleans in 2005, this course explores the demographic shape of disaster. Junior Seminar.

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.
This course is initiated by student interest and contingent upon the expertise of current departmental faculty. Students may take more than one 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 the breadth of topics and methods taught in a class. 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 teaching as a profession. Prerequisite: Permission of instructor. May be repeated only once within the department.

ANTH 397. Internship in Anthropology. 0.5 or 1 Units.
This course provides an opportunity for students to enrich their classroom experiences by exploring a substantive area of anthropology in an approved
setting. Typically, full unit internships require approximately 140 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 course for
elective anthropology credit. Prerequisite: Anthropology minor status or permission of instructor.

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.
This course is initiated by student interest and contingent upon the expertise of current departmental faculty. Students may take more than one
ANTH 290, ANTH 390, or ANTH 490 course during their career with different titles and content.

PUBH 240W. Introduction to Public Health. 1 Unit.
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 the health of
diverse populations. Topics include: the Affordable Care Act; healthcare delivery, management, and financing; law; and methods of improving compliance and measuring outcomes. Prerequisite: Permission of instructor. May be repeated once within the department.

PUBH 300. Foundations of Health Policy. 1 Unit.
This course covers U.S. healthcare system organizational structures, including the Affordable Care Act. Healthcare delivery, management, and financing
are introduced, comparing health systems globally, assessing their differences and the 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. Offered once per year.

PUBH 301. Foundations of Environmental Health Science. 1 Unit.
This course is designed to provide an understanding of the concepts of environmental health science, including sources, exposure pathways, and methods
of prevention, intervention, and control. Water, air, and soil pollution are examined, and toxicology and adverse health effects to which a
diversity of populations is exposed. Students discuss case studies of current environmental health issues, and related scholarly publications, including
environmental justice and policy. Offered 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 in the published literature in public health, medicine, and the broader health sciences.

PUBH 325. Epidemiology. 1 Unit.
Epidemiology is the study of the causes and spread of diseases in populations. The methodologies utilized by epidemiologists gather evidence to
determine not only the treatment systems and management of diseases, but also public health policy and funding for research. The principles and techniques of
epidemiology incorporate statistical and mathematical constructs to determine the probability of outcomes in disease. Students will learn
the principles of public health policy and funding for research. The principles and techniques of
epidemiology incorporate statistical and mathematical constructs to determine the probability of outcomes in disease. Prerequisite: IHSC 308Q, MATH 125Q, BIOL 243Q, PSYC 321Q, IHSC 308Q or other approved statistics course.

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. Prerequisite: Permission of instructor.

PUBH 376. Health Coach Practicum I. 0.5 Units.
This practicum is expected of students with successful completion of IHSC 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 IHSC 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. 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 IHSC 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. Prerequisite: IHSC 376 and permission of instructor.

PUBH 390. Special Topics in Public Health. 1 Unit.

PUBH 395. Teaching Apprenticeship. 0.5 Units.

PUBH 490. Special Topics in Public Health. 1 Unit.

SOCI 101S. Understanding Society: An Introduction to Sociology. 1 Unit.
This course surveys the major theories, research methods, and recent 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 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-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 215R. Population, Society, and Environment. 1 Unit.
This course analyzes 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, 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 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 caselaw. Particular focus will center on “search and seizure” and other topics that govern the police and state executive. This understanding is then applied to the ways in which the sociologist views 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 302J. Criminology. 1 Unit.
This course considers 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 the wider world? What are the social impacts of inequalities? And 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 307D. Race, Ethnicity, and Immigration. 1 Unit.
What is the role of race, ethnicity, and immigration in U.S. society and cultures? This junior seminar examines 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 312D. Gender and Society. 1 Unit.
“Suck it up; be a man!” “Act like a lady!” What do these phrases mean? How do we “do” gender? This course explores the social construction and dynamics of gender; the conditions and events that shape women’s and men’s identities, interactions, and lives; and their consequences for individuals and society. It analyzes how social worlds are structured and operate as gendered phenomena and 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 337D. Sociology of Developing Societies. 1 Unit.
This course analyzes social change, social movements, social stratification, economic dependency, and political conflict in developing countries, with special emphasis on Latin America, Africa, and the African Diaspora. Prerequisite: SOCI 101S or permission of instructor. Area 3: Social Change course.

SOCI 355. Sociology of the City. 1 Unit.
This course considers the origin and growth of cities and the metropolitan community; the nature of social relations in metropolitan areas; the spatial organization of the urban community; and community problems. Prerequisite: SOCI 101S or permission of instructor. Area 3: Social Change course.

SOCI 363J. Community-Based Research. 1 Unit.
This junior seminar focuses 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. In the end, students will learn to appreciate the extent to which medicine and health are social constructs. Prerequisite: SOCI 101S or permission of instructor. 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 and people, 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.
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 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 or the Anthropology minor.

SOCI 397. Internship in Sociology. 0.5 or 1 Units.
This course provides an opportunity for students to enrich their classroom experiences by exploring a substantive area of sociology in an approved setting. Typically, full unit internships require approximately 120 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 courses during their career with different titles and content; other students may take only one SOCI 397 course for elective sociology credit. Prerequisite: SOCI 101S, major or minor status, and permission of instructor.

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.
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 494. Sociology and Anthropology Colloquium. 0.0 Units.
Designed to introduce Sociology and Social Science majors and Sociology and Anthropology minors to contemporary issues in Sociology and Anthropology. Structured as a weekly seminar, participants will have opportunities to discuss current events, graduate programs, jobs/careers, personal development and professional socialization. Required for Sociology/Social Science majors (must take twice, one time during the junior or senior year) and Sociology/Anthropology minors (must take once; recommended during junior year). Prerequisite: SOCI 101S or ANTH 101B.

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-functionalist theory, rational choice theory, symbolic interactionism, and theories of modernity and postmodernity. Offered every fall semester; should be taken in the junior year. Prerequisites: SOCI 101S and 2 other courses in sociology. Co-requisite: 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. 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-intensive 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. 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. If sociology majors fulfill this requirement through an approved statistics course in another department, another sociology course must be substituted in its place.).
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. Offered every fall semester; should be taken in the senior year. Prerequisites: SOCI 101S, SOCI 495, SOCI 496, SOCI 497, and SOCI 498Q. (If sociology majors fulfill this requirement through a course in another department, another sociology course must be substituted in its place.)
# Advising Course Plan - Sociology Major

## First Year

### Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSEM 100 First Year Seminar</td>
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<tr>
<td>General Education requirement¹</td>
<td>1</td>
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<tr>
<td>General Education requirement¹</td>
<td>1</td>
</tr>
<tr>
<td>SOCI 101S Understanding Society: An Introduction to Sociology</td>
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### Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Writing requirement course</td>
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<tr>
<td>General Education requirement¹</td>
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</tr>
<tr>
<td>SOCI Area/Elective²</td>
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<td>Elective</td>
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### Term Units

<table>
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<tr>
<th>Term Units</th>
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<td>4</td>
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## Second Year

### Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>SOCI Area/Elective²</td>
<td>1</td>
</tr>
<tr>
<td>General Education requirement¹</td>
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<tr>
<td>Elective</td>
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<tr>
<td>Elective</td>
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### Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>SOCI Area/Elective²</td>
<td>1</td>
</tr>
<tr>
<td>General Education requirement¹</td>
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<tr>
<td>Elective</td>
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<td>Elective</td>
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### Term Units

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## Third Year

### Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>SOCI 495³ Sociological Theories</td>
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</tr>
<tr>
<td>SOCI 496³ Social Research Methods</td>
<td>1</td>
</tr>
<tr>
<td>Junior Seminar</td>
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</tr>
<tr>
<td>Elective</td>
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### Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>SOCI 497⁴ Methods and Styles of Social Science Communication</td>
<td>1</td>
</tr>
<tr>
<td>SOCI 498⁵ Tools for Quantitative Analysis</td>
<td>1</td>
</tr>
<tr>
<td>SOCI Area/Elective²</td>
<td>1</td>
</tr>
<tr>
<td>Elective</td>
<td>1</td>
</tr>
<tr>
<td>SOCI 494⁶ Sociology and Anthropology Colloquium</td>
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</tr>
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### Term Units

<table>
<thead>
<tr>
<th>Term Units</th>
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<tbody>
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## Fourth Year

### Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 499⁵ Senior Project</td>
<td>1</td>
</tr>
<tr>
<td>SOCI Area/Elective²</td>
<td>1</td>
</tr>
<tr>
<td>General Education requirement¹</td>
<td>1</td>
</tr>
<tr>
<td>Elective</td>
<td>1</td>
</tr>
</tbody>
</table>

### Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI Area/Elective²</td>
<td>1</td>
</tr>
<tr>
<td>Elective</td>
<td>1</td>
</tr>
<tr>
<td>Elective</td>
<td>1</td>
</tr>
<tr>
<td>SOCI 494⁶ Sociology and Anthropology Colloquium</td>
<td>0.0</td>
</tr>
</tbody>
</table>

### Term Units

<table>
<thead>
<tr>
<th>Term Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
</tr>
</tbody>
</table>

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1. 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.
SOCI majors must take courses in the 3 Areas (Social Institutions, Social Issues and Inequality, and Social Change), and 3 electives. At least 3 of the Area and Elective courses must be at the 300-level or higher.

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.

Prerequisites: SOCI 495 and SOCI 496. SOCI 497 and SOCI 498Q are only offered in the Spring.

Prerequisites: SOCI 495, SOCI 496, SOCI 497, and SOCI 498Q. SOCI 499 is only offered in the Fall.

Majors must take SOCI 494 twice; one time must be during the junior or senior year, offered only in the Spring.
Anthropology

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, students from all backgrounds and various interests can find something they want with this minor. Plus, the skills that anthropology minors develop are extremely beneficial to students in their careers and for postgraduate studies in many disciplines.

Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 101B</td>
<td>Understanding Culture: An Introduction to Anthropology (Can be used as an S course)</td>
<td>1</td>
</tr>
<tr>
<td>ANTH 201P</td>
<td>Our Human Origins: Introduction to Physical Anthropology</td>
<td>1</td>
</tr>
<tr>
<td>ANTH 301</td>
<td>Field Research Methods in Anthropology</td>
<td>1</td>
</tr>
<tr>
<td>SOCI 494</td>
<td>Sociology and Anthropology Colloquium (Once)</td>
<td>0</td>
</tr>
</tbody>
</table>

Electives

Anthropology minors must take 2 additional elective courses from this list:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 220A</td>
<td>Glory of Greece I: Greek Art and Archaeology</td>
</tr>
<tr>
<td>ANTH 221A</td>
<td>Glory of Greece II: Greek Art and Archaeology</td>
</tr>
<tr>
<td>ANTH 230A</td>
<td>Glory of Rome: Roman Art and Archaeology</td>
</tr>
<tr>
<td>ANTH 285</td>
<td>Independent Study</td>
</tr>
<tr>
<td>or ANTH 385</td>
<td>Independent Study</td>
</tr>
<tr>
<td>or ANTH 485</td>
<td>Independent Study</td>
</tr>
<tr>
<td>ANTH 290</td>
<td>Special Topics in Anthropology</td>
</tr>
<tr>
<td>or ANTH 390</td>
<td>Special Topics in Anthropology</td>
</tr>
<tr>
<td>or ANTH 490</td>
<td>Special Topics in Anthropology</td>
</tr>
<tr>
<td>ANTH 302D</td>
<td>From Voodoo to the Saints: African American Religions (Junior Seminar)</td>
</tr>
<tr>
<td>ANTH 310J</td>
<td>No Way Out: Pompeii and Katrina (Junior Seminar)</td>
</tr>
<tr>
<td>ANTH 397</td>
<td>Internship in Anthropology</td>
</tr>
<tr>
<td>LAMS 301B</td>
<td>Mayan Culture</td>
</tr>
<tr>
<td>RELS 256D</td>
<td>Gender and Difference in Biblical Texts and Traditions</td>
</tr>
<tr>
<td>RELS 268</td>
<td>The World of the Bible I: The Middle East</td>
</tr>
<tr>
<td>RELS 269</td>
<td>The World of the Bible II: The Mediterranean World</td>
</tr>
<tr>
<td>RELS 446J</td>
<td>Slaves, Whores, and Poors: Religion and Oppression</td>
</tr>
</tbody>
</table>

Total Units 5
Bachelor of Arts in Sociology

General Education Requirements
The student must complete the General Education Requirements of the College of Arts and Sciences.

Major Requirements
These 6 courses 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 1
- **SOCI 499** Senior Project 1

Select one course from each of these 3 areas:

**AREA 1: Social Institutions**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 255S</td>
<td>Sociology of Families and Intimate Relationships</td>
</tr>
<tr>
<td>SOCI 270S</td>
<td>Sport and Society</td>
</tr>
<tr>
<td>SOCI 370S</td>
<td>Work, Occupations, and Professions 3</td>
</tr>
<tr>
<td>SOCI 375</td>
<td>Medicine and Health in Society</td>
</tr>
<tr>
<td>SOCI 379</td>
<td>Sociology of Law</td>
</tr>
</tbody>
</table>

**AREA 2: Social Issues and Inequality**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 204</td>
<td>Contemporary Social Problems</td>
</tr>
<tr>
<td>SOCI 247</td>
<td>Social Deviance</td>
</tr>
<tr>
<td>SOCI 276S</td>
<td>Sociology of Criminal Procedure</td>
</tr>
<tr>
<td>SOCI 302J</td>
<td>Criminology</td>
</tr>
<tr>
<td>SOCI 304S</td>
<td>Social Inequality</td>
</tr>
<tr>
<td>SOCI 307D</td>
<td>Race, Ethnicity, and Immigration (Junior Seminar)</td>
</tr>
<tr>
<td>SOCI 312D</td>
<td>Gender and Society</td>
</tr>
</tbody>
</table>

**AREA 3: Social Change**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 215R</td>
<td>Population, Society, and Environment</td>
</tr>
<tr>
<td>SOCI 337D</td>
<td>Sociology of Developing Societies</td>
</tr>
<tr>
<td>SOCI 355</td>
<td>Sociology of the City</td>
</tr>
<tr>
<td>SOCI 370S</td>
<td>Work, Occupations, and Professions 3</td>
</tr>
<tr>
<td>SOCI 494</td>
<td>Sociology and Anthropology Colloquium (must be taken twice)</td>
</tr>
</tbody>
</table>

**Other**
Sociology majors must take 3 additional sociology elective courses

**General Electives**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Total Units 32

1. This requirement may be satisfied by a comparable Quantitative Reasoning course, such as PSYC 321Q. If it is fulfilled through a course in another department, another sociology course must be substituted in its place. Please consult the department chairperson.

2. Special topics courses may fulfill an area requirement; please consult the department chairperson prior to registering for the course.

3. Can count as either an Area 1 or an Area 3 course.

4. At least 3 of the 6 area and/or elective sociology courses must be at the 300 level.

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 may be used to count toward the Writing requirement.

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 requirements. Students should check with their advisors 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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>FSEM 100</td>
<td>First Year Seminar</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Quantitative Reasoning (any Q course)</td>
<td>1</td>
</tr>
<tr>
<td>Knowledge</td>
<td><strong>of Human Cultures and the Natural World</strong></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Select five of the following:</td>
<td></td>
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<tr>
<td></td>
<td>Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses)</td>
<td></td>
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<tr>
<td></td>
<td>Culture and Belief (any B course)</td>
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<tr>
<td></td>
<td>Historical Inquiry (any H course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Individuals, Societies, and Social Systems (any S course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Modern Languages (any L course)</td>
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<tr>
<td></td>
<td>Physical and Natural World (any P course)</td>
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</tr>
<tr>
<td>Personal and</td>
<td><strong>Social Responsibility and Junior Seminar</strong></td>
<td>2</td>
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<tr>
<td></td>
<td>Select one of the following:</td>
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<tr>
<td></td>
<td>Environmental Responsibility (any R course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ethical or Spiritual Inquiry (any E course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health and Wellness (any W course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Human Diversity (any D course)</td>
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<tr>
<td></td>
<td>Social Justice (any J course)</td>
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<tr>
<td></td>
<td>Select one Junior Seminar of the following:</td>
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<tr>
<td></td>
<td>Environmental Responsibility (any R/JS course)</td>
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<tr>
<td></td>
<td>Ethical or Spiritual Inquiry (any E/JS course)</td>
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</tr>
<tr>
<td></td>
<td>Health and Wellness (any W/JS course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Human Diversity (any D/JS course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Justice (any J/JS course)</td>
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</tr>
</tbody>
</table>

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.

1 1 unit each from 5 out of the 6 areas
2 1 unit MUST BE a Junior Seminar
3 Junior seminars may not be taken pass/fail.
Bachelor of Science in Public Health

General Education Requirements
The student must complete the General Education Requirements of the College of Arts & Sciences. 9

Major Requirements
PUBH 240W  Introduction to Public Health  1
SOCI 101S  Understanding Society: An Introduction to Sociology  1
PUBH 303  Global Health  1
PUBH 325  Epidemiology  1
PUBH 308Q  Health and Medical Statistics  1
SOCI 496  Social Research Methods  1
SOCI 497  Methods and Styles of Social Science Communication  1
SOCI 499  Senior Project  1

Public Health Electives
Select three of the following courses: 3
PUBH 300  Foundations of Health Policy
PUBH 301  Foundations of Environmental Health Science
PUBH 375  Community Healthcare Seminar
&PUBH 376  and Health Coach Practicum I
SOCI 375  Medicine and Health in Society
COMM 327W  Health Communication
IHSC 301  Theories and Methods of Health Behavior Change
IHSC 330  Aging of Physiological Systems
PHIL 316E  Bio-Medical Ethics
PUBH 390  Special Topics in Public Health
PUBH 490  Special Topics in Public Health

Cultural Competency Elective
Select one of the following courses: 1
ANTH 101B  Understanding Culture: An Introduction to Anthropology
SOCI 304S  Social Inequality
SOCI 337D  Sociology of Developing Societies
ASIA 200S  Introduction to East Asian Studies
ECON 141J  Poverty and Microcredit
ECON 346  Development Economics
EDUC 305D  Cultural Diversity Education
HIST 250D  Immigration, Race and Ethnicity in American History: 1600 to Present
HIST 376S  Global Migration and Diasporas

Collateral Requirements
Select one of the following course sequences: 2
BIOL 141P  Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics
& BIOL 142P  and Introductory Biology II: Animal and Plant Physiology
IHSC 201P  Human Anatomy and Physiology I
& IHSC 202  and Anatomy & Physiology II

General Electives 9

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 may be used to count toward the Writing requirement.
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 requirements. Students should check with their advisors 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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Foundations</strong></td>
<td></td>
</tr>
<tr>
<td>FSEM</td>
<td>First Year Seminar</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Quantitative Reasoning (any Q course)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Knowledge of Human Cultures and the Natural World</strong></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Select five of the following: ¹</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Culture and Belief (any B course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Historical Inquiry (any H course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Individuals, Societies, and Social Systems (any S course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Modern Languages (any L course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical and Natural World (any P course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Personal and Social Responsibility and Junior Seminar</strong> ²</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Environmental Responsibility (any R course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ethical or Spiritual Inquiry (any E course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health and Wellness (any W course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Human Diversity (any D course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Justice (any J course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one Junior Seminar of the following: ³</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Environmental Responsibility (any R/JS course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ethical or Spiritual Inquiry (any E/JS course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health and Wellness (any W/JS course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Human Diversity (any D/JS course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Justice (any J/JS course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Units</strong></td>
<td>9</td>
</tr>
</tbody>
</table>

**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.

¹ 1 unit each from 5 out of the 6 areas
² 1 unit MUST BE a Junior Seminar
³ Junior seminars may not be taken pass/fail.
# Advising Course Plan - Public Health Major

**Public Health (general) - with Public Health Studies minor**

Those interested in pursuing a career in Public Health should plan on also pursuing a Public Health Studies minor, in which required courses are denoted by a (*) in the plan below. Some requirements may differ from the ones below, depending on the area of Public Health you wish to pursue (e.g., Epidemiology, Biostatistics, Environmental Health, Health Policy, Biomedical Sciences, etc.). Speak to your advisor if you have a particular area of interest in mind. 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. Please make sure to look at various graduate program requirements for different universities (early on! – preferably in your 1st year as an undergraduate) and areas of Public Health in which you may be interested, so that you can modify your course plan according to requirements needed for graduate programs in your specialty area of Public Health. Of course, make sure you satisfy all the Integrative Health Science (IHSC) major requirements, which can be found in the course catalog online (the plan below should allow you to do this).

Students will apply to public health programs 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.

## First Year

### Fall

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 141P</td>
<td>Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics</td>
<td>1</td>
</tr>
<tr>
<td>IHSC 219W</td>
<td>Health and Wellness</td>
<td>1</td>
</tr>
<tr>
<td>FSEM 100</td>
<td>First Year Seminar</td>
<td>1</td>
</tr>
<tr>
<td>WRC 100W</td>
<td>Writing requirement course for General Education requirement</td>
<td>1</td>
</tr>
<tr>
<td><strong>Term Units</strong></td>
<td></td>
<td><strong>4</strong></td>
</tr>
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</table>

### Spring

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 142P</td>
<td>Introductory Biology II: Animal and Plant Physiology</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 101S</td>
<td>Introduction to Psychology</td>
<td>1</td>
</tr>
<tr>
<td>PUBH 240W*</td>
<td>Introduction to Public Health</td>
<td>1</td>
</tr>
<tr>
<td><strong>General Education Requirement (A, B, H, L course)</strong></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Term Units</strong></td>
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<td><strong>4</strong></td>
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</tbody>
</table>

## Second Year

### Fall

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>IHSC 201P</td>
<td>Human Anatomy and Physiology I</td>
<td>1</td>
</tr>
<tr>
<td>PUBH 308Q*</td>
<td>Health and Medical Statistics</td>
<td>1</td>
</tr>
<tr>
<td>PUBH 303*</td>
<td>Global Health</td>
<td>1</td>
</tr>
<tr>
<td><strong>General Education Requirement (A, B, H, L course)</strong></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Term Units</strong></td>
<td></td>
<td><strong>4</strong></td>
</tr>
</tbody>
</table>

### Spring

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>IHSC 202*</td>
<td>Anatomy Physiology II</td>
<td>1</td>
</tr>
<tr>
<td>PUBH 325*</td>
<td>Epidemiology</td>
<td>1</td>
</tr>
<tr>
<td>IHSC Elective</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>General Education Requirement (A, B, H, L course)</strong></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Term Units</strong></td>
<td></td>
<td><strong>4</strong></td>
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</table>

## Third Year

### Fall

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>IHSC 309*</td>
<td>Research Methods in the Health Sciences</td>
<td>1</td>
</tr>
<tr>
<td>IHSC 411*</td>
<td>Exercise Physiology</td>
<td>1</td>
</tr>
<tr>
<td>Junior Seminar or IHSC Elective *</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>PHIL 316E</td>
<td>Bio-Medical Ethics (or equivalent; IHSC Elective; or other Personal &amp; Social Responsibility course (R, E, W, D, J))</td>
<td>1</td>
</tr>
<tr>
<td><strong>Term Units</strong></td>
<td></td>
<td><strong>4</strong></td>
</tr>
</tbody>
</table>

### Spring

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>IHSC 498*</td>
<td>Senior Research Proposal</td>
<td>1</td>
</tr>
<tr>
<td>IHSC 200W*</td>
<td>Introduction to Nutrition Science</td>
<td>1</td>
</tr>
<tr>
<td>Junior Seminar or IHSC Elective</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>PHS Elective*</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>Term Units</strong></td>
<td></td>
<td><strong>4</strong></td>
</tr>
</tbody>
</table>
Advising Course Plan - Public Health Major

<table>
<thead>
<tr>
<th>Course Code 1,2</th>
<th>Course Title</th>
<th>Term Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>IHSC 375 1,2</td>
<td>Community Healthcare Seminar (IHSC Elective; recommended)</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>Students should take the GRE during the summer prior to Fourth Year</td>
<td></td>
</tr>
</tbody>
</table>

### Fourth Year

#### Fall

Recommended electives come from the list of electives for the PHS minor. For certain areas of public health, some of these electives would need to be dispersed throughout your undergraduate studies rather than saving them for the final year, as some courses will have other prerequisite courses.

<table>
<thead>
<tr>
<th>Course Code 1,2</th>
<th>Course Title</th>
<th>Term Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>IHSC 499 1,2</td>
<td>Senior Research Project</td>
<td>1</td>
</tr>
<tr>
<td>PHS Elective 1,2</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>PUBH 376 1,2</td>
<td>Health Coach Practicum I</td>
<td>0.5</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

#### Spring

<table>
<thead>
<tr>
<th>Course Code 1,2</th>
<th>Course Title</th>
<th>Term Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 377 1,2</td>
<td>Health Coach Practicum II</td>
<td>0.5</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Total Unit: 32.5

1 Required for IHSC major.

2 Common core of prerequisite course work.
## Public Health

### Minor in Public Health Studies - 6 units

#### Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 240W</td>
<td>Introduction to Public Health</td>
<td>1</td>
</tr>
<tr>
<td>PUBH 303</td>
<td>Global Health</td>
<td>1</td>
</tr>
<tr>
<td>PUBH 308Q</td>
<td>Health and Medical Statistics</td>
<td>1</td>
</tr>
<tr>
<td>PUBH 325</td>
<td>Epidemiology</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Electives

Select 2 units from two different areas among the following:

<table>
<thead>
<tr>
<th>Area</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biomedical Sciences</td>
<td>BIOL 141P: Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics</td>
</tr>
<tr>
<td></td>
<td>BIOL 301: Microbiology</td>
</tr>
<tr>
<td></td>
<td>BIOL 302: Genetics</td>
</tr>
<tr>
<td></td>
<td>BIOL 373W: A Bionic Human? The Future of Human Health and Wellness (Junior Seminar)</td>
</tr>
<tr>
<td></td>
<td>CHEM 204: Biochemistry I</td>
</tr>
<tr>
<td>Environmental Health</td>
<td>BIOL 374R: Water Wars (Junior Seminar)</td>
</tr>
<tr>
<td></td>
<td>ECON 325R: Energy, Environment, Economics</td>
</tr>
<tr>
<td></td>
<td>ECON 301: Intermediate Macroeconomics</td>
</tr>
<tr>
<td></td>
<td>POLI 215R: Sustainable Communities: Participation, Planning, and Policy</td>
</tr>
<tr>
<td></td>
<td>SOCI 215R: Population, Society, and Environment</td>
</tr>
<tr>
<td>Health Informatics, Data Analytics, and Other Quantitative Methods</td>
<td>BSAN 465: Predictive Analytics</td>
</tr>
<tr>
<td></td>
<td>BSAN 493: Health Informatics</td>
</tr>
<tr>
<td></td>
<td>CINF 401: Big Data Mining and Analytics</td>
</tr>
<tr>
<td></td>
<td>CSCI 431: Artificial Intelligence</td>
</tr>
<tr>
<td></td>
<td>ENSS 301: Geographic Information Systems and Science</td>
</tr>
<tr>
<td></td>
<td>MATH 341: Mathematical Modeling and Computer Simulation</td>
</tr>
<tr>
<td>Health and Healthcare Policy, Administration, Ethics, and Economics</td>
<td>ECON 113S: Essentials of Economics II</td>
</tr>
<tr>
<td></td>
<td>ECON 141J: Poverty and Microcredit</td>
</tr>
<tr>
<td></td>
<td>ECON 325R: Energy, Environment, Economics</td>
</tr>
<tr>
<td></td>
<td>HIST 356W: History of American Health Care (Can be used as an H course)</td>
</tr>
<tr>
<td></td>
<td>PHIL 316E: Bio-Medical Ethics</td>
</tr>
<tr>
<td></td>
<td>POLI 215R: Sustainable Communities: Participation, Planning, and Policy</td>
</tr>
<tr>
<td></td>
<td>POLI 314: Public Administration</td>
</tr>
<tr>
<td></td>
<td>POLI 328J: Civic Engagement (Junior Seminar)</td>
</tr>
<tr>
<td></td>
<td>RELS 358E: Frontiers in Bioethics (Junior Seminar)</td>
</tr>
<tr>
<td></td>
<td>RELS 459E: The Ethics of Mortality</td>
</tr>
<tr>
<td>Social, Behavioral, Educational, and Cultural Aspects of Public Health</td>
<td>AMST 325W: Beauty and the Body in American Culture</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 301</td>
<td>Field Research Methods in Anthropology</td>
</tr>
<tr>
<td>COMM 228S</td>
<td>Intercultural Communication (Can be used as a D course)</td>
</tr>
<tr>
<td>COMM 327W</td>
<td>Health Communication</td>
</tr>
<tr>
<td>COMM 328B</td>
<td>Food, Communication and Culture</td>
</tr>
<tr>
<td>COMM 336W</td>
<td>Food and Nutrition in the Media</td>
</tr>
<tr>
<td>COMM 420</td>
<td>Health Communications Campaigns</td>
</tr>
<tr>
<td>EDUC 255S</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>EDUC 265</td>
<td>Principles and Methods of Instruction for Diverse Learners</td>
</tr>
<tr>
<td>EDUC 275D</td>
<td>Human Exceptionalities</td>
</tr>
<tr>
<td>EDUC 305D</td>
<td>Cultural Diversity Education</td>
</tr>
<tr>
<td>ENGL 342W</td>
<td>Healing and Wholeness in Contemporary Literature (Junior Seminar)</td>
</tr>
<tr>
<td>ENGL 343D1</td>
<td>Soul Food Across the Color Lines (Junior Seminar)</td>
</tr>
<tr>
<td>HIST 250D</td>
<td>Immigration, Race and Ethnicity in American History: 1600 to Present</td>
</tr>
<tr>
<td>HIST 252H</td>
<td>Gender in American History, 1800 to Present</td>
</tr>
<tr>
<td>HIST 331S</td>
<td>The Holocaust</td>
</tr>
<tr>
<td>HIST 356W</td>
<td>History of American Health Care (Can be used as an H course)</td>
</tr>
<tr>
<td>HIST 376S</td>
<td>Global Migration and Diasporas</td>
</tr>
<tr>
<td>IHSC 219W</td>
<td>Health and Wellness</td>
</tr>
<tr>
<td>PHIL 315E</td>
<td>Contemporary Moral Dilemmas (Junior Seminar)</td>
</tr>
<tr>
<td>POLI 328J</td>
<td>Civic Engagement (Junior Seminar)</td>
</tr>
<tr>
<td>PSYC 101S</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>PSYC 312D</td>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td>PSYC 318W</td>
<td>Human Sexuality</td>
</tr>
<tr>
<td>PSYC 333</td>
<td>Social Psychology</td>
</tr>
<tr>
<td>PSYC 345W</td>
<td>Health Psychology</td>
</tr>
<tr>
<td>PSYC 348W</td>
<td>Drugs, Mind, and Behavior</td>
</tr>
<tr>
<td>RELS 358E</td>
<td>Frontiers in Bioethics (Junior Seminar)</td>
</tr>
<tr>
<td>RELS 459E</td>
<td>The Ethics of Mortality</td>
</tr>
<tr>
<td>SOCI 215R</td>
<td>Population, Society, and Environment</td>
</tr>
<tr>
<td>SOCI 304S</td>
<td>Social Inequality</td>
</tr>
<tr>
<td>SOCI 363J</td>
<td>Community-Based Research (Junior Seminar)</td>
</tr>
<tr>
<td>SOCI 375</td>
<td>Medicine and Health in Society</td>
</tr>
</tbody>
</table>

Total Credits: 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.
# Sociology

**Minor in Sociology - 5 units**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SOCI 101S Understanding Society: An Introduction to Sociology</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>SOCI 494 Sociology and Anthropology Colloquium (Once)</td>
<td>0</td>
</tr>
</tbody>
</table>

### Minor Electives ¹

Select one course from each of these 3 areas:

| AREA 1: Social Institutions |
| AREA 2: Social Issues and Inequality |
| AREA 3: Social Change |

One additional sociology elective

| Total Units | 5 |

¹ At least 1 of the 4 area or additional sociology elective courses must be at the 300 level.
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. 173), 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. 93), Art History (p. 93), and Digital Arts (p. 176). The Department is the hub for the University’s Off-Center for Creative Practice, an academic constellation designed to promote collaboration across all creative disciplines at Stetson.

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. 406)

Minors

Minor in Theatre Arts - 4.5 units

Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 121</td>
<td>Stagecraft</td>
<td>1</td>
</tr>
<tr>
<td>THEA 130A</td>
<td>Principles of Acting</td>
<td>1</td>
</tr>
<tr>
<td>THEA 210</td>
<td>Theatre Workshop (repeat course twice; THEA 214 may be used as a substitute.)</td>
<td>0.5</td>
</tr>
<tr>
<td>Select one of the following courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THEA 241H</td>
<td>Theatre History from Classical to the Neo-Classical Era</td>
<td>1</td>
</tr>
<tr>
<td>or THEA 242H</td>
<td>Theatre History From Modern to the Postmodern Era</td>
<td>1</td>
</tr>
<tr>
<td>1 Theatre Arts elective</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Units: 4.5

Advising Course Plans

Advising Course Plans
• Theatre Arts Major (p. 404)

Faculty

Franco, Krista Marie
Assistant Professor of Theatre Arts, 2013
B.A., Florida State University
M.F.A., Clemson 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
Associate Professor and Director of Theatre Arts, 2004
B.A., Stetson University
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.

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 221 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 344D. 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 372J. Sticking It to the Man: Theatre of Protest. 1 Unit.
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 373D. The Plays of August Wilson. 1 Unit.
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 374E. Revenge Drama: The Ethics of Vengeance. 1 Unit.
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.

THEA 375D. The Comedienne: Female Comics. 1 Unit.
This course offers and intense study of female comedians of the 20th century using theories of gender and performance. Junior Seminar.

THEA 385. Independent Study. 0.5 or 1 Units.
THEA 390. Special Topics in Theatre. 1 Unit.
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 397. Internship in Theatre Arts. 0.5 to 1 Units.
Through placement in an approved setting, students will have an opportunity to enrich their classroom knowledge with practical experience in the field of theatre arts. Typically, full unit internships require approximately 130 to 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. Pre-requisites: permission of department head and instructor, minor/ major status, successful completion of at least two Theatre Arts courses. This course may be repeated for credit with permission of chair, but a maximum of one credit may be applied to the major or minor.

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. 1 Unit.
This course is an intensive study of the research methodologies used in the discipline of theatre arts. Students will demonstrate an understanding of different research methods through written application. The course will culminate in the development of a research prospectus and companion paper. Offered every year in the fall semester.

THEA 499. Senior Project. 0.5 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.
# Advising Course Plan - Theatre Arts Major

## First Year

### Fall
- **THEA 121** Stagecraft 1
- or **THEA 130A** Principles of Acting
- **FSEM 100** First Year Seminar 1
- General Education requirement 1
- General Education requirement 2 1
- **THEA 212** Theatre Performance 3 0.25

### Spring
- **THEA 130A** Principles of Acting 1
- or **THEA 121** Stagecraft
- General Education requirement 1
- General Education requirement 2 1
- General Education requirement 1
- Select one of the following: .25
  - **THEA 210** Theatre Workshop 4
  - **THEA 212** Theatre Performance 3

## Second Year

### Fall
- **THEA 241H** Theatre History from Classical to the Neo-Classical Era 1
- or **THEA 242H** Theatre History From Modern to the Postmodern Era
- Select one of the following: 1
  - **THEA elective** *
  - General Education requirement
- One course with one of the following prefixes: 1
  - ARTS, ARTH, CREA, DIGA, ENCW, or MUSC
- General Education requirement 1
- Select one of the following: .25
  - **THEA 210** Theatre Workshop 4
  - **THEA 212** Theatre Performance 3

### Spring
- **THEA 203** Principles of Directing 1
- Select one of the following: 1
  - **THEA elective** *
  - General Education requirement
- One course with one of the following prefixes: 1
  - ARTS, ARTH, CREA, DIGA, ENCW, or MUSC
- General education requirement 1
- Select one of the following: .25
  - **THEA 210** Theatre Workshop 4
  - **THEA 212** Theatre Performance 3

## Third Year

### Fall
- **THEA 242H** Theatre History From Modern to the Postmodern Era 1
- or **THEA 241H** Theatre History from Classical to the Neo-Classical Era
- Select one of the following: 1
  - **THEA elective** *
  - General Education requirement
  - Elective
- Select one of the following: 1
### Junior Seminar

One course with one of the following prefixes: ARTS, ARTH, CREA, DIGA, ENCW, or MUSC

<table>
<thead>
<tr>
<th>General Education requirement or Elective</th>
<th>1</th>
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Select one of the following: .25

<table>
<thead>
<tr>
<th>Course</th>
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<th>Units</th>
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<tbody>
<tr>
<td>THEA 210</td>
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<tr>
<td>THEA 212</td>
<td>Theatre Performance</td>
<td>3</td>
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<tr>
<td>THEA 214</td>
<td>Theatre Workshop: Leadership</td>
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</table>

### Spring

Select one of the following: 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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General Education requirement

<table>
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Select one of the following: 1

<table>
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<th>Course</th>
<th>Title</th>
<th>Units</th>
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Junior Seminar

One course with one of the following prefixes: ARTS, ARTH, CREA, DIGA, ENCW, or MUSC

<table>
<thead>
<tr>
<th>General Education requirement or Elective</th>
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Select one of the following: .25

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<thead>
<tr>
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<th>Units</th>
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<tbody>
<tr>
<td>THEA 210</td>
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<tr>
<td>THEA 212</td>
<td>Theatre Performance</td>
<td>3</td>
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<tr>
<td>THEA 214</td>
<td>Theatre Workshop: Leadership</td>
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### Fourth Year

#### Fall

**THEA 498** Senior Seminar 1

<table>
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<tr>
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</table>

<table>
<thead>
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Select one of the following: .25

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<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
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<td>THEA 212</td>
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<tr>
<td>THEA 214</td>
<td>Theatre Workshop: Leadership</td>
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#### Spring

**THEA 499** Senior Project 1

<table>
<thead>
<tr>
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</table>

<table>
<thead>
<tr>
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Select one of the following: .25

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tr>
<td>THEA 210</td>
<td>Theatre Workshop</td>
<td>4</td>
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<tr>
<td>THEA 212</td>
<td>Theatre Performance</td>
<td>3</td>
</tr>
<tr>
<td>THEA 214</td>
<td>Theatre Workshop: Leadership</td>
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</table>

### Total Units 34

1. General Education recommendation: Writing Experience course.
2. General Education recommendation: B, P, S, or L course.
3. THEA 212 is optional; acceptance is by audition.
4. Students must complete 3 semesters of THEA 210 plus 1 semester of THEA 214 as a major requirement.
Bachelor of Arts in Theatre Arts

General Education Requirements
The student must complete the General Education Requirements of the College of Arts & Sciences. Theatre arts majors are expected to audition and work in some capacity for each main stage production at Stover Theatre.

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
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<th>Units</th>
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<tbody>
<tr>
<td>THEA 121</td>
<td>Stagecraft</td>
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<tr>
<td>THEA 130A</td>
<td>Principles of Acting</td>
<td>1</td>
</tr>
<tr>
<td>THEA 203</td>
<td>Principles of Directing</td>
<td>1</td>
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<tr>
<td>THEA 241H</td>
<td>Theatre History from Classical to the Neo-Classical Era</td>
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<tr>
<td>THEA 242H</td>
<td>Theatre History From Modern to the Postmodern Era</td>
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</tr>
<tr>
<td>THEA 210</td>
<td>Theatre Workshop (repeat course three times)</td>
<td>0.75</td>
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<tr>
<td>THEA 214</td>
<td>Theatre Workshop: Leadership (may be repeated and substituted for THEA 210; must be taken once for the major requirement)</td>
<td>0.25</td>
</tr>
<tr>
<td>THEA 399</td>
<td>Junior Portfolio Review</td>
<td>.5</td>
</tr>
<tr>
<td>THEA 498</td>
<td>Senior Seminar</td>
<td>1</td>
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<tr>
<td>THEA 499</td>
<td>Senior Project</td>
<td>.5</td>
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<tr>
<td>Two Theatre Electives</td>
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</table>

Collateral Requirements
3 units total from any of the following prefixes: ARTS, ARTH, CREA, DIGA, MUSC, ENCW

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 may be used to count toward the Writing requirement.

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 requirements. Students should check with their advisors 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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>FSEM 100</td>
<td>First Year Seminar</td>
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<tr>
<td>Quantitative Reasoning (any Q course)</td>
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<tr>
<td>Knowledge of Human Cultures and the Natural World</td>
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<tr>
<td>Select five of the following:</td>
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<tr>
<td>Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses)</td>
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<tr>
<td>Culture and Belief (any B course)</td>
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<tr>
<td>Historical Inquiry (any H course)</td>
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<tr>
<td>Individuals, Societies, and Social Systems (any S course)</td>
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<tr>
<td>Modern Languages (any L course)</td>
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<tr>
<td>Physical and Natural World (any P course)</td>
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<tr>
<td>Personal and Social Responsibility and Junior Seminar</td>
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<tr>
<td>Select one of the following:</td>
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</table>

"
Environmental Responsibility (any R course)  
Ethical or Spiritual Inquiry (any E course)  
Health and Wellness (any W course)  
Human Diversity (any D course)  
Social Justice (any J course)

Select one Junior Seminar of the following:  
- Environmental Responsibility (any R/JS course)  
- Ethical or Spiritual Inquiry (any E/JS course)  
- Health and Wellness (any W/JS course)  
- Human Diversity (any D/JS course)  
- Social Justice (any J/JS course)

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.

1. 1 unit each from 5 out of the 6 areas  
2. 1 unit MUST BE a Junior Seminar  
3. Junior seminars may not be taken pass/fail.
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, Brazil 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 102 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 modern language minor may be fully completed during one semester abroad in a foreign language program after the student has finished 202 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 Modern Language majors and the Elrod-Berge Travel Scholarship program for students of French and Spanish.

Courses at the 102 level and above, except those taught in English, offer credit for the Modern Language General Education requirement (“L”).

Majors

Major in World Languages and Cultures

- Bachelor of Arts in World Languages and Cultures - French and Francophone Studies Concentration (p. 415)
- Bachelor of Arts in World Languages and Cultures - Hispanic Studies Concentration (p. 419)
- Bachelor of Arts in World Languages and Cultures - German Studies Concentration (p. 417)
- Bachelor of Arts in World Languages and Cultures - Translator Concentration (p. 421)

Minors

Minor in French - 5 Units

Requirements

<table>
<thead>
<tr>
<th>Five Units at the FREN 201L level and above.</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Units</td>
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</tbody>
</table>
Minor in German - 5 Units

Requirements
Five Units at the GERM 201L level and above. 5
Total Units 5

Minor in Russian - 5 Units

Requirements
Five Units at the RUSS 201L level and above. 5
Total Units 5

Minor in Spanish - 5 Units

Requirements
Five Units at the SPAN 201L level and above. 5
Total Units 5

Faculty

Capitano, Carmen
*Visiting Assistant Professor of World Languages and Cultures, 1999*
B.A., Barry College
M.A., Southern Illinois University
Ph.D., Temple University

Cappas-Toro, Pamela
*Assistant 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 of World Languages and Cultures and Chair, 1992*
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

Dysart, David L.
*Associate Professor of World Languages and Cultures, 1991*
B.S., Auburn University
M.B.I.S., University of South Carolina
M.A., Ph.D., University of Illinois at Urbana-Champaign

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

Ferland, Richard A.
*Associate Professor of Modern Languages and Literatures, 1978*
B.A., Assumption College
M.B.A., Stetson University
M.A., Ph.D., Harvard University

Houston, David
*Visiting Assistant Professor of English and Modern Languages and Literatures, 2013*
B.A., Stetson University
M.A., Ph.D., University of Wisconsin-Madison

Poeter, Elisabeth
Associate Professor of Modern Languages and Literatures, 1995
B.A., University of California, Davis
M.A., Ph.D., University of California at Berkeley
Jane Heman Language Professor, 2013

Sitler, Robert K.
Professor of World Languages and Cultures, 1994
B.A., M.A., Kent State University
Ph.D., University of Texas at Austin

Vosburg, Nancy
Professor of World Languages and Cultures, 1987
B.A., Simpson College
M.A., Ph.D., University of Iowa

Watson, Robert
Visiting Assistant Professor World Languages and Cultures, 2012
Director of the Language Commons, 2012
B.A., Baylor University
M.A., University of Leeds (UK)
Ph.D., Vanderbilt University

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.

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.

FREN 185. Independent Study. 0.5 or 1 Units.

FREN 190. Special Topics in French. 1 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.

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 the instructor.

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 or FREN 329 (abroad program), 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 or FREN 329 (abroad program), 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.
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 202 or permission of instructor.

FREN 308J. Mediterranean Memories: Muslims, Jews and Christians Before and After Colonialism. 1 Unit.
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 312. Comp and Conv II. 1 Unit.
FREN 320. General French Studies. 1 Unit.
FREN 325. Written Practice III. 1 Unit.
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 201 and permission of instructor and chair. Pass/Fail only.

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 or FREN 329 (abroad program).

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 or FREN 329 (abroad program).

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 or FREN 329 (abroad program). 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 or FREN 329 (abroad program).

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 or FREN 329 (abroad program).

FREN 406B. Tpc:Francophone Culture Std II. 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 301 or FREN 302 or FREN 329 (abroad program).

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 or FREN 329 (abroad program).

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 or FREN 329 (abroad program).
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.
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.
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.
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 102 or appropriate placement score or permission of instructor.
GERM 202L. Intermediate German II. 1 Unit.
A continuation of the structure and goals of GERM 201. A focus will be on expanded language acquisition through active engagement with texts from a wide spectrum of media. Prerequisite: GERM 201, appropriate placement score, or permission of instructor.
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 202 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 301 or permission of instructor.
GERM 303B. Germany and the Search for National Identity. 1 Unit.
Taught in English. Open to all students. This course will concentrate on the concepts of Nation, Nationhood and Nationalism. What does it mean to be a member of a nation, to celebrate nationhood and how is this expressed, positively and negatively, in the phenomenon of Nationalism? Although the concentration will be on Germany’s search for and struggle with national identity, we will want to examine our own values and precepts, i.e. what has (and does) it mean to “be German,” but also to be a citizen of any nation.
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.
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. Taught only as part of the Summer Freiburg Program.
GERM 307D. Migrations: The Culture of Border Crossings. 1 Unit.
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 302.
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 201 and permission of instructor and chair.

GERM 401. The German Language as Cultural Expression. 1 Unit.
In this course we will work to reinforce and expand your knowledge of German through an examination of the role of the German language in its cultural, historical, geographic and cross-cultural context. We will examine artifacts, documents and literary works that reflect the relationship between language and culture. Our work will emphasize sociolinguistic issues such as language and gender, regionalism and dialects, the German address system, and specific social and political developments that have shaped the language. In English.

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 403. Happily Ever After? The German Fairy Tale. 1 Unit.
Admittedly the site of horror and the grotesque, of violence and death, the German Fairy Tale of the 18th and 19th centuries provides unique insight into literature's role in the construction of culture. The German Fairy Tale was an art form and a communicative practice, the goals of which ranged from the didactic to satire and comedy. All contributed to the unique constellation that was the German culture and nation of that time. The Fairy Tales will be examined in their literary, social and historical contexts. We will compare critical methods of analysis of these Fairy Tales and also consider modern variations and the significance of such transformations. In English.

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. 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.

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.

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.

SPAN 190. Special Topics. 0.5 or 1 Units.

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 102 or placement by examination.

SPAN 202L. Reading Culture (Poetry, Narrative, Drama). 1 Unit.
Emphasis on vocabulary building and the acquisition of reading skills in cultural contexts. Prerequisite: SPAN 201, placement examination, or permission of instructor.

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 201 or placement by examination.

SPAN 302L. Oral Expression. 1 Unit.
Emphasis on developing a high level of proficiency in the spoken language. Prerequisite: permission of the instructor. 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 201 or permission of the instructor.

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.
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.

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 329. Study Abroad. 3.75 Units.
Students who study abroad may transfer four units per semester. Three units will apply toward the major/minor. For the fourth unit students are encouraged to register for an approved course that will fulfill one of the College's other “Knowledge” options.

SPAN 330. Study Abroad. 3.75 Units.
Students who study abroad may transfer four units per semester. Three units will apply toward the major/minor. For the fourth unit students are encouraged to register for an approved course that will fulfill one of the College's other “Knowledge” options.

SPAN 385. Independent Study. 0.5 or 1 Units.
SPAN 390. Special Topics. 1 Unit.
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. 1 Unit.
A student-initiated internship where skills in Spanish can be developed. Pre-requisites: SPAN 201L and permission of instructor and chair.

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.

SPAN 485. Independent Study. 0.5 or 1 Units.
SPAN 490. Special Topics. 0.5 to 1 Units.
SPAN 499. Senior Research. 1 Unit.
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 499. Senior Research in Translation. 1 Unit.
Annotated translation senior project: Substantial translation of an original untranslated text, with translator’s note on translingsual and transcultural difficulties, and cultural background research on the topic. Prerequisite: Minimum of two 300-level L designated courses.
Bachelor of Art in World Languages and Cultures (French and Francophone Studies Concentration)

General Education Requirements
The student must complete the General Education Requirements of the College of Arts & Sciences. 9

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>FREN 201L</td>
<td>Intermediate French I</td>
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<tr>
<td>FREN 202L</td>
<td>Intermediate French II</td>
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<tr>
<td>FREN 301L</td>
<td>Advanced French</td>
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<td>FREN 302L</td>
<td>Advanced French II</td>
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<td>Select one of the following:</td>
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<tr>
<td>LING 301</td>
<td>Introduction to Linguistics</td>
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<td>WLGC 301B</td>
<td>Approaches to World Cultural Studies</td>
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<td>Select one of the following:</td>
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<tr>
<td>FREN 303L</td>
<td>Business French and Culture</td>
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<td>FREN 304A</td>
<td>Contemporary French Cinema</td>
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<td>FREN 305B</td>
<td>Franco-American Cultural Studies</td>
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<tr>
<td>FREN 306L</td>
<td>French Culture Thru Literature</td>
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<td>Select one of the following:</td>
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<tr>
<td>FREN 401L</td>
<td>Topics in Literature</td>
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<td>FREN 402L</td>
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<td>FREN 403A</td>
<td>Reading Photography - French Photography in Practice and Theory</td>
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<td>FREN 404L</td>
<td>Topics in Media Culture</td>
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<td>FREN 405L</td>
<td>Topics in French and Francophone Cultural Studies</td>
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<tr>
<td>FREN 407L</td>
<td>French Linguistics</td>
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<tr>
<td>Three Electives</td>
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<tr>
<td>FREN 499</td>
<td>Senior Project</td>
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General Electives 12

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 may be used to count toward the Writing requirement.

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 requirements. Students should check with their advisors 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.

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<tbody>
<tr>
<td>FSEM 100</td>
<td>First Year Seminar</td>
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<tr>
<td>Quantitative Reasoning (any Q course)</td>
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</table>

Knowledge of Human Cultures and the Natural World

Select five of the following:
Creative Arts (any A course, or 4 - MUSC, MUSA or MUSE credit courses)
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 and Junior Seminar  
Select one of the following:
- Environmental Responsibility (any R course)
- Ethical or Spiritual Inquiry (any E course)
- Health and Wellness (any W course)
- Human Diversity (any D course)
- Social Justice (any J course)

Select one Junior Seminar of the following:
- Environmental Responsibility (any R/JS course)
- Ethical or Spiritual Inquiry (any E/JS course)
- Health and Wellness (any W/JS course)
- Human Diversity (any D/JS course)
- Social Justice (any J/JS course)

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.

1. 1 unit each from 5 out of the 6 areas
2. 1 unit MUST BE a Junior Seminar
3. Junior seminars may not be taken pass/fail.
Bachelor of Art in World Languages and Cultures (German Studies Concentration)

General Education Requirements
The student must complete the General Education Requirements of the College of Arts & Sciences.  

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<td>FSEM 100</td>
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<td>Intermediate German II</td>
<td>1</td>
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<tr>
<td>GERM 301L</td>
<td>Advanced German I</td>
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<tr>
<td>GERM 302L</td>
<td>Advanced German II</td>
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<tr>
<td>Select one of the following:</td>
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<tr>
<td>GERM 303B</td>
<td>Germany and the Search for National Identity</td>
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<tr>
<td>GERM 304B</td>
<td>Modern German Culture (in English)</td>
<td>1</td>
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<tr>
<td>GERM 305A</td>
<td>Contemporary German Cinema</td>
<td>1</td>
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<tr>
<td>GERM 307D</td>
<td>Migrations: The Culture of Border Crossings</td>
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<tr>
<td>Select one of the following:</td>
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<tr>
<td>GERM 401</td>
<td>The German Language as Cultural Expression</td>
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<tr>
<td>GERM 402L</td>
<td>Studies in German Literature</td>
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<tr>
<td>GERM 403</td>
<td>Happily Ever After? The German Fairy Tale</td>
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<tr>
<td>GERM 404</td>
<td>Voices from the East and West: German Women Writers</td>
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Three Electives which may include any of the following:  

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<tbody>
<tr>
<td>ARTH 315A</td>
<td>Period Study in Art History</td>
<td>1</td>
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<tr>
<td>HIST 230H</td>
<td>The History of Modern Germany, 1770-Present</td>
<td>1</td>
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<tr>
<td>HIST 326H</td>
<td>Germany in War and Revolution: From the Second Empire to the Third Reich</td>
<td>1</td>
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<tr>
<td>HIST 331S</td>
<td>The Holocaust</td>
<td>1</td>
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<tr>
<td>HIST 329H</td>
<td>Nazi Germany: History, Politics, and Culture</td>
<td>1</td>
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<tr>
<td>GERM 499</td>
<td>Senior Project</td>
<td>1</td>
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General Electives  

Total Units  

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 may be used to count toward the Writing requirement.  

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

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<table>
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<tr>
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<tbody>
<tr>
<td>FSEM 100</td>
<td>First Year Seminar</td>
<td>1</td>
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</table>
### Quantitative Reasoning (any Q course) 1

### Knowledge of Human Cultures and the Natural World 5
Select five of the following:
- Creative Arts (any A course, or 4 MUSC, MUSA or MUSE credit courses)
- 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 and Junior Seminar 2
Select one of the following:
- Environmental Responsibility (any R course)
- Ethical or Spiritual Inquiry (any E course)
- Health and Wellness (any W course)
- Human Diversity (any D course)
- Social Justice (any J course)
Select one Junior Seminar of the following:
- Environmental Responsibility (any R/JS course)
- Ethical or Spiritual Inquiry (any E/JS course)
- Health and Wellness (any W/JS course)
- Human Diversity (any D/JS course)
- Social Justice (any J/JS course)

### 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.

1. 1 unit each from 5 out of the 6 areas
2. 1 unit MUST BE a Junior Seminar
3. Junior seminars may not be taken pass/fail.
Bachelor of Art in World Languages and Cultures (Hispanic Studies Concentration)

**General Education Requirements**
The student must complete the General Education Requirements of the College of Arts & Sciences. 9

**Major Requirements**
<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>SPAN 201L</td>
<td>Language in Cultural Contexts</td>
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<td>SPAN 202L</td>
<td>Reading Culture (Poetry, Narrative, Drama)</td>
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<tr>
<td>SPAN 301L</td>
<td>Expression Through Writing</td>
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<tr>
<td>SPAN 309L</td>
<td>Studies in Hispanic Culture</td>
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<tr>
<td>LING 301</td>
<td>Introduction to Linguistics</td>
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<tr>
<td>WLGC 301B</td>
<td>Approaches to World Cultural Studies</td>
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<td>Select any six 300-level SPAN courses</td>
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<tr>
<td>SPAN 414L</td>
<td>Theme Study</td>
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<tr>
<td>SPAN 415L</td>
<td>Spanish American Genre/Period Study</td>
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<tr>
<td>SPAN 416L</td>
<td>Spanish Genre/Period Study</td>
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<tr>
<td>SPAN 499</td>
<td>Senior Research</td>
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**General Electives**

12

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 may be used to count toward the Writing requirement.

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<td></td>
<td><strong>Personal and Social Responsibility and Junior Seminar</strong></td>
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<td>Select one of the following:</td>
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1

2
<table>
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<tr>
<th>Course Category</th>
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<tr>
<td>Environmental Responsibility</td>
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Select one Junior Seminar of the following: 3

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Total Units 9

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1. 1 unit each from 5 out of the 6 areas
2. 1 unit MUST BE a Junior Seminar
3. Junior seminars may not be taken pass/fail.
Bachelor of Art in World Languages and Cultures (Translator Concentration)

General Education Requirements
The student must complete the General Education Requirements of the College of Arts & Sciences. 9

Major Requirements
Five courses in primary language 200-level or higher 5
Select one of the following: 1
LING 301  Introduction to Linguistics
WLG 301B  Approaches to World Cultural Studies
Two courses in secondary language (100-level included) 2
Two Electives (in primary language upper division, or any course in secondary or third language) 2
WLG 499  Senior Research in Translation 1
Recommended companion classes for Translator Concentration:
Any extra L course in their respective language
ENGL 240A  Reading Non-Fiction
ENGL 241A  Reading Narrative
ENGL 247A  Global Literature
ENGL 331  Literature, Culture, and Society
ENGL 343D2  Feeling Global
ENGL 373  Studies in Global Literature

General Electives 12
Total Credits 32

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- Human Diversity (any D course)
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**Total Units**

9

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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. 427)
- Asian Studies (p. 430)
- Data Analytics (p. 431)
- Gender Studies (p. 432)
- Journalism (p. 434)
- Latin American Studies (p. 435)
- Public Health Studies (p. 397)

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-intensive 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-intensive 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-intensive 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 343D. Soul Food Throughout the African Diaspora. 1 Unit.
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 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-intensive course.

AFST 385. Independent Study. 0.5 or 1 Units.

AFST 390. Special Topics in Africana Studies. 1 Unit.

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. Pre-requisites: 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.

AFST 485. Independent Study. 0.5 or 1 Units.
AFST 490. Special Topics in Africana Studies. 1 Unit.

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.

GEND 100D. Studies in Gender, Race, Class, and Sexuality. 1 Unit.
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 200D. Global Persp on Women & Gender. 1 Unit.
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.

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 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, 60 (0.5 unit) or 120 (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 GS minor. Internships may not constitute more than one unit toward the minor.

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 100D and junior standing, or permission of instructor. Offered every fall.

GEND 485. Independent Study. 0.5 or 1 Units.
GEND 490. Special Topics in Gender Studies. 1 Unit.

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.
JOUR 190. Special Topics in Journalism. 1 Unit.

JOUR 230. Journalism Methods and Practices. 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 240. Issues, Ideas and Trends in Journalism. 1 Unit.
An exploration of what’s happening now in journalism and media. May be repeated for credit with different content.

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.

JOUR 290. Special Topics in Journalism. 1 Unit.
Intensive study of selected topics related to the journalism field.

JOUR 330. Journalism Methods and Practices. 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 340. Issues, Ideas and Trends in Journalism. 1 Unit.
An exploration of what’s happening now in journalism and media. May be repeated for credit with different content.

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.

JOUR 390. Special Topics in Journalism. 1 Unit.
Intensive study of selected topics related to the journalism field.

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. Typically, full unit internships require approximately 10 hours per week during 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 director, 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.

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.

JOUR 485. Independent Study. 0.5 or 1 Units.

JOUR 490. Special Topics in Journalism. 1 Unit.

LAMS 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.

LAMS 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.

LAMS 190. Special Topics in Latin American Studies. 1 Unit.

LAMS 2008. The Latino Spirit: Cultural Expressions of a Diverse World. 1 to 1.5 Unit.
An introduction to the varied art, music, dance, theatre, and written literature of Latin America including both popular and “high” culture.

LAMS 2015. Latin American Revolutions and Resurrections. 1 Unit.
An examination of topics such as social change, economic development, conservation problems and political systems.

LAMS 285. Independent Study. 0.5 or 1 Units.

LAMS 290. Special Topics in Latin American Studies. 1 Unit.

LAMS 301B. Mayan Culture. 1 Unit.
A multidisciplinary course that explores the world of the Maya, from its prehistoric origins through its fluorescence 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.
LAMS 385. Independent Study. 0.5 or 1 Units.

LAMS 390. Special Topics in Latin American Studies. 1 Unit.

LAMS 397. Internship in Latin American 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.

LAMS 485. Independent Study. 0.5 or 1 Units.

LAMS 490. Special Topics in Latin American Studies. 1 Unit.

PUBH 240W. Introduction to Public Health. 1 Unit.
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.

PUBH 300. Foundations of Health Policy. 1 Unit.
This course covers U.S. healthcare system organizational structures, including the Affordable Care Act. Healthcare delivery, management, and financing are introduced, comparing health systems globally, assessing their differences and the 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. Offered once per year.

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 introductory toxicology and adverse health effects to which a diversity of populations is exposed. Students discuss case studies, current environmental health issues, and related scholarly publications, including environmental justice and policy. Offered once per year.

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.

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.

PUBH 325. Epidemiology. 1 Unit.
Epidemiology is the study of the causes and spread of diseases in populations. The methodologies utilized by epidemiologists gather evidence to determine not only the treatment and management of diseases, but also public health policy and funding for research. The principles and techniques of epidemiology incorporate statistical and mathematical constructs to determine the probability and outcomes of disease by answering the who, why, how, when, and where questions associated with a specific disease state or event. Prerequisite: IHSC 308Q, MATH 125Q, BIOL 243Q, PSYC 321Q, IHSC 308Q or other approved statistics course.

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. Prerequisite: Permission of instructor.

PUBH 376. Health Coach Practicum I. 0.5 Units.
This practicum is expected of students with successful completion of IHSC 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 IHSC 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. 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 IHSC 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. Prerequisite: IHSC 376 and permission of instructor.

PUBH 390. Special Topics in Public Health. 1 Unit.

PUBH 395. Teaching Apprenticeship. 0.5 Units.

PUBH 490. Special Topics in Public Health. 1 Unit.
**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.

**Minors**

**Minor in Africana Studies - 5 Units**

**Minor Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFST 100S</td>
<td>Introduction to Africana Studies</td>
</tr>
</tbody>
</table>

**Minor Electives**

Select two AFST courses with an African American perspective:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFST 101H</td>
<td>Black Experience I: Ancient Africa to U.S. Antebellum</td>
</tr>
<tr>
<td>AFST 102H</td>
<td>Black Experience II: U.S. Reconstruction to Present</td>
</tr>
<tr>
<td>AFST 235A</td>
<td>Introduction to African American Film</td>
</tr>
<tr>
<td>AFST 240A</td>
<td>Introduction to Africana Literature</td>
</tr>
<tr>
<td>AFST 290</td>
<td>Special Topics in Africana Studies</td>
</tr>
<tr>
<td>AFST 335</td>
<td>Advanced Studies in African American Film</td>
</tr>
<tr>
<td>AFST 343D</td>
<td>Soul Food Throughout the African Diaspora (Junior Seminar)</td>
</tr>
<tr>
<td>AFST 350A</td>
<td>Advanced Studies in Africana Literature</td>
</tr>
<tr>
<td>AFST 390</td>
<td>Special Topics in Africana Studies</td>
</tr>
<tr>
<td>AMST 301B</td>
<td>American Cultural Traditions (Can be used as an H course)</td>
</tr>
<tr>
<td>AMST 330</td>
<td>The Multicultural United States</td>
</tr>
<tr>
<td>AMST 354B</td>
<td>Southern History and Culture in the United States, 1800-Present</td>
</tr>
<tr>
<td>AMST/HIST 361B</td>
<td>The 1950's and 1960's (Can be used as an H course)</td>
</tr>
<tr>
<td>ANTH 302D</td>
<td>From Voodoo to the Saints: African American Religions (Junior Seminar)</td>
</tr>
<tr>
<td>ENGL 246A</td>
<td>Popular Literature</td>
</tr>
<tr>
<td>ENGL 335</td>
<td>Film Studies</td>
</tr>
<tr>
<td>ENGL 342W</td>
<td>Healing and Wholeness in Contemporary Literature (Junior Seminar)</td>
</tr>
<tr>
<td>ENGL 343D1</td>
<td>Soul Food Across the Color Lines (Junior Seminar)</td>
</tr>
<tr>
<td>ENGL 356</td>
<td>U.S. Literature since 1900</td>
</tr>
<tr>
<td>ENGL 357</td>
<td>Contemporary Literature</td>
</tr>
<tr>
<td>ENGL 365</td>
<td>Author Studies</td>
</tr>
<tr>
<td>ENGL 370</td>
<td>Ethnic American Literature</td>
</tr>
<tr>
<td>ENGL 371</td>
<td>Africana Literature</td>
</tr>
<tr>
<td>ENGL 372</td>
<td>Gender in Literature</td>
</tr>
<tr>
<td>ENGL 374</td>
<td>Popular Culture</td>
</tr>
<tr>
<td>ENGL 470</td>
<td>Ethnic Literature Seminar</td>
</tr>
<tr>
<td>HIST 152H</td>
<td>American History II</td>
</tr>
<tr>
<td>HIST 250D</td>
<td>Immigration, Race and Ethnicity in American History: 1600 to Present</td>
</tr>
<tr>
<td>HIST 251H</td>
<td>African American History</td>
</tr>
<tr>
<td>HIST 252H</td>
<td>Gender in American History, 1800 to Present</td>
</tr>
<tr>
<td>HIST 352H</td>
<td>The American Civil War</td>
</tr>
<tr>
<td>HIST 354B</td>
<td>Southern History and Culture in the United States, 1800-Present</td>
</tr>
<tr>
<td>HIST 359H</td>
<td>The Birth of Modern America, 1890-1940</td>
</tr>
<tr>
<td>HIST 360J</td>
<td>War and Peace in American History</td>
</tr>
<tr>
<td>HIST 362H</td>
<td>American Women's History</td>
</tr>
<tr>
<td>MUSC 196A</td>
<td>Jazz and 20th Century American Music</td>
</tr>
</tbody>
</table>
Select two AFST course units from courses with an Africana Studies perspective:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFST 101H</td>
<td>Black Experience I: Ancient Africa to U.S. Antebellum</td>
</tr>
<tr>
<td>AFST 102H</td>
<td>Black Experience II: U.S. Reconstruction to Present</td>
</tr>
<tr>
<td>AFST 235A</td>
<td>Introduction to African American Film</td>
</tr>
<tr>
<td>AFST 240A</td>
<td>Introduction to Africana Literature</td>
</tr>
<tr>
<td>AFST 290</td>
<td>Special Topics in Africana Studies</td>
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<tr>
<td>AFST 335</td>
<td>Advanced Studies in African American Film</td>
</tr>
<tr>
<td>AFST 343D</td>
<td>Soul Food Throughout the African Diaspora (Junior Seminar)</td>
</tr>
<tr>
<td>AFST 350A</td>
<td>Advanced Studies in Africana Literature</td>
</tr>
<tr>
<td>AFST 390</td>
<td>Special Topics in Africana Studies</td>
</tr>
<tr>
<td>ANTH 201P</td>
<td>Our Human Origins: Introduction to Physical Anthropology</td>
</tr>
<tr>
<td>ANTH 302D</td>
<td>From Voodoo to the Saints: African American Religions (Junior Seminar)</td>
</tr>
<tr>
<td>COMM 314B</td>
<td>Rhetoric, Culture, &amp; Identity</td>
</tr>
<tr>
<td>ECON 141J</td>
<td>Poverty and Microcredit</td>
</tr>
<tr>
<td>ECON 307H</td>
<td>Sub-Saharan African Economic History of Colonialism and its Aftermath</td>
</tr>
<tr>
<td>EDUC 305D</td>
<td>Cultural Diversity Education</td>
</tr>
<tr>
<td>GEND 100D</td>
<td>Studies in Gender, Race, Class, and Sexuality</td>
</tr>
<tr>
<td>HIST 303H</td>
<td>Islamic Civilization to the Crusades</td>
</tr>
<tr>
<td>HIST 306</td>
<td>The Modern Middle East</td>
</tr>
<tr>
<td>HIST 307B</td>
<td>Contemporary Islamic Civilization</td>
</tr>
<tr>
<td>MUSC 197A</td>
<td>History of Popular Music</td>
</tr>
<tr>
<td>POLI 145S</td>
<td>Politics of the Developing World</td>
</tr>
</tbody>
</table>

Other Electives

| Total Credits | 5 |

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.

**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-intensive 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-intensive 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-intensive 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 343D. Soul Food Throughout the African Diaspora. 1 Unit.
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 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-intensive course.

AFST 385. Independent Study. 0.5 or 1 Units.

AFST 390. Special Topics in Africana Studies. 1 Unit.

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. Pre-requisites: 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.

AFST 485. Independent Study. 0.5 or 1 Units.

AFST 490. Special Topics in Africana Studies. 1 Unit.
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.

Minors

Minor in Asian Studies - 4 Units

Minor Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASIA 200S</td>
<td>Introduction to East Asian Studies</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Proficiency in an Asian language equivalent to the 102 level (to be determined by the Asian Studies Program Committee).</td>
<td></td>
</tr>
</tbody>
</table>

Elective Courses

Select three courses from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 270H</td>
<td>The History of Modern China</td>
</tr>
<tr>
<td>HIST 271H</td>
<td>The History of Modern Japan</td>
</tr>
<tr>
<td>HIST 348D</td>
<td>Maritime China and Chinese Migration (Junior Seminar)</td>
</tr>
<tr>
<td>HIST 349H</td>
<td>War and Diplomacy in Modern East Asia</td>
</tr>
<tr>
<td>RELS 252B</td>
<td>Religions of China and Japan</td>
</tr>
<tr>
<td>RELS 334E</td>
<td>Buddhism: The Middle Way</td>
</tr>
<tr>
<td>RELS 336B</td>
<td>Society and the Supernatural in Asia</td>
</tr>
<tr>
<td>SOCI 215R</td>
<td>Population, Society, and Environment</td>
</tr>
<tr>
<td>SOCI 337D</td>
<td>Sociology of Developing Societies</td>
</tr>
<tr>
<td>SOCI 355</td>
<td>Sociology of the City</td>
</tr>
</tbody>
</table>

Total Units: 4

1. It is strongly recommended that this course be completed prior to the senior year.
2. Maximum of two courses from one department.
# Data Analytics

## Minors

### Minor in Data Analytics - 6 Units

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.

## Foundation Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 111Q</td>
<td>Introduction to Computing</td>
</tr>
<tr>
<td>CSCI 141</td>
<td>Introduction to Computer Science I</td>
</tr>
<tr>
<td>CSCI 142</td>
<td>Introduction to Computer Science II</td>
</tr>
<tr>
<td>CSCI 261</td>
<td>Introduction to Scientific Computing</td>
</tr>
<tr>
<td>STAT 301Q</td>
<td>Business Statistics</td>
</tr>
<tr>
<td>MATH 125Q</td>
<td>Introduction to Mathematical and Statistical Modeling</td>
</tr>
<tr>
<td>MATH 372</td>
<td>Mathematical Statistics</td>
</tr>
<tr>
<td>PUBH 308Q</td>
<td>Health and Medical Statistics</td>
</tr>
</tbody>
</table>

Choose one from the following:

## Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSAN 398</td>
<td>Data and Information Technology</td>
</tr>
<tr>
<td>CINF 201</td>
<td>Database Systems</td>
</tr>
<tr>
<td>BSAN 360</td>
<td>Project Management</td>
</tr>
<tr>
<td>BSAN 383</td>
<td>Business Intelligence</td>
</tr>
<tr>
<td>BSAN 461</td>
<td>Business Process Management</td>
</tr>
<tr>
<td>BSAN 465</td>
<td>Predictive Analytics</td>
</tr>
<tr>
<td>BSAN 481</td>
<td>Social Media Analytics</td>
</tr>
<tr>
<td>BSAN 494</td>
<td>Business Analysis</td>
</tr>
<tr>
<td>CINF 401</td>
<td>Big Data Mining and Analytics</td>
</tr>
</tbody>
</table>

Choose two from the following:

One approved course in a relevant domain in Public Health, Economics, Business Systems and Analytics, Computer Science, Mathematics, Chemistry, Sociology, Political Science, or Finance

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

## Total Units

<table>
<thead>
<tr>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
</tr>
</tbody>
</table>

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.

Minors

Minor in Gender Studies - 5 units

<table>
<thead>
<tr>
<th>Core Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEND 100D</td>
<td>Studies in Gender, Race, Class, and Sexuality</td>
<td>1</td>
</tr>
<tr>
<td>GEND 400</td>
<td>Research Seminar</td>
<td>1</td>
</tr>
<tr>
<td>PHIL 309J</td>
<td>Feminist Philosophy</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two gender studies-related courses from two different academic disciplines and approved by the GS Director</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

(may include GEND 300-level courses up to one unit. Two ½ unit courses count as one course unit)

Total Units 5

Courses

GEND 100D. Studies in Gender, Race, Class, and Sexuality. 1 Unit.
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 200D. Global Persp on Women&Gender. 1 Unit.
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.

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 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, 60 (0.5 unit) or 120 (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 GS minor. Internships may not constitute more than one unit toward the minor.

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 100D and junior standing, or permission of instructor. Offered every fall.

GEND 485. Independent Study. 0.5 or 1 Units.

GEND 490. Special Topics in Gender Studies. 1 Unit.
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.

This program is part of the university’s Off-Center for Creative Practice, an academic constellation designed to promote collaboration across all creative disciplines at Stetson.

More information can be found online at http://www.stetson.edu/academics/programs/journalism.php.

Minors

Minor in Journalism - 6 units

Gateway Course
JOUR 100 Fundamentals and Craft of Journalism 1

Ideas Course
Select one of the following courses: 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 230</td>
<td>Journalism Methods and Practices</td>
</tr>
<tr>
<td>JOUR 240</td>
<td>Issues, Ideas and Trends in Journalism</td>
</tr>
<tr>
<td>JOUR 250</td>
<td>Journalism and Society</td>
</tr>
<tr>
<td>JOUR 330</td>
<td>Journalism Methods and Practices</td>
</tr>
<tr>
<td>JOUR 340</td>
<td>Issues, Ideas and Trends in Journalism</td>
</tr>
<tr>
<td>JOUR 350</td>
<td>Journalism and Society</td>
</tr>
<tr>
<td>JOUR 385</td>
<td>Independent Study</td>
</tr>
</tbody>
</table>

Experience Courses
Select two of the following courses: 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIGA 161A</td>
<td>Digital Audio Fundamentals</td>
</tr>
<tr>
<td>DIGA 222</td>
<td>Web Design</td>
</tr>
<tr>
<td>DIGA 251</td>
<td>Digital Video Fundamentals</td>
</tr>
<tr>
<td>COMM 333</td>
<td>Communication and Technology</td>
</tr>
<tr>
<td>ENGL 205</td>
<td>Writing for Media</td>
</tr>
<tr>
<td>ENGL 305</td>
<td>Topics in Literary Journalism</td>
</tr>
<tr>
<td>ENGL 360</td>
<td>Studies in Non-Fiction</td>
</tr>
<tr>
<td>ENCW 311A/411</td>
<td>Non-Fiction Workshop</td>
</tr>
<tr>
<td>JOUR 285</td>
<td>Independent Study</td>
</tr>
<tr>
<td>POLI 225</td>
<td>Political Analysis</td>
</tr>
</tbody>
</table>

Internship
JOUR 397 Internship in Journalism 1

Capstone Course
JOUR 400 Journalism Studio 1

Total Units 6
Latin American Studies

Latin American 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 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.

### Minors

**Minor in Latin American Studies - 4.5 units minimum**

**Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 201L</td>
<td>Language in Cultural Contexts</td>
<td>1</td>
</tr>
</tbody>
</table>

Students must include a total of at least 4 courses from the list below. Courses must be from at least 3 different departments

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENSS 204S</td>
<td>Environmental Geography of Latin America</td>
</tr>
<tr>
<td>ENSS 310R</td>
<td>Cultural and Political Ecology</td>
</tr>
<tr>
<td>ENSS 317D</td>
<td>Global Perspectives of Food Production (Junior Seminar)</td>
</tr>
<tr>
<td>HIST 207H</td>
<td>Latin American History: Ancient and Colonial Empires</td>
</tr>
<tr>
<td>HIST 208H</td>
<td>Latin American History: The Challenges of Modern Nationhood</td>
</tr>
<tr>
<td>HIST 248H</td>
<td>US-Latin American Relations</td>
</tr>
<tr>
<td>LAMS 103</td>
<td>Mentored Field Experience: Preparation</td>
</tr>
<tr>
<td>&amp; LAMS 104</td>
<td>and Mentored Field Experience: Evaluation</td>
</tr>
<tr>
<td>LAMS 200B</td>
<td>The Latino Spirit: Cultural Expressions of a Diverse World</td>
</tr>
<tr>
<td>LAMS 201S</td>
<td>Latin American Revolutions and Resurrections</td>
</tr>
<tr>
<td>LAMS 301B</td>
<td>Mayan Culture</td>
</tr>
<tr>
<td>LAMS 397</td>
<td>Internship in Latin American Studies</td>
</tr>
<tr>
<td>POLI 145S</td>
<td>Politics of the Developing World</td>
</tr>
<tr>
<td>POLI 346</td>
<td>Latin American Politics</td>
</tr>
<tr>
<td>POLI 355R</td>
<td>International Environmental Activism (Junior Seminar)</td>
</tr>
<tr>
<td>POLI 451</td>
<td>Politics of International Trade and Finance</td>
</tr>
<tr>
<td>THEA 372J</td>
<td>Sticking It to the Man: Theatre of Protest (Junior Seminar)</td>
</tr>
<tr>
<td>SOCI 215R</td>
<td>Population, Society, and Environment</td>
</tr>
<tr>
<td>SOCI 337D</td>
<td>Sociology of Developing Societies</td>
</tr>
<tr>
<td>SOCI 355</td>
<td>Sociology of the City</td>
</tr>
<tr>
<td>SPAN 202L</td>
<td>Reading Culture (Poetry, Narrative, Drama)</td>
</tr>
<tr>
<td>SPAN 303L</td>
<td>Business in Hispanic Cultures</td>
</tr>
<tr>
<td>SPAN 306B</td>
<td>Understanding Spanish America (can also be taken as L course)</td>
</tr>
<tr>
<td>SPAN 311L</td>
<td>Spanish-American Cultures Through Literature</td>
</tr>
<tr>
<td>SPAN 397</td>
<td>Internship in Spanish</td>
</tr>
<tr>
<td>SPAN 415L</td>
<td>Spanish American Genre/Period Study</td>
</tr>
</tbody>
</table>

**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.

**Experiential Component**

Students must complete at least one significant experiential component as part of the minor. This can include the Mentored Field Experience course, study abroad in Latin America, internships in the region or with the local Hispanic communities, and other experiential learning programs approved by the LAMS faculty.

Total Units: 4.5-5
Courses

LAMS 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.

LAMS 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.

LAMS 190. Special Topics in Latin American Studies. 1 Unit.

LAMS 200B. The Latino Spirit: Cultural Expressions of a Diverse World. 1 to 1.5 Unit.
An introduction to the varied art, music, dance, theatre, and written literature of Latin American including both popular and “high” culture.

LAMS 201S. Latin American Revolutions and Resurrections. 1 Unit.
An examination of topics such as social change, economic development, conservation problems and political systems.

LAMS 285. Independent Study. 0.5 or 1 Units.

LAMS 290. Special Topics in Latin American Studies. 1 Unit.

LAMS 301B. Mayan Culture. 1 Unit.
A multidisciplinary course that explores the world of the Maya, from its prehistoric origins through its fluorescence 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.

LAMS 385. Independent Study. 0.5 or 1 Units.

LAMS 390. Special Topics in Latin American Studies. 1 Unit.

LAMS 397. Internship in Latin American 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.

LAMS 485. Independent Study. 0.5 or 1 Units.

LAMS 490. Special Topics in Latin American Studies. 1 Unit.
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.

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 in the Business Foundations at the 300-level and higher require Junior standing. Courses taken at another university numbered lower than 300-level may not be transferred in to meet a 300-level requirement.

Students transferring in ENGL 101 and who must meet the University writing requirement may do so with a writing-intensive course in the business curriculum (based on recommendation from the Director of the Writing Program).
Starting Fall 2016, 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 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 ten programs of study. Business majors must complete the core curriculum and the specific requirements of one of the ten 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 course in the major and/or minor. 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 and/or minors. Each of the majors must have a minimum of four unique courses as major requirements and the minors must have a minimum of two unique courses to meet minor requirements.

Majors
Bachelor of Business Administration
The School of Business offers Bachelor of Business Administration degrees in the following areas:

- Accounting (p. 450)
- Business Administration (p. 454)
- Business Systems and Analytics (p. 460)
- Economics (p. 465)
- Family Enterprise (p. 469)
- Finance (p. 474)
- Flex Major (p. 478)
- International Business (p. 482)
- Management (p. 488)
- Marketing (p. 492)
- Sport Business (p. 496)

Minors
The minors available to students in the School of Business include the following:

- Accounting (p. 499)
- Applied Statistics (p. 501)
- Business Administration (p. 503)
- Business Law (p. 505)
- Business Systems and Analytics (p. 506)
- Data Analytics (p. 431)
- Entrepreneurship (p. 509)
- Family Enterprise (p. 511)
- Finance (p. 513)
- International Business (p. 480)
- Management (p. 515)
- Marketing (p. 517)
- Sport Business (p. 519)
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 http://www.stetson.edu/academics/programs/roland-george-investments.php.

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. 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 Nancy Kernan at (386) 822-7394.

More information can be found online at 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 may be used to count toward the Writing requirement.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSEM 100</td>
<td>First Year Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

**Quantitative Reasoning**

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 122Q</td>
<td>Calculus for Business Decisions</td>
<td>1</td>
</tr>
<tr>
<td>MATH 131Q</td>
<td>Calculus I with Review Part 2</td>
<td></td>
</tr>
<tr>
<td>MATH 141Q</td>
<td>Calculus I with Analytic Geometry</td>
<td></td>
</tr>
</tbody>
</table>

**Knowledge of Human Cultures and the Natural World**

- Foreign Language at 102 level
- Historical Inquiry (any H course)
- Physical and Natural World (any P course)

Select courses in 2 of the following 4 areas:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Arts (includes A, MUSC, MUSA or MUSE courses) 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Culture and Belief (any B course)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individuals, Societies, and Social Systems (any S course)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quantitative Reasoning (any Q course, except ECON 102Q or MATH 125Q or STAT 301Q or MATH 131Q or MATH 141Q)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Personal and Social Responsibility and Junior Seminar**

Select one Junior Seminar from the areas below:

- Environmental Responsibility (any R/JS course)
- Ethical or Spiritual Inquiry (any E/JS course)
- Health and Wellness (any W/JS course)
- Human Diversity (any D/JS course)
- Social Justice (any J/JS course)

Total Units: 9

1 Course(s) must equal four credits or 1 unit.

**Foundations**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOBA 100</td>
<td>Transitions I: Self Ownership and Direction</td>
<td>0.5</td>
</tr>
<tr>
<td>ECON 103S</td>
<td>Essentials of Economics I</td>
<td>1</td>
</tr>
<tr>
<td>BSAN 111</td>
<td>Introduction to Business Analytics</td>
<td>1</td>
</tr>
<tr>
<td>SOBA 205</td>
<td>Professional Communications</td>
<td>1</td>
</tr>
<tr>
<td>BSAN 250</td>
<td>Management Information Systems</td>
<td>1</td>
</tr>
<tr>
<td>STAT 301Q</td>
<td>Business Statistics</td>
<td>1</td>
</tr>
<tr>
<td>ACCT 211</td>
<td>Introduction to Financial Accounting</td>
<td>1</td>
</tr>
<tr>
<td>ACCT 212</td>
<td>Introduction to Management Accounting</td>
<td>1</td>
</tr>
<tr>
<td>INTL 201</td>
<td>International Business and Culture (or equivalent) 2</td>
<td>1</td>
</tr>
<tr>
<td>FINA 311</td>
<td>Business Finance</td>
<td>1</td>
</tr>
<tr>
<td>MKTG 315</td>
<td>The Marketplace and Consumers</td>
<td>1</td>
</tr>
<tr>
<td>MGMT 305</td>
<td>Human Relations, Leadership and Teamwork</td>
<td>1</td>
</tr>
</tbody>
</table>
MGMT 495  Strategic Management

Total Units  12.5

1. Must be taken during the freshman year of study
2. The International Business and Culture requirement may be satisfied with INTL 201 or any other internationally-focused business course. Note that a single course may not count for both the Common Body of Knowledge requirement and a course requirement within a major.

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.

Technology Proficiency Requirements

All students in the School of Business Administration are required to demonstrate technical proficiency in four MS-Office applications. This requirement is broken down into two separate components. The First Component is proficiency in MS-Word and MS-PowerPoint (BSAN 100). Students may demonstrate proficiency in this area only by passing an exemption examination that covers both applications. Examinations are scheduled periodically throughout the academic year.

The Second Component is proficiency in MS-Excel and MS-Access. Students may demonstrate proficiency in this area in two ways. Enrolling in BSAN 101 or passing an exemption examination that covers both applications. Examinations are scheduled periodically throughout the academic year.

Faculty

Amiri, Shahram
Associate Professor of Information Systems, 1996
Chair of Decision and Information Sciences, 2013
B.S., M.S., Old Dominion University
Ed.D., College of William and Mary

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

Augustine, Fred K., Jr.
Professor of Decision and Information Sciences, 1986
B.A., M.B.A., Ph.D., The Florida State University

Bakamitsos, Georgios
Associate Professor of Marketing, 2013
Associate Dean of Graduate Business Programs, 2013
B.S., American College of Greece
Ph.D., Northwestern University

Barbera, Francesco
Assistant Professor of Management, Entrepreneurship and Family Enterprise, 2013
Director of Family Enterprise Center, 2014
B.A., M.A., Ph.D., Bond University

Batista, Tara
Visiting Instructor of Management, Entrepreneurship and Family Enterprise, 2014
B.A., Stetson University
M.S., University of Oxford
Ph.D., Columbia University

Begalla, J. Peter
Visiting Lecturer of Family Enterprise, 2014
B.S., Guilford College
M.S., Stetson 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.

Brenner, Vincent C.
The David M. Beights Professor of Accounting, 1998
B.S., Mount Saint Mary’s College
M.B.A., Ph.D., Pennsylvania State University
C.P.A.

Carrick, Jon
Assistant 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
B.S., University of Illinois
M.B.A., Houston Baptist University
Ph.D., University of Houston
C.P.A.

Copeland, Richard Wyatt
Associate Professor of Business Law and Tax, 1976
B.S., Mississippi College
J.D., University of Florida
LL.M., Tax, University of Miami

Cox, Tod
Assistant Professor of Marketing, 2014
B.S., M.S., Texas A&M University
M.S., University of Houston
M.B.A., M.A., Ph.D., Rice University

DeMoss, Michelle A.
Professor of Marketing, 1990
Dennis C. McNamara, Sr. Chair of Marketing, 2010
B.S., Ph.D., University of Florida

Dykes, Mitzi
Instructor of Management, 2014
B.A., M.A., Stetson University
C.P.C.U., A.R.M.

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

Goldring, Deborah
Assistant Professor of Marketing, 2012
B.A., University of Pennsylvania
M.S., University of Miami
M.B.A., Villanova University
Ph.D., Florida Atlantic University

Goss, Benjamin
Associate Professor and Director of Sport Business Program, 2013
B.S., Louisiana Tech University
Ed.D., The University of Southern Mississippi

Holloway, Bonnie
Visiting Lecturer of Accounting, 2013
B.S., M.B.A., Stetson University
C.P.A.

Hurst, Matt
Assistant Professor of Finance, 2012
B.A., University of North Carolina
Ph.D., University of Central Florida

Jeancola, Monica
Assistant Professor in Accounting, 1997
B.B.A., M.B.A., Stetson University
Ph.D., University of Florida
C.P.A.

Jones, Scott
Associate Professor and Chair of Marketing, 2009
B.S. (Finance), B.S. (Marketing), The Florida State University
M.B.A., University of Tampa
Ph.D., University of Oregon

Ma, K. C.
Visiting Professor of Applied Investments, 1998, 2001
Director, George Investments Institute, 2011
B.S., National Chiao Tung University
M.B.A., Ph.D., University of Illinois
C.F.A.

Mallett, James E.
Professor of Finance, 1984
Director, Summer Innsbruck Program
B.A., West Virginia Wesleyan College
Ph.D., Wayne State University

McCann, Gregory K.
Professor of Business Law, 1990
B.A., Stetson University
J.D., University of South Florida

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

Mueller, Carolyn
Professor of International Business, 1999
B.S.B.A., M.B.A., University of Akron
Ph.D., University of South Carolina

Nicholson, Carolyn Y.
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

Oliphant, Gary
Associate Professor of Management, 1995
B.A., California State College
M.Ed., California University of Pennsylvania
Ph.D., Florida State University

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
Associate Dean of Undergraduate Business Programs, 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
Assistant Professor of Accounting, 2011
B.B.A., University of Cincinnati
M.Acc., M.S., Ph.D., Florida International University

Stryker, Judson P.
Professor of Accounting, 1976
Eugene M. Lynn Chair, 1993
B.S.B.A., University of Florida
M.B.A., Stetson University
D.B.A., Mississippi State University
C.P.A.

Thorne, Betty
Professor of Decision and Information Sciences, 1980
Director of Undergraduate Business Student Success
B.S., Geneva College
M.A., Ph.D., Indiana University

Tichenor, John M.
Associate Professor and Interim Chair of Management, Entrepreneurship and Family Enterprise
B.A., M.A., Baylor University
Ph.D., The Florida State University

Tobler, Chris
Associate Professor and Chair of Finance, 2007
B.A., Boston College
M.A., M.B.A., Ph.D., University of Arkansas
LL.M., The Judge Advocate General’s School

West, Jessica
Assistant Professor of Finance, 2014
B.A., B.S., M.S., Ph.D., Florida State University

Wilson, Matthew
Associate Professor of Sport Business, 2008
B.S., M.Ed., Georgia Southern University
Ed.D., University of Georgia

Woodside, Joseph
Assistant Professor of Decision and Information Science, 2013
B.S., M.B.A., D.B.A.-IS, Cleveland State University
Accounting

This program helps prepare students for careers in public accounting, government, IT consulting, and business. Students may opt for either a traditional accounting curriculum or a technology-focused curriculum, depending on the selection of major elective courses. 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 will facilitate the development of our students as successful accounting professionals. The focus of the Institute’s educational program is excellence in teaching in a rigorous yet supportive learning environment.

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 a business law minor 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.

Majors

Accounting Majors

- Bachelor of Business Administration in Accounting (p. 450)

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.

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>ACCT 303</td>
<td>Financial Accounting I</td>
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<tr>
<td>ACCT 304</td>
<td>Financial Accounting II</td>
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</table>

Select two of the following:
A student considering a minor in accounting should check with his or her faculty advisor as early as possible as to applicability of Accounting Minor courses to elective credit.

**Advising Course Plans**

**Advising Course Plan - Accounting Major**

### First Year

**Fall**
- FSEM 100: First Year Seminar (Units: 1)
- ECON 103S: Essentials of Economics I (Units: 1)
- Writing Enhanced course requirement (Units: 1)
- BSAN 101: Information Technology II (if needed) (Units: 0.5)
- SOBA 100: Transitions I: Self Ownership and Direction (Units: 0.5)

**Term Units**: 4

**Spring**
- General Education Language 102L-level\(^1\) (Units: 1)
- MATH 122Q: Calculus for Business Decisions (Units: 1)
- General Education "H" requirement (Units: 1)
- General Education requirement (Units: 1)

**Term Units**: 4

### Second Year

**Fall**
- ACCT 211\(^2\): Introduction to Financial Accounting (Units: 1)
- General Education "P" requirement (Units: 1)
- SOBA 209E: The Legal, Social and Ethical Environment of Business (Units: 1)
- SOBA 205: Professional Communications (Units: 1)
- STAT 201: Introduction to Business Statistics (Units: 0.5)

**Term Units**: 4.5

**Spring**
- ACCT 212: Introduction to Management Accounting (Units: 1)
- INTL 201: International Business and Culture (Units: 1)
- BSAN 250: Management Information Systems (Units: 1)
- General Education requirement (Units: 1)

**Term Units**: 4

### Third Year

**Fall**
- ACCT 303\(^3\): Financial Accounting I (Units: 1)
- ACCT 301\(^3\): Federal Taxation of Individuals (Units: 1)
- ACCT 300\(^3\): Accounting Colloquium (Units: 0.0)
- STAT 301Q: Business Statistics (Units: 1)
- MGMT 305: Human Relations, Leadership and Teamwork (Units: 1)

**Term Units**: 4

**Spring**
- ACCT 304\(^4\): Financial Accounting II (Units: 1)
- ACCT 421\(^4\): Managerial Cost Accounting (Units: 1)
- Junior Seminar (Units: 1)
- FINA 311: Business Finance (Units: 1)

**Term Units**: 4

### Fourth Year

**Fall**
- BSAN 398: Data and Information Technology (Units: 1)
- ACCT 410\(^4\): Information Systems Security and Control (Units: 1)
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, 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.

Courses

ACCT 190. Special Topics in Accounting. 1 Unit.

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 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.

ACCT 301. Federal Taxation of Individuals. 1 Unit.
A study of the tax laws applicable to individuals and business owners. Prerequisite: ACCT 211.

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 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 385. Independent Study. 0.5 or 1 Units.

ACCT 390. Special Topics in Accounting. 1 Unit.

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: Accounting major; junior standing; and permission of instructor and accounting department chair.

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 303.

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. Information Systems Security and Control. 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 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: FINA 311.

ACCT 485. Independent Study. 0.5 or 1 Units.
Content to be determined by instructor.

ACCT 490. Special Topics in Accounting. 1 Unit.
Bachelor of Business Administration in Accounting

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 may be used to count toward the Writing requirement.

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<thead>
<tr>
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<td>Foundations</td>
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<tr>
<td>FSEM 100</td>
<td>First Year Seminar</td>
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<td>Quantitative Reasoning</td>
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<tr>
<td>Select one of the following:</td>
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<tr>
<td>MATH 122Q</td>
<td>Calculus for Business Decisions</td>
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<tr>
<td>MATH 131Q</td>
<td>Calculus I with Review Part 2</td>
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<tr>
<td>MATH 141Q</td>
<td>Calculus I with Analytic Geometry</td>
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<tr>
<td>Knowledge of Human Cultures and the Natural World</td>
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<tr>
<td>Foreign Language at 102 level</td>
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<tr>
<td>Historical Inquiry (any H course)</td>
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<tr>
<td>Physical and Natural World (any P course)</td>
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<tr>
<td>Select courses in 2 of the following 4 areas:</td>
<td></td>
<td>2</td>
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<tr>
<td>Creative Arts (includes A, MUSC, MUSA or MUSE courses)</td>
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</table>
Culture and Belief (any B course)
Individuals, Societies, and Social Systems (any S course)
Quantitative Reasoning (any Q course, except ECON 102Q or MATH 125Q or STAT 301Q or MATH 131Q or MATH 141Q)

Personal and Social Responsibility and Junior Seminar
SOBA 209E The Legal, Social and Ethical Environment of Business 1
Select one Junior Seminar from the areas below: 1
  Environmental Responsibility (any R/JS course)
  Ethical or Spiritual Inquiry (any E/JS course)
  Health and Wellness (any W/JS course)
  Human Diversity (any D/JS course)
  Social Justice (any J/JS course)

Total Units 9

Course(s) must equal four credits or 1 unit.

Foundation Requirements

<table>
<thead>
<tr>
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<tr>
<td>SOBA 100</td>
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<tr>
<td>ECON 103S</td>
<td>Essentials of Economics I</td>
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<td>BSAN 111</td>
<td>Introduction to Business Analytics</td>
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<td>SOBA 205</td>
<td>Professional Communications</td>
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<td>STAT 301Q</td>
<td>Business Statistics</td>
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<td>ACCT 211</td>
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<td>Introduction to Management Accounting</td>
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<tr>
<td>INTL 201</td>
<td>International Business and Culture (or equivalent) 2</td>
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<tr>
<td>FINA 311</td>
<td>Business Finance</td>
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<tr>
<td>MKTG 315</td>
<td>The Marketplace and Consumers</td>
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<tr>
<td>MGMT 305</td>
<td>Human Relations, Leadership and Teamwork</td>
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<tr>
<td>MGMT 495</td>
<td>Strategic Management</td>
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</tbody>
</table>

Total Units 12.5

1 Must be taken during the freshman year of study
2 The International Business and Culture requirement may be satisfied with INTL 201 or any other internationally-focused business course. Note that a single course may not count for both the Common Body of Knowledge requirement and a course requirement within a major.

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.

Technology Proficiency Requirements
All students in the School of Business Administration are required to demonstrate technical proficiency in four MS-Office applications. This requirement is broken down into two separate components. The First Component is proficiency in MS-Word and MS-PowerPoint (BSAN 100). Students may demonstrate proficiency in this area only by passing an exemption examination that covers both applications. Examinations are scheduled periodically throughout the academic year.

The Second Component is proficiency in MS-Excel and MS-Access. Students may demonstrate proficiency in this area in two ways. Enrolling in BSAN 101 or passing an exemption examination that covers both applications. Examinations are scheduled periodically throughout the academic year.
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.

Majors

Major in Business Administration

• Bachelor of Business Administration in Business Administration (p. 454)

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.

More information can be found online at http://www.stetson.edu/academics/programs/business-administration.php

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<td>MKTG 315</td>
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</tr>
<tr>
<td></td>
<td>Total Units</td>
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</tbody>
</table>

Courses

SOBA 100. Transitions I: Self Ownership and Direction. 0.5 Units.
This course will focus on the transition into a course of study in a major within the School of Business Administration. Students will complete exercises that help them to develop ownership of their academic plan in their major as well as a career path. Emphasis will be placed on the development of transferable skills which will apply across choice of major. Must be taken during the freshman year of study.

SOBA 205. 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-intensive course.

SOBA 209E. The Legal, Social and Ethical Environment of Business. 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 341. Taxation & 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 212.

SOBA 360J. Social Justice and the Bottom Line. 1 Unit.
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 394J. The Struggles of Apartheid and Social Justice - South Africa. 1 Unit.
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. Specific course requirements and course deliverables will be determined by the sponsoring department and/or faculty member. Prerequisites: sophomore standing, documented faculty sponsor, permission of department chair.

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, FINA 311, MGMT 305, BSAN 250, STAT 301Q, a minimum overall GPA of 3.0, and permission of instructor.
Bachelor of Business Administration in Business Administration

General Education Requirements

School of Business General Education Requirements 9
School of Business Foundation Requirements 12.5

Required Courses

6 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 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.

General Electives 1

In or outside the School of Business.
No more than 1 unit may be an internship or international travel experience course. No more than 1 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 may be used to count toward the Writing requirement.

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<td>Calculus I with Review Part 2</td>
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<tr>
<td>MATH 141Q</td>
<td>Calculus I with Analytic Geometry</td>
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</table>

Total Units 32

Course(s) must equal four credits or 1 unit.
## Foundation Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>SOBA 100</td>
<td>Transitions I: Self Ownership and Direction</td>
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<tr>
<td>ECON 103S</td>
<td>Essentials of Economics I</td>
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<tr>
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<tr>
<td>INTL 201</td>
<td>International Business and Culture (or equivalent)(^2)</td>
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<td>Business Finance</td>
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</tr>
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**Total Units**: 12.5

1. Must be taken during the freshman year of study
2. The International Business and Culture requirement may be satisfied with INTL 201 or any other internationally-focused business course. Note that a single course may not count for both the Common Body of Knowledge requirement and a course requirement within a major.

## 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.

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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-analysis.php.

Majors

Major in Business Systems and Analytics

- Bachelor of Business Administration in Business Systems and Analytics (p. 460)

Minors

Minor in Business Systems Analytics - 4 Units

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-analysis.php

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**Title**

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<tr>
<td>BSAN 250</td>
<td>Management Information Systems</td>
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<td></td>
<td><strong>Elective Courses</strong></td>
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<tr>
<td>Select three of the following:</td>
<td></td>
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<tr>
<td>BSAN 300</td>
<td>Applied Business Programming</td>
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<tr>
<td>BSAN 351</td>
<td>Technology Globalization and Social Justice</td>
<td></td>
</tr>
<tr>
<td>BSAN 360</td>
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<td>BSAN 370</td>
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</tr>
<tr>
<td>BSAN 382</td>
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<tr>
<td>BSAN 388</td>
<td>Business Intelligence</td>
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<tr>
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<td>Communications Networks</td>
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<tr>
<td>BSAN 481</td>
<td>Social Media Analytics</td>
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<tr>
<td>BSAN 488</td>
<td>Applications Development for E-Business</td>
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<tr>
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<td>Health Informatics</td>
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<tr>
<td>BSAN 494</td>
<td>Business Analysis</td>
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</tr>
</tbody>
</table>

**Total Units**

1 Students must satisfy the Information Technology Proficiency requirement as a prerequisite for all BSAN courses.

2 Repeatable course.

Courses

**BSAN 100. Information Technology I. 0.0 Units.**

**BSAN 101. Information Technology II. 0.5 Units.**

This is a tools course which covers how to best use application software (spreadsheets and database management systems) for data analysis and information management. Design is heavily stressed so that these analytical tools can be used to create spreadsheets and databases that easily grow and adapt for today’s global, changing environments.
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: satisfaction of the Information Technology Proficiency Requirement.

BSAN 285. Independent Study. 0.5 or 1 Units.

BSAN 290. Special Topics in Business Systems and Analytics. 1 Unit.

BSAN 300. Applied Business Programming. 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: satisfaction of the Information Technology Proficiency Requirement or permission of instructor.

BSAN 340. Internship. 1 Unit.
Students are expected to complete an internship of varying time length with an external strategic alliance partner. Emphasis is on a relevant learning environment and acquisition of appropriate career skills at a suitable level of authority and responsibility. Prerequisite: permission of the Instructor.

BSAN 351. Technology Globalization and Social Justice. 1 Unit.
This course is intended to enable students to understand and to respond to the legal and ethical issues that arise from the use 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. Prerequisite: junior standing.

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.

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.

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 permission of instructor.

BSAN 383. Business Intelligence. 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.

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.

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.

BSAN 398. Data and Information Technology. 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.
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 and the role they play in changing organizations. Prerequisite: BSAN 250.

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: BSAN 250 and BSAN 300.

BSAN 490. Special Topics in Business Systems and Analytics. 1 Unit.

BSAN 493. Health Informatics. 1 Unit.
This course is designed to provide a health informatics overview in major sections of healthcare information systems, healthcare information systems administration, healthcare business intelligence and analytics, and healthcare future trends. Health informatics combines healthcare and business intelligence and analytics for decision making aimed at reducing costs and providing quality through use of information systems technology. Prerequisite: BSAN 250 or permission of instructor.

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 250.

BSAN 501. Current Topics in Information Technology. 2 or 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 507. Managerial Decision Analysis. 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 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 and 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.
Bachelor of Business Administration in Business Systems and Analytics

General Education Requirements
School of Business General Education Requirements 9
School of Business Foundation Requirements 12.5

Required Courses
<table>
<thead>
<tr>
<th>Code</th>
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</tbody>
</table>

General Electives 1
4.5

Total Units 32

1 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 may be used to count toward the Writing requirement.

Code  Title  Units
Foundations
FSEM 100  First Year Seminar 1

Quantitative Reasoning
Select one of the following: 1

<table>
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<tbody>
<tr>
<td>MATH 122Q</td>
<td>Calculus for Business Decisions</td>
</tr>
<tr>
<td>MATH 131Q</td>
<td>Calculus I with Review Part 2</td>
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Knowledge of Human Cultures and the Natural World

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<tr>
<th>Code</th>
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<tbody>
<tr>
<td></td>
<td>Foreign Language at 102 level</td>
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<tr>
<td></td>
<td>Historical Inquiry (any H course)</td>
</tr>
<tr>
<td></td>
<td>Physical and Natural World (any P course)</td>
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Select courses in 2 of the following 4 areas: 2

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td></td>
<td>Creative Arts (includes A, MUSC, MUSA or MUSE courses)</td>
</tr>
<tr>
<td></td>
<td>Culture and Belief (any B course)</td>
</tr>
<tr>
<td></td>
<td>Individuals, Societies, and Social Systems (any S course)</td>
</tr>
<tr>
<td></td>
<td>Quantitative Reasoning (any Q course, except ECON 102Q or MATH 125Q or STAT 301Q or MATH 131Q or MATH 141Q)</td>
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Personal and Social Responsibility and Junior Seminar

<table>
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<tbody>
<tr>
<td>SOBA 209E</td>
<td>The Legal, Social and Ethical Environment of Business</td>
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Select one Junior Seminar from the areas below: 1

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<tr>
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<td>Environmental Responsibility (any R/JS course)</td>
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<td></td>
<td>Ethical or Spiritual Inquiry (any E/JS course)</td>
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<tr>
<td></td>
<td>Health and Wellness (any W/JS course)</td>
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<td></td>
<td>Human Diversity (any D/JS course)</td>
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<td>Social Justice (any J/JS course)</td>
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Total Units 9
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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.

Majors

Major in Economics

- Bachelor of Business Administration in Economics (p. 465)

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.

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.

ECON 113S. Essentials 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 141J. Poverty and Microcredit. 1 Unit.
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 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 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 113S. 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 113S. 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. 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-Sahara 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 325R. Energy, Environment, Economics. 1 Unit.
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 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 141J.

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 347J. Local Economic Development. 1 Unit.
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 351R. Environment, Ethics and Religion. 1 Unit.
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 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 ECON 113S and one of the following: MATH 125Q, STAT 301Q, BIOL 243Q, PSYC 321Q, POLI 225. Co-requisite: ECON 380 or ECON 480.

ECON 379J. Economic Development and Human Progress. 1 Unit.
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 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.
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.
Bachelor of Business Administration in Economics

General Education Requirements

School of Business General Education Requirements 9
School of Business Foundation Requirements 12.5

Required Courses

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>ECON 300</td>
<td>Intermediate Microeconomics</td>
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<td>ECON 301</td>
<td>Intermediate Macroeconomics</td>
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<td>FINA 303</td>
<td>Money &amp; Financial Institutions</td>
<td>1</td>
</tr>
<tr>
<td>FINA 412</td>
<td>Multinational Finance</td>
<td>1</td>
</tr>
</tbody>
</table>

Elective Courses in the Major

Select two Finance or Economics electives, one of which must be in Economics and one at the 400 level 2

General Electives 1

Total Units 32

1 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 may be used to count toward the Writing requirement.

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<tr>
<td>FSEM 100</td>
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Quantitative Reasoning

Select one of the following: 1

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<td>Calculus I with Review Part 2</td>
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</tr>
<tr>
<td>MATH 141Q</td>
<td>Calculus I with Analytic Geometry</td>
<td></td>
</tr>
</tbody>
</table>

Knowledge of Human Cultures and the Natural World

Foreign Language at 102 level 1
Historical Inquiry (any H course) 1
Physical and Natural World (any P course) 1
Select courses in 2 of the following 4 areas: 2

Creative Arts (includes A, MUSC, MUSA or MUSE courses) 1
Culture and Belief (any B course)
Individuals, Societies, and Social Systems (any S course)
Quantitative Reasoning (any Q course, except ECON 102Q or MATH 125Q or STAT 301Q or MATH 131Q or MATH 141Q)

Personal and Social Responsibility and Junior Seminar

SOBA 209E | The Legal, Social and Ethical Environment of Business | 1

Select one Junior Seminar from the areas below: 1

Environmental Responsibility (any R/JS course)
Ethical or Spiritual Inquiry (any E/JS course)
Health and Wellness (any W/JS course)
Human Diversity (any D/JS course)
Social Justice (any J/JS course)

Total Units 9

1 Course(s) must equal four credits or 1 unit.
Foundation Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tr>
<td>SOBA 100</td>
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<td>ECON 103S</td>
<td>Essentials of Economics I</td>
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<td>BSAN 111</td>
<td>Introduction to Business Analytics</td>
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<tr>
<td>SOBA 205</td>
<td>Professional Communications</td>
<td>1</td>
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<tr>
<td>BSAN 250</td>
<td>Management Information Systems</td>
<td>1</td>
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<tr>
<td>STAT 301Q</td>
<td>Business Statistics</td>
<td>1</td>
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<tr>
<td>ACCT 211</td>
<td>Introduction to Financial Accounting</td>
<td>1</td>
</tr>
<tr>
<td>ACCT 212</td>
<td>Introduction to Management Accounting</td>
<td>1</td>
</tr>
<tr>
<td>INTL 201</td>
<td>International Business and Culture (or equivalent) ²</td>
<td>1</td>
</tr>
<tr>
<td>FINA 311</td>
<td>Business Finance</td>
<td>1</td>
</tr>
<tr>
<td>MKTG 315</td>
<td>The Marketplace and Consumers</td>
<td>1</td>
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<td>MGMT 305</td>
<td>Human Relations, Leadership and Teamwork</td>
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</tr>
<tr>
<td>MGMT 495</td>
<td>Strategic Management</td>
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</tbody>
</table>

Total Units 12.5

¹ Must be taken during the freshman year of study
² The International Business and Culture requirement may be satisfied with INTL 201 or any other internationally-focused business course. Note that a single course may not count for both the Common Body of Knowledge requirement and a course requirement within a major.

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.

Technology Proficiency Requirements

All students in the School of Business Administration are required to demonstrate technical proficiency in four MS-Office applications. This requirement is broken down into two separate components. The First Component is proficiency in MS-Word and MS-PowerPoint (BSAN 100). Students may demonstrate proficiency in this area only by passing an exemption examination that covers both applications. Examinations are scheduled periodically throughout the academic year.

The Second Component is proficiency in MS-Excel and MS-Access. Students may demonstrate proficiency in this area in two ways. Enrolling in BSAN 101 or passing an exemption examination that covers both applications. Examinations are scheduled periodically throughout the academic year.
Family Enterprise

The Family Enterprise 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.

Majors

Major in Family Enterprise

- Bachelor of Business Administration in Family Enterprise (p. 469)

Minors

Minor in Family Enterprise - 4 Units

The School of Business Administration offers a Family Enterprise 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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tr>
<td>Required Courses</td>
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</tr>
<tr>
<td>FENT 235</td>
<td>Personal, Professional and Leadership Development</td>
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</tr>
<tr>
<td>FENT 455</td>
<td>Family Enterprise: Capstone</td>
<td>1</td>
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<tr>
<td>Elective Courses</td>
<td>2</td>
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<tr>
<td>Select two of the following:</td>
<td></td>
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<tr>
<td>FENT 350</td>
<td>Managerial Issues in Family Enterprise</td>
<td></td>
</tr>
<tr>
<td>FENT 355</td>
<td>Family Enterprise Ownership: Emphasis on Legal, Estate and Asset Protection Issues</td>
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<tr>
<td>FENT 397</td>
<td>Family Enterprise Internship</td>
<td></td>
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<tr>
<td>Total Units</td>
<td>4</td>
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</tbody>
</table>

1. Students must intern with a family-owned enterprise (besides their own), or with a firm that consults specifically to family-owned enterprises.

Courses

FENT 190. Special Topics in Family Enterprise. 1 Unit.

FENT 235. Personal, Professional and Leadership Development. 1 Unit.

This course not only introduces the basic concepts of family enterprise, but also helps students apply what they have learned to a family’s enterprise. A major component of this course is students assessing their skills, interests, and career options in family enterprises. Not only will students create a personal development plan, but they will also take part in a weekly one-hour peer discussion group facilitated by an expert in family systems.
FENT 285. Independent Study. 0.5 or 1 Units.

FENT 290. Special Topics in Family Enterprise. 1 Unit.

FENT 350. Managerial Issues in Family Enterprise. 1 Unit.
This course addresses how the family involvement creates strategic challenges and opportunities. It will feature case studies, experiential exercises, guest speakers, and focuses on leadership, culture, staffing, strategy, and sustainability issues unique to Family Enterprise. Prerequisite: FENT 235 or Director approval.

FENT 355. Family Enterprise Ownership: Emphasis on Legal, Estate and Asset Protection Issues. 1 Unit.
This course will enable students to evaluate issues that might have particular relevance in their family enterprise. The course examines ownership and governance aspects of a family enterprise. Specific topic areas include governance, power, leadership, management, competition liability, growth, and estate planning. 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.
The family enterprise internship gives students an opportunity to gain experience in a family-owned enterprise (or a firm that works with family-owned enterprises) other than their own. Students are placed with a family enterprise to study, observe, and become involved in the actual operations. They will experience the traits unique to family enterprise, such as family dynamics, conflict resolution, and succession. Through journals, reports, and presentations, students will apply what they have learned to the real world. The students will be required to complete a comprehensive Career Portfolio outlining their vision of success; plan to obtain the necessary skills, credentials, and experiences; and other related items for employment at graduation. Prerequisite: FENT 235 or instructor approval.

FENT 455. Family Enterprise: Capstone. 1 Unit.
This course is a culmination of all the family enterprise course topics and skills. It integrates the student’s experience and learning in both family and business systems. Students will gain a broader and integrated understanding of the family, business, and ownership systems. In addition, students apply the information learned through their coursework to family enterprise. By the end of the course, students have created a portfolio outlining the skills, credentials, and experiences that demonstrate their worth in the market. An emphasis on process consulting will be part of this course. 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.
Bachelor of Business Administration in Family Enterprise

General Education Requirements

School of Business General Education Requirements  
- 9 units

School of Business Foundation Requirements  
- 12.5 units

Required Courses

- **FENT 235** Personal, Professional and Leadership Development  
- **FENT 350** Managerial Issues in Family Enterprise  
- **FENT 355** Family Enterprise Ownership: Emphasis on Legal, Estate and Asset Protection Issues  
- **FENT 455** Family Enterprise: Capstone  

Elective Courses

Select two of the following:  
- **FENT 360** Case Studies in Family Business  
- **FENT 390** Special Topics in Family Enterprise  
- **FENT 397** Family Enterprise Internship  
- **BLAW 407** Business Law I  
- **BSAN 383** Business Intelligence  
- **BSAN 494** Business Analysis  
- **MGMT 308** Human Resource Processes and Practices  
- **MKTG 440** Integrated Marketing Communications  

General Electives  
- 2 courses  
- 4.5 units

Total Units  
- 32 units

Students must maintain a C average in major courses and a C average overall.

1. Courses other than those listed can be approved by the Program Director and Academic Chair.

2. 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 may be used to count toward the Writing requirement.

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<td>FSEM 100</td>
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<td><strong>Foreign Language at 102 level</strong></td>
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<tr>
<td><strong>Historical Inquiry (any H course)</strong></td>
<td>1</td>
<td></td>
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<td><strong>Physical and Natural World (any P course)</strong></td>
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Select courses in 2 of the following 4 areas:  

- Creative Arts (includes A, MUSC, MUSA or MUSE courses)  
- Culture and Belief (any B course)  
- Individuals, Societies, and Social Systems (any S course)  
- Quantitative Reasoning (any Q course, except ECON 102Q or MATH 125Q or STAT 301Q or MATH 131Q or MATH 141Q)
Personal and Social Responsibility and Junior Seminar

SOBA 209E  The Legal, Social and Ethical Environment of Business  1

Select one Junior Seminar from the areas below:

- Environmental Responsibility (any R/JS course)
- Ethical or Spiritual Inquiry (any E/JS course)
- Health and Wellness (any W/JS course)
- Human Diversity (any D/JS course)
- Social Justice (any J/JS course)

Total Units  9

1 Course(s) must equal four credits or 1 unit.

Foundation Requirements

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<tr>
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<td><strong>Total Units</strong></td>
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<td><strong>12.5</strong></td>
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</table>

1 Must be taken during the freshman year of study

2 The International Business and Culture requirement may be satisfied with INTL 201 or any other internationally-focused business course. Note that a single course may not count for both the Common Body of Knowledge requirement and a course requirement within a major.

Co-Curricular/Cultural Attendance Requirements

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The Second Component is proficiency in MS-Excel and MS-Access. Students may demonstrate proficiency in this area in two ways. Enrolling in BSAN 101 or passing an exemption examination that covers both applications. Examinations are scheduled periodically throughout the academic year.
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.

Majors

Major in Finance

• Bachelor of Business Administration in Finance (p. 474)
• Bachelor of Business Administration in Finance - Certified Financial Planning Concentration (p. 476)

Minors

Minor in Finance - 4 Units

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.

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Elective Courses

Select three of the following with at least one at the 400 level

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<thead>
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<td>FINA 320</td>
<td>Investments</td>
<td></td>
</tr>
<tr>
<td>FINA 333</td>
<td>Principles of Insurance and Risk Management</td>
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</tr>
<tr>
<td>FINA 412</td>
<td>Multinational Finance</td>
<td></td>
</tr>
<tr>
<td>FINA 414</td>
<td>Corporate Financial Management</td>
<td></td>
</tr>
<tr>
<td>FINA 415</td>
<td>Financial Risk Management</td>
<td></td>
</tr>
</tbody>
</table>

Total Units 4

Courses

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 301. Principles of Financial Planning. 0.5 Units.

The purpose of this course is to provide students with an understanding of financial planning. Topics covered will 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. Prerequisite: FINA 311.

FINA 303. Money & 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.

FINA 311. Business Finance. 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 STAT 201 (or MATH 125Q or STAT 301Q).
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: FINA 311.

FINA 333. Principles of Insurance and Risk Management. 0.5 Units.
A survey of the concepts of insurance and risk management from a financial planning perspective. Topic examples include risk assessment and analysis, commercial insurance products, disability and long-term care insurance, annuities, life insurance and taxation of insurance products. Prerequisite: FINA 311.

FINA 361. Real Estate Principles. 1 Unit.
A survey of commercial real estate property and valuation as an investment. Prerequisite: FINA 311 and Junior standing.

FINA 375R. Collapse or Abundance: Prospects for the Environment, the World's Poor, and Accelerating Technology. 1 Unit.
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. 1 Unit.
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 401. Retirement and Estate Planning. 1 Unit.
This course covers retirement and estate 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. In addition, emphasis will be placed on estate planning techniques such as the use of gifts and trusts and the related tax implications. Prerequisites: FINA 311.

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: 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: 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. Prerequisites: FINA 311 and FINA 320.

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: MATH 122Q, FINA 311 and STAT 301Q.

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. Fixed Income Management. 1 Unit.
An applied course in fixed 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 301, FINA 320, FINA 401, FINA 333 and ACCT 301. Requires Senior standing.

FINA 485. Independent Study. 0.5 or 1 Units.

FINA 490. Special Topics in Finance. 1 Unit.
Bachelor of Business Administration in Finance

General Education Requirements

School of Business General Education Requirements 9
School of Business Foundation Requirements 12.5

Required Courses

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINA 303</td>
<td>Money &amp; Financial Institutions</td>
<td>1</td>
</tr>
<tr>
<td>FINA 320</td>
<td>Investments</td>
<td>1</td>
</tr>
<tr>
<td>FINA 412</td>
<td>Multinational Finance</td>
<td>1</td>
</tr>
<tr>
<td>FINA 414</td>
<td>Corporate Financial Management</td>
<td>1</td>
</tr>
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</table>

Elective Courses in the Major

Select any two of the following, with a minimum of one unit in Finance: 2

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINA 301</td>
<td>Principles of Financial Planning</td>
<td></td>
</tr>
<tr>
<td>FINA 333</td>
<td>Principles of Insurance and Risk Management</td>
<td></td>
</tr>
<tr>
<td>FINA 361</td>
<td>Real Estate Principles</td>
<td></td>
</tr>
<tr>
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<td></td>
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<tr>
<td>FINA 415</td>
<td>Financial Risk Management</td>
<td></td>
</tr>
<tr>
<td>FINA 421</td>
<td>Equity Fund Management</td>
<td></td>
</tr>
<tr>
<td>FINA 422</td>
<td>Fixed Income Management</td>
<td></td>
</tr>
<tr>
<td>ACCT 303</td>
<td>Financial Accounting I</td>
<td></td>
</tr>
<tr>
<td>ACCT 304</td>
<td>Financial Accounting II</td>
<td></td>
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<tr>
<td>STAT 440Q</td>
<td>Forecasting</td>
<td></td>
</tr>
<tr>
<td>ECON 475</td>
<td>Econometrics II</td>
<td></td>
</tr>
</tbody>
</table>

General Electives 2 4.5

Total Units 32

1 Roland George Investments Program Courses. These require permission of instructor for entrance.
2 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 may be used to count toward the Writing requirement.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSEM 100</td>
<td>First Year Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

Quantitative Reasoning

Select one of the following: 1

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>MATH 122Q</td>
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<td></td>
</tr>
<tr>
<td>MATH 131Q</td>
<td>Calculus I with Review Part 2</td>
<td></td>
</tr>
<tr>
<td>MATH 141Q</td>
<td>Calculus I with Analytic Geometry</td>
<td></td>
</tr>
</tbody>
</table>

Knowledge of Human Cultures and the Natural World

Foreign Language at 102 level 1
Historical Inquiry (any H course) 1
Physical and Natural World (any P course) 1

Select courses in 2 of the following 4 areas: 2

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Arts (includes A, MUSC, MUSA or MUSE courses)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Culture and Belief (any B course)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individuals, Societies, and Social Systems (any S course)</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
Quantitative Reasoning (any Q course, except ECON 102Q or MATH 125Q or STAT 301Q or MATH 131Q or MATH 141Q)

**Personal and Social Responsibility and Junior Seminar**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOBA 209E</td>
<td>The Legal, Social and Ethical Environment of Business</td>
<td>1</td>
</tr>
</tbody>
</table>

Select one Junior Seminar from the areas below:

- Environmental Responsibility (any R/JS course)
- Ethical or Spiritual Inquiry (any E/JS course)
- Health and Wellness (any W/JS course)
- Human Diversity (any D/JS course)
- Social Justice (any J/JS course)

Total Units 9

1 Course(s) must equal four credits or 1 unit.

**Foundation Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOBA 100</td>
<td>Transitions I: Self Ownership and Direction</td>
<td>0.5</td>
</tr>
<tr>
<td>ECON 103S</td>
<td>Essentials of Economics I</td>
<td>1</td>
</tr>
<tr>
<td>BSAN 111</td>
<td>Introduction to Business Analytics</td>
<td>1</td>
</tr>
<tr>
<td>SOBA 205</td>
<td>Professional Communications</td>
<td>1</td>
</tr>
<tr>
<td>BSAN 250</td>
<td>Management Information Systems</td>
<td>1</td>
</tr>
<tr>
<td>STAT 301Q</td>
<td>Business Statistics</td>
<td>1</td>
</tr>
<tr>
<td>ACCT 211</td>
<td>Introduction to Financial Accounting</td>
<td>1</td>
</tr>
<tr>
<td>ACCT 212</td>
<td>Introduction to Management Accounting</td>
<td>1</td>
</tr>
<tr>
<td>INTL 201</td>
<td>International Business and Culture (or equivalent)</td>
<td>1</td>
</tr>
<tr>
<td>FINA 311</td>
<td>Business Finance</td>
<td>1</td>
</tr>
<tr>
<td>MKTG 315</td>
<td>The Marketplace and Consumers</td>
<td>1</td>
</tr>
<tr>
<td>MGMT 305</td>
<td>Human Relations, Leadership and Teamwork</td>
<td>1</td>
</tr>
<tr>
<td>MGMT 495</td>
<td>Strategic Management</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Units 12.5

1 Must be taken during the freshman year of study

2 The International Business and Culture requirement may be satisfied with INTL 201 or any other internationally-focused business course. Note that a single course may not count for both the Common Body of Knowledge requirement and a course requirement within a major.

**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.

**Technology Proficiency Requirements**

All students in the School of Business Administration are required to demonstrate technical proficiency in four MS-Office applications. This requirement is broken down into two separate components. The First Component is proficiency in MS-Word and MS-PowerPoint (BSAN 100). Students may demonstrate proficiency in this area only by passing an exemption examination that covers both applications. Examinations are scheduled periodically throughout the academic year.

The Second Component is proficiency in MS-Excel and MS-Access. Students may demonstrate proficiency in this area in two ways. Enrolling in BSAN 101 or passing an exemption examination that covers both applications. Examinations are scheduled periodically throughout the academic year.
Bachelor of Business Administration in Finance - Certified Financial Planning Concentration

Overview

General Education Requirements

<table>
<thead>
<tr>
<th>Code</th>
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<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School of Business General Education Requirements</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>School of Business Foundation Requirements</td>
<td>12.5</td>
</tr>
</tbody>
</table>

Required Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>ACCT 301</td>
<td>Federal Taxation of Individuals</td>
<td>1</td>
</tr>
<tr>
<td>FINA 301</td>
<td>Principles of Financial Planning</td>
<td>0.5</td>
</tr>
<tr>
<td>FINA 320</td>
<td>Investments</td>
<td>1</td>
</tr>
<tr>
<td>FINA 333</td>
<td>Principles of Insurance and Risk Management</td>
<td>0.5</td>
</tr>
<tr>
<td>FINA 401</td>
<td>Retirement and Estate Planning</td>
<td>1</td>
</tr>
<tr>
<td>FINA 423</td>
<td>Certified Financial Planning Capstone</td>
<td>1</td>
</tr>
</tbody>
</table>

Elective courses in the Concentration

Select one of the following courses:

- FINA 303 Money & Financial Institutions
- FINA 412 Multinational Finance
- FINA 414 Corporate Financial Management

Select one of the following courses:

- FINA 412 Multinational Finance
- FINA 414 Corporate Financial Management
- FINA 415 Financial Risk Management
- FINA 421 Equity Fund Management
- FINA 422 Fixed Income Management

General Electives

3.5

Total Units

32

1 In or Outside the School of Business.

General Education Requirements

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The Second Component is proficiency in MS-Excel and MS-Access. Students may demonstrate proficiency in this area in two ways. Enrolling in BSAN 101 or passing an exemption examination that covers both applications. Examinations are scheduled periodically throughout the academic year.
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.
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.

Majors

Major in International Business

- Bachelor of Business Administration in International Business (p. 482)

Minors

Minor in International Business - 5 units

<table>
<thead>
<tr>
<th>Required Course</th>
<th>Cross-Cultural Dynamics and Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTL 405</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Courses</th>
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</tr>
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<tbody>
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<table>
<thead>
<tr>
<th>Select one course in International Business Practicum</th>
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</tr>
</thead>
<tbody>
<tr>
<td>INTL 394J</td>
<td>International Development and the Plight of the Poor</td>
</tr>
<tr>
<td>INTL 450</td>
<td>International Entrepreneurship</td>
</tr>
</tbody>
</table>

<table>
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</tr>
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<tbody>
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<td>POLI 301</td>
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<td>POLI 353J</td>
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<td>Russian Foreign Policy</td>
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<tr>
<td>POLI 340</td>
<td>Russian Politics</td>
</tr>
</tbody>
</table>

| Total Units | 5                                      |

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. Prerequisites: sophomore standing or permission of instructor.

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 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 394J. International Development and the Plight of the Poor. 1 Unit.
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 397. Internship in Int'l Business. 1 Unit.

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: MGMT 305 or permission of instructor.

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. Prerequisite: INTL 405.

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. Cross-listed as ENTP 450.

INTL 485. Independent Study. 0.5 or 1 Units.

INTL 490. Special Topics in International Business. 1 Unit.
Bachelor of Business Administration in International Business

General Education Requirements

School of Business General Education Requirements 9
School of Business Foundation Requirements 12.5

Required Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTL 405</td>
<td>Cross-Cultural Dynamics and Management</td>
<td>1</td>
</tr>
<tr>
<td>MKTG 417</td>
<td>Marketing in the Supply Chain</td>
<td>1</td>
</tr>
<tr>
<td>INTL 444</td>
<td>International Trade Administration</td>
<td>1</td>
</tr>
<tr>
<td>INTL/ENTP 450</td>
<td>International Entrepreneurship</td>
<td>1</td>
</tr>
</tbody>
</table>

Cultural Courses 2

Proficiency in language at the Language 202 level 2

International Experience 3

General Electives 4 4.5

Total Units 32

1 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 international/cultural environment. Typically fulfilled by a semester abroad.

2 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.

3 Semester overseas or international internship.

4 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 may be used to count toward the Writing requirement.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>FSEM 100</td>
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</table>

Quantitative Reasoning

Select one of the following: 1

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 122Q</td>
<td>Calculus for Business Decisions</td>
<td></td>
</tr>
<tr>
<td>MATH 131Q</td>
<td>Calculus I with Review Part 2</td>
<td></td>
</tr>
<tr>
<td>MATH 141Q</td>
<td>Calculus I with Analytic Geometry</td>
<td></td>
</tr>
</tbody>
</table>

Knowledge of Human Cultures and the Natural World

Foreign Language at 102 level 1

Historical Inquiry (any H course) 1

Physical and Natural World (any P course) 1

Select courses in 2 of the following 4 areas: 2

- Creative Arts (includes A, MUSC, MUSA or MUSE courses) 1
- Culture and Belief (any B course)
- Individuals, Societies, and Social Systems (any S course)
- Quantitative Reasoning (any Q course, except ECON 102Q or MATH 125Q or STAT 301Q or MATH 131Q or MATH 141Q)

Personal and Social Responsibility and Junior Seminar

SOBA 209E The Legal, Social and Ethical Environment of Business 1

Select one Junior Seminar from the areas below: 1

- Environmental Responsibility (any R/JS course)

1
Stetson University

Ethical or Spiritual Inquiry (any E/JS course)
Health and Wellness (any W/JS course)
Human Diversity (any D/JS course)
Social Justice (any J/JS course)

Total Units 9

1 Course(s) must equal four credits or 1 unit.

Foundation Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOBA 100</td>
<td>Transitions I: Self Ownership and Direction</td>
<td>0.5</td>
</tr>
<tr>
<td>ECON 103S</td>
<td>Essentials of Economics I</td>
<td>1</td>
</tr>
<tr>
<td>BSAN 111</td>
<td>Introduction to Business Analytics</td>
<td>1</td>
</tr>
<tr>
<td>SOBA 205</td>
<td>Professional Communications</td>
<td>1</td>
</tr>
<tr>
<td>BSAN 250</td>
<td>Management Information Systems</td>
<td>1</td>
</tr>
<tr>
<td>STAT 301Q</td>
<td>Business Statistics</td>
<td>1</td>
</tr>
<tr>
<td>ACCT 211</td>
<td>Introduction to Financial Accounting</td>
<td>1</td>
</tr>
<tr>
<td>ACCT 212</td>
<td>Introduction to Management Accounting</td>
<td>1</td>
</tr>
<tr>
<td>INTL 201</td>
<td>International Business and Culture (or equivalent)</td>
<td>1</td>
</tr>
<tr>
<td>FINA 311</td>
<td>Business Finance</td>
<td>1</td>
</tr>
<tr>
<td>MKTG 315</td>
<td>The Marketplace and Consumers</td>
<td>1</td>
</tr>
<tr>
<td>MGMT 305</td>
<td>Human Relations, Leadership and Teamwork</td>
<td>1</td>
</tr>
<tr>
<td>MGMT 495</td>
<td>Strategic Management</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Units 12.5

1 Must be taken during the freshman year of study
2 The International Business and Culture requirement may be satisfied with INTL 201 or any other internationally-focused business course. Note that a single course may not count for both the Common Body of Knowledge requirement and a course requirement within a major.

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.

Technology Proficiency Requirements

All students in the School of Business Administration are required to demonstrate technical proficiency in four MS-Office applications. This requirement is broken down into two separate components. The First Component is proficiency in MS-Word and MS-PowerPoint (BSAN 100). Students may demonstrate proficiency in this area only by passing an exemption examination that covers both applications. Examinations are scheduled periodically throughout the academic year.

The Second Component is proficiency in MS-Excel and MS-Access. Students may demonstrate proficiency in this area in two ways. Enrolling in BSAN 101 or passing an exemption examination that covers both applications. Examinations are scheduled periodically throughout the academic year.

International Business

Minor in International Business - 5 Units

Required Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTL 405</td>
<td>Cross-Cultural Dynamics and Management</td>
<td>1</td>
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</tbody>
</table>

Elective Courses

Select one course in International Business Environment

<table>
<thead>
<tr>
<th>Course</th>
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<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 324</td>
<td>International Economics</td>
<td>1</td>
</tr>
<tr>
<td>INTL 444</td>
<td>International Trade Administration</td>
<td>1</td>
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Select on course in International Business Practicum

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>INTL 394J</td>
<td>International Development and the Plight of the Poor</td>
<td>1</td>
</tr>
<tr>
<td>INTL 450</td>
<td>International Entrepreneurship</td>
<td>1</td>
</tr>
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</table>

Select one course in Applied Theory

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>POLI 301</td>
<td>International Relations</td>
<td>1</td>
</tr>
<tr>
<td>POLI 346</td>
<td>Latin American Politics</td>
<td>1</td>
</tr>
<tr>
<td>POLI 353J</td>
<td>International Law</td>
<td>1</td>
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</table>

Select one course in Regional Study

<table>
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Total Units: 5

Courses

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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. Prerequisites: sophomore standing or permission of instructor.

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.

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INTL 390. Special Topics in International Business. 1 Unit.

INTL 394. International Business Seminar. 1 Unit.

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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. Prerequisite: INTL 405.

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. 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

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.

Majors

Major in Management

• Bachelor of Business Administration in Management (p. 488)

Minors

Minor in Management - 4 Units

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.

More information can be found online at http://www.stetson.edu/academics/programs/management.php.

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</thead>
<tbody>
<tr>
<td>Required Courses</td>
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</tr>
<tr>
<td>MGMT 305</td>
<td>Human Relations, Leadership and Teamwork</td>
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<tr>
<td>Elective Courses</td>
<td></td>
<td></td>
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<td>Select three of the following:</td>
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<tr>
<td>MGMT 306</td>
<td>Advanced Studies in Organizational Behavior</td>
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</tr>
<tr>
<td>MGMT 307</td>
<td>Designing and Empowering Organizational Cultures</td>
<td></td>
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<tr>
<td>MGMT 308</td>
<td>Human Resource Processes and Practices</td>
<td></td>
</tr>
<tr>
<td>MGMT 400</td>
<td>Enhancing Organizational Creativity and Innovation</td>
<td></td>
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<tr>
<td>INTL 405</td>
<td>Cross-Cultural Dynamics and Management</td>
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<tr>
<td>MGMT 409E</td>
<td>Managerial Ethics, Sustainability and the Future</td>
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<tr>
<td>MGMT 430</td>
<td>Advanced Leadership Development</td>
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<td>MGMT 465</td>
<td>Leading Organizational Change and Development</td>
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<tr>
<td>Total Units</td>
<td></td>
<td>4</td>
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</table>

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 305. Human Relations, Leadership and Teamwork. 1 Unit.
This course will introduce students to the significance of human relations and interpersonal dynamics in organizational management, leadership and teamwork contexts. Additionally, significant focus will address the characteristics and practices that define effective leadership in multiple and varied organization contexts. Lastly, students will learn the centrality of teamwork to organizational effectiveness and through team activities learn how to be productive team leaders and members. Prerequisite: junior standing or permission of instructor.

MGMT 306. Advanced Studies in Organizational Behavior. 1 Unit.
This highly experiential course will challenge students to understand the nature of complex individual, group and systemic behavior in organizations. Through the use of self-directed learning, team and class projects and other actively engaging, cutting-edge teaching methods students will experience what is entailed in creating a viable organization where differences of motivation, skill and typological orientation vary. Prerequisite: MGMT 305 or permission of instructor.

MGMT 307. Designing and Empowering Organizational Cultures. 1 Unit.
In this course, students will be engaged in learning about organizations from a macro perspective with consideration of the different ways that organizations define and structure themselves. Consideration will be given to evaluating the various pros and cons of the different types of organizational design. Particular attention will focus on the “classroom as a learning organization” and students will be actively involved in creating a positive learning experience for themselves. Prerequisite: MGMT 305 or permission of instructor.
MGMT 308. Human Resource Processes and Practices. 1 Unit.
This course will focus on the multiple functions involved in Human Resource Management and the development of personnel through the functions of HRM. Among many topics, attention will be given to legal issues in HRM, global HRM management, recruiting/selection of employees, employee training and management development, and performance management systems. Students will learn the centrality of effective human resource management to employee satisfaction and productivity as well as to organizational success and profitability. Prerequisite: MGMT 305 or permission of instructor.

MGMT 385. Independent Study. 0.5 or 1 Units.

MGMT 390. Special Topics in Management. 1 Unit.

MGMT 395. Teaching Apprenticeship. 0.5 Units.

MGMT 397. Management Internship. 0.5 or 1 Units.
Students work within an organization that agrees to provide them with significant managerial work and support during the internship period. Minimum number of required contact hours for a Management Internship is 80 hours within a semester timeframe. Prerequisite: 2.5 GPA, MGMT 305, permission of Internship Director after extensive consultation with the Internship Director in the Management Program. MGMT 397 cannot count as an elective unit class in the Management major or in the Management minor. MGMT 397 can only be used to meet general elective credits. It cannot be applied to degree requirements for any Business major.

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: MGMT 305 or permission of instructor.

MGMT 409E. Managerial Ethics, Sustainability and the Future. 1 Unit.
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: MGMT 305 or permission of instructor.

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: MGMT 305 or permission of instructor.

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: MGMT 305 or permission of instructor.

MGMT 485. Independent Study. 0.5 or 1 Units.

MGMT 490. Special Topics in Management. 1 Unit.

MGMT 495. Strategic Management. 1 Unit.
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. Prerequisites: ACCT 212, FINA 311, BSAN 250, MKTG 315 and MGMT 305. Requires Senior standing. Capstone course. Must be taken at Stetson University.
Bachelor of Business Administration in Management

General Education Requirements

School of Business General Education Requirements 9
School of Business Foundation Requirements 12.5

Required Courses 1

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>MGMT 306</td>
<td>Advanced Studies in Organizational Behavior</td>
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<tr>
<td>MGMT 307</td>
<td>Designing and Empowering Organizational Cultures</td>
<td>1</td>
</tr>
<tr>
<td>MGMT 308</td>
<td>Human Resource Processes and Practices</td>
<td>1</td>
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<tr>
<td>MGMT 409E</td>
<td>Managerial Ethics, Sustainability and the Future</td>
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Elective Courses in the Major

Select two of the following: 2

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>MGMT 400</td>
<td>Enhancing Organizational Creativity and Innovation</td>
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<tr>
<td>INTL 405</td>
<td>Cross-Cultural Dynamics and Management</td>
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<tr>
<td>MGMT 430</td>
<td>Advanced Leadership Development</td>
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<tr>
<td>MGMT 465</td>
<td>Leading Organizational Change and Development</td>
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<tr>
<td>ENTP 451</td>
<td>Entrepreneurial Management</td>
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General Electives 2

Select one Junior Seminar from the areas below: 1

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<thead>
<tr>
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<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>MATH 122Q</td>
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</tr>
<tr>
<td>MATH 131Q</td>
<td>Calculus I with Review Part 2</td>
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</tr>
<tr>
<td>MATH 141Q</td>
<td>Calculus I with Analytic Geometry</td>
<td></td>
</tr>
</tbody>
</table>

Total Units 32

1 Students must maintain a C average in major courses and a C average overall.
2 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 may be used to count toward the Writing requirement.

<table>
<thead>
<tr>
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<tbody>
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<td>FSEM 100</td>
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Quantitative Reasoning

Select one of the following: 1

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<tbody>
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<td>MATH 141Q</td>
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</table>

Knowledge of Human Cultures and the Natural World

Select courses in 2 of the following 4 areas: 2

<table>
<thead>
<tr>
<th>Code</th>
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<tr>
<td>Creative Arts (includes A, MUSA, MUSC or MUSE courses) 1</td>
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<tr>
<td>Culture and Belief (any B course)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individuals, Societies, and Social Systems (any S course)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quantitative Reasoning (any Q course, except ECON 102Q or MATH 125Q or STAT 301Q or MATH 131Q or MATH 141Q)</td>
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Personal and Social Responsibility and Junior Seminar

Select one Junior Seminar from the areas below: 1

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>Sobia 209E</td>
<td>The Legal, Social and Ethical Environment of Business</td>
<td></td>
</tr>
<tr>
<td>Environmental Responsibility (any R/JS course)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethical or Spiritual Inquiry (any E/JS course)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Health and Wellness (any W/JS course)
Human Diversity (any D/JS course)
Social Justice (any J/JS course)

Total Units

1

Course(s) must equal four credits or 1 unit.

**Foundation Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>SOBA 100</td>
<td>Transitions I: Self Ownership and Direction</td>
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<tr>
<td>ECON 103S</td>
<td>Essentials of Economics I</td>
<td>1</td>
</tr>
<tr>
<td>BSAN 111</td>
<td>Introduction to Business Analytics</td>
<td>1</td>
</tr>
<tr>
<td>SOBA 205</td>
<td>Professional Communications</td>
<td>1</td>
</tr>
<tr>
<td>BSAN 250</td>
<td>Management Information Systems</td>
<td>1</td>
</tr>
<tr>
<td>STAT 301Q</td>
<td>Business Statistics</td>
<td>1</td>
</tr>
<tr>
<td>ACCT 211</td>
<td>Introduction to Financial Accounting</td>
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<tr>
<td>ACCT 212</td>
<td>Introduction to Management Accounting</td>
<td>1</td>
</tr>
<tr>
<td>INTL 201</td>
<td>International Business and Culture (or equivalent)</td>
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<tr>
<td>FINA 311</td>
<td>Business Finance</td>
<td>1</td>
</tr>
<tr>
<td>MKTG 315</td>
<td>The Marketplace and Consumers</td>
<td>1</td>
</tr>
<tr>
<td>MGMT 305</td>
<td>Human Relations, Leadership and Teamwork</td>
<td>1</td>
</tr>
<tr>
<td>MGMT 495</td>
<td>Strategic Management</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Units

1

Must be taken during the freshman year of study

2 The International Business and Culture requirement may be satisfied with INTL 201 or any other internationally-focused business course. Note that a single course may not count for both the Common Body of Knowledge requirement and a course requirement within a major.

**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.

**Technology Proficiency Requirements**

All students in the School of Business Administration are required to demonstrate technical proficiency in four MS-Office applications. This requirement is broken down into two separate components. The First Component is proficiency in MS-Word and MS-PowerPoint (BSAN 100). Students may demonstrate proficiency in this area only by passing an exemption examination that covers both applications. Examinations are scheduled periodically throughout the academic year.

The Second Component is proficiency in MS-Excel and MS-Access. Students may demonstrate proficiency in this area in two ways. Enrolling in BSAN 101 or passing an exemption examination that covers both applications. Examinations are scheduled periodically throughout the academic year.
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.

Majors

Major in Marketing

- Bachelor of Business Administration in Marketing (p. 492)

Minors

Minor in Marketing - 4 Units

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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>MKTG 315</td>
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</tr>
<tr>
<td>MKTG 316</td>
<td>Consumer Dynamics</td>
<td>1</td>
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</tbody>
</table>

Elective Courses 2

Select two of the following:

- MKTG 318: Marketing Research
- MKTG 390: Special Topics in Marketing
- MKTG 417: Marketing in the Supply Chain
- MKTG 419: Professional Selling: A Relationship Management Process
- 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

Total Units 4

1 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, BSAN 100, and BSAN 101.

2 Courses may require prerequisites.

Courses

MKTG 190. Special Topics in Marketing. 1 Unit.

MKTG 285. Independent Study. 0.5 or 1 Units.

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: 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: MKTG 315, STAT 301Q.

MKTG 385. Independent Study. 0.5 or 1 Units.

MKTG 390. Special Topics in Marketing. 1 Unit.

MKTG 391E. Social Marketing: Creating Positive Change. 1 Unit.

MKTG 397. Marketing Internship. 0.5 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.

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: MKTG 315.

MKTG 419. Professional Selling: A Relationship Management Process. 1 Unit.
This course studies the customer relationship process and basic building blocks of professional selling. Focus is on developing and maintaining customer relationships, building trust, sales ethics, buyer behavior, communication skills, strategic prospecting, problem identification, needs assessment, and sales presentations. Students will create a video presentation using methods learned which will be presented to the class. Special emphasis will be on understanding the relationship process in all phases of the sales process. Prerequisite: MKTG 315.

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: MKTG 315.

MKTG 430. 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: MKTG 315.

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: MKTG 315, MKTG 316.

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 MKTG 315 or permission of the 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 315, Senior standing, Marketing majors and minors only (or permission of the instructor).

MKTG 485. Independent Study. 0.5 or 1 Units.

MKTG 490. Special Topics in Marketing. 0.5 or 1 Units.
This course offers the student an in-depth investigation of special or timely marketing topics not covered in other marketing courses. Repeatable. Prerequisite: MKTG 315.
Bachelor of Business Administration in Marketing

General Education Requirements

School of Business General Education Requirements 9
School of Business Foundation Requirements 12.5

Required Courses

MKTG 316  Consumer Dynamics 1
MKTG 318  Marketing Research 1
MKTG 450  Marketing Strategy 1

Elective Courses in the Major

Select three of the following: 3

- MKTG 417  Marketing in the Supply Chain
- MKTG 419  Professional Selling: A Relationship Management Process
- MKTG 420  Global Marketing: Business Without Borders
- MKTG 436  Sport Properties and Sponsorship
- MKTG 440  Integrated Marketing Communications
- MKTG 441  Digital Marketing
- MKTG 390  Special Topics in Marketing

General Electives 2 4.5

Total Units 32

1 MKTG 390 is a repeatable course, as long as course topics are unique.
2 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 may be used to count toward the Writing requirement.

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</table>

Knowledge of Human Cultures and the Natural World

Foreign Language at 102 level 1

Historical Inquiry (any H course) 1

Physical and Natural World (any P course) 1

Select courses in 2 of the following 2 areas:

- Creative Arts (includes A, MUSC, MUSA or MUSE courses) 1
- Culture and Belief (any B course)
- Individuals, Societies, and Social Systems (any S course)
- Quantitative Reasoning (any Q course, except ECON 102Q or MATH 125Q or STAT 301Q or MATH 131Q or MATH 141Q)

Personal and Social Responsibility and Junior Seminar
SOBA 209E  The Legal, Social and Ethical Environment of Business  1

Select one Junior Seminar from the areas below:

- Environmental Responsibility (any R/JS course)
- Ethical or Spiritual Inquiry (any E/JS course)
- Health and Wellness (any W/JS course)
- Human Diversity (any D/JS course)
- Social Justice (any J/JS course)

Total Units  9

1  Course(s) must equal four credits or 1 unit.

Foundation Requirements

<table>
<thead>
<tr>
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<tr>
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<tr>
<td>MGMT 495</td>
<td>Strategic Management</td>
<td>1</td>
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</tbody>
</table>

Total Units  12.5

1  Must be taken during the freshman year of study
2  The International Business and Culture requirement may be satisfied with INTL 201 or any other internationally-focused business course. Note that a single course may not count for both the Common Body of Knowledge requirement and a course requirement within a major.

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.

Technology Proficiency Requirements

All students in the School of Business Administration are required to demonstrate technical proficiency in four MS-Office applications. This requirement is broken down into two separate components. The First Component is proficiency in MS-Word and MS-PowerPoint (BSAN 100). Students may demonstrate proficiency in this area only by passing an exemption examination that covers both applications. Examinations are scheduled periodically throughout the academic year.

The Second Component is proficiency in MS-Excel and MS-Access. Students may demonstrate proficiency in this area in two ways. Enrolling in BSAN 101 or passing an exemption examination that covers both applications. Examinations are scheduled periodically throughout the academic year.
Sport Business

The Sport Business major prepares students to manage, market, and monetize the unique aspects of the sport product by engaging fans via emerging media and sponsorships. In addition to specific courses on various aspects of Sport Business, this major includes the required School of Business Administration foundational courses, which help foster an understanding of sport as an industry beyond leisure pursuits and athletic performance.

More information can be found online at http://www.stetson.edu/academics/programs/sport-business.php

Majors

**Major in Sport Business**

- Bachelor of Business Administration in Sport Business (p. 496)

Minors

**Minor in Sport Business - 4 Units**

Any Stetson student can choose to pursue the Sport Management 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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tr>
<td>SPTB 201</td>
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<tr>
<td></td>
<td><strong>Elective Courses</strong></td>
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<tr>
<td></td>
<td>Choose any three courses in SPTB numbered 300 and above</td>
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<tr>
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<td><strong>Total Units</strong></td>
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</table>

**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 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 permission of instructor.

**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 processed 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 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. Open to majors only. Prerequisite: Junior Standing; SPTB 201; Permission of Instructor; GPA of 2.75 or higher.

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 MKTG 315 and SPTB 345.

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 345 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 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.
Bachelor of Business Administration in Sport Business

General Education Requirements

School of Business General Education Requirements 9
School of Business Foundation Requirements 12.5

Required Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPTB 201</td>
<td>Introduction to Sport Business</td>
<td>1</td>
</tr>
<tr>
<td>SPTB 320</td>
<td>Legal Concepts of Sport Business</td>
<td>1</td>
</tr>
<tr>
<td>SPTB 345</td>
<td>Sport Business Analytics</td>
<td>1</td>
</tr>
<tr>
<td>SPTB 350</td>
<td>Sport Sales, Negotiations and Promotions</td>
<td>1</td>
</tr>
<tr>
<td>SPTB 450</td>
<td>Sport Event Management</td>
<td>1</td>
</tr>
</tbody>
</table>

Elective Courses in the Major

Select one of the following: 1

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPTB 397</td>
<td>Internship in Sport Business</td>
</tr>
<tr>
<td>SPTB 436</td>
<td>Sport Properties and Sponsorships</td>
</tr>
<tr>
<td>SPTB 440</td>
<td>Contemporary Sport Media</td>
</tr>
</tbody>
</table>

General Electives 1

4.5

Total Units 32

1 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 may be used to count toward the Writing requirement.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSEM 100</td>
<td>First Year Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

Quantitative Reasoning

Select one of the following: 1

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 122Q</td>
<td>Calculus for Business Decisions</td>
<td></td>
</tr>
<tr>
<td>MATH 131Q</td>
<td>Calculus I with Review Part 2</td>
<td></td>
</tr>
<tr>
<td>MATH 141Q</td>
<td>Calculus I with Analytic Geometry</td>
<td></td>
</tr>
</tbody>
</table>

Knowledge of Human Cultures and the Natural World

Foreign Language at 102 level 1
Historical Inquiry (any H course) 1
Physical and Natural World (any P course) 1
Select courses in 2 of the following 4 areas: 2

Creative Arts (includes A, MUSC, MUSA or MUSE courses) 1
Culture and Belief (any B course)
Individuals, Societies, and Social Systems (any S course)
Quantitative Reasoning (any Q course, except ECON 102Q or MATH 125Q or STAT 301Q or MATH 131Q or MATH 141Q)

Personal and Social Responsibility and Junior Seminar

SOBA 209E | The Legal, Social and Ethical Environment of Business | 1

Select one Junior Seminar from the areas below: 1

Environmental Responsibility (any R/JS course)
Ethical or Spiritual Inquiry (any E/JS course)
Health and Wellness (any W/JS course)
Human Diversity (any D/JS course)
Social Justice (any J/JS course)

Total Units: 9

1 Course(s) must equal four credits or 1 unit.

## Foundation Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOBA 100</td>
<td>Transitions I: Self Ownership and Direction</td>
<td>0.5</td>
</tr>
<tr>
<td>ECON 103S</td>
<td>Essentials of Economics I</td>
<td>1</td>
</tr>
<tr>
<td>BSAN 111</td>
<td>Introduction to Business Analytics</td>
<td>1</td>
</tr>
<tr>
<td>SOBA 205</td>
<td>Professional Communications</td>
<td>1</td>
</tr>
<tr>
<td>BSAN 250</td>
<td>Management Information Systems</td>
<td>1</td>
</tr>
<tr>
<td>STAT 301Q</td>
<td>Business Statistics</td>
<td>1</td>
</tr>
<tr>
<td>ACCT 211</td>
<td>Introduction to Financial Accounting</td>
<td>1</td>
</tr>
<tr>
<td>ACCT 212</td>
<td>Introduction to Management Accounting</td>
<td>1</td>
</tr>
<tr>
<td>INTL 201</td>
<td>International Business and Culture (or equivalent)</td>
<td>1</td>
</tr>
<tr>
<td>FINA 311</td>
<td>Business Finance</td>
<td>1</td>
</tr>
<tr>
<td>MKTG 315</td>
<td>The Marketplace and Consumers</td>
<td>1</td>
</tr>
<tr>
<td>MGMT 305</td>
<td>Human Relations, Leadership and Teamwork</td>
<td>1</td>
</tr>
<tr>
<td>MGMT 495</td>
<td>Strategic Management</td>
<td>1</td>
</tr>
<tr>
<td>Total Units</td>
<td></td>
<td>12.5</td>
</tr>
</tbody>
</table>

1 Must be taken during the freshman year of study
2 The International Business and Culture requirement may be satisfied with INTL 201 or any other internationally-focused business course. Note that a single course may not count for both the Common Body of Knowledge requirement and a course requirement within a major.

## 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.

## Technology Proficiency Requirements

All students in the School of Business Administration are required to demonstrate technical proficiency in four MS-Office applications. This requirement is broken down into two separate components. The First Component is proficiency in MS-Word and MS-PowerPoint (BSAN 100). Students may demonstrate proficiency in this area only by passing an exemption examination that covers both applications. Examinations are scheduled periodically throughout the academic year.

The Second Component is proficiency in MS-Excel and MS-Access. Students may demonstrate proficiency in this area in two ways. Enrolling in BSAN 101 or passing an exemption examination that covers both applications. Examinations are scheduled periodically throughout the academic year.
Business Minors

In addition to the degree programs just described, the School of Business Administration offers a number of academic minor programs.

- Accounting (p. 499)
- Applied Statistics (p. 501)
- Business Administration (p. 503)
- Business Law (p. 505)
- Business Systems and Analytics (p. 506)
- Data Analytics (p. 431)
- Entrepreneurship (p. 509)
- Family Enterprise (p. 511)
- Finance (p. 513)
- International Business (p. 484)
- Management (p. 515)
- Marketing (p. 517)
- Sport Business (p. 519)
Accounting

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.

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
</table>
| Required Courses
| ACCT 303  | Financial Accounting I        | 1     |
| ACCT 304  | Financial Accounting II       | 1     |
| Elective Courses
| Select two of the following: | 2     |
| ACCT 301  | Federal Taxation of Individuals |       |
| ACCT 410  | Information Systems Security and Control | |
| ACCT 421  | Managerial Cost Accounting     |       |
| ACCT 402  | Federal Taxation of Entities  |       |
| ACCT 406  | Auditing I                     |       |
| ACCT 407  | Financial Accounting III       |       |
| Total Units |                                | 4     |

A student considering a minor in accounting should check with his or her faculty advisor as early as possible as to applicability of Accounting Minor courses to elective credit.

Courses

ACCT 190. Special Topics in Accounting. 1 Unit.

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 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.

ACCT 301. Federal Taxation of Individuals. 1 Unit.
A study of the tax laws applicable to individuals and business owners. Prerequisite: ACCT 211.

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 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 385. Independent Study. 0.5 or 1 Units.

ACCT 390. Special Topics in Accounting. 1 Unit.

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: Accounting major; junior standing; and permission of instructor and accounting department chair.

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 303.

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. Information Systems Security and Control. 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 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: FINA 311.

ACCT 485. Independent Study. 0.5 or 1 Units.
Content to be determined by instructor.

ACCT 490. Special Topics in Accounting. 1 Unit.
Applied Statistics

Minor in Applied Statistics - 4 Units

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 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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 301Q</td>
<td>Business Statistics ¹</td>
<td>1</td>
</tr>
<tr>
<td>STAT 440Q</td>
<td>Forecasting</td>
<td>1</td>
</tr>
<tr>
<td>or STAT 460Q</td>
<td>Experimental Design and Advanced Data Analysis</td>
<td></td>
</tr>
</tbody>
</table>

Electives
Select two of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 382</td>
<td>Survey Research Methods</td>
</tr>
<tr>
<td>STAT 440Q</td>
<td>Forecasting</td>
</tr>
<tr>
<td>STAT 460Q</td>
<td>Experimental Design and Advanced Data Analysis</td>
</tr>
<tr>
<td>STAT 482</td>
<td>Quality</td>
</tr>
<tr>
<td>STAT 490</td>
<td>Special Topics in Decision Science</td>
</tr>
<tr>
<td>BSAN 383</td>
<td>Business Intelligence</td>
</tr>
<tr>
<td>BSAN 465</td>
<td>Predictive Analytics</td>
</tr>
<tr>
<td>BSAN 481</td>
<td>Social Media Analytics</td>
</tr>
</tbody>
</table>

Total Units 4

¹ 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.

Courses

STAT 201. Introduction to Business Statistics. 0.5 Units.
This class focuses on description statistics, including graphical methods, measures of central tendency and variation, probability and probability distributions, sampling distributions, and introduction correlation and regression. Students are introduced to various statistical computer applications. This course prepares students to take STAT 301Q. Prerequisite: BSAN 101.

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: STAT 201 (or MATH 125Q) and satisfaction of the Information Technology Proficiency Requirement.

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.
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.
Business Administration

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.

More information can be found online at http://www.stetson.edu/academics/programs/business-administration.php

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSAN 250</td>
<td>Management Information Systems</td>
<td>1</td>
</tr>
<tr>
<td>MGMT 305</td>
<td>Human Relations, Leadership and Teamwork</td>
<td>1</td>
</tr>
<tr>
<td>FINA 311</td>
<td>Business Finance</td>
<td>1</td>
</tr>
<tr>
<td>MKTG 315</td>
<td>The Marketplace and Consumers</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Total Units</strong></td>
<td><strong>4</strong></td>
</tr>
</tbody>
</table>

Courses

SOBA 100. Transitions I: Self Ownership and Direction. 0.5 Units.
This course will focus on the transition into a course of study in a major within the School of Business Administration. Students will complete exercises that help them to develop ownership of their academic plan in their major as well as a career path. Emphasis will be placed on the development of transferable skills which will apply across choice of major. Must be taken during the freshman year of study.

SOBA 205. 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-intensive course.

SOBA 209E. The Legal, Social and Ethical Environment of Business. 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 341. Taxation & 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 212.

SOBA 360J. Social Justice and the Bottom Line. 1 Unit.
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 394J. The Struggles of Apartheid and Social Justice - South Africa. 1 Unit.
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. Specific course requirements and course deliverables will be determined by the sponsoring department and/or faculty member. Prerequisites: sophomore standing, documented faculty sponsor, permission of department chair.
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, FINA 311, MGMT 305, BSAN 250, STAT 301Q, a minimum overall GPA of 3.0, and permission of instructor.
Business Law

Minor in Business Law - 4 Units

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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLAW 407</td>
<td>Business Law I</td>
<td>1</td>
</tr>
<tr>
<td>BLAW 408</td>
<td>Business Law II</td>
<td>1</td>
</tr>
<tr>
<td>BLAW 409</td>
<td>Business Law III</td>
<td>1</td>
</tr>
</tbody>
</table>

Elective Courses

Choose ONE of the following approved electives. Elective chosen may not be used to fulfill a core requirement and a Business Law Minor simultaneously. In addition, the elective course chosen may not be used to fulfill a student's major and Business Law minor simultaneously.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINA 333</td>
<td>Principles of Insurance and Risk Management</td>
</tr>
<tr>
<td>PHIL 104Q</td>
<td>Introduction to Logic</td>
</tr>
<tr>
<td>SOCI 379</td>
<td>Sociology of Law</td>
</tr>
<tr>
<td>POLI 306J</td>
<td>Law and Society</td>
</tr>
<tr>
<td>POLI 320</td>
<td>Congress</td>
</tr>
<tr>
<td>POLI 322</td>
<td>The American Judicial Process</td>
</tr>
</tbody>
</table>

Total Units 4

Courses

**BLAW 407. Business Law I. 1 Unit.**
A first course in business law with an emphasis on the areas of contracts, sales, agency, and real property. Prerequisite: Junior Standing.

**BLAW 408. Business Law II. 1 Unit.**
A second course in business law with an emphasis on the law for corporations, partnerships, commercial paper, personal property, insurance, bankruptcy, and government regulations. Prerequisite: Junior Standing.

**BLAW 409. Business Law III. 1 Unit.**
This course is the third course in business law. The course will be modeled after law school seminar courses. Students will refine skills, including legal research, case analysis, and ability to work independently and in groups. Current business law topics will be addressed. This course, though not limited to, is intended to benefit pre-law students. Prerequisites: BLAW 407 or BLAW 408 or permission of instructor.
Business Systems and Analytics

Minor in Business Systems and Analytics - 4 units

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-analysis.php

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<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>BSAN 250</td>
<td>Management Information Systems</td>
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**Elective Courses**

Select three of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>BSAN 300</td>
<td>Applied Business Programming</td>
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<tr>
<td>BSAN 351</td>
<td>Technology Globalization and Social Justice</td>
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<td>BSAN 360</td>
<td>Project Management</td>
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<td>BSAN 370</td>
<td>Electronic Commerce</td>
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<td>BSAN 382</td>
<td>Web Development</td>
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<td>BSAN 383</td>
<td>Business Intelligence</td>
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<td>BSAN 390</td>
<td>Special Topics in Business Systems and Analytics</td>
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<td>BSAN 393</td>
<td>Communications Networks</td>
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<td>BSAN 398</td>
<td>Data and Information Technology</td>
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<td>BSAN 461</td>
<td>Business Process Management</td>
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<td>BSAN 465</td>
<td>Predictive Analytics</td>
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<td>BSAN 481</td>
<td>Social Media Analytics</td>
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<tr>
<td>BSAN 488</td>
<td>Applications Development for E-Business</td>
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<tr>
<td>BSAN 493</td>
<td>Health Informatics</td>
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<tr>
<td>BSAN 494</td>
<td>Business Analysis</td>
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</table>

Total Units: 4

1. Students must satisfy the Information Technology Proficiency requirement as a prerequisite for all BSAN courses.
2. Repeatable course.

**Courses**

BSAN 100. Information Technology I. 0.0 Units.

BSAN 101. Information Technology II. 0.5 Units.

This is a tools course which covers how to best use application software (spreadsheets and database management systems) for data analysis and information management. Design is heavily stressed so that these analytical tools can be used to create spreadsheets and databases that easily grow and adapt for today’s global, changing environments.

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: satisfaction of the Information Technology Proficiency Requirement.
BSAN 285. Independent Study. 0.5 or 1 Units.

BSAN 290. Special Topics in Business Systems and Analytics. 1 Unit.

BSAN 300. Applied Business Programming. 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: satisfaction of the Information Technology Proficiency Requirement or permission of instructor.

BSAN 340. Internship. 1 Unit.
Students are expected to complete an internship of varying time length with an external strategic alliance partner. Emphasis is on a relevant learning environment and acquisition of appropriate career skills at a suitable level of authority and responsibility. Prerequisite Permission of the Instructor.

BSAN 351. Technology Globalization and Social Justice. 1 Unit.
This course is intended to enable students to understand and to respond to the legal and ethical issues that arise from the use 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. Prerequisite: junior standing.

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 approached 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.

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.

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 permission of instructor.

BSAN 383. Business Intelligence. 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.

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.

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.

BSAN 398. Data and Information Technology. 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.

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 and the role they play in changing organizations. Prerequisite: BSAN 250.

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: BSAN 250 and BSAN 300.

BSAN 490. Special Topics in Business Systems and Analytics. 1 Unit.

BSAN 493. Health Informatics. 1 Unit.
This course is designed to provide a health informatics overview in major sections of healthcare information systems, healthcare information systems administration, healthcare business intelligence and analytics, and healthcare future trends. Health informatics combines healthcare and business intelligence and analytics for decision making aimed at reducing costs and providing quality through use of information systems technology. Prerequisite: BSAN 250 or permission of instructor.

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 250.
Entrepreneurship

Minor in Entrepreneurship - 4 Units

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.

More information can be found online at http://www.stetson.edu/academics/programs/entrepreneurship.php.

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<tr>
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<tr>
<td>ENTP 399</td>
<td>Prince Entrepreneurship Studies Seminar</td>
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<tr>
<td>ENTP 451</td>
<td>Entrepreneurial Management</td>
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<tr>
<td>ENTP 452</td>
<td>Venture Capital and High Growth Entrepreneurship</td>
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<tr>
<td>ENTP 353J</td>
<td>Social Entrepreneurship</td>
<td>1</td>
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</tbody>
</table>

Total Units: 4

1 Non-Business majors may substitute one of the following courses for ENTP 451: MKTG 315, MGMT 305

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 353J. Social Entrepreneurship. 1 Unit.

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.

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 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: FINA 311 or permission of instructor.

ENTP 485. Independent Study. 0.5 or 1 Units.

ENTP 490. Special Topics in Entrepreneurship. 1 Unit.
Family Enterprise

Minor in Family Enterprise - 4 units

The School of Business Administration offers a Family Enterprise 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

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tr>
<td>FENT 235</td>
<td>Personal, Professional and Leadership Development</td>
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<td>FENT 455</td>
<td>Family Enterprise: Capstone</td>
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<tr>
<td>Elective Courses</td>
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<td>Select two of the following:</td>
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<tr>
<td>FENT 350</td>
<td>Managerial Issues in Family Enterprise</td>
<td></td>
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<tr>
<td>FENT 355</td>
<td>Family Enterprise Ownership: Emphasis on Legal, Estate and Asset Protection Issues</td>
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<tr>
<td>FENT 397</td>
<td>Family Enterprise Internship</td>
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</tbody>
</table>

Total Units 4

1 Students must intern with a family-owned enterprise (besides their own), or with a firm that consults specifically to family-owned enterprises.

Courses

FENT 190. Special Topics in Family Enterprise. 1 Unit.

FENT 235. Personal, Professional and Leadership Development. 1 Unit.
This course not only introduces the basic concepts of family enterprise, but also helps students apply what they have learned to a family’s enterprise. A major component of this course is students assessing their skills, interests, and career options in family enterprises. Not only will students create a personal development plan, but they will also take part in a weekly one-hour peer discussion group facilitated by an expert in family systems.

FENT 285. Independent Study. 0.5 or 1 Units.

FENT 290. Special Topics in Family Enterprise. 1 Unit.

FENT 350. Managerial Issues in Family Enterprise. 1 Unit.
This course addresses how the family involvement creates strategic challenges and opportunities. It will feature case studies, experiential exercises, guest speakers, and focuses on leadership, culture, staffing, strategy, and sustainability issues unique to Family Enterprise. Prerequisite: FENT 235 or Director approval.

FENT 355. Family Enterprise Ownership: Emphasis on Legal, Estate and Asset Protection Issues. 1 Unit.
This course will enable students to evaluate issues that might have particular relevance in their family enterprise. The course examines ownership and governance aspects of a family enterprise. Specific topic areas include governance, power, leadership, management, competition liability, growth, and estate planning. 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.
The family enterprise internship gives students an opportunity to gain experience in a family-owned enterprise (or a firm that works with family-owned enterprises) other than their own. Students are placed with a family enterprise to study, observe, and become involved in the actual operations. They will experience the traits unique to family enterprise, such as family dynamics, conflict resolution, and succession. Through journals, reports, and presentations, students will apply what they have learned to the real world. The students will be required to complete a comprehensive Career Portfolio outlining their vision of success; plan to obtain the necessary skills, credentials, and experiences; and other related items for employment at graduation. Prerequisite: FENT 235 or instructor approval.

FENT 455. Family Enterprise: Capstone. 1 Unit.
This course is a culmination of all the family enterprise course topics and skills. It integrates the student’s experience and learning in both family and business systems. Students will gain a broader and integrated understanding of the family, business, and ownership systems. In addition, students apply the information learned through their coursework to family enterprise. By the end of the course, students have created a portfolio outlining the skills, credentials, and experiences that demonstrate their worth in the market. An emphasis on process consulting will be part of this course. 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.
Finance

Minor in Finance - 4 units

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.

<table>
<thead>
<tr>
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<tr>
<td>FINA 311</td>
<td>Business Finance</td>
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<tr>
<td>FINA 303</td>
<td>Money &amp; Financial Institutions</td>
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<tr>
<td>FINA 320</td>
<td>Investments</td>
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<tr>
<td>FINA 333</td>
<td>Principles of Insurance and Risk Management</td>
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<td>FINA 412</td>
<td>Multinational Finance</td>
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<td>FINA 414</td>
<td>Corporate Financial Management</td>
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<tr>
<td>FINA 415</td>
<td>Financial Risk Management</td>
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</tbody>
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| Total Units | 4 |

Courses

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 301. Principles of Financial Planning. 0.5 Units.
The purpose of this course is to provide students with an understanding of financial planning. Topics covered will 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. Prerequisite: FINA 311.

FINA 303. Money & 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.

FINA 311. Business Finance. 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 STAT 201 (or MATH 125Q or STAT 301Q).

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: FINA 311.

FINA 333. Principles of Insurance and Risk Management. 0.5 Units.
A survey of the concepts of insurance and risk management from a financial planning perspective. Topic examples include risk assessment and analysis, commercial insurance products, disability and long-term care insurance, annuities, life insurance and taxation of insurance products. Prerequisite: FINA 311.

FINA 361. Real Estate Principles. 1 Unit.
A survey of commercial real estate property and valuation as an investment. Prerequisite: FINA 311 and Junior standing.
FINA 375R. Collapse or Abundance: Prospects for the Environment, the World's Poor, and Accelerating Technology. 1 Unit.
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. 1 Unit.
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 401. Retirement and Estate Planning. 1 Unit.
This course covers retirement and estate 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. In addition, emphasis will be placed on estate planning techniques such as the use of gifts and trusts and the related tax implications. Prerequisites: FINA 311.

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: 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: 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. Prerequisites: FINA 311 and FINA 320.

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: MATH 122Q, FINA 311 and STAT 301Q.

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. Fixed Income Management. 1 Unit.
An applied course in fixed 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 301, FINA 320, FINA 401, FINA 333 and ACCT 301. Requires Senior standing.

FINA 485. Independent Study. 0.5 or 1 Units.

FINA 490. Special Topics in Finance. 1 Unit.
Management

Minor in Management - 4 units

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.

More information can be found online at http://www.stetson.edu/academics/programs/management.php.

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<tr>
<th>Code</th>
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<tr>
<td></td>
<td>Required Courses</td>
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<tr>
<td>MGMT 305</td>
<td>Human Relations, Leadership and Teamwork</td>
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<td>Elective Courses</td>
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<td>Select three of the following:</td>
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<tr>
<td>MGMT 306</td>
<td>Advanced Studies in Organizational Behavior</td>
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<tr>
<td>MGMT 307</td>
<td>Designing and Empowering Organizational Cultures</td>
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<td>MGMT 308</td>
<td>Human Resource Processes and Practices</td>
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<td>MGMT 400</td>
<td>Enhancing Organizational Creativity and Innovation</td>
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<td>INTL 405</td>
<td>Cross-Cultural Dynamics and Management</td>
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<tr>
<td>MGMT 409E</td>
<td>Managerial Ethics, Sustainability and the Future</td>
<td></td>
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<tr>
<td>MGMT 430</td>
<td>Advanced Leadership Development</td>
<td></td>
</tr>
<tr>
<td>MGMT 465</td>
<td>Leading Organizational Change and Development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Units</td>
<td>4</td>
</tr>
</tbody>
</table>

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 305. Human Relations, Leadership and Teamwork. 1 Unit.

This course will introduce students to the significance of human relations and interpersonal dynamics in organizational management, leadership and teamwork contexts. Additionally, significant focus will address the characteristics and practices that define effective leadership in multiple and varied organization contexts. Lastly, students will learn the centrality of teamwork to organizational effectiveness and through team activities learn how to be productive team leaders and members. Prerequisite: junior standing or permission of instructor.

MGMT 306. Advanced Studies in Organizational Behavior. 1 Unit.

This highly experiential course will challenge students to understand the nature of complex individual, group and systemic behavior in organizations. Through the use of self-directed learning, team and class projects and other actively engaging, cutting-edge teaching methods students will experience what is entailed in creating a viable organization where differences of motivation, skill and typological orientation vary. Prerequisite: MGMT 305 or permission of instructor.

MGMT 307. Designing and Empowering Organizational Cultures. 1 Unit.

In this course, students will be engaged in learning about organizations from a macro perspective with consideration of the different ways that organizations define and structure themselves. Consideration will be given to evaluating the various pros and cons of the different types of organizational design. Particular attention will focus on the "classroom as a learning organization" and students will be actively involved in creating a positive learning experience for themselves. Prerequisite: MGMT 305 or permission of instructor.

MGMT 308. Human Resource Processes and Practices. 1 Unit.

This course will focus on the multiple functions involved in Human Resource Management and the development of personnel through the functions of HRM. Among many topics, attention will be given to legal issues in HRM, global HRM management, recruiting/selection of employees, employee training and management development, and performance management systems. Students will learn the centrality of effective human resource management to employee satisfaction and productivity as well as to organizational success and profitability. Prerequisite: MGMT305 or permission of instructor.
MGMT 385. Independent Study. 0.5 or 1 Units.

MGMT 390. Special Topics in Management. 1 Unit.

MGMT 395. Teaching Apprenticeship. 0.5 Units.

MGMT 397. Management Internship. 0.5 or 1 Units.
Students work within an organization that agrees to provide them with significant managerial work and support during the internship period. Minimum number of required contact hours for a Management Internship is 80 hours within a semester timeframe. Prerequisite: 2.5 GPA, MGMT 305, permission of Internship Director after extensive consultation with the Internship Director in the Management Program. MGMT 397 cannot count as an elective unit class in the Management major or in the Management minor. MGMT 397 can only be used to meet general elective credits. It cannot be applied to degree requirements for any Business major.

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: MGMT 305 or permission of instructor.

MGMT 409E. Managerial Ethics, Sustainability and the Future. 1 Unit.
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: MGMT 305 or permission of instructor.

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: MGMT 305 or permission of instructor.

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: MGMT 305 or permission of instructor.

MGMT 485. Independent Study. 0.5 or 1 Units.

MGMT 490. Special Topics in Management. 1 Unit.

MGMT 495. Strategic Management. 1 Unit.
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. Prerequisites: ACCT 212, FINA 311, BSAN 250, MKTG 315 and MGMT 305. Requires Senior standing. Capstone course. Must be taken at Stetson University.
Marketing

Minor in Marketing - 4 units

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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKTG 315</td>
<td>The Marketplace and Consumers</td>
<td>1</td>
</tr>
<tr>
<td>MKTG 316</td>
<td>Consumer Dynamics</td>
<td>1</td>
</tr>
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**Elective Courses**

Select two of the following:

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<tr>
<th>Code</th>
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<tbody>
<tr>
<td>MKTG 318</td>
<td>Marketing Research</td>
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<tr>
<td>MKTG 390</td>
<td>Special Topics in Marketing</td>
<td></td>
</tr>
<tr>
<td>MKTG 417</td>
<td>Marketing in the Supply Chain</td>
<td></td>
</tr>
<tr>
<td>MKTG 419</td>
<td>Professional Selling: A Relationship Management Process</td>
<td></td>
</tr>
<tr>
<td>MKTG 420</td>
<td>Global Marketing: Business Without Borders</td>
<td></td>
</tr>
<tr>
<td>MKTG 436</td>
<td>Sport Properties and Sponsorship</td>
<td></td>
</tr>
<tr>
<td>MKTG 440</td>
<td>Integrated Marketing Communications</td>
<td></td>
</tr>
<tr>
<td>MKTG 441</td>
<td>Digital Marketing</td>
<td></td>
</tr>
<tr>
<td>MKTG 450</td>
<td>Marketing Strategy</td>
<td></td>
</tr>
</tbody>
</table>

Total Units 4

1 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, BSAN 100, and BSAN 101.

2 Courses may require prerequisites.

Courses

**MKTG 190. Special Topics in Marketing. 1 Unit.**

**MKTG 285. Independent Study. 0.5 or 1 Units.**

**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: 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: MKTG 315, STAT 301Q.

**MKTG 385. Independent Study. 0.5 or 1 Units.**

**MKTG 390. Special Topics in Marketing. 1 Unit.**

**MKTG 391E. Social Marketing: Creating Positive Change. 1 Unit.**

**MKTG 397. Marketing Internship. 0.5 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.
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: MKTG 315.

MKTG 419. Professional Selling: A Relationship Management Process. 1 Unit.
This course studies the customer relationship process and basic building blocks of professional selling. Focus is on developing and maintaining customer relationships, building trust, sales ethics, buyer behavior, communication skills, strategic prospecting, problem identification, needs assessment, and sales presentations. Students will create a video presentation using methods learned which will be presented to the class. Special emphasis will be on understanding the relationship process in all phases of the sales process. Prerequisite: MKTG 315.

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: MKTG 315.

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: MKTG 315.

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: MKTG 315, MKTG 316.

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 MKTG 315 or permission of the 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 315, Senior standing, Marketing majors and minors only (or permission of the instructor).

MKTG 485. Independent Study. 0.5 or 1 Units.

MKTG 490. Special Topics in Marketing. 0.5 or 1 Units.
This course offers the student an in-depth investigation of special or timely marketing topics not covered in other marketing courses. Repeatable. Prerequisite: MKTG 315.
Sport Business

Minor in Sport Business - 4 units

Any Stetson student can choose to pursue the Sport Management 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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
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<tr>
<td>Required Courses</td>
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</tr>
<tr>
<td>SPTB 201</td>
<td>Introduction to Sport Business</td>
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</tr>
<tr>
<td>Elective Courses</td>
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</table>

Total Units 4

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 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 permission of instructor.

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 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. Open to majors only. Prerequisite: Junior Standing; SPTB 201; Permission of Instructor; GPA of 2.75 or higher.

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 MKTG 315 and SPTB 345.
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 345 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 SPTB major/minor and SPTB 201 or permission of instructor.

SPTB 485. Independent Study. 0.5 or 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.
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). See the Applied Music section at the end of the music listing 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
Scholarships are available to talented and promising students. Please contact the Music Admissions Counselor for an audition. Note: a student need not major in music in order to receive a music scholarship.

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 writing course, typically ENGL 101 to be taken during the second semester of residence; and a quantitative reasoning course). 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. 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, and present solo recitals in the junior and/or senior year of study, depending on their curriculum. 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 Finale music notation, Logic, and the Microsoft Office suite.
Music Library Resources
In 2011, the School of Music library holdings were moved to a new wing of the duPont-Ball Library. All resource material, as well as over 11,000 recordings, 14,000 scores, 45 current periodical titles, can be found on the first floor of the library, north side. Most books, scores, videos, and recordings are available for temporary loan to all faculty and students.

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. Students must complete a minimum of 32 units (128 credits) for graduation.

Handbook
The School of Music Student Handbook, which is available on the School of Music website (http://www.stetson.edu/portal/music), lists specific degree requirements and School of Music policies, rules and procedures. Students are held responsible for information contained in the handbook.

Summer Offerings
Though Stetson's summer sessions are scheduled year by year, certain courses are typically offered, including MUSC 190-level courses, as well as MUSC 311 or MUSC 312.

Progress Toward Degree Completion
The faculty in the School of Music requires that students make sufficient progress toward completion of their degree. If a student continues to struggle in certain areas, that indicates that sufficient progress is not occurring. 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 rule. Appeals will be considered only when based on circumstances beyond the control of the student or other exceptional circumstances.

Majors
Bachelor of Music
The School of Music offers Bachelor of Music degrees in the following areas:

- Composition (p. 570)
- Guitar (p. 549)
- Music Technology (p. 577)
- Music Theory (p. 563)
- Orchestral Instrument (p. 556)
- Organ (p. 526)
- Piano (p. 533)
- Voice (p. 540)
- Elective Studies in a Specific Outside Field (p. 584)
- Elective Studies in a Specific Outside Field - Business (p. 591)
- Elective Studies in a Specific Outside Field - Business Leading to an M.B.A. (p. 598)

Bachelor of Music Education
The School of Music offers Bachelor of Music Education degrees in the following areas:

- Instrumental/General (p. 605)
- Vocal/General (p. 613)

Bachelor of Arts
The School of Music offers a Bachelor of Arts degree in the following area:

- Music (p. 311)

Minors
Minors available to students seeking a non-Music degree:
• General Minor in Music (p. 622)

Faculty

Alfonzo, Jesus  
Associate Professor of Music, 2001  
M.M., D.M.A., Michigan State University

Bjella, David  
Professor of Music, 1993  
B.M., Drake University  
M.M., Peabody Conservatory of Music

Born, Kristie R.  
Visiting Lecturer in 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

Franks, Russell  
Visiting Lecturer in Music, 2001  
B.M., Stetson University  
M.M., University of Cincinnati

Groskreutz, Shannon  
Visiting Lecturer in Music, 2007  
B.M., DePaul University  
M.M. (Performance), M.M. (Theory), The Florida State University

Hodkinson, Sydney  
Almand Chair of Composition, 2004  
B.M., M.M., Eastman School of Music  
D.M.A., University of Michigan

Hose, Anthony  
Associate Professor of Music, 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

Kindred, Janis B.  
Professor of Music, 1979  
B.M., Louisiana State University  
M.A., Eastman School of Music  
D.M., The Florida State University

Kroumovitch, Routa  
Professor of Music, 1992  
Licenciado, University of Chile

Larson, Andrew L.  
Professor of Music, 2002  
B.M., Utah State University  
M.M., Brigham Young University  
D.M.A., University of Illinois at Urbana-Champaign

Linney, Lloyd D.  
Professor of Music, 1984
B.A., Furman University
M.M., D.M., The 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

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
Dean of the School 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

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

Painter, Noel
Associate Professor of Music, 1999
Associate Dean, School of Music, 2007
B.M., Furman University
M.A., M.M., Ph.D., Eastman School of Music

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
Assistant Professor of Music, 2014
B.M.E., Stetson University
M.M., Western Michigan University
D.M.A., University of Miami

Rawlings, Jared
Assistant Professor of Music, 2015
B.M.E., Baldwin Wallace University
M.M., University of Nebraska-Lincoln

Rickman, Michael L.
Professor of Music, 1983
B.M. and Performance Certificate, Mars Hill College
M.M., D.M.A., North Texas State University

Robinson, Stephen A.
Professor of Music, 1985

Smucker, Peter
Assistant Professor of Music, 2015
B.M.E., Valparaiso University
M.A., University of Minnesota

Schmidt, David A.
Associate Professor of Music, 1986
B.M., B.M.E., Baylor University
M.M., University of Northern Colorado

Walker, Jamison
Assistant Professor of Music, 2014
B.M. Stetson University
M.M., Florida State University

Zavlunov, Daniil
Assistant Professor of Music, 2014
B.A., Queens College, City University of New York
M.A, Ph.D., Princeton University

Audition Guidelines

Audition Guidelines (p. 628)
# Bachelor Of Music - Organ

## General Education Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tr>
<td>FSEM 100</td>
<td>First Year Seminar</td>
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<tr>
<td>Individuals, Societies, and Social Systems (any S course)</td>
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<td>Quantitative Reasoning (any Q course)</td>
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<td>Language (French or German recommended, 102L level or higher required)</td>
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<td>Historical Inquiry (any H course)</td>
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<tr>
<td>Personal and Social Responsibility (any R, E, W, D, or J course)</td>
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</tr>
<tr>
<td>Free Elective (non-music, can be used for a 101-level language if required)</td>
<td></td>
<td>1</td>
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</tbody>
</table>

## Stetson Music Core

### Theory/Keyboard bundle

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MUSC 171</td>
<td>Theory I</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 172</td>
<td>Theory II</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 271</td>
<td>Theory III</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 272</td>
<td>Theory IV</td>
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</table>

### Functional Keyboard:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MUSC 175</td>
<td>Functional Keyboard I</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 176</td>
<td>Functional Keyboard II</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 275</td>
<td>Functional Keyboard III</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 276</td>
<td>Functional Keyboard IV</td>
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### Music History:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MUSC 311</td>
<td>Music History I</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 312</td>
<td>Music History II</td>
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### Aural Training:

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<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
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<tr>
<td>MUSC 173</td>
<td>Aural Training I</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 174</td>
<td>Aural Training II</td>
<td>1</td>
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<tr>
<td>MUSC 273</td>
<td>Aural Training III</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 274</td>
<td>Aural Training IV</td>
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### Lower-division lessons:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSA 112</td>
<td>Primary Lower-Division Lessons for Music Majors</td>
<td>1</td>
</tr>
</tbody>
</table>

### Music Culture:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MUSC 151</td>
<td>Music Culture</td>
<td>.5</td>
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</table>

### Music Style and Analysis:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MUSC 152</td>
<td>Musical Style and Analysis</td>
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### Conducting:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MUSC 277</td>
<td>Conducting I</td>
<td>.5</td>
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### Technology for Musicians:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MUSC 259</td>
<td>Technology for Musicians</td>
<td>.5</td>
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### Career Skills:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 300</td>
<td>Career Skills for the Entrepreneurial Musician</td>
<td>.5</td>
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</table>

## Major Requirements

### Upper-division lessons/Music Experience bundle

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MUSA 313</td>
<td>Primary Upper-Division Lessons for Music Majors</td>
<td>1</td>
</tr>
<tr>
<td>MUSX 362</td>
<td>Junior Recital (25-min)</td>
<td>1</td>
</tr>
<tr>
<td>MUSX 462</td>
<td>Senior Recital (50-min)</td>
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</table>

Select two elective MUSX courses

### Eight Ensembles:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSA 111</td>
<td>Secondary Lessons for Music Majors (Four semesters)</td>
<td>1</td>
</tr>
</tbody>
</table>

Six Ensembles (participant)

Two Ensembles (accompanist understudy)
Upper-division Music Literature elective 1
Upper-division Theory elective 1
MUSC 365 Keyboard Pedagogy .5
MUSC 374 Foundations of Organ .5
Free Elective 4 1.5

Other Requirements
Sophomore Decision

Oral Communication Competency

Total Units 32

1 Functional Keyboard as required.
2 Students registered in MUSA 313 must co-register for one MUSX course.
3 Choose from secondary lessons in Piano, Harpsichord, or Practical Keyboard Applications.
4 Not fulfilled by ensembles.

Courses

MUSC 100. Recital Attendance. 0.0 Units.

MUSC 115. Voice Seminar: Italian Diction, IPA, Singing as a Profession. 0.0 Units.
Offered fall semesters.

MUSC 116. Voice Seminar: English Diction and Singing as a Profession. 0.0 Units.
Offered spring semesters.

MUSC 118. German Diction. 0.5 Units.
A study of the phonetic principles of the German language as it pertains to singing. Prerequisite: MUSC 115. Offered fall semesters.

MUSC 151. Music Culture. 0.5 Units.
An introduction to musical styles of both Western and non-Western music. The class examines compositions of many great classical composers such as W. A. Mozart and Igor Stravinsky, and explores the traditional music of cultures that include Venezuela, Cuba, China, Hungary, and India. The class includes the study of music written for individual instruments and all ensemble styles, including choir, band, orchestra and chamber music. Each class includes a guest lecture by a music faculty member who specializes in the particular composer, ensemble, or world culture presented. Offered fall semesters.

MUSC 152. Musical Style and Analysis. 0.5 Units.
A continuation of Music Culture (MUSC 151), Musical Style and Analysis emphasizes four areas of musical learning - great classical compositions, music of the twentieth century, the relationship between music theory and musicianship, and music performance studies. Co-requisite: MUSC 172. Offered spring semesters.

MUSC 160. Music Theory Fundamentals I. 0.5 Units.
Designed for music majors who need a review of fundamental theory skills prior to entering Theory I (MUSC 171).

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 the previous semester to analysis and basic composition. Prerequisite: MUSC 160 or permission of instructor.

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. Theory I. 1 Unit.
A study of the materials of music, including fundamentals (pitch, rhythm, scales and modes, intervals, triads), melody and melodic organization, diatonic harmony, and basic musical forms. Offered fall semesters. Co-requisite MUSC 175.

MUSC 172. Theory II. 1 Unit.
Offered spring semesters. Prerequisite: MUSC 171. Co-requisite MUSC 176.

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.
Continuation of MUSC 173. Prerequisite: MUSC 173. Offered fall and spring semesters.

MUSC 175. Functional Keyboard I. 0.0 Units.
A development of key feeling, harmonization, improvisation, and sight-reading keyboard skills. Offered fall semesters. Co-requisite MUSC 171.
MUSC 176. Functional Keyboard II. 0.0 Units.
Continuation of MUSC 175. Prerequisite: MUSC 175. Offered spring semesters. Co-requisite MUSC 172. Prerequisite: MUSC 175.

MUSC 185. Independent Study. 0.25 to 1 Units.

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 193A. Mozart, Movies & Musicology. 1 Unit.

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.

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 198A. History of Electronic Music. 1 Unit.
A study of the diverse and evolving history encompassed by electronic music, both popular and experimental, through readings and recordings. Students will become familiar with a wide variety of electronic music examples and learn to identify the key stylistic differences between genres such as techno, musique concrète, hip-hop, sound art, ambient, and krautrock. Students will also learn to place given examples in their proper historical and social context, as well as critically evaluate what they hear using basic music vocabulary. For non-majors. Music majors register for MUSC 389. Offered fall and spring semesters as needed.

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. Prerequisite: MUSC 115. Offered spring semesters.

MUSC 225. Composition Seminar. 0.0 Units.
A weekly seminar for all composition majors. It features 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. 0.5 Units.
A course designed to develop a teaching knowledge of the string and woodwind instruments and provide sufficient skills for purposes of demonstrating the instruments to developing players both individually and in an ensemble setting. Offered fall semesters.

MUSC 256. Instrumental Techniques. 0.5 Units.
Continuation of MUSC 255. Offered spring semesters.

MUSC 257. Instrumental Techniques. 0.5 Units.
A course designed to develop a teaching knowledge of the brass and percussion instruments and provide sufficient skills for purposes of demonstrating the instruments to developing players both individually and in an ensemble setting. Offered fall semesters.

MUSC 258. Instrumental Techniques. 0.5 Units.
Continuation of MUSC 257. Offered 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, music notation, media storage formats, multimedia, digital citizenship and historical trends. Requires lab work outside of class.

MUSC 271. 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. Co-requisite MUSC 275 Functional Keyboard III (or completion of the appropriate keyboard sequence).

MUSC 272. 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.
Continuation of MUSC 273. Prerequisite: MUSC 273. Offered fall and spring semesters.

MUSC 275. Functional Keyboard III. 0.0 Units.
Continuation of MUSC 175 and MUSC 276. Prerequisite: MUSC 176. Offered fall semesters. Co-requisite MUSC 271 Theory III. May be repeated for credit. Prerequisite: MUSC 176.

MUSC 276. Functional Keyboard IV. 0.0 Units.
Continuation of MUSC 275. Prerequisite: MUSC 172. Offered spring semesters. May be repeated for credit.

MUSC 277. Conducting I. 0.5 Units.
Student has the option of two tracts: Beginning Instrumental Conducting and Beginning Vocal Conducting. Both courses focus 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 semesters.

MUSC 279. Introduction to Composition. 0.25 Units.
A study and application of the basic techniques of music composition. Prerequisite: MUSC 172 or permission of the instructor. Offered fall and spring semesters. Repeatable for credit.

MUSC 285. Indepenently Study. 0.25 to 1 Units.

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 Entreprenurial 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 152 and MUSC 172. Offered fall semesters.

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, MUSC 151. Offered spring semesters.

MUSC 351. Elementary School Music Methods. 0.5 Units.
A methods and materials course designed for teaching general music in the elementary classroom. Performance as music education, learning theory, lesson planning, Orff Sculwerk, and classroom management are studied. Students complete a field teaching and observation experience in the elementary classroom. Recorder and guitar proficiencies are required. Development of professional portfolio is begun. Corequisite: EDUC 316. Offered fall semesters.

MUSC 352. Secondary School Music Methods. 0.5 Units.
Students will research literature, methods, and materials for secondary school string programs. Recruitment, instrument maintenance and repair, parent organizations, budgeting, administration and community relationships are studied. Development of professional portfolio is included. Field experience is required. Prerequisite: MUSC 277. Offered fall semesters.

MUSC 353. Marching Band Methods. 0.5 Units.
The role of the marching band in the total instrumental program of the secondary school is studied. The historical and contemporary purpose of the marching band, marching styles, show styles, and show design are explored. Marching fundamentals, auxiliary units, the expanded use of percussion, and the use of computer-aided drill design software are contained in course content. Successfully managing band parent/booster organizations, budgets, travel, and program maintenance are addressed. Prerequisite: MUSC 297. Offered fall semesters.

MUSC 354. Secondary School Music Methods: Instrumental/General. 0.5 Units.
Teaching theories, techniques, and organizational procedures for the secondary school instrumental music program as well as philosophical considerations such as music as art, the value of music in education, and the role of the music educator are studied. Students survey instrumental literature at various grade levels appropriate for the secondary student (instrumental methods books, band & orchestra literature, solo/ensemble literature). Rehearsal techniques and instrumental score analysis are studied as they relate to rehearsal and lesson plan preparation. Classroom management, assessment (grading), seating arrangements, instrument purchase and maintenance, budgets, recruiting, support organizations, and scheduling comprise additional course content. General music methods for secondary students are explored. Field experience and observations are required. Prerequisite: MUSC 297 and MUSC 256 or MUSC 258. Offered spring semesters. Corequisite: EDUC 392.

MUSC 355. Secondary School Music Methods: Choral/General. 0.5 Units.
Learn practical knowledge, develop skills, and acquire materials for teaching chorus to singers from elementary through high school age. Discuss rehearsal technique and score preparation independently of conducting gestures. Prepare for and generate lesson plans, learn chorus classroom administration and practice effective assessment of vocal students. Cover units on Choral Arranging and Vocal Pedagogy for music education students. Other relevant topics included. Prepares conductor/teacher students for success in the student teaching experience and future choral classrooms. Prerequisites: MUSC 298 and MUSC 118 or MUSC 218. Corequisite: EDUC 392. Offered fall semesters.

MUSC 357. Jazz Methods and Materials. 0.5 Units.
Familiarization with necessary basic information to develop competence in the area of instrumental jazz education. Starting a jazz ensemble program, understanding the instrumentation and harmony, and teaching basic jazz improvisation techniques are discussed. Other topics include the jazz combo, the role of the conductor, rehearsal psychology and techniques, phrasing and articulation, and sound reinforcement. The application of computers, technology, and jazz education are also discussed. Conducting a prepared selection with the Stetson Jazz Ensemble is included in the course. Prerequisite: MUSC 172.

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. Vocal Pedagogy. 0.5 Units.
An introduction to the fundamentals of the pedagogy and repertoire of voice for performance majors. Issues addressed include the elements of signing, studio strategies, long-term vocal health, history of vocal pedagogy, and knowledge of appropriate teaching literature. Senior standing required.

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 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 373. Aural Training V. 0.5 Units.
Continuation of MUSC 274. Prerequisite: MUSC 274. Offered fall semesters of alternate years or as demand allows.

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. This class includes participation in the weekly Composition Seminar.

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 278 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 278 and instructor approval. Offered as needed.

MUSC 379. Orchestration & 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 385. Independent Study. 0.25 to 1 Units.
Junior Level.

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 fachs (types) and all of the components that comprise an operatic production. Prerequisite: MUSC 152 and MUSC 172.

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 152 and MUSC 172. Offered fall semester of alternate years.

MUSC 389. Piano Literature II. 0.25 Units.
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. Writing-Intensive course. Prerequisite: MUSC 152 and MUSC 172.

MUSC 390. Special Topics in Music. 0.25 to 1 Units.

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 152 and 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 152 and MUSC 172. Offered spring semesters every other year.
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 152 and MUSC 172. Offered fall semester of alternate years.

MUSC 395. Teaching Apprenticeship. 0.5 Units.

MUSC 396. Jazz & 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.

MUSC 401. Internship. 0.25 Units.
Hands-on experience in the music field through a variety of cooperating organizations.

MUSC 471. Advanced Analysis. 1 Unit.
A study of various analytic and research methods for both tonal and atonal music. Primary emphasis is on linear analysis and advanced set-theoretical studies. Several papers are required. Prerequisite: MUSC 271. Offered spring semester of alternate years.

MUSC 475. Composition III. 1 Unit.
Continuation of MUSC 376. Prerequisite: MUSC 376 and BM composition major. Offered fall and spring semesters. This class includes participation in the weekly Composition Seminar.

MUSC 485. Independent Study. 0.25 to 1 Units.
Senior Level.

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.
Offered fall and spring semesters.

MUSC 499. Senior Research Project. 1 Unit.
# Bachelor Of Music - Piano

## General Education Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>FSEM 100</td>
<td>First Year Seminar</td>
<td>1</td>
</tr>
<tr>
<td>Individuals, Societies, and Social Systems (any S course)</td>
<td>1</td>
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<tr>
<td>Quantitative Reasoning (any Q course)</td>
<td>1</td>
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<tr>
<td>Language (French or German recommended, 102L level or higher required)</td>
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<tr>
<td>Historical Inquiry (any H course)</td>
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<tr>
<td>Personal and Social Responsibility (any R, E, W, D, or J course)</td>
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<tr>
<td>Free Elective (non-music, can be used for a 101-level language if required)</td>
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## Stetson Music Core

**Theory/Keyboard bundle**

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>MUSC 171</td>
<td>Theory I</td>
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<tr>
<td>MUSC 172</td>
<td>Theory II</td>
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<tr>
<td>MUSC 271</td>
<td>Theory III</td>
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<tr>
<td>MUSC 272</td>
<td>Theory IV</td>
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**Functional Keyboard:**

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<tbody>
<tr>
<td>MUSC 175</td>
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<tr>
<td>MUSC 176</td>
<td>Functional Keyboard II</td>
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<tr>
<td>MUSC 275</td>
<td>Functional Keyboard III</td>
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<tr>
<td>MUSC 276</td>
<td>Functional Keyboard IV</td>
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**Music History:**

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<tr>
<th>Course</th>
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<tr>
<td>MUSC 312</td>
<td>Music History II</td>
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**Aural Training:**

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<th>Credits</th>
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<tr>
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<td>Aural Training I</td>
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<tr>
<td>MUSC 174</td>
<td>Aural Training II</td>
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<td>MUSC 273</td>
<td>Aural Training III</td>
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<td>MUSC 274</td>
<td>Aural Training IV</td>
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**Lower-division lessons:**

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<th>Credits</th>
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<tbody>
<tr>
<td>MUSA 112</td>
<td>Primary Lower-Division Lessons</td>
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<tr>
<td>MUSC 151</td>
<td>Music Culture</td>
<td>.5</td>
</tr>
<tr>
<td>MUSC 152</td>
<td>Musical Style and Analysis</td>
<td>.5</td>
</tr>
<tr>
<td>MUSC 277</td>
<td>Conducting I</td>
<td>.5</td>
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<tr>
<td>MUSC 259</td>
<td>Technology for Musicians</td>
<td>.5</td>
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## Major Requirements

**Upper-division lessons/Music Experience bundle**

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<tbody>
<tr>
<td>MUSA 313</td>
<td>Primary Upper-Division Lessons</td>
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<tr>
<td>MUSX 362</td>
<td>Junior Recital (25-min)</td>
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<tr>
<td>MUSX 462</td>
<td>Senior Recital (50-min)</td>
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Select two elective MUSX courses

**Eight Ensembles:**

- Six Ensembles (participant)
- Two Ensembles (accompanist understudy)

**Piano Literature:**

<table>
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<tr>
<th>Course</th>
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Courses

MUSC 100. Recital Attendance. 0.0 Units.

MUSC 115. Voice Seminar: Italian Diction, IPA, Singing as a Profession. 0.0 Units.
Offered fall semesters.

MUSC 116. Voice Seminar: English Diction and Singing as a Profession. 0.0 Units.
Offered spring semesters.

MUSC 118. German Diction. 0.5 Units.
A study of the phonetic principles of the German language as it pertains to singing. Prerequisite: MUSC 115. Offered fall semesters.

MUSC 151. Music Culture. 0.5 Units.
An introduction to musical styles of both Western and non-Western music. The class examines compositions of many great classical composers such as W. A. Mozart and Igor Stravinsky, and explores the traditional music of cultures that include Venezuela, Cuba, China, Hungary, and India. The class includes the study of music written for individual instruments and all ensemble styles, including choir, band, orchestra and chamber music. Each class includes a guest lecture by a music faculty member who specializes in the particular composer, ensemble, or world culture presented. Offered fall semesters.

MUSC 152. Musical Style and Analysis. 0.5 Units.
A continuation of Music Culture (MUSC 151), Musical Style and Analysis emphasizes four areas of musical learning - great classical compositions, music of the twentieth century, the relationship between music theory and musicianship, and music performance studies. Co-requisite: MUSC 172. Offered spring semesters.

MUSC 160. Music Theory Fundamentals I. 0.5 Units.
Designed for music majors who need a review of fundamental theory skills prior to entering Theory I (MUSC 171).

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 the previous semester to analysis and basic composition. Prerequisite: MUSC 160 or permission of instructor.

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. Theory I. 1 Unit.
A study of the materials of music, including fundamentals (pitch, rhythm, scales and modes, intervals, triads), melody and melodic organization, diatonic harmony, and basic musical forms. Offered fall semesters. Co-requisite MUSC 175.

MUSC 172. Theory II. 1 Unit.
Offered spring semesters. Prerequisite: MUSC 171. Co-requisite MUSC 176.

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.
Continuation of MUSC 173. Prerequisite: MUSC 173. Offered fall and spring semesters.
MUSC 175. Functional Keyboard I. 0.0 Units.
A development of key feeling, harmonization, improvisation, and sight-reading keyboard skills. Offered fall semesters. Co-requisite MUSC 171.

MUSC 176. Functional Keyboard II. 0.0 Units.
Continuation of MUSC 175. Prerequisite: MUSC 175. Offered spring semesters. Co-requisite MUSC 172. Prerequisite: MUSC 175.

MUSC 185. Independent Study. 0.25 to 1 Units.

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 193A. Mozart, Movies & Musicology. 1 Unit.

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.

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 198A. History of Electronic Music. 1 Unit.
A study of the diverse and evolving history encompassed by electronic music, both popular and experimental, through readings and recordings. Students will become familiar with a wide variety of electronic music examples and learn to identify the key stylistic differences between genres such as techno, musique concrète, hip-hop, sound art, ambient, and krautrock. Students will also learn to place given examples in their proper historical and social context, as well as critically evaluate what they hear using basic music vocabulary. For non-majors. Music majors register for MUSC 389. Offered fall and spring semesters as needed.

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. Prerequisite: MUSC 115. Offered spring semesters.
MUSC 252. Composition Seminar. 0.0 Units.
A weekly seminar for all composition majors. It features 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. 0.5 Units.
A course designed to develop a teaching knowledge of the string and woodwind instruments and provide sufficient skills for purposes of demonstrating
the instruments to developing players both individually and in an ensemble setting. Offered fall semesters.

MUSC 256. Instrumental Techniques. 0.5 Units.
Continuation of MUSC 255. Offered spring semesters.

MUSC 257. Instrumental Techniques. 0.5 Units.
A course designed to develop a teaching knowledge of the brass and percussion instruments and provide sufficient skills for purposes of demonstrating
the instruments to developing players both individually and in an ensemble setting. Offered fall semesters.

MUSC 258. Instrumental Techniques. 0.5 Units.
Continuation of MUSC 257. Offered 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,
music notation, media storage formats, multimedia, digital citizenship and historical trends. Requires lab work outside of class.

MUSC 271. 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. Co-requisite MUSC 275 Functional Keyboard III (or completion
of the appropriate keyboard sequence).

MUSC 272. 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.
Continuation of MUSC 273. Prerequisite: MUSC 273. Offered fall and spring semesters.

MUSC 275. Functional Keyboard III. 0.0 Units.
Continuation of MUSC 175 and MUSC 276. Prerequisite: MUSC 176. Offered fall semesters. Co-requisite MUSC 271 Theory III. May be repeated for
credit. Prerequisite: MUSC 176.

MUSC 276. Functional Keyboard IV. 0.0 Units.
Continuation of MUSC 275. Prerequisite: MUSC 172. Offered spring semesters. May be repeated for credit.

MUSC 277. Conducting I. 0.5 Units.
Student has the option of two tracts: Beginning Instrumental Conducting and Beginning Vocal Conducting. Both courses focus 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 semesters.

MUSC 279. Introduction to Composition. 0.25 Units.
A study and application of the basic techniques of music composition. Prerequisite: MUSC 172 or permission of the instructor. Offered fall and spring
semesters. Repeatable for credit.

MUSC 285. Independently Study. 0.25 to 1 Units.

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 152 and MUSC 172. Offered fall semesters.

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, MUSC 151. Offered spring semesters.

MUSC 351. Elementary School Music Methods. 0.5 Units.
A methods and materials course designed for teaching general music in the elementary classroom. Performance as music education, learning theory, lesson planning, Orff Sculwerk, and classroom management are studied. Students complete a field teaching and observation experience in the elementary classroom. Recorder and guitar proficiencies are required. Development of professional portfolio is begun. Corequisite: EDUC 316. Offered fall semesters.

MUSC 352. Secondary School Music Methods. 0.5 Units.
Students will research literature, methods, and materials for secondary school string programs. Recruitment, instrument maintenance and repair, parent organizations, budgeting, administration and community relationships are studied. Development of professional portfolio is included. Field experience is required. Prerequisite: MUSC 277. Offered fall semesters.

MUSC 353. Marching Band Methods. 0.5 Units.
The role of the marching band in the total instrumental program of the secondary school is studied. The historical and contemporary purpose of the marching band, marching styles, show styles, and show design are explored. Marching fundamentals, auxiliary units, the expanded use of percussion, and the use of computer-aided drill design software are contained in course content. Successfully managing band parent/booster organizations, budgets, travel, and program maintenance are addressed. Prerequisite: MUSC 277. Offered fall semesters.

MUSC 354. Secondary School Music Methods: Instrumental/General. 0.5 Units.
Teaching theories, techniques, and organizational procedures for the secondary school instrumental music program as well as philosophical considerations such as music as art, the value of music in education, and the role of the music educator are studied. Students survey instrumental literature at various grade levels appropriate for the secondary student (instrumental methods books, band & orchestra literature, solo/ensemble literature). Rehearsal techniques and instrumental score analysis are studied as they relate to rehearsal and lesson plan preparation. Classroom management, assessment (grading), seating arrangements, instrument purchase and maintenance, budgets, recruiting, support organizations, and scheduling comprise additional course content. General music methods for secondary students are explored. Field experience and observations are required. Prerequisite: MUSC 297 and MUSC 256 or MUSC 258. Offered spring semesters. Corequisite: EDUC 302.

MUSC 355. Secondary School Music Methods: Choral/General. 0.5 Units.
Learn practical knowledge, develop skills, and acquire materials for teaching chorus to singers from elementary through high school age. Discuss rehearsal technique and score preparation independently of conducting gestures. Prepare for and generate lesson plans, learn chorus classroom administration and practice effective assessment of vocal students. Cover units on Choral Arranging and Vocal Pedagogy for music education students. Other relevant topics included. Prepares conductor/teacher students for success in the student teaching experience and future choral classrooms. Prerequisites: MUSC 298 and MUSC 118 or MUSC 218. Corequisite: EDUC 392. Offered fall semesters.

MUSC 357. Jazz Methods and Materials. 0.5 Units.
Familiarization with necessary basic information to develop competence in the area of instrumental jazz education. Starting a jazz ensemble program, understanding the instrumentation and harmony, and teaching basic jazz improvisation techniques are discussed. Other topics include the jazz combo, the role of the conductor, rehearsal psychology and techniques, phrasing and articulation, and sound reinforcement. The application of computers, technology, and jazz education are also discussed. Conducting a prepared selection with the Stetson Jazz Ensemble is included in the course. Prerequisite: MUSC 172.

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. Vocal Pedagogy. 0.5 Units.
An introduction to the fundamentals of the pedagogy and repertoire of voice for performance majors. Issues addressed include the elements of signing, studio strategies, long-term vocal health, history of vocal pedagogy, and knowledge of appropriate teaching literature. Senior standing required.

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 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 373. Aural Training V. 0.5 Units.
Continuation of MUSC 274. Prerequisite: MUSC 274. Offered fall semesters of alternate years or as demand allows.

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. This class includes participation in the weekly Composition Seminar.

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 278 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 278 and instructor approval. Offered as needed.

MUSC 379. Orchestration & 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 385. Independent Study. 0.25 to 1 Units.
Junior Level.

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 fachs (types) and all of the components that comprise an operatic production. Prerequisite: MUSC 152 and MUSC 172.

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 152 and MUSC 172. Offered fall semester of alternate years.

MUSC 389. Piano Literature II. 0.25 Units.
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. Writing-Intensive course. Prerequisite: MUSC 152 and MUSC 172.
MUSC 390. Special Topics in Music. 0.25 to 1 Units.

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 152 and 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 152 and MUSC 172. Offered spring semesters every other year.

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 152 and MUSC 172. Offered fall semester of alternate years.

MUSC 395. Teaching Apprenticeship. 0.5 Units.

MUSC 396. Jazz & 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.

MUSC 401. Internship. 0.25 Units.
Hands-on experience in the music field through a variety of cooperating organizations.

MUSC 471. Advanced Analysis. 1 Unit.
A study of various analytic and research methods for both tonal and atonal music. Primary emphasis is on linear analysis and advanced set-theoretical studies. Several papers are required. Prerequisite: MUSC 271. Offered spring semester of alternate years.

MUSC 475. Composition III. 1 Unit.
Continuation of MUSC 376. Prerequisite: MUSC 376 and BM composition major. Offered fall and spring semesters. This class includes participation in the weekly Composition Seminar.

MUSC 485. Independent Study. 0.25 to 1 Units.
Senior Level.

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.
Offered fall and spring semesters.

MUSC 499. Senior Research Project. 1 Unit.
# Bachelor Of Music - Voice

## General Education Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>FSEM 100</td>
<td>First Year Seminar</td>
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<tr>
<td>Quantitative Reasoning</td>
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<tr>
<td>Language</td>
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<tr>
<td>ITAL 101</td>
<td>Elementary Italian</td>
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<tr>
<td>FREN 101</td>
<td>Elementary French I</td>
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<tr>
<td>GERM 101</td>
<td>Elementary German I</td>
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<tr>
<td>Elective Language 1</td>
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<tr>
<td>Personal and Social Responsibility</td>
<td>(any R, E, W, D, or J course)</td>
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<tr>
<td>Individuals, Societies,</td>
<td>(any S course)</td>
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<tr>
<td>and Social Systems</td>
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<tr>
<td>Historical Inquiry</td>
<td>(any H course, HIST 103H recommended)</td>
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## Stetson Music Core

### Theory/Keyboard bundle

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>MUSC 171</td>
<td>Theory I</td>
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<tr>
<td>MUSC 172</td>
<td>Theory II</td>
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<tr>
<td>MUSC 271</td>
<td>Theory III</td>
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<tr>
<td>MUSC 272</td>
<td>Theory IV</td>
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<tr>
<td>MUSC 175</td>
<td>Functional Keyboard I</td>
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<td>MUSC 176</td>
<td>Functional Keyboard II</td>
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<td>MUSC 275</td>
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<td>MUSC 276</td>
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<td>MUSC 311</td>
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<td>MUSC 312</td>
<td>Music History II</td>
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<tr>
<td>Aural Training:</td>
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<td>MUSC 173</td>
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<tr>
<td>MUSC 174</td>
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<tr>
<td>MUSC 273</td>
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<tr>
<td>MUSC 274</td>
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### Lower-division lessons:

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<td>Music Culture:</td>
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<tr>
<td>MUSC 151</td>
<td>Music Culture</td>
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<tr>
<td>Musical Style and Analysis:</td>
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<tr>
<td>MUSC 152</td>
<td>Musical Style and Analysis</td>
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<tr>
<td>Conducting:</td>
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<tr>
<td>MUSC 277</td>
<td>Conducting I</td>
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<tr>
<td>Technology for Musicians:</td>
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<td>MUSC 259</td>
<td>Technology for Musicians</td>
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<tr>
<td>Career Skills:</td>
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<tr>
<td>MUSC 300</td>
<td>Career Skills for the Entrepreneurial Musician</td>
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### Major Requirements

### Upper-division lessons/Music Experience bundle

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<thead>
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<td>MUSA 313</td>
<td>Primary Upper-Division Lessons</td>
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<tr>
<td>MUSX 362</td>
<td>Junior Recital (25-min)</td>
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<td>MUSX 462</td>
<td>Senior Recital (50-min)</td>
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<tr>
<td>Select two elective MUSX courses</td>
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</table>

### Sixteen Ensembles: 4
Eight semesters: Concert Choir, Stetson Men, Women's Chorale

Four semesters: Stetson Opera Theatre MUSE 311

Four semesters: Choral Union MUSE 301 section 30

Upper-division Music Literature elective 1

Upper-division Theory elective 1

MUSC 118 German Diction .5
MUSC 218 French Diction .5
MUSC 364 Vocal Pedagogy .5
MUSC 115 Voice Seminar: Italian Diction, IPA, Singing as a Profession 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

Other Requirements

Sophomore Decision

Oral Communication Competency

Total Units 33

1 French or German 102 (or other language with approval).
2 Functional Keyboard is required.
3 Students registered in MUSA 313 must co-register for one MUSX course.

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.

MUSA 111. Secondary Lessons for Music Majors. 0.25 Units.
0.25 unit course for music majors studying a secondary instrument and music minors.

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.

MUSA 151. Secondary Class Lessons for Music Majors. 0.25 Units.
MUSA 185. Independent Study. 0.25 to 1 Units.

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 who have passed their sophomore decision: BM theory, composition, technology, outside field, BA music and BME.

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 who have passed their sophomore decision: BM theory, composition, technology, outside field, BA music and BME.

MUSA 385. Independent Study. 0.25 to 1 Units.

MUSA 390. Special Topics in Applied Music. 0.25 to 1 Units.

MUSA 490. Special Topic in Applied Music. 0.25 to 1 Units.

MUSC 100. Recital Attendance. 0.0 Units.

MUSC 115. Voice Seminar: Italian Diction, IPA, Singing as a Profession. 0.0 Units.
Offered fall semesters.

MUSC 116. Voice Seminar: English Diction and Singing as a Profession. 0.0 Units.
Offered spring semesters.

MUSC 118. German Diction. 0.5 Units.
A study of the phonetic principles of the German language as it pertains to singing. Prerequisite: MUSC 115. Offered fall semesters.
MUSC 151. Music Culture. 0.5 Units.
An introduction to musical styles of both Western and non-Western music. The class examines compositions of many great classical composers such as W. A. Mozart and Igor Stravinsky, and explores the traditional music of cultures that include Venezuela, Cuba, China, Hungary, and India. The class includes the study of music written for individual instruments and all ensemble styles, including choir, band, orchestra and chamber music. Each class includes a guest lecture by a music faculty member who specializes in the particular composer, ensemble, or world culture presented. Offered fall semesters.

MUSC 152. Musical Style and Analysis. 0.5 Units.
A continuation of Music Culture (MUSC 151), Musical Style and Analysis emphasizes four areas of musical learning - great classical compositions, music of the twentieth century, the relationship between music theory and musicianship, and music performance studies. Co-requisite: MUSC 172. Offered spring semesters.

MUSC 160. Music Theory Fundamentals I. 0.5 Units.
Designed for music majors who need a review of fundamental theory skills prior to entering Theory I (MUSC 171).

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 the previous semester to analysis and basic composition. Prerequisite: MUSC 160 or permission of instructor.

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. Theory I. 1 Unit.
A study of the materials of music, including fundamentals (pitch, rhythm, scales and modes, intervals, triads), melody and melodic organization, diatonic harmony, and basic musical forms. Offered fall semesters. Co-requisite MUSC 175.

MUSC 172. Theory II. 1 Unit.
Offered spring semesters. Prerequisite: MUSC 171. Co-requisite MUSC 176.

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.
Continuation of MUSC 173. Prerequisite: MUSC 173. Offered fall and spring semesters.

MUSC 175. Functional Keyboard I. 0.0 Units.
A development of key feeling, harmonization, improvisation, and sight-reading keyboard skills. Offered fall semesters. Co-requisite MUSC 171.

MUSC 176. Functional Keyboard II. 0.0 Units.
Continuation of MUSC 175. Prerequisite: MUSC 175. Offered spring semesters. Co-requisite MUSC 172. Prerequisite: MUSC 175.

MUSC 185. Independent Study. 0.25 to 1 Units.

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 193A. Mozart, Movies & Musicology. 1 Unit.

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.

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 198A. History of Electronic Music. 1 Unit.
A study of the diverse and evolving history encompassed by electronic music, both popular and experimental, through readings and recordings. Students will become familiar with a wide variety of electronic music examples and learn to identify the key stylistic differences between genres such as techno, musique concrète, hip-hop, sound art, ambient, and krautrock. Students will also learn to place given examples in their proper historical and social context, as well as critically evaluate what they hear using basic music vocabulary. For non-majors. Music majors register for MUSC 389. Offered fall and spring semesters as needed.

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. Prerequisite: MUSC 115. Offered spring semesters.

MUSC 252. Composition Seminar. 0.0 Units.
A weekly seminar for all composition majors. It features 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. 0.5 Units.
A course designed to develop a teaching knowledge of the string and woodwind instruments and provide sufficient skills for purposes of demonstrating the instruments to developing players both individually and in an ensemble setting. Offered fall semesters.

MUSC 256. Instrumental Techniques. 0.5 Units.
Continuation of MUSC 255. Offered spring semesters.

MUSC 257. Instrumental Techniques. 0.5 Units.
A course designed to develop a teaching knowledge of the brass and percussion instruments and provide sufficient skills for purposes of demonstrating the instruments to developing players both individually and in an ensemble setting. Offered fall semesters.

MUSC 258. Instrumental Techniques. 0.5 Units.
Continuation of MUSC 257. Offered 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, music notation, media storage formats, multimedia, digital citizenship and historical trends. Requires lab work outside of class.

MUSC 271. 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. Co-requisite MUSC 275 Functional Keyboard III (or completion of the appropriate keyboard sequence).
MUSC 272. 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.
Continuation of MUSC 273. Prerequisite: MUSC 273. Offered fall and spring semesters.

MUSC 275. Functional Keyboard III. 0.0 Units.
Continuation of MUSC 175 and MUSC 276. Prerequisite: MUSC 176. Offered fall semesters. Co-requisite MUSC 271 Theory III. May be repeated for credit. Prerequisite: MUSC 176.

MUSC 276. Functional Keyboard IV. 0.0 Units.
Continuation of MUSC 275. Prerequisite: MUSC 172. Offered spring semesters. May be repeated for credit.

MUSC 277. Conducting I. 0.5 Units.
Student has the option of two tracts: Beginning Instrumental Conducting and Beginning Vocal Conducting. Both courses focus 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 semesters.

MUSC 279. Introduction to Composition. 0.25 Units.
A study and application of the basic techniques of music composition. 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.

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 152 and MUSC 172. Offered fall semesters.

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, MUSC 151. Offered spring semesters.

MUSC 351. Elementary School Music Methods. 0.5 Units.
A methods and materials course designed for teaching general music in the elementary classroom. Performance as music education, learning theory, lesson planning, Orff Sculwerk, and classroom management are studied. Students complete a field teaching and observation experience in the elementary classroom. Recorder and guitar proficiencies are required. Development of professional portfolio is begun. Corequisite: EDUC 316. Offered fall semesters.

MUSC 352. Secondary School Music Methods. 0.5 Units.
Students will research literature, methods, and materials for secondary school string programs. Recruitment, instrument maintenance and repair, parent organizations, budgeting, administration and community relationships are studied. Development of professional portfolio is included. Field experience is required. Prerequisite: MUSC 277. Offered fall semesters.

MUSC 353. Marching Band Methods. 0.5 Units.
The role of the marching band in the total instrumental program of the secondary school is studied. The historical and contemporary purpose of the marching band, marching styles, show styles, and show design are explored. Marching fundamentals, auxiliary units, the expanded use of percussion, and the use of computer-aided drill design software are contained in course content. Successfully managing band parent/booster organizations, budgets, travel, and program maintenance are addressed. Prerequisite: MUSC 297. Offered fall semesters.
MUSC 354. Secondary School Music Methods: Instrumental/General. 0.5 Units.
Teaching theories, techniques, and organizational procedures for the secondary school instrumental music program as well as philosophical considerations such as music as art, the value of music in education, and the role of the music educator are studied. Students survey instrumental literature at various grade levels appropriate for the secondary student (instrumental methods books, band & orchestra literature, solo/ensemble literature). Rehearsal techniques and instrumental score analysis are studied as they relate to rehearsal and lesson plan preparation. Classroom management, assessment (grading), seating arrangements, instrument purchase and maintenance, budgets, recruiting, support organizations, and scheduling comprise additional course content. General music methods for secondary students are explored. Field experience and observations are required. Prerequisite: MUSC 297 and MUSC 256 or MUSC 258. Offered spring semesters. Corequisite: EDUC 392.

MUSC 355. Secondary School Music Methods: Choral/General. 0.5 Units.
Learn practical knowledge, develop skills, and acquire materials for teaching chorus to singers from elementary through high school age. Discuss rehearsal technique and score preparation independently of conducting gestures. Prepare for and generate lesson plans, learn chorus classroom administration and practice effective assessment of vocal students. Cover units on Choral Arranging and Vocal Pedagogy for music education students. Other relevant topics included. Prepares conductor/teacher students for success in the student teaching experience and future choral classrooms. Prerequisites: MUSC 298 and MUSC 118 or MUSC 218. Corequisite: EDUC 392. Offered fall semesters.

MUSC 356. Wind, Brass, Percussion Pedagogy. 0.5 Units.
Familiarization with necessary basic information to develop competence in the area of instrumental jazz education. Starting a jazz ensemble program, understanding the instrumentation and harmony, and teaching basic jazz improvisation techniques are discussed. Other topics include the jazz combo, the role of the conductor, rehearsal psychology and techniques, phrasing and articulation, and sound reinforcement. The application of computers, technology, and jazz education are also discussed. Conducting a prepared selection with the Stetson Jazz Ensemble is included in the course. Prerequisite: MUSC 172.

MUSC 363. String Orchestral Excerpts. 0.25 Units.
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. Vocal Pedagogy. 0.5 Units.
An introduction to the fundamentals of the pedagogy and repertoire of voice for performance majors. Issues addressed include the elements of singing, studio strategies, long-term vocal health, history of vocal pedagogy, and knowledge of appropriate teaching literature. Senior standing required.

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 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 373. Aural Training V. 0.5 Units.
Continuation of MUSC 274. Prerequisite: MUSC 274. Offered fall semesters of alternate years or as demand allows.

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 stetting/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. This class includes participation in the weekly Composition Seminar.
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 278 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 278 and instructor approval. Offered as needed.

MUSC 379. Orchestration & 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 380. Independent Study. 0.25 to 1 Units.  
Junior Level.

MUSC 381. 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 fachs (types) and all of the components that comprise an operatic production. Prerequisite: MUSC 152 and MUSC 172.

MUSC 382. Piano Literature I. 1 Unit.  
An historical survey of the outstanding works of the eighteenth, nineteenth, and twentieth centuries for chamber ensembles. Prerequisites: MUSC 152 and MUSC 172. Offered fall semester of alternate years.

MUSC 383. Piano Literature II. 0.25 Units.  
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. Writing-Intensive course. Prerequisite: MUSC 152 and MUSC 172.

MUSC 384. Special Topics in Music. 0.25 to 1 Units.  

MUSC 385. Teaching Apprenticeship. 0.5 Units.  

MUSC 386. Jazz & 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 387. Internship. 0.25 Units.  
Hands-on experience in the music field through a variety of cooperating organizations. Writing-intensive course.

MUSC 388. Internship. 0.25 Units.  
Hands-on experience in the music field through a variety of cooperating organizations.

MUSC 389. Advanced Analysis. 1 Unit.  
A study of various analytic and research methods for both tonal and atonal music. Primary emphasis is on linear analysis and advanced set-theoretical studies. Several papers are required. Prerequisite: MUSC 271. Offered spring semester of alternate years.

MUSC 390. Composition III. 1 Unit.  
Continuation of MUSC 376. Prerequisite: MUSC 376 and BM composition major. Offered fall and spring semesters. This class includes participation in the weekly Composition Seminar.

MUSC 391. Internship. 0.25 to 1 Units.  
Senior Level.
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.
Offered fall and spring semesters.

MUSC 499. Senior Research Project. 1 Unit.

MUSE 111. Stetson Opera Theatre. 0.25 Units.

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. Major Choral Ensembles. 0.25 Units.

MUSE 302. Concert Choir: Accompanying. 0.25 Units.

MUSE 311. Stetson Opera Theatre. 0.25 Units.

MUSE 312. Stetson Opera Theatre: Accompanying. 0.25 Units.

MUSE 321. Major Instrumental Ensembles. 0.25 Units.

MUSE 331. Chamber Ensembles. 0.25 Units.

MUSE 390. Special Topics in Music Ensemble. 0.25 to 1 Units.

MUSE 490. Special Topics in Music Ensemble. 0.25 to 1 Units.

MUSX 190. Special Topic Music Experience. 0.0 Units.

MUSX 290. Special Topic Music Experience. 0.0 Units.

MUSX 341. EXP: Improvisation. 0.0 Units.
Practical studies in stylizing and creating melodic lines over given harmonies, as well as other harmonic techniques, as related to the performance practices of specific styles including aleatoric and jazz. Offered fall and spring semesters. Co-requisite MUSA 312 or MUSA 313, or permission of the dean/associate dean.

MUSX 342. EXP: Graduate Theory Review. 0.0 Units.
Designed to revisit skills taught in the core theory and aural training curriculum to assist students who will be taking graduate school entrance exams. Co-requisite MUSA 312 or MUSA 313, or permission of the dean/associate dean.

MUSX 343. EXP: Graduate History Review. 0.0 Units.
Designed to revisit skills taught in the music history that will assist students who will be taking graduate school entrance exams. Co-requisite MUSA 312 or MUSA 313, or permission of the dean/associate dean.

MUSX 344. EXP: Movement. 0.0 Units.
Experience in various styles of dance.

MUSX 345. EXP: 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 347. Making of the Modern Musical. 0.0 Units.
An in-depth look at the literature behind the modern musical blockbusters The Phantom of the Opera and Les Misérables, their history, characters and the messages they offer to audiences today. Co-requisite: MUSA 312 or MUSA 313, or permission of 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 350. Exploring Performance Anxiety. 0.0 Units.
This course is designed to help musicians explore performance anxiety, or stage fright, its causes as well as ways to channel these feelings into a positive performance experience. Corequisite: MUSA 312 or MUSA 313.

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. Corequisite 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.
# Bachelor Of Music - Guitar

## General Education Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>FSEM 100</td>
<td>First Year Seminar</td>
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<tr>
<td>Individuals, Societies, and Social Systems (any S course)</td>
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<tr>
<td>Quantitative Reasoning (any Q course)</td>
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<tr>
<td>Language (Spanish recommended, 102L level or higher required)</td>
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<tr>
<td>Historical Inquiry (any H course)</td>
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<tr>
<td>Personal and Social Responsibility (any R, E, W, D, or J course)</td>
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<tr>
<td>Free Elective (non-music, can be used for a 101-level language if required)</td>
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## Stetson Music Core

### Theory/Keyboard bundle

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<tr>
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<th>Description</th>
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<tbody>
<tr>
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<tr>
<td>MUSC 172</td>
<td>Theory II</td>
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<tr>
<td>MUSC 271</td>
<td>Theory III</td>
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<tr>
<td>MUSC 272</td>
<td>Theory IV</td>
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### Functional Keyboard:

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<tr>
<td>MUSC 175</td>
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<td>MUSC 176</td>
<td>Functional Keyboard II</td>
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<tr>
<td>MUSC 275</td>
<td>Functional Keyboard III</td>
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<tr>
<td>MUSC 276</td>
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### Music History:

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<tbody>
<tr>
<td>MUSC 311</td>
<td>Music History I</td>
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<td>MUSC 312</td>
<td>Music History II</td>
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### Aural Training:

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<td>MUSC 173</td>
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<td>MUSC 174</td>
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<tr>
<td>MUSC 273</td>
<td>Aural Training III</td>
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### Lower-division lessons:

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<tbody>
<tr>
<td>MUSA 112</td>
<td>Primary Lower-Division Lessons for Music Majors</td>
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### Music Culture:

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<th>Course</th>
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<tbody>
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<td>Music Culture</td>
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### Music Style and Analysis:

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<td>MUSC 152</td>
<td>Musical Style and Analysis</td>
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### Conducting:

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### Technology for Musicians:

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### Career Skills:

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<td>MUSC 300</td>
<td>Career Skills for the Entreprenurial Musician</td>
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## Major Requirements

### Upper-division lessons/Music Experience bundle

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<thead>
<tr>
<th>Course</th>
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<td>MUSX 362</td>
<td>Junior Recital (25-min)</td>
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<td>MUSX 462</td>
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### Twelve Ensembles:

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<tr>
<td>Four semesters: large ensemble</td>
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<td>3</td>
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<tr>
<td>Eight semesters: guitar ensemble</td>
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### Upper-division Music Literature elective

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<tbody>
<tr>
<td>Upper-division Music Literature elective</td>
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</table>
Bachelor Of Music - Guitar

Upper-division Theory elective 1
Guitar Pedagogy 5
  MUSC 368 Guitar Pedagogy
Guitar Seminar (must register every semester) 0
Free Elective 2

Other Requirements
Sophomore Decision
Oral Communication Competency

Total Units 32

1. Functional Keyboard as required.
2. Students registered in MUSA 313 must co-register for one MUSX course.
3. Satisfied by Orchestra, Band, Concert Choir, Women's Chorale, Stetson Men, Jazz Band.
4. Not fulfilled by ensembles.

Courses

MUSC 100. Recital Attendance. 0.0 Units.

MUSC 115. Voice Seminar: Italian Diction, IPA, Singing as a Profession. 0.0 Units.
Offered fall semesters.

MUSC 116. Voice Seminar: English Diction and Singing as a Profession. 0.0 Units.
Offered spring semesters.

MUSC 118. German Diction. 0.5 Units.
A study of the phonetic principles of the German language as it pertains to singing. Prerequisite: MUSC 115. Offered fall semesters.

MUSC 151. Music Culture. 0.5 Units.
An introduction to musical styles of both Western and non-Western music. The class examines compositions of many great classical composers such as W. A. Mozart and Igor Stravinsky, and explores the traditional music of cultures that include Venezuela, Cuba, China, Hungary, and India. The class includes the study of music written for individual instruments and all ensemble styles, including choir, band, orchestra and chamber music. Each class includes a guest lecture by a music faculty member who specializes in the particular composer, ensemble, or world culture presented. Offered fall semesters.

MUSC 152. Musical Style and Analysis. 0.5 Units.
A continuation of Music Culture (MUSC 151), Musical Style and Analysis emphasizes four areas of musical learning - great classical compositions, music of the twentieth century, the relationship between music theory and musicianship, and music performance studies. Co-requisite: MUSC 172. Offered spring semesters.

MUSC 160. Music Theory Fundamentals I. 0.5 Units.
Designed for music majors who need a review of fundamental theory skills prior to entering Theory I (MUSC 171).

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 the previous semester to analysis and basic composition. Prerequisite: MUSC 160 or permission of instructor.

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. Theory I. 1 Unit.
A study of the materials of music, including fundamentals (pitch, rhythm, scales and modes, intervals, triads), melody and melodic organization, diatonic harmony, and basic musical forms. Offered fall semesters. Co-requisite MUSC 175.

MUSC 172. Theory II. 1 Unit.
Offered spring semesters. Prerequisite: MUSC 171. Co-requisite MUSC 176.

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.
Continuation of MUSC 173. Prerequisite: MUSC 173. Offered fall and spring semesters.

MUSC 175. Functional Keyboard I. 0.0 Units.
A development of key feeling, harmonization, improvisation, and sight-reading keyboard skills. Offered fall semesters. Co-requisite MUSC 171.
MUSC 176. Functional Keyboard II. 0.0 Units.
Continuation of MUSC 175. Prerequisite: MUSC 175. Offered spring semesters. Co-requisite MUSC 172. Prerequisite: MUSC 175.

MUSC 185. Independent Study. 0.25 to 1 Units.

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 193A. Mozart, Movies & Musicology. 1 Unit.

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.

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 198A. History of Electronic Music. 1 Unit.
A study of the diverse and evolving history encompassed by electronic music, both popular and experimental, through readings and recordings. Students will become familiar with a wide variety of electronic music examples and learn to identify the key stylistic differences between genres such as techno, musique concrète, hip-hop, sound art, ambient, and krautrock. Students will also learn to place given examples in their proper historical and social context, as well as critically evaluate what they hear using basic music vocabulary. For non-majors. Music majors register for MUSC 389. Offered fall and spring semesters as needed.

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. Prerequisite: MUSC 115. Offered spring semesters.

MUSC 225. Composition Seminar. 0.0 Units.
A weekly seminar for all composition majors. It features 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. 0.5 Units.
A course designed to develop a teaching knowledge of the string and woodwind instruments and provide sufficient skills for purposes of demonstrating the instruments to developing players both individually and in an ensemble setting. Offered fall semesters.

MUSC 256. Instrumental Techniques. 0.5 Units.
Continuation of MUSC 255. Offered spring semesters.

MUSC 257. Instrumental Techniques. 0.5 Units.
A course designed to develop a teaching knowledge of the brass and percussion instruments and provide sufficient skills for purposes of demonstrating the instruments to developing players both individually and in an ensemble setting. Offered fall semesters.

MUSC 258. Instrumental Techniques. 0.5 Units.
Continuation of MUSC 257. Offered 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, music notation, media storage formats, multimedia, digital citizenship and historical trends. Requires lab work outside of class.

MUSC 271. 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. Co-requisite MUSC 275 Functional Keyboard III (or completion of the appropriate keyboard sequence).

MUSC 272. 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.
Continuation of MUSC 273. Prerequisite: MUSC 273. Offered fall and spring semesters.

MUSC 275. Functional Keyboard III. 0.0 Units.
Continuation of MUSC 175 and MUSC 276. Prerequisite: MUSC 176. Offered fall semesters. Co-requisite MUSC 271 Theory III. May be repeated for credit. Prerequisite: MUSC 176.

MUSC 276. Functional Keyboard IV. 0.0 Units.
Continuation of MUSC 275. Prerequisite: MUSC 172. Offered spring semesters. May be repeated for credit.

MUSC 277. Conducting I. 0.5 Units.
Student has the option of two tracts: Beginning Instrumental Conducting and Beginning Vocal Conducting. Both courses focus 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 semesters.

MUSC 279. Introduction to Composition. 0.25 Units.
A study and application of the basic techniques of music composition. Prerequisite: MUSC 172 or permission of the instructor. Offered fall and spring semesters. Repeatable for credit.

MUSC 285. Independently Study. 0.25 to 1 Units.

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 152 and MUSC 172. Offered fall semesters.

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, MUSC 151. Offered spring semesters.

MUSC 351. Elementary School Music Methods. 0.5 Units.
A methods and materials course designed for teaching general music in the elementary classroom. Performance as music education, learning theory, lesson planning, Orff Sculwerk, and classroom management are studied. Students complete a field teaching and observation experience in the elementary classroom. Recorder and guitar proficiencies are required. Development of professional portfolio is begun. Corequisite: EDUC 316. Offered fall semesters.

MUSC 352. Secondary School Music Methods. 0.5 Units.
Students will research literature, methods, and materials for secondary school string programs. Recruitment, instrument maintenance and repair, parent organizations, budgeting, administration and community relationships are studied. Development of professional portfolio is included. Field experience is required. Prerequisite: MUSC 277. Offered fall semesters.

MUSC 353. Marching Band Methods. 0.5 Units.
The role of the marching band in the total instrumental program of the secondary school is studied. The historical and contemporary purpose of the marching band, marching styles, show styles, and show design are explored. Marching fundamentals, auxiliary units, the expanded use of percussion, and the use of computer-aided drill design software are contained in course content. Successfully managing band parent/booster organizations, budgets, travel, and program maintenance are addressed. Prerequisite: MUSC 297. Offered fall semesters.

MUSC 354. Secondary School Music Methods: Instrumental/General. 0.5 Units.
Teaching theories, techniques, and organizational procedures for the secondary school instrumental music program as well as philosophical considerations such as music as art, the value of music in education, and the role of the music educator are studied. Students survey instrumental literature at various grade levels appropriate for the secondary student (instrumental methods books, band & orchestra literature, solo/ensemble literature). Rehearsal techniques and instrumental score analysis are studied as they relate to rehearsal and lesson plan preparation. Classroom management, assessment (grading), seating arrangements, instrument purchase and maintenance, budgets, recruiting, support organizations, and scheduling comprise additional course content. General music methods for secondary students are explored. Field experience and observations are required. Prerequisite: MUSC 297 and MUSC 256 or MUSC 258. Offered spring semesters. Corequisite: EDUC 392.

MUSC 355. Secondary School Music Methods: Choral/General. 0.5 Units.
Learn practical knowledge, develop skills, and acquire materials for teaching chorus to singers from elementary through high school age. Discuss rehearsal technique and score preparation independently of conducting gestures. Prepare for and generate lesson plans, learn chorus classroom administration and practice effective assessment of vocal students. Cover units on Choral Arranging and Vocal Pedagogy for music education students. Other relevant topics included. Prepares conductor/teacher students for success in the student teaching experience and future choral classrooms. Prerequisites: MUSC 298 and MUSC 118 or MUSC 218. Corequisite: EDUC 392. Offered fall semesters.

MUSC 357. Jazz Methods and Materials. 0.5 Units.
Familiarization with necessary basic information to develop competence in the area of instrumental jazz education. Starting a jazz ensemble program, understanding the instrumentation and harmony, and teaching basic jazz improvisation techniques are discussed. Other topics include the jazz combo, the role of the conductor, rehearsal psychology and techniques, phrasing and articulation, and sound reinforcement. The application of computers, technology, and jazz education are also discussed. Conducting a prepared selection with the Stetson Jazz Ensemble is included in the course. Prerequisite: MUSC 172.

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. Vocal Pedagogy. 0.5 Units.
An introduction to the fundamentals of the pedagogy and repertoire of voice for performance majors. Issues addressed include the elements of signing, studio strategies, long-term vocal health, history of vocal pedagogy, and knowledge of appropriate teaching literature. Senior standing required.

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 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 373. Aural Training V. 0.5 Units.
Continuation of MUSC 274. Prerequisite: MUSC 274. Offered fall semesters of alternate years or as demand allows.

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 385. Independent Study. 0.25 to 1 Units.
Junior Level.

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 fachs (types) and all of the components that comprise an operatic production. Prerequisite: MUSC 152 and MUSC 172.

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 152 and MUSC 172. Offered fall semesters of alternate years.

MUSC 389. Piano Literature II. 0.25 Units.
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. Writing-Intensive course. Prerequisite: MUSC 152 and MUSC 172.

MUSC 390. Special Topics in Music. 0.25 to 1 Units.

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 152 and 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 152 and MUSC 172. Offered spring semesters every other year.
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 152 and MUSC 172. Offered fall semester of alternate years.

MUSC 395. Teaching Apprenticeship. 0.5 Units.

MUSC 396. Jazz & 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.

MUSC 401. Internship. 0.25 Units.
Hands-on experience in the music field through a variety of cooperating organizations.

MUSC 471. Advanced Analysis. 1 Unit.
A study of various analytic and research methods for both tonal and atonal music. Primary emphasis is on linear analysis and advanced set-theoretical studies. Several papers are required. Prerequisite: MUSC 271. Offered spring semester of alternate years.

MUSC 475. Composition III. 1 Unit.
Continuation of MUSC 376. Prerequisite: MUSC 376 and BM composition major. Offered fall and spring semesters. This class includes participation in the weekly Composition Seminar.

MUSC 485. Independent Study. 0.25 to 1 Units.
Senior Level.

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.
Offered fall and spring semesters.

MUSC 499. Senior Research Project. 1 Unit.
## Bachelor Of Music - Orchestral Instrument

### General Education Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Suggested Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSEM 100</td>
<td>First Year Seminar</td>
<td>1</td>
</tr>
<tr>
<td>Individuals, Societies, and Social Systems</td>
<td>(any S course)</td>
<td>1</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>(any Q course)</td>
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</tr>
<tr>
<td>Language</td>
<td>(one language through the 102L level, FREN or GERM recommended)</td>
<td>1</td>
</tr>
<tr>
<td>Historical Inquiry</td>
<td>(any H course; HIST 103H recommended)</td>
<td>1</td>
</tr>
<tr>
<td>Personal and Social Responsibility</td>
<td>(any R, E, W, D, or J course)</td>
<td>1</td>
</tr>
<tr>
<td>Free Elective</td>
<td>(non-music, can be used for a 101-level language if required)</td>
<td>2</td>
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</tbody>
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### Stetson Music Core

<table>
<thead>
<tr>
<th>Category</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory/Keyboard bundle</td>
<td>MUSC 171 Theory I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>MUSC 172 Theory II</td>
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</tr>
<tr>
<td></td>
<td>MUSC 271 Theory III</td>
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<td>MUSC 272 Theory IV</td>
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<td>Functional Keyboard</td>
<td>MUSC 175 Functional Keyboard I</td>
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<td>MUSC 176 Functional Keyboard II</td>
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<td></td>
<td>MUSC 275 Functional Keyboard III</td>
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<td>MUSC 276 Functional Keyboard IV</td>
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<tr>
<td>Music History</td>
<td>MUSC 311 Music History I</td>
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<td>MUSC 312 Music History II</td>
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<td>Aural Training</td>
<td>MUSC 173 Aural Training I</td>
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<td></td>
<td>MUSC 174 Aural Training II</td>
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<td>MUSC 273 Aural Training III</td>
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<td></td>
<td>MUSC 274 Aural Training IV</td>
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<tr>
<td>Lower-division lessons</td>
<td>MUSA 112 Primary Lower-Division Lessons for Music Majors</td>
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<tr>
<td>Music Culture</td>
<td>MUSC 151 Music Culture</td>
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<tr>
<td>Music Style and Analysis</td>
<td>MUSC 152 Musical Style and Analysis</td>
<td>.5</td>
</tr>
<tr>
<td>Conducting</td>
<td>MUSC 277 Conducting I</td>
<td>.5</td>
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<tr>
<td>Technology for Musicians</td>
<td>MUSC 259 Technology for Musicians</td>
<td>.5</td>
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<tr>
<td>Career Skills</td>
<td>MUSC 300 Career Skills for the Entreprenurial Musician</td>
<td>.5</td>
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### Major Requirements

<table>
<thead>
<tr>
<th>Category</th>
<th>Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Upper-division lessons/Music Experience bundle</td>
<td>MUSA 313 Primary Upper-Division Lessons for Music Majors</td>
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<tr>
<td></td>
<td>MUSX 362 Junior Recital (25-min)</td>
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<tr>
<td></td>
<td>MUSX 462 Senior Recital (50-min)</td>
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<tr>
<td>Select two elective MUSX courses</td>
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<tr>
<td>Sixteen Ensembles</td>
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<tr>
<td>Eight semesters: large ensemble</td>
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<td>3</td>
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<tr>
<td>Six semesters: elective ensemble</td>
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<tr>
<td>Two semesters: chamber ensemble</td>
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</table>
Upper-division Music Literature elective 1
Upper-division Theory elective 1
Pedagogy (String Pedagogy OR Wind, Brass, Percussion Pedagogy) .5
Free Elective 4
Other Requirements
Sophomore Decision
Oral Communication Competency
Total Units 32

1 Functional Keyboard as required.
2 Students registered in MUSA 313 must co-register for one MUSX course.
3 Satisfied by Orchestra, Band, Concert Choir, Women's Chorale, Stetson Men, Jazz Band.
4 Not fulfilled by ensembles.

Courses

MUSC 100. Recital Attendance. 0.0 Units.
MUSC 115. Voice Seminar: Italian Diction, IPA, Singing as a Profession. 0.0 Units.
Offered fall semesters.
MUSC 116. Voice Seminar: English Diction and Singing as a Profession. 0.0 Units.
Offered spring semesters.
MUSC 118. German Diction. 0.5 Units.
A study of the phonetic principles of the German language as it pertains to singing. Prerequisite: MUSC 115. Offered fall semesters.
MUSC 151. Music Culture. 0.5 Units.
An introduction to musical styles of both Western and non-Western music. The class examines compositions of many great classical composers such as W. A. Mozart and Igor Stravinsky, and explores the traditional music of cultures that include Venezuela, Cuba, China, Hungary, and India. The class includes the study of music written for individual instruments and all ensemble styles, including choir, band, orchestra and chamber music. Each class includes a guest lecture by a music faculty member who specializes in the particular composer, ensemble, or world culture presented. Offered fall semesters.
MUSC 152. Musical Style and Analysis. 0.5 Units.
A continuation of Music Culture (MUSC 151), Musical Style and Analysis emphasizes four areas of musical learning - great classical compositions, music of the twentieth century, the relationship between music theory and musicianship, and music performance studies. Co-requisite: MUSC 172. Offered spring semesters.
MUSC 160. Music Theory Fundamentals I. 0.5 Units.
Designed for music majors who need a review of fundamental theory skills prior to entering Theory I (MUSC 171).
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 the previous semester to analysis and basic composition. Prerequisite: MUSC 160 or permission of instructor.
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. Theory I. 1 Unit.
A study of the materials of music, including fundamentals (pitch, rhythm, scales and modes, intervals, triads), melody and melodic organization, diatonic harmony, and basic musical forms. Offered fall semesters. Co-requisite MUSC 175.
MUSC 172. Theory II. 1 Unit.
Offered spring semesters. Prerequisite: MUSC 171. Co-requisite MUSC 176.
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.
Continuation of MUSC 173. Prerequisite: MUSC 173. Offered fall and spring semesters.
MUSC 175. Functional Keyboard I. 0.0 Units.
A development of key feeling, harmonization, improvisation, and sight-reading keyboard skills. Offered fall semesters. Co-requisite MUSC 171.
MUSC 176. Functional Keyboard II. 0.0 Units.
Continuation of MUSC 175. Prerequisite: MUSC 175. Offered spring semesters. Co-requisite MUSC 172. Prerequisite: MUSC 175.

MUSC 185. Independent Study. 0.25 to 1 Units.

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 193A. Mozart, Movies & Musicology. 1 Unit.

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.

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 198A. History of Electronic Music. 1 Unit.
A study of the diverse and evolving history encompassed by electronic music, both popular and experimental, through readings and recordings. Students will become familiar with a wide variety of electronic music examples and learn to identify the key stylistic differences between genres such as techno, musique concrète, hip-hop, sound art, ambient, and krautrock. Students will also learn to place given examples in their proper historical and social context, as well as critically evaluate what they hear using basic music vocabulary. For non-majors. Music majors register for MUSC 389. Offered fall and spring semesters as needed.

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. Prerequisite: MUSC 115. Offered spring semesters.

MUSC 225. Composition Seminar. 0.0 Units.
A weekly seminar for all composition majors. It features 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. 0.5 Units.
A course designed to develop a teaching knowledge of the string and woodwind instruments and provide sufficient skills for purposes of demonstrating the instruments to developing players both individually and in an ensemble setting. Offered fall semesters.

MUSC 256. Instrumental Techniques. 0.5 Units.
Continuation of MUSC 255. Offered spring semesters.

MUSC 257. Instrumental Techniques. 0.5 Units.
A course designed to develop a teaching knowledge of the brass and percussion instruments and provide sufficient skills for purposes of demonstrating the instruments to developing players both individually and in an ensemble setting. Offered fall semesters.

MUSC 258. Instrumental Techniques. 0.5 Units.
Continuation of MUSC 257. Offered 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, music notation, media storage formats, multimedia, digital citizenship and historical trends. Requires lab work outside of class.

MUSC 271. 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 fugal and sonata form. Prerequisite: MUSC 172. Offered fall semesters. Co-requisite MUSC 275 Functional Keyboard III (or completion of the appropriate keyboard sequence).

MUSC 272. 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.
Continuation of MUSC 273. Prerequisite: MUSC 273. Offered fall and spring semesters.

MUSC 275. Functional Keyboard III. 0.0 Units.
Continuation of MUSC 175 and MUSC 276. Prerequisite: MUSC 176. Offered fall semesters. Co-requisite MUSC 271 Theory III. May be repeated for credit. Prerequisite: MUSC 176.

MUSC 276. Functional Keyboard IV. 0.0 Units.
Continuation of MUSC 275. Prerequisite: MUSC 172. Offered spring semesters. May be repeated for credit.

MUSC 277. Conducting I. 0.5 Units.
Student has the option of two tracts: Beginning Instrumental Conducting and Beginning Vocal Conducting. Both courses focus 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-meter, preparatory gestures, cues, releases, articulation, the fermata, dynamics, and tempi. Offered fall semesters.

MUSC 279. Introduction to Composition. 0.25 Units.
A study and application of the basic techniques of music composition. Prerequisite: MUSC 172 or permission of the instructor. Offered fall and spring semesters. Repeatable for credit.

MUSC 285. Independently Study. 0.25 to 1 Units.

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 152 and MUSC 172. Offered fall semesters.

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, MUSC 151. Offered spring semesters.

MUSC 351. Elementary School Music Methods. 0.5 Units.
A methods and materials course designed for teaching general music in the elementary classroom. Performance as music education, learning theory, lesson planning, Orff Sculwerk, and classroom management are studied. Students complete a field teaching and observation experience in the elementary classroom. Recorder and guitar proficiencies are required. Development of professional portfolio is begun. Corequisite: EDUC 316. Offered fall semesters.

MUSC 352. Secondary School Music Methods. 0.5 Units.
Students will research literature, methods, and materials for secondary school string programs. Recruitment, instrument maintenance and repair, parent organizations, budgeting, administration and community relationships are studied. Development of professional portfolio is included. Field experience is required. Prerequisite: MUSC 277. Offered fall semesters.

MUSC 353. Marching Band Methods. 0.5 Units.
The role of the marching band in the total instrumental program of the secondary school is studied. The historical and contemporary purpose of the marching band, marching styles, show styles, and show design are explored. Marching fundamentals, auxiliary units, the expanded use of percussion, and the use of computer-aided drill design software are contained in course content. Successfully managing band parent/booster organizations, budgets, travel, and program maintenance are addressed. Prerequisite: MUSC 297. Offered fall semesters.

MUSC 354. Secondary School Music Methods: Instrumental/General. 0.5 Units.
Teaching theories, techniques, and organizational procedures for the secondary school instrumental music program as well as philosophical considerations such as music as art, the value of music in education, and the role of the music educator are studied. Students survey instrumental literature at various grade levels appropriate for the secondary student (instrumental methods books, band & orchestra literature, solo/ensemble literature). Rehearsal techniques and instrumental score analysis are studied as they relate to rehearsal and lesson plan preparation. Classroom management, assessment (grading), seating arrangements, instrument purchase and maintenance, budgets, recruiting, support organizations, and scheduling comprise additional course content. General music methods for secondary students are explored. Field experience and observations are required. Prerequisite: MUSC 297 and MUSC 256 or MUSC 258. Offered spring semesters. Corequisite: EDUC 392.

MUSC 355. Secondary School Music Methods: Choral/General. 0.5 Units.
Learn practical knowledge, develop skills, and acquire materials for teaching chorus to singers from elementary through high school age. Discuss rehearsal technique and score preparation independently of conducting gestures. Prepare for and generate lesson plans, learn chorus classroom administration and practice effective assessment of vocal students. Cover units on Choral Arranging and Vocal Pedagogy for music education students. Other relevant topics included. Prepares conductor/teacher students for success in the student teaching experience and future choral classrooms. Prerequisites: MUSC 298 and MUSC 118 or MUSC 218. Corequisite: EDUC 392. Offered fall semesters.

MUSC 357. Jazz Methods and Materials. 0.5 Units.
Familiarization with necessary basic information to develop competence in the area of instrumental jazz education. Starting a jazz ensemble program, understanding the instrumentation and harmony, and teaching basic jazz improvisation techniques are discussed. Other topics include the jazz combo, the role of the conductor, rehearsal psychology and techniques, phrasing and articulation, and sound reinforcement. The application of computers, technology, and jazz education are also discussed. Conducting a prepared selection with the Stetson Jazz Ensemble is included in the course. Prerequisite: MUSC 172.

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. Vocal Pedagogy. 0.5 Units.
An introduction to the fundamentals of the pedagogy and repertoire of voice for performance majors. Issues addressed include the elements of signing, studio strategies, long-term vocal health, history of vocal pedagogy, and knowledge of appropriate teaching literature. Senior standing required.

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 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 373. Aural Training V. 0.5 Units.
Continuation of MUSC 274. Prerequisite: MUSC 274. Offered fall semesters of alternate years or as demand allows.

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. This class includes participation in the weekly Composition Seminar.

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 278 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 278 and instructor approval. Offered as needed.

MUSC 379. Orchestration & 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 385. Independent Study. 0.25 to 1 Units.
Junior Level.

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 fachs (types) and all of the components that comprise an operatic production. Prerequisite: MUSC 152 and MUSC 172.

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 152 and MUSC 172. Offered fall semester of alternate years.

MUSC 389. Piano Literature II. 0.25 Units.
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. Writing-Intensive course. Prerequisite: MUSC 152 and MUSC 172.

MUSC 390. Special Topics in Music. 0.25 to 1 Units.

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 152 and 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 152 and MUSC 172. Offered spring semesters every other year.
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 152 and MUSC 172. Offered fall semester of alternate years.

MUSC 395. Teaching Apprenticeship. 0.5 Units.

MUSC 396. Jazz & 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.

MUSC 401. Internship. 0.25 Units.
Hands-on experience in the music field through a variety of cooperating organizations.

MUSC 471. Advanced Analysis. 1 Unit.
A study of various analytic and research methods for both tonal and atonal music. Primary emphasis is on linear analysis and advanced set-theoretical studies. Several papers are required. Prerequisite: MUSC 271. Offered spring semester of alternate years.

MUSC 475. Composition III. 1 Unit.
Continuation of MUSC 376. Prerequisite: MUSC 376 and BM composition major. Offered fall and spring semesters. This class includes participation in the weekly Composition Seminar.

MUSC 485. Independent Study. 0.25 to 1 Units.
Senior Level.

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.
Offered fall and spring semesters.

MUSC 499. Senior Research Project. 1 Unit.
Bachelor Of Music - Music Theory

**General Education Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>FSEM 100 - First Year Seminar</td>
<td>1</td>
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<tr>
<td>Individuals, Societies, and Social Systems (any S course)</td>
<td>1</td>
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<tr>
<td>Quantitative Reasoning (any Q course)</td>
<td>1</td>
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<tr>
<td>Language (one language through the 102L level, FREN or GERM recommended)</td>
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<tr>
<td>Historical Inquiry (any H course)</td>
<td>1</td>
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<tr>
<td>Personal and Social Responsibility (any R, E, W, D, or J course)</td>
<td>1</td>
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<tr>
<td>Free Elective (non-music, can be used for a 101-level language if required)</td>
<td>2</td>
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</tbody>
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**Stetson Music Core**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Theory/Keyboard bundle</td>
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<tr>
<td>Theory:</td>
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<tr>
<td>MUSC 171 - Theory I</td>
<td></td>
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<tr>
<td>MUSC 172 - Theory II</td>
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<tr>
<td>MUSC 271 - Theory III</td>
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<td>MUSC 272 - Theory IV</td>
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<tr>
<td>Functional Keyboard:</td>
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<tr>
<td>MUSC 175 - Functional Keyboard I</td>
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<td>MUSC 176 - Functional Keyboard II</td>
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<td>MUSC 275 - Functional Keyboard III</td>
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<td>MUSC 276 - Functional Keyboard IV</td>
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<td>Music History:</td>
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<td>MUSC 311 - Music History I</td>
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<td>MUSC 312 - Music History II</td>
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<td>Aural Training:</td>
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<td>MUSC 173 - Aural Training I</td>
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<td>MUSC 174 - Aural Training II</td>
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<td>MUSC 273 - Aural Training III</td>
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<tr>
<td>MUSC 274 - Aural Training IV</td>
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<td>Lower-division lessons:</td>
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<tr>
<td>MUSA 112 - Primary Lower-Division Lessons for Music Majors</td>
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<tr>
<td>Music Culture:</td>
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<tr>
<td>MUSC 151 - Music Culture</td>
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<tr>
<td>Music Style and Analysis:</td>
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<tr>
<td>MUSC 152 - Musical Style and Analysis</td>
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<tr>
<td>Conducting:</td>
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<tr>
<td>MUSC 277 - Conducting I</td>
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<tr>
<td>Technology for Musicians:</td>
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<tr>
<td>MUSC 259 - Technology for Musicians</td>
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<tr>
<td>Career Skills:</td>
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<tr>
<td>MUSC 300 - Career Skills for the Entrepreneurial Musician</td>
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**Major Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MUSA 111 - Secondary Lessons for Music Majors (2 semesters primary instrument, 2 semesters Practical Keyboard Applications)</td>
<td>1</td>
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<tr>
<td>MUSC 279 - Introduction to Composition (2 semesters)</td>
<td>.5</td>
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<tr>
<td>Upper-division Music Literature elective</td>
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<tr>
<td>Three upper-division theory courses</td>
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<tr>
<td>MUSC 371 - Counterpoint</td>
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<td>MUSC 379 - Orchestration &amp; Arranging</td>
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<tr>
<td>MUSC 471 - Advanced Analysis</td>
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<tr>
<td>MUSC 498 - Senior Research Proposal</td>
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</table>
MUSC 499  Senior Research Project  
Upper-division lessons/Music Experience Bundle  
MUSC 312  Primary Upper-Division Lessons for Music Majors (2 semesters)  
MUSX 362  Junior Recital (25-min)  

Eight Ensembles:  
- Four semesters: large ensemble  
- Two semesters: elective ensemble  
- Two semesters: chamber ensemble  

Free Elective  

Other Requirements  
Sophomore Decision  
Oral Communication Competency  

Total Units  

1  
Functionally Keyboard as required.  
2  
Students may substitute DIGA 161A for MUSC 259.  
3  
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.  
4  
Satisfied by Orchestra, Band, Concert Choir, Women's Chorale, Stetson Men, Jazz Band.  
5  
Not fulfilled by ensembles.  
6  
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.  

Courses  

MUSC 100. Recital Attendance. 0.0 Units.  

MUSC 115. Voice Seminar: Italian Diction, IPA, Singing as a Profession. 0.0 Units.  
Offered fall semesters.  

MUSC 116. Voice Seminar: English Diction and Singing as a Profession. 0.0 Units.  
Offered spring semesters.  

MUSC 118. German Diction. 0.5 Units.  
A study of the phonetic principles of the German language as it pertains to singing. Prerequisite: MUSC 115. Offered fall semesters.  

MUSC 151. Music Culture. 0.5 Units.  
An introduction to musical styles of both Western and non-Western music. The class examines compositions of many great classical composers such as W. A. Mozart and Igor Stravinsky, and explores the traditional music of cultures that include Venezuela, Cuba, China, Hungary, and India. The class includes the study of music written for individual instruments and all ensemble styles, including choir, band, orchestra and chamber music. Each class includes a guest lecture by a music faculty member who specializes in the particular composer, ensemble, or world culture presented. Offered fall semesters.  

MUSC 152. Musical Style and Analysis. 0.5 Units.  
A continuation of Music Culture (MUSC 151), Musical Style and Analysis emphasizes four areas of musical learning - great classical compositions, music of the twentieth century, the relationship between music theory and musicianship, and music performance studies. Co-requisite: MUSC 172. Offered spring semesters.  

MUSC 160. Music Theory Fundamentals I. 0.5 Units.  
Designed for music majors who need a review of fundamental theory skills prior to entering Theory I (MUSC 171).  

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 the previous semester to analysis and basic composition. Prerequisite: MUSC 160 or permission of instructor.  

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. Theory I. 1 Unit.
A study of the materials of music, including fundamentals (pitch, rhythm, scales and modes, intervals, triads), melody and melodic organization, diatonic harmony, and basic musical forms. Offered fall semesters. Co-requisite MUSC 175.

MUSC 172. Theory II. 1 Unit.
Offered spring semesters. Prerequisite: MUSC 171. Co-requisite MUSC 176.

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.
Continuation of MUSC 173. Prerequisite: MUSC 173. Offered fall and spring semesters.

MUSC 175. Functional Keyboard I. 0.0 Units.
A development of key feeling, harmonization, improvisation, and sight-reading keyboard skills. Offered fall semesters. Co-requisite MUSC 171.

MUSC 176. Functional Keyboard II. 0.0 Units.
Continuation of MUSC 175. Prerequisite: MUSC 175. Offered spring semesters. Co-requisite MUSC 172. Prerequisite: MUSC 175.

MUSC 185. Independent Study. 0.25 to 1 Units.

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 fall 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 193A. Mozart, Movies & Musicology. 1 Unit.

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.

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 198A. History of Electronic Music. 1 Unit.
A study of the diverse and evolving history encompassed by electronic music, both popular and experimental, through readings and recordings. Students will become familiar with a wide variety of electronic music examples and learn to identify the key stylistic differences between genres such as techno, musique concrète, hip-hop, sound art, ambient, and krautrock. Students will also learn to place given examples in their proper historical and social context, as well as critically evaluate what they hear using basic music vocabulary. For non-majors. Music majors register for MUSC 389. Offered fall and spring semesters as needed.

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. Prerequisite: MUSC 115. Offered spring semesters.

MUSC 252. Composition Seminar. 0.0 Units.
A weekly seminar for all composition majors. It features 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. 0.5 Units.
A course designed to develop a teaching knowledge of the string and woodwind instruments and provide sufficient skills for purposes of demonstrating the instruments to developing players both individually and in an ensemble setting. Offered fall semesters.

MUSC 256. Instrumental Techniques. 0.5 Units.
Continuation of MUSC 255. Offered spring semesters.

MUSC 257. Instrumental Techniques. 0.5 Units.
A course designed to develop a teaching knowledge of the brass and percussion instruments and provide sufficient skills for purposes of demonstrating the instruments to developing players both individually and in an ensemble setting. Offered fall semesters.

MUSC 258. Instrumental Techniques. 0.5 Units.
Continuation of MUSC 257. Offered 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, music notation, media storage formats, multimedia, digital citizenship and historical trends. Requires lab work outside of class.

MUSC 271. 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. Co-requisite MUSC 275 Functional Keyboard III (or completion of the appropriate keyboard sequence).

MUSC 272. 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.
Continuation of MUSC 273. Prerequisite: MUSC 273. Offered fall and spring semesters.

MUSC 275. Functional Keyboard III. 0.0 Units.
Continuation of MUSC 175 and MUSC 276. Prerequisite: MUSC 176. Offered fall semesters. Co-requisite MUSC 271 Theory III. May be repeated for credit. Prerequisite: MUSC 176.

MUSC 276. Functional Keyboard IV. 0.0 Units.
Continuation of MUSC 275. Prerequisite: MUSC 172. Offered spring semesters. May be repeated for credit.

MUSC 277. Conducting I. 0.5 Units.
Student has the option of two tracts: Beginning Instrumental Conducting and Beginning Vocal Conducting. Both courses focus 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 semesters.
MUSC 279. **Introduction to Composition. 0.25 Units.**
A study and application of the basic techniques of music composition. Prerequisite: MUSC 172 or permission of the instructor. Offered fall and spring semesters. Repeatable for credit.

MUSC 285. **Independently Study. 0.25 to 1 Units.**

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 152 and MUSC 172. Offered fall semesters.

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, MUSC 151. Offered spring semesters.

MUSC 351. **Elementary School Music Methods. 0.5 Units.**
A methods and materials course designed for teaching general music in the elementary classroom. Performance as music education, learning theory, lesson planning, Orff Sculwerk, and classroom management are studied. Students complete a field teaching and observation experience in the elementary classroom. Recorder and guitar proficiencies are required. Development of professional portfolio is begun. Corequisite: EDUC 316. Offered fall semesters.

MUSC 352. **Secondary School Music Methods. 0.5 Units.**
Students will research literature, methods, and materials for secondary school string programs. Recruitment, instrument maintenance and repair, parent organizations, budgeting, administration and community relationships are studied. Development of professional portfolio is included. Field experience is required. Prerequisite: MUSC 277. Offered fall semesters.

MUSC 353. **Marching Band Methods. 0.5 Units.**
The role of the marching band in the total instrumental program of the secondary school is studied. The historical and contemporary purpose of the marching band, marching styles, show styles, and show design are explored. Marching fundamentals, auxiliary units, the expanded use of percussion, and the use of computer-aided drill design software are contained in course content. Successfully managing band parent/booster organizations, budgets, travel, and program maintenance are addressed. Prerequisite: MUSC 297. Offered fall semesters.

MUSC 354. **Secondary School Music Methods: Instrumental/General. 0.5 Units.**
Teaching theories, techniques, and organizational procedures for the secondary school instrumental music program as well as philosophical considerations such as music as art, the value of music in education, and the role of the music educator are studied. Students survey instrumental literature at various grade levels appropriate for the secondary student (instrumental methods books, band & orchestra literature, solo/ensemble literature). Rehearsal techniques and instrumental score analysis are studied as they relate to rehearsal and lesson plan preparation. Classroom management, assessment (grading), seating arrangements, instrument purchase and maintenance, budgets, recruiting, support organizations, and scheduling comprise additional course content. General music methods for secondary students are explored. Field experience and observations are required. Prerequisite: MUSC 297 and MUSC 256 or MUSC 258. Offered spring semesters. Corequisite: EDUC 392.

MUSC 355. **Secondary School Music Methods: Choral/General. 0.5 Units.**
Learn practical knowledge, develop skills, and acquire materials for teaching chorus to singers from elementary through high school age. Discuss rehearsal technique and score preparation independently of conducting gestures. Prepare for and generate lesson plans, learn chorus classroom administration and practice effective assessment of vocal students. Cover units on Choral Arranging and Vocal Pedagogy for music education students. Other relevant topics included. Prepares conductor/teacher students for success in the student teaching experience and future choral classrooms. Prerequisites: MUSC 298 and MUSC 118 or MUSC 218. Corequisite: EDUC 392. Offered fall semesters.

MUSC 357. **Jazz Methods and Materials. 0.5 Units.**
Familiarization with necessary basic information to develop competence in the area of instrumental jazz education. Starting a jazz ensemble program, understanding the instrumentation and harmony, and teaching basic jazz improvisation techniques are discussed. Other topics include the jazz combo, the role of the conductor, rehearsal psychology and techniques, phrasing and articulation, and sound reinforcement. The application of computers, technology, and jazz education are also discussed. Conducting a prepared selection with the Stetson Jazz Ensemble is included in the course. Prerequisite: MUSC 172.
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. Vocal Pedagogy. 0.5 Units.
An introduction to the fundamentals of the pedagogy and repertoire of voice for performance majors. Issues addressed include the elements of signing, studio strategies, long-term vocal health, history of vocal pedagogy, and knowledge of appropriate teaching literature. Senior standing required.

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 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 373. Aural Training V. 0.5 Units.
Continuation of MUSC 274. Prerequisite: MUSC 274. Offered fall semesters of alternate years or as demand allows.

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. This class includes participation in the weekly Composition Seminar.

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 278 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 278 and instructor approval. Offered as needed.

MUSC 385. Independent Study. 0.25 to 1 Units.
Junior Level.
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 fachs (types) and all of the components that comprise an operatic production. Prerequisite: MUSC 152 and MUSC 172.

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 152 and MUSC 172. Offered fall semester of alternate years.

MUSC 389. Piano Literature II. 0.25 Units.
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. Writing-Intensive course. Prerequisite: MUSC 152 and MUSC 172.

MUSC 390. Special Topics in Music. 0.25 to 1 Units.

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 152 and 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 152 and MUSC 172. Offered spring semesters every other year.

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 152 and MUSC 172. Offered fall semester of alternate years.

MUSC 395. Teaching Apprenticeship. 0.5 Units.

MUSC 396. Jazz & 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.

MUSC 401. Internship. 0.25 Units.
Hands-on experience in the music field through a variety of cooperating organizations.

MUSC 471. Advanced Analysis. 1 Unit.
A study of various analytic and research methods for both tonal and atonal music. Primary emphasis is on linear analysis and advanced set-theoretical studies. Several papers are required. Prerequisite: MUSC 271. Offered spring semester of alternate years.

MUSC 475. Composition III. 1 Unit.
Continuation of MUSC 376. Prerequisite: MUSC 376 and BM composition major. Offered fall and spring semesters. This class includes participation in the weekly Composition Seminar.

MUSC 485. Independent Study. 0.25 to 1 Units.
Senior Level.

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.
Offered fall and spring semesters.

MUSC 499. Senior Research Project. 1 Unit.
# Bachelor Of Music - Composition

## General Education Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>FSEM 100</td>
<td>First Year Seminar</td>
<td>1</td>
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<tr>
<td></td>
<td>Individuals, Societies, and Social Systems (any S course)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Quantitative Reasoning (any Q course)</td>
<td>1</td>
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<tr>
<td></td>
<td>Language (one language through the 102L level required)</td>
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<td>Historical Inquiry (any H course)</td>
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<tr>
<td></td>
<td>Personal and Social Responsibility (any R, E, W, D, or J course)</td>
<td>1</td>
</tr>
<tr>
<td>DIGA 461</td>
<td>Computer Music I</td>
<td>1</td>
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<tr>
<td></td>
<td>Free Elective (non-music, can be used for 101-level language if required)</td>
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## Stetson Music Core

### Theory/Keyboard bundle

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td></td>
<td>Theory</td>
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<tr>
<td></td>
<td>Functional Keyboard</td>
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<td></td>
<td>Music History</td>
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<td></td>
<td>Aural Training</td>
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<tr>
<td></td>
<td>Lower-division lessons:</td>
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<td>Music Culture</td>
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<td></td>
<td>Music Style and Analysis</td>
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<td></td>
<td>Conducting</td>
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<td>Technology for Musicians</td>
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<td>Career Skills</td>
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## Major Requirements

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>MUSC 279</td>
<td>Introduction to Composition (four semesters)</td>
</tr>
<tr>
<td>MUSC 252</td>
<td>Composition Seminar (register every semester)</td>
</tr>
<tr>
<td>MUSC 375</td>
<td>Composition I</td>
</tr>
<tr>
<td>MUSC 376</td>
<td>Composition II</td>
</tr>
<tr>
<td>MUSC 475</td>
<td>Composition III</td>
</tr>
<tr>
<td>MUSC 498</td>
<td>Senior Research Proposal</td>
</tr>
</tbody>
</table>

### Lower-division lessons:

- MUSA 112 Primary Lower-Division Lessons for Music Majors
- MUSC 151 Music Culture
- MUSC 152 Musical Style and Analysis
- MUSC 277 Conducting I
- MUSC 259 Technology for Musicians
- MUSC 300 Career Skills for the Entreprenurial Musician

**Total Credits:** 44
### Secondary Lessons for Music Majors (two semesters)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSA 111</td>
<td>Secondary Lessons for Music Majors (two semesters)</td>
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</table>

#### Three upper-division theory courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>MUSC 471</td>
<td>Advanced Analysis</td>
</tr>
<tr>
<td>MUSC 371</td>
<td>Counterpoint</td>
</tr>
<tr>
<td>MUSC 379</td>
<td>Orchestration &amp; Arranging</td>
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</tbody>
</table>

#### Upper-division lessons/Music Experience Bundle

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSA 312</td>
<td>Primary Upper-Division Lessons for Music Majors (two semesters)</td>
<td>1</td>
</tr>
<tr>
<td>MUSX 362</td>
<td>Junior Recital (25-min)</td>
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<tr>
<td>MUSX 462</td>
<td>Senior Recital (25-min)</td>
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#### Eight Ensembles:

- Four semesters: large ensemble
- Two semesters: elective ensemble
- Two semesters: chamber ensemble

#### Other Requirements

- Sophomore Decision
- Oral Communication Competency

#### Total Units

33

1. Functional Keyboard as required.
2. Students may substitute DIGA 161A for MUSC 259.
3. Secondary lesson in piano or Practical Keyboard Applications required if piano is not the student's primary instrument.
4. Satisfied by Orchestra, Band, Concert Choir, Women's Chorale, Stetson Men, Jazz Band.
5. 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 152, 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.

### Courses

**MUSC 100. Recital Attendance. 0.0 Units.**

**MUSC 115. Voice Seminar: Italian Diction, IPA, Singing as a Profession. 0.0 Units.**

Offered fall semesters.

**MUSC 116. Voice Seminar: English Diction and Singing as a Profession. 0.0 Units.**

Offered spring semesters.

**MUSC 118. German Diction. 0.5 Units.**

A study of the phonetic principles of the German language as it pertains to singing. Prerequisite: MUSC 115. Offered fall semesters.

**MUSC 151. Music Culture. 0.5 Units.**

An introduction to musical styles of both Western and non-Western music. The class examines compositions of many great classical composers such as W. A. Mozart and Igor Stravinsky, and explores the traditional music of cultures that include Venezuela, Cuba, China, Hungary, and India. The class includes the study of music written for individual instruments and all ensemble styles, including choir, band, orchestra and chamber music. Each class includes a guest lecture by a music faculty member who specializes in the particular composer, ensemble, or world culture presented. Offered fall semesters.

**MUSC 152. Musical Style and Analysis. 0.5 Units.**

A continuation of Music Culture (MUSC 151). Musical Style and Analysis emphasizes four areas of musical learning - great classical compositions, music of the twentieth century, the relationship between music theory and musicianship, and music performance studies. Co-requisite: MUSC 172. Offered spring semesters.

**MUSC 160. Music Theory Fundamentals I. 0.5 Units.**

Designed for music majors who need a review of fundamental theory skills prior to entering Theory I (MUSC 171).

**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 the previous semester to analysis and basic composition. Prerequisite: MUSC 160 or permission of instructor.

**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. Theory I. 1 Unit.
A study of the materials of music, including fundamentals (pitch, rhythm, scales and modes, intervals, triads), melody and melodic organization, diatonic harmony, and basic musical forms. Offered fall semesters. Co-requisite MUSC 175.

MUSC 172. Theory II. 1 Unit.
Offered spring semesters. Prerequisite: MUSC 171. Co-requisite MUSC 176.

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.
Continuation of MUSC 173. Prerequisite: MUSC 173. Offered fall and spring semesters.

MUSC 175. Functional Keyboard I. 0.0 Units.
A development of key feeling, harmonization, improvisation, and sight-reading keyboard skills. Offered fall semesters. Co-requisite MUSC 171.

MUSC 176. Functional Keyboard II. 0.0 Units.
Continuation of MUSC 175. Prerequisite: MUSC 175. Offered spring semesters. Co-requisite MUSC 172. Prerequisite: MUSC 175.

MUSC 185. Independent Study. 0.25 to 1 Units.

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 193A. Mozart, Movies & Musicology. 1 Unit.

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.

MUSC 195. 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 198A. History of Electronic Music. 1 Unit.
A study of the diverse and evolving history encompassed by electronic music, both popular and experimental, through readings and recordings. Students will become familiar with a wide variety of electronic music examples and learn to identify the key stylistic differences between genres such as techno, musique concrète, hip-hop, sound art, ambient, and krautrock. Students will also learn to place given examples in their proper historical and social context, as well as critically evaluate what they hear using basic music vocabulary. For non-majors. Music majors register for MUSC 389. Offered fall and spring semesters as needed.

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. Prerequisite: MUSC 115. Offered spring semesters.

MUSC 252. Composition Seminar. 0.0 Units.
A weekly seminar for all composition majors. It features 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. 0.5 Units.
A course designed to develop a teaching knowledge of the string and woodwind instruments and provide sufficient skills for purposes of demonstrating the instruments to developing players both individually and in an ensemble setting. Offered fall semesters.

MUSC 256. Instrumental Techniques. 0.5 Units.
Continuation of MUSC 255. Offered spring semesters.

MUSC 257. Instrumental Techniques. 0.5 Units.
A course designed to develop a teaching knowledge of the brass and percussion instruments and provide sufficient skills for purposes of demonstrating the instruments to developing players both individually and in an ensemble setting. Offered fall semesters.

MUSC 258. Instrumental Techniques. 0.5 Units.
Continuation of MUSC 257. Offered 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, music notation, media storage formats, multimedia, digital citizenship and historical trends. Requires lab work outside of class.

MUSC 271. 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. Co-requisite MUSC 275 Functional Keyboard III (or completion of the appropriate keyboard sequence).

MUSC 272. 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.
Continuation of MUSC 273. Prerequisite: MUSC 273. Offered fall and spring semesters.

MUSC 275. Functional Keyboard III. 0.0 Units.
Continuation of MUSC 175 and MUSC 276. Prerequisite: MUSC 176. Offered fall semesters. Co-requisite MUSC 271 Theory III. May be repeated for credit. Prerequisite: MUSC 176.

MUSC 276. Functional Keyboard IV. 0.0 Units.
Continuation of MUSC 275. Prerequisite: MUSC 172. Offered spring semesters. May be repeated for credit.

MUSC 277. Conducting I. 0.5 Units.
Student has the option of two tracts: Beginning Instrumental Conducting and Beginning Vocal Conducting. Both courses focus 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 semesters.
MUSC 279. Introduction to Composition. 0.25 Units.
A study and application of the basic techniques of music composition. Prerequisite: MUSC 172 or permission of the instructor. Offered fall and spring semesters. Repeatable for credit.

MUSC 285. Independently Study. 0.25 to 1 Units.

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 152 and MUSC 172. Offered fall semesters.

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, MUSC 151. Offered fall semesters.

MUSC 351. Elementary School Music Methods. 0.5 Units.
A methods and materials course designed for teaching general music in the elementary classroom. Performance as music education, learning theory, lesson planning, Orff Sculwerk, and classroom management are studied. Students complete a field teaching and observation experience in the elementary classroom. Recorder and guitar proficiencies are required. Development of professional portfolio is begun. Corequisite: EDUC 316. Offered fall semesters.

MUSC 352. Secondary School Music Methods. 0.5 Units.
Students will research literature, methods, and materials for secondary school string programs. Recruitment, instrument maintenance and repair, parent organizations, budgeting, administration and community relationships are studied. Development of professional portfolio is included. Field experience is required. Prerequisite: MUSC 277. Offered fall semesters.

MUSC 353. Marching Band Methods. 0.5 Units.
The role of the marching band in the total instrumental program of the secondary school is studied. The historical and contemporary purpose of the marching band, marching styles, show styles, and show design are explored. Marching fundamentals, auxiliary units, the expanded use of percussion, and the use of computer-aided drill design software are contained in course content. Successfully managing band parent/booster organizations, budgets, travel, and program maintenance are addressed. Prerequisite: MUSC 297. Offered fall semesters.

MUSC 354. Secondary School Music Methods: Instrumental/General. 0.5 Units.
Teaching theories, techniques, and organizational procedures for the secondary school instrumental music program as well as philosophical considerations such as music as art, the value of music in education, and the role of the music educator are studied. Students survey instrumental literature at various grade levels appropriate for the secondary student (instrumental methods books, band & orchestra literature, solo/ensemble literature). Rehearsal techniques and instrumental score analysis are studied as they relate to rehearsal and lesson plan preparation. Classroom management, assessment (grading), seating arrangements, instrument purchase and maintenance, budgets, recruiting, support organizations, and scheduling comprise additional course content. General music methods for secondary students are explored. Field experience and observations are required. Prerequisite: MUSC 297 and MUSC 256 or MUSC 258. Offered spring semesters. Corequisite: EDUC 392.

MUSC 355. Secondary School Music Methods: Choral/General. 0.5 Units.
Learn practical knowledge, develop skills, and acquire materials for teaching chorus to singers from elementary through high school age. Discuss rehearsal technique and score preparation independently of conducting gestures. Prepare for and generate lesson plans, learn chorus classroom administration and practice effective assessment of vocal students. Cover units on Choral Arranging and Vocal Pedagogy for music education students. Other relevant topics included: Prepares conductor/teacher students for success in the student teaching experience and future choral classrooms. Prerequisites: MUSC 298 and MUSC 118 or MUSC 218. Corequisite: EDUC 392. Offered fall semesters.

MUSC 357. Jazz Methods and Materials. 0.5 Units.
Familiarization with necessary basic information to develop competence in the area of instrumental jazz education. Starting a jazz ensemble program, understanding the instrumentation and harmony, and teaching basic jazz improvisation techniques are discussed. Other topics include the jazz combo, the role of the conductor, rehearsal psychology and techniques, phrasing and articulation, and sound reinforcement. The application of computers, technology, and jazz education are also discussed. Conducting a prepared selection with the Stetson Jazz Ensemble is included in the course. Prerequisite: MUSC 172.
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. Vocal Pedagogy. 0.5 Units.
An introduction to the fundamentals of the pedagogy and repertoire of voice for performance majors. Issues addressed include the elements of signing, studio strategies, long-term vocal health, history of vocal pedagogy, and knowledge of appropriate teaching literature. Senior standing required.

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 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 373. Aural Training V. 0.5 Units.
Continuation of MUSC 274. Prerequisite: MUSC 274. Offered fall semesters of alternate years or as demand allows.

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. This class includes participation in the weekly Composition Seminar.

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 278 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 278 and instructor approval. Offered as needed.

MUSC 379. Orchestration & 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 385. Independent Study. 0.25 to 1 Units.
Junior Level.
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 fachs (types) and all of the components that comprise an operatic production. Prerequisite: MUSC 152 and MUSC 172.

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 152 and MUSC 172. Offered fall semester of alternate years.

MUSC 389. Piano Literature II. 0.25 Units.
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. Writing-Intensive course. Prerequisite: MUSC 152 and MUSC 172.

MUSC 390. Special Topics in Music. 0.25 to 1 Units.

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 152 and 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 152 and MUSC 172. Offered spring semesters every other year.

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 152 and MUSC 172. Offered fall semester of alternate years.

MUSC 395. Teaching Apprenticeship. 0.5 Units.

MUSC 396. Jazz & 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.

MUSC 401. Internship. 0.25 Units.
Hands-on experience in the music field through a variety of cooperating organizations.

MUSC 471. Advanced Analysis. 1 Unit.
A study of various analytic and research methods for both tonal and atonal music. Primary emphasis is on linear analysis and advanced set-theoretical studies. Several papers are required. Prerequisite: MUSC 271. Offered spring semester of alternate years.

MUSC 475. Composition III. 1 Unit.
Continuation of MUSC 376. Prerequisite: MUSC 376 and BM composition major. Offered fall and spring semesters. This class includes participation in the weekly Composition Seminar.

MUSC 485. Independent Study. 0.25 to 1 Units.
Senior Level.

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.
Offered fall and spring semesters.

MUSC 499. Senior Research Project. 1 Unit.
# Bachelor of Music - Music Technology

## General Education Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tr>
<td>FSEM 100</td>
<td>First Year Seminar</td>
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<tr>
<td>CSCI 111Q</td>
<td>Introduction to Computing</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 114P</td>
<td>The Science of Music</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Individuals, Societies, and Social Systems (any S course)</td>
<td>1</td>
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<tr>
<td></td>
<td>Language (one language through the 102L level required)</td>
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<tr>
<td></td>
<td>Historical Inquiry (any H course)</td>
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<td></td>
<td>Personal and Social Responsibility (any R, E, W, D, or J course)</td>
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<td>Free Elective (non-music, can be used for a 101-level language if required)</td>
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## Stetson Music Core

### Theory/Keyboard bundle

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>MUSC 171</td>
<td>Theory I</td>
<td></td>
</tr>
<tr>
<td>MUSC 172</td>
<td>Theory II</td>
<td></td>
</tr>
<tr>
<td>MUSC 271</td>
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<tr>
<td>MUSC 272</td>
<td>Theory IV</td>
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### Functional Keyboard:

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<tbody>
<tr>
<td>MUSC 175</td>
<td>Functional Keyboard I</td>
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<tr>
<td>MUSC 176</td>
<td>Functional Keyboard II</td>
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<tr>
<td>MUSC 275</td>
<td>Functional Keyboard III</td>
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<tr>
<td>MUSC 276</td>
<td>Functional Keyboard IV</td>
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### Music History:

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>MUSC 311</td>
<td>Music History I</td>
<td></td>
</tr>
<tr>
<td>MUSC 312</td>
<td>Music History II</td>
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### Aural Training:

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<tbody>
<tr>
<td>MUSC 173</td>
<td>Aural Training I</td>
<td></td>
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<tr>
<td>MUSC 174</td>
<td>Aural Training II</td>
<td></td>
</tr>
<tr>
<td>MUSC 273</td>
<td>Aural Training III</td>
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<tr>
<td>MUSC 274</td>
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### Lower-division lessons:

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<tbody>
<tr>
<td>MUSA 112</td>
<td>Primary Lower-Division Lessons for Music Majors</td>
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### Music Culture:

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<tr>
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<tbody>
<tr>
<td>MUSC 151</td>
<td>Music Culture</td>
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### Music Style and Analysis:

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>MUSC 152</td>
<td>Musical Style and Analysis</td>
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### Conducting:

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<th>Course Code</th>
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<tbody>
<tr>
<td>MUSC 277</td>
<td>Conducting I</td>
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### Introduction to Digital Arts

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<td>DIGA 161A</td>
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### Career Skills:

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<tbody>
<tr>
<td>MUSC 300</td>
<td>Career Skills for the Entrepreneurial Musician</td>
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## Major Requirements

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>MUSC 279</td>
<td>Introduction to Composition (two semesters)</td>
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<tr>
<td>DIGA 361</td>
<td>Audio Recording and Production I</td>
<td>1</td>
</tr>
<tr>
<td>DIGA 362</td>
<td>Audio Recording and Production II</td>
<td>1</td>
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<tr>
<td>or DIGA 462</td>
<td>Computer Music II</td>
<td>1</td>
</tr>
<tr>
<td>DIGA 461</td>
<td>Computer Music I</td>
<td>1</td>
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<tr>
<td>DIGA Elective</td>
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<tr>
<td></td>
<td>Music elective (any 1-unit MUSC course)</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 498</td>
<td>Senior Research Proposal</td>
<td>1</td>
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</table>
Bachelor Of Music - Music Technology

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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
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<tbody>
<tr>
<td>MUSC 499</td>
<td>Senior Research Project</td>
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<tr>
<td></td>
<td>Upper-division theory elective</td>
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<tr>
<td>MUSA 111</td>
<td>Secondary Lessons for Music Majors (two semesters)</td>
<td>2</td>
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<tr>
<td></td>
<td>Upper-division lessons/Music Experience Bundle</td>
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<tr>
<td>MUSA 312</td>
<td>Primary Upper-Division Lessons for Music Majors (2 semesters)</td>
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<tr>
<td>MUSX 362</td>
<td>Junior Recital (25-min in applied area of study)</td>
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<tr>
<td>MUSX 462</td>
<td>Senior Recital (25-min in music technology)</td>
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**Six Ensembles:**

- Four semesters: large ensemble
- Two semesters: elective ensemble

**Other Requirements**

- Sophomore Decision
- Oral Communication Competency

**Total Units: 32.5**

1. Functional Keyboard as required.
2. Secondary lessons may be taken on the primary instrument in the senior year. Students may choose to take additional MUSA 312 lessons on their principle instrument in place of this requirement.
3. Satisfied by Orchestra, Band, Concert Choir, Women's Chorale, Stetson Men, Jazz Band.

## Courses

**MUSC 100. Recital Attendance. 0.0 Units.**

**MUSC 115. Voice Seminar: Italian Diction, IPA, Singing as a Profession. 0.0 Units.**
Offered fall semesters.

**MUSC 116. Voice Seminar: English Diction and Singing as a Profession. 0.0 Units.**
Offered spring semesters.

**MUSC 118. German Diction. 0.5 Units.**
A study of the phonetic principles of the German language as it pertains to singing. Prerequisite: MUSC 115. Offered fall semesters.

**MUSC 151. Music Culture. 0.5 Units.**
An introduction to musical styles of both Western and non-Western music. The class examines compositions of many great classical composers such as W. A. Mozart and Igor Stravinsky, and explores the traditional music of cultures that include Venezuela, Cuba, China, Hungary, and India. The class includes the study of music written for individual instruments and all ensemble styles, including choir, band, orchestra and chamber music. Each class includes a guest lecture by a music faculty member who specializes in the particular composer, ensemble, or world culture presented. Offered fall semesters.

**MUSC 152. Musical Style and Analysis. 0.5 Units.**
A continuation of Music Culture (MUSC 151), Musical Style and Analysis emphasizes four areas of musical learning - great classical compositions, music of the twentieth century, the relationship between music theory and musicianship, and music performance studies. Co-requisite: MUSC 172. Offered spring semesters.

**MUSC 160. Music Theory Fundamentals I. 0.5 Units.**
Designed for music majors who need a review of fundamental theory skills prior to entering Theory I (MUSC 171).

**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 the previous semester to analysis and basic composition. Prerequisite: MUSC 160 or permission of instructor.

**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. Theory I. 1 Unit.**
A study of the materials of music, including fundamentals (pitch, rhythm, scales and modes, intervals, triads), melody and melodic organization, diatonic harmony, and basic musical forms. Offered fall semesters. Co-requisite MUSC 175.

**MUSC 172. Theory II. 1 Unit.**
Offered spring semesters. Prerequisite: MUSC 171. Co-requisite MUSC 176.
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.
Continuation of MUSC 173. Prerequisite: MUSC 173. Offered fall and spring semesters.

MUSC 175. Functional Keyboard I. 0.0 Units.
A development of key feeling, harmonization, improvisation, and sight-reading keyboard skills. Offered fall semesters. Co-requisite MUSC 171.

MUSC 176. Functional Keyboard II. 0.0 Units.
Continuation of MUSC 175. Prerequisite: MUSC 175. Offered spring semesters. Co-requisite MUSC 172. Prerequisite: MUSC 175.

MUSC 178A. 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 193A. Mozart, Movies & Musicology. 1 Unit.

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.

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 198A. History of Electronic Music. 1 Unit.
A study of the diverse and evolving history encompassed by electronic music, both popular and experimental, through readings and recordings. Students will become familiar with a wide variety of electronic music examples and learn to identify the key stylistic differences between genres such as techno, musique concrète, hip-hop, sound art, ambient, and krautrock. Students will also learn to place given examples in their proper historical and social context, as well as critically evaluate what they hear using basic music vocabulary. For non-majors. Music majors register for MUSC 389. Offered fall and spring semesters as needed.

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. Prerequisite: MUSC 115. Offered spring semesters.

MUSC 252. Composition Seminar. 0.0 Units.
A weekly seminar for all composition majors. It features 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. 0.5 Units.
A course designed to develop a teaching knowledge of the string and woodwind instruments and provide sufficient skills for purposes of demonstrating the instruments to developing players both individually and in an ensemble setting. Offered fall semesters.

MUSC 256. Instrumental Techniques. 0.5 Units.
Continuation of MUSC 255. Offered spring semesters.

MUSC 257. Instrumental Techniques. 0.5 Units.
A course designed to develop a teaching knowledge of the brass and percussion instruments and provide sufficient skills for purposes of demonstrating the instruments to developing players both individually and in an ensemble setting. Offered fall semesters.

MUSC 258. Instrumental Techniques. 0.5 Units.
Continuation of MUSC 257. Offered 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, music notation, media storage formats, multimedia, digital citizenship and historical trends. Requires lab work outside of class.

MUSC 271. 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. Co-requisite MUSC 275 Functional Keyboard III (or completion of the appropriate keyboard sequence).

MUSC 272. 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.
Continuation of MUSC 273. Prerequisite: MUSC 273. Offered fall and spring semesters.

MUSC 275. Functional Keyboard III. 0.0 Units.
Continuation of MUSC 175 and MUSC 276. Prerequisite: MUSC 176. Offered fall semesters. Co-requisite MUSC 271 Theory III. May be repeated for credit. Prerequisite: MUSC 176.

MUSC 276. Functional Keyboard IV. 0.0 Units.
Continuation of MUSC 275. Prerequisite: MUSC 172. Offered spring semesters. May be repeated for credit.

MUSC 277. Conducting I. 0.5 Units.
Student has the option of two tracts: Beginning Instrumental Conducting and Beginning Vocal Conducting. Both courses focus 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 semesters.

MUSC 279. Introduction to Composition. 0.25 Units.
A study and application of the basic techniques of music composition. Prerequisite: MUSC 172 or permission of the instructor. Offered fall and spring semesters. Repeatable for credit.

MUSC 285. Independenty Study. 0.25 to 1 Units.

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 152 and MUSC 172. Offered fall semesters.

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, MUSC 151. Offered spring semesters.

MUSC 351. Elementary School Music Methods. 0.5 Units.
A methods and materials course designed for teaching general music in the elementary classroom. Performance as music education, learning theory, lesson planning, Orff Schulwerk, and classroom management are studied. Students complete a field teaching and observation experience in the elementary classroom. Recorder and guitar proficiencies are required. Development of professional portfolio is begun. Corequisite: EDUC 316. Offered fall semesters.

MUSC 352. Secondary School Music Methods. 0.5 Units.
Students will research literature, methods, and materials for secondary school string programs. Recruitment, instrument maintenance and repair, parent organizations, budgeting, administration and community relationships are studied. Development of professional portfolio is required. Prerequisite: MUSC 277. Offered fall semesters.

MUSC 353. Marching Band Methods. 0.5 Units.
The role of the marching band in the total instrumental program of the secondary school is studied. The historical and contemporary purpose of the marching band, marching styles, show styles, and show design are explored. Marching fundamentals, auxiliary units, the expanded use of percussion, and the use of computer-aided drill design software are contained in course content. Successfully managing band parent/booster organizations, budgets, travel, and program maintenance are addressed. Prerequisite: MUSC 297. Offered fall semesters.

MUSC 354. Secondary School Music Methods: Instrumental/General. 0.5 Units.
Teaching theories, techniques, and organizational procedures for the secondary school instrumental music program as well as philosophical considerations such as music as art, the value of music in education, and the role of the music educator are studied. Students survey instrumental literature at various grade levels appropriate for the secondary student (instrumental methods books, band & orchestra literature, solo/ensemble literature). Rehearsal techniques and instrumental score analysis are studied as they relate to rehearsal and lesson plan preparation. Classroom management, assessment (grading), seating arrangements, instrument purchase and maintenance, budgets, recruiting, support organizations, and scheduling comprise additional course content. General music methods for secondary students are explored. Field experience and observations are required. Prerequisite: MUSC 297 and MUSC 255 or MUSC 258. Offered spring semesters. Corequisite: EDUC 392.

MUSC 355. Secondary School Music Methods: Choral/General. 0.5 Units.
Learn practical knowledge, develop skills, and acquire materials for teaching chorus to singers from elementary through high school age. Discuss rehearsal technique and score preparation independently of conducting gestures. Prepare for and generate lesson plans, learn chorus classroom administration and practice effective assessment of vocal students. Cover units on Choral Arranging and Vocal Pedagogy for music education students. Other relevant topics included. Prepares conductor/teacher students for success in the student teaching experience and future choral classrooms. Prerequisites: MUSC 298 and MUSC 118 or MUSC 218. Corequisite: EDUC 392. Offered fall semesters.

MUSC 357. Jazz Methods and Materials. 0.5 Units.
Familiarization with necessary basic information to develop competence in the area of instrumental jazz education. Starting a jazz ensemble program, understanding the instrumentation and harmony, and teaching basic jazz improvisation techniques are discussed. Other topics include the jazz combo, the role of the conductor, rehearsal psychology and techniques, phrasing and articulation, and sound reinforcement. The application of computers, technology, and jazz education are also discussed. Conducting a prepared selection with the Stetson Jazz Ensemble is included in the course. Prerequisite: MUSC 172.

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. Vocal Pedagogy. 0.5 Units.
An introduction to the fundamentals of the pedagogy and repertoire of voice for performance majors. Issues addressed include the elements of signing, studio strategies, long-term vocal health, history of vocal pedagogy, and knowledge of appropriate teaching literature. Senior standing required.
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 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 373. Aural Training V. 0.5 Units.
Continuation of MUSC 274. Prerequisite: MUSC 274. Offered fall semesters of alternate years or as demand allows.

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. This class includes participation in the weekly Composition Seminar.

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 278 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 278 and instructor approval. Offered as needed.

MUSC 379. Orchestration & 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 385. Independent Study. 0.25 to 1 Units.
Junior Level.

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 fachs (types) and all of the components that comprise an operatic production. Prerequisite: MUSC 152 and MUSC 172.

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 152 and MUSC 172. Offered fall semester of alternate years.
MUSC 389. Piano Literature II. 0.25 Units.
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. Writing-Intensive course. Prerequisite: MUSC 152 and MUSC 172.

MUSC 390. Special Topics in Music. 0.25 to 1 Units.

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 152 and 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 152 and MUSC 172. Offered spring semesters every other year.

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 152 and MUSC 172. Offered fall semester of alternate years.

MUSC 395. Teaching Apprenticeship. 0.5 Units.

MUSC 396. Jazz & 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.

MUSC 401. Internship. 0.25 Units.
Hands-on experience in the music field through a variety of cooperating organizations.

MUSC 471. Advanced Analysis. 1 Unit.
A study of various analytic and research methods for both tonal and atonal music. Primary emphasis is on linear analysis and advanced set-theoretical studies. Several papers are required. Prerequisite: MUSC 271. Offered spring semester of alternate years.

MUSC 475. Composition III. 1 Unit.
Continuation of MUSC 376. Prerequisite: MUSC 376 and BM composition major. Offered fall and spring semesters. This class includes participation in the weekly Composition Seminar.

MUSC 485. Independent Study. 0.25 to 1 Units.
Senior Level.

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.
Offered fall and spring semesters.

MUSC 499. Senior Research Project. 1 Unit.
## Bachelor Of Music - With Elective Studies In A Specific Outside Field

### General Education Requirements

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>FSEM 100</td>
<td>First Year Seminar</td>
<td>1</td>
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<tr>
<td></td>
<td>Individuals, Societies, and Social Systems (any S course)</td>
<td>1</td>
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<td></td>
<td>Quantitative Reasoning (any Q course)</td>
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<td>Language (one language through the 102L level required)</td>
<td>1</td>
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<td>Historical Inquiry (any H course)</td>
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<td></td>
<td>Personal and Social Responsibility (any R, E, W, D, or J course)</td>
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<td>Free Elective (non-music, can be used for a 101-level language if required)</td>
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### Stetson Music Core

#### Theory/Keyboard bundle

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>MUSC 171</td>
<td>Theory I</td>
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<tr>
<td>MUSC 172</td>
<td>Theory II</td>
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<tr>
<td>MUSC 271</td>
<td>Theory III</td>
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<tr>
<td>MUSC 272</td>
<td>Theory IV</td>
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#### Functional Keyboard: ¹

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<tr>
<td>MUSC 175</td>
<td>Functional Keyboard I</td>
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<tr>
<td>MUSC 176</td>
<td>Functional Keyboard II</td>
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<tr>
<td>MUSC 275</td>
<td>Functional Keyboard III</td>
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<tr>
<td>MUSC 276</td>
<td>Functional Keyboard IV</td>
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#### Music History:

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<tbody>
<tr>
<td>MUSC 311</td>
<td>Music History I</td>
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</tr>
<tr>
<td>MUSC 312</td>
<td>Music History II</td>
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#### Aural Training:

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<tr>
<td>MUSC 173</td>
<td>Aural Training I</td>
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<tr>
<td>MUSC 174</td>
<td>Aural Training II</td>
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<tr>
<td>MUSC 273</td>
<td>Aural Training III</td>
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<td>MUSC 274</td>
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#### Lower-division lessons:

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<tbody>
<tr>
<td>MUSA 112</td>
<td>Primary Lower-Division Lessons for Music Majors</td>
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#### Music Culture:

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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>MUSC 151</td>
<td>Music Culture</td>
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#### Music Style and Analysis:

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<th>Course</th>
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<tbody>
<tr>
<td>MUSC 152</td>
<td>Musical Style and Analysis</td>
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#### Conducting:

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<tbody>
<tr>
<td>MUSC 277</td>
<td>Conducting I</td>
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#### Technology for Musicians

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<tbody>
<tr>
<td>MUSC 259</td>
<td>Technology for Musicians</td>
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#### Career Skills:

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<tbody>
<tr>
<td>MUSC 300</td>
<td>Career Skills for the Entreprenurial Musician</td>
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### Major Requirements

#### External emphasis courses ²

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<th>Course</th>
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#### Upper-division lessons/Music Experience Bundle

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MUSA 312</td>
<td>Primary Upper-Division Lessons for Music Majors (Four semesters)</td>
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<tr>
<td>MUSX 462</td>
<td>Senior Recital</td>
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#### Ten Ensembles:

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<th>Course</th>
<th>Title</th>
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<tr>
<td></td>
<td>Six semesters: large ensemble</td>
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<tr>
<td></td>
<td>Two semesters: elective ensemble</td>
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<tr>
<td></td>
<td>Two semesters: chamber ensemble</td>
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<tr>
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<td>Upper-division theory or music literature elective</td>
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</table>
Free elective

Other Requirements

Sophomore Decision

Oral Communication Competency

Total Units

1  Functional Keyboard as required.
2  A coherent group of courses, general 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.
3  Satisfied by Orchestra, Band, Concert Choir, Women’s Chorale, Stetson Men, Jazz Band.
4  Not fulfilled by ensembles.

Courses

MUSC 100. Recital Attendance. 0.0 Units.

MUSC 115. Voice Seminar: Italian Diction, IPA, Singing as a Profession. 0.0 Units.
Offered fall semesters.

MUSC 116. Voice Seminar: English Diction and Singing as a Profession. 0.0 Units.
Offered spring semesters.

MUSC 118. German Diction. 0.5 Units.
A study of the phonetic principles of the German language as it pertains to singing. Prerequisite: MUSC 115. Offered fall semesters.

MUSC 151. Music Culture. 0.5 Units.
An introduction to musical styles of both Western and non-Western music. The class examines compositions of many great classical composers such as W. A. Mozart and Igor Stravinsky, and explores the traditional music of cultures that include Venezuela, Cuba, China, Hungary, and India. The class includes the study of music written for individual instruments and all ensemble styles, including choir, band, orchestra and chamber music. Each class includes a guest lecture by a music faculty member who specializes in the particular composer, ensemble, or world culture presented. Offered fall semesters.

MUSC 152. Musical Style and Analysis. 0.5 Units.
A continuation of Music Culture (MUSC 151), Musical Style and Analysis emphasizes four areas of musical learning - great classical compositions, music of the twentieth century, the relationship between music theory and musicianship, and music performance studies. Co-requisite: MUSC 172. Offered spring semesters.

MUSC 160. Music Theory Fundamentals I. 0.5 Units.
Designed for music majors who need a review of fundamental theory skills prior to entering Theory I (MUSC 171).

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 the previous semester to analysis and basic composition. Prerequisite: MUSC 160 or permission of instructor.

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. Theory I. 1 Unit.
A study of the materials of music, including fundamentals (pitch, rhythm, scales and modes, intervals, triads), melody and melodic organization, diatonic harmony, and basic musical forms. Offered fall semesters. Co-requisite MUSC 175.

MUSC 172. Theory II. 1 Unit.
Offered spring semesters. Prerequisite: MUSC 171. Co-requisite MUSC 176.

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.
Continuation of MUSC 173. Prerequisite: MUSC 173. Offered fall and spring semesters.

MUSC 175. Functional Keyboard I. 0.0 Units.
A development of key feeling, harmonization, improvisation, and sight-reading keyboard skills. Offered fall semesters. Co-requisite MUSC 171.

MUSC 176. Functional Keyboard II. 0.0 Units.
Continuation of MUSC 175. Prerequisite: MUSC 175. Offered spring semesters. Co-requisite MUSC 172. Prerequisite: MUSC 175.
MUSC 185. Independent Study. 0.25 to 1 Units.

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 193A. Mozart, Movies & Musicology. 1 Unit.

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.

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 198A. History of Electronic Music. 1 Unit.
A study of the diverse and evolving history encompassed by electronic music, both popular and experimental, through readings and recordings. Students will become familiar with a wide variety of electronic music examples and learn to identify the key stylistic differences between genres such as techno, musique concrète, hip-hop, sound art, ambient, and krautrock. Students will also learn to place given examples in their proper historical and social context, as well as critically evaluate what they hear using basic music vocabulary. For non-majors. Music majors register for MUSC 389. Offered fall and spring semesters as needed.

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. Prerequisite: MUSC 115. Offered spring semesters.

MUSC 252. Composition Seminar. 0.0 Units.
A weekly seminar for all composition majors. It features 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. 0.5 Units.
A course designed to develop a teaching knowledge of the string and woodwind instruments and provide sufficient skills for purposes of demonstrating the instruments to developing players both individually and in an ensemble setting. Offered fall semesters.

MUSC 256. Instrumental Techniques. 0.5 Units.
Continuation of MUSC 255. Offered spring semesters.

MUSC 257. Instrumental Techniques. 0.5 Units.
A course designed to develop a teaching knowledge of the brass and percussion instruments and provide sufficient skills for purposes of demonstrating the instruments to developing players both individually and in an ensemble setting. Offered fall semesters.

MUSC 258. Instrumental Techniques. 0.5 Units.
Continuation of MUSC 257. Offered 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, music notation, media storage formats, multimedia, digital citizenship and historical trends. Requires lab work outside of class.

MUSC 271. 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. Co-requisite MUSC 275 Functional Keyboard III (or completion of the appropriate keyboard sequence).

MUSC 272. 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.
Continuation of MUSC 273. Prerequisite: MUSC 273. Offered fall and spring semesters.

MUSC 275. Functional Keyboard III. 0.0 Units.
Continuation of MUSC 175 and MUSC 276. Prerequisite: MUSC 176. Offered fall semesters. Co-requisite MUSC 271 Theory III. May be repeated for credit. Prerequisite: MUSC 176.

MUSC 276. Functional Keyboard IV. 0.0 Units.
Continuation of MUSC 275. Prerequisite: MUSC 172. Offered spring semesters. May be repeated for credit.

MUSC 277. Conducting I. 0.5 Units.
Student has the option of two tracts: Beginning Instrumental Conducting and Beginning Vocal Conducting. Both courses focus 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 semesters.

MUSC 279. Introduction to Composition. 0.25 Units.
A study and application of the basic techniques of music composition. Prerequisite: MUSC 172 or permission of the instructor. Offered fall and spring semesters. Repeatable for credit.

MUSC 285. Independently Study. 0.25 to 1 Units.

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 152 and MUSC 172. Offered fall semesters.
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, MUSC 151. Offered spring semesters.

MUSC 351. Elementary School Music Methods. 0.5 Units.
A methods and materials course designed for teaching general music in the elementary classroom. Performance as music education, learning theory, lesson planning, Orff Sculwerk, and classroom management are studied. Students complete a field teaching and observation experience in the elementary classroom. Recorder and guitar proficiencies are required. Development of professional portfolio is begun. Corequisite: EDUC 316. Offered fall semesters.

MUSC 352. Secondary School Music Methods. 0.5 Units.
Students will research literature, methods, and materials for secondary school string programs. Recruitment, instrument maintenance and repair, parent organizations, budgeting, administration and community relationships are studied. Development of professional portfolio is included. Field experience is required. Prerequisite: MUSC 277. Offered fall semesters.

MUSC 353. Marching Band Methods. 0.5 Units.
The role of the marching band in the total instrumental program of the secondary school is studied. The historical and contemporary purpose of the marching band, marching styles, show styles, and show design are explored. Marching fundamentals, auxiliary units, the expanded use of percussion, and the use of computer-aided drill design software are contained in course content. Successfully managing band parent/booster organizations, budgets, travel, and program maintenance are addressed. Prerequisite: MUSC 297. Offered fall semesters.

MUSC 354. Secondary School Music Methods: Instrumental/General. 0.5 Units.
Teaching theories, techniques, and organizational procedures for the secondary school instrumental music program as well as philosophical considerations such as music as art, the value of music in education, and the role of the music educator are studied. Students survey instrumental literature at various grade levels appropriate for the secondary student (instrumental methods books, band & orchestra literature, solo/ensemble literature). Rehearsal techniques and instrumental score analysis are studied as they relate to rehearsal and lesson plan preparation. Classroom management, assessment (grading), seating arrangements, instrument purchase and maintenance, budgets, recruiting, support organizations, and scheduling comprise additional course content. General music methods for secondary students are explored. Field experience and observations are required. Prerequisite: MUSC 297 and MUSC 256 or MUSC 258. Offered spring semesters. Corequisite: EDUC 392.

MUSC 355. Secondary School Music Methods: Choral/General. 0.5 Units.
Learn practical knowledge, develop skills, and acquire materials for teaching chorus to singers from elementary through high school age. Discuss rehearsal technique and score preparation independently of conducting gestures. Prepare for and generate lesson plans, learn chorus classroom administration and practice effective assessment of vocal students. Cover units on Choral Arranging and Vocal Pedagogy for music education students. Other relevant topics included. Prepares conductor/teacher students for success in the student teaching experience and future choral classrooms. Prerequisites: MUSC 298 and MUSC 118 or MUSC 218. Corequisite: EDUC 392. Offered fall semesters.

MUSC 356. Secondary School Music Methods: Choral/Instrumental. 0.5 Units.
Familiarization with necessary basic information to develop competence in the area of instrumental jazz education. Starting a jazz ensemble program, understanding the instrumentation and harmony, and teaching basic jazz improvisation techniques are discussed. Other topics include the jazz combo, the role of the conductor, rehearsal psychology and techniques, phrasing and articulation, and sound reinforcement. The application of computers, technology, and jazz education are also discussed. Conducting a prepared selection with the Stetson Jazz Ensemble is included in the course. Prerequisite: MUSC 172.

MUSC 357. Jazz Methods and Materials. 0.5 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 358. General Music Methods for Elementary Classroom. 0.5 Units.
A methods and materials course designed for teaching general music in the elementary classroom. Performance as music education, learning theory, lesson planning, Orff Sculwerk, and classroom management are studied. Students complete a field teaching and observation experience in the elementary classroom. Recorder and guitar proficiencies are required. Development of professional portfolio is begun. Corequisite: EDUC 316. Offered fall semesters.

MUSC 359. Advanced General Music Methods for Elementary Classroom. 0.5 Units.
An introduction to the fundamentals of the pedagogy and repertoire of voice for performance majors. Issues addressed include the elements of signing, studio strategies, long-term vocal health, history of vocal pedagogy, and knowledge of appropriate teaching literature. Senior standing required.

MUSC 360. 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 361. 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 362. 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 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 373. Aural Training V. 0.5 Units.
Continuation of MUSC 274. Prerequisite: MUSC 274. Offered fall semesters of alternate years or as demand allows.

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. This class includes participation in the weekly Composition Seminar.

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 278 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 278 and instructor approval. Offered as needed.

MUSC 379. Orchestration & 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 380. Special Topics in Music. 0.25 to 1 Units.
Junior Level.

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 fachs (types) and all of the components that comprise an operatic production. Prerequisite: MUSC 152 and MUSC 172.

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 152 and MUSC 172. Offered fall semester of alternate years.

MUSC 389. Piano Literature II. 0.25 Units.
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. Writing-Intensive course. Prerequisite: MUSC 152 and MUSC 172.

MUSC 390. Symphonic Literature. 1 Unit.
An historical survey of the outstanding works of the eighteenth, nineteenth, and twentieth centuries for the symphony orchestra. Prerequisites: MUSC 152 and MUSC 172. Offered spring semester of alternate years.

MUSC 391. Song Literature. 1 Unit.
An overview of solo vocal literature and history from the seventeenth through the twentieth century. Prerequisites: MUSC 152 and MUSC 172. Offered spring semesters every other year.

MUSC 392. Chamber Music Literature. 1 Unit.
An historical survey of the outstanding works of the eighteenth, nineteenth, and twentieth centuries for chamber ensembles. Prerequisites: MUSC 152 and MUSC 172. Offered fall semester of alternate years.
MUSC 395. Teaching Apprenticeship. 0.5 Units.

MUSC 396. Jazz & 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.

MUSC 401. Internship. 0.25 Units.
Hands-on experience in the music field through a variety of cooperating organizations.

MUSC 471. Advanced Analysis. 1 Unit.
A study of various analytic and research methods for both tonal and atonal music. Primary emphasis is on linear analysis and advanced set-theoretical studies. Several papers are required. Prerequisite: MUSC 271. Offered spring semester of alternate years.

MUSC 475. Composition III. 1 Unit.
Continuation of MUSC 376. Prerequisite: MUSC 376 and BM composition major. Offered fall and spring semesters. This class includes participation in the weekly Composition Seminar.

MUSC 485. Independent Study. 0.25 to 1 Units.
Senior Level.

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.
Offered fall and spring semesters.

MUSC 499. Senior Research Project. 1 Unit.
# Bachelor Of Music with Elective Studies In A Specific Outside Field - Business

**General Education Requirements**

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<th>Course Code</th>
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<th>Credit Hours</th>
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<td>FSEM 100</td>
<td>First Year Seminar</td>
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<tr>
<td></td>
<td>Individuals, Societies, and Social Systems (any S course)</td>
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<td>Quantitative Reasoning (any Q course)</td>
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<td>Language (one language through the 102L level required)</td>
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<td>Historical Inquiry (any H course)</td>
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<td>Personal and Social Responsibility (any R, E, W, D, or J course)</td>
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<td>Free Elective (non-music, can be used for a 101-level language if required)</td>
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**Stetson Music Core**

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<td>MUSC 171 Theory I</td>
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**Major Requirements**

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<td>Three Business electives</td>
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<td>ACCT 211 Introduction to Financial Accounting</td>
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<td>ECON 103S Essentials of Economics I</td>
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<td>BSAN 111 Introduction to Business Analytics</td>
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<td>Upper-division lessons/Music Experience Bundle</td>
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<td>MUSA 312 Primary Upper-Division Lessons for Music Majors (Four semesters)</td>
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<td>MUSX 462 Senior Recital (25-min)</td>
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Eight Ensembles:

- Four semesters: large ensemble
- Two semesters: elective ensemble
- Two semesters: chamber ensemble

Upper-division theory or music literature elective
Free elective

Other Requirements

Sophomore Decision

Oral Communication Competency

Total Units: 32.5

Courses

MUSC 100. Recital Attendance. 0.0 Units.

MUSC 115. Voice Seminar: Italian Diction, IPA, Singing as a Profession. 0.0 Units.
Offered fall semesters.

MUSC 116. Voice Seminar: English Diction and Singing as a Profession. 0.0 Units.
Offered spring semesters.

MUSC 118. German Diction. 0.5 Units.
A study of the phonetic principles of the German language as it pertains to singing. Prerequisite: MUSC 115. Offered fall semesters.

MUSC 151. Music Culture. 0.5 Units.
An introduction to musical styles of both Western and non-Western music. The class examines compositions of many great classical composers such as W. A. Mozart and Igor Stravinsky, and explores the traditional music of cultures that include Venezuela, Cuba, China, Hungary, and India. The class includes the study of music written for individual instruments and all ensemble styles, including choir, band, orchestra and chamber music. Each class includes a guest lecture by a music faculty member who specializes in the particular composer, ensemble, or world culture presented. Offered fall semesters.

MUSC 152. Musical Style and Analysis. 0.5 Units.
A continuation of Music Culture (MUSC 151), Musical Style and Analysis emphasizes four areas of musical learning - great classical compositions, music of the twentieth century, the relationship between music theory and musicianship, and music performance studies. Co-requisite: MUSC 172. Offered spring semesters.

MUSC 160. Music Theory Fundamentals I. 0.5 Units.
Designed for music majors who need a review of fundamental theory skills prior to entering Theory I (MUSC 171).

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 the previous semester to analysis and basic composition. Prerequisite: MUSC 160 or permission of instructor.

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. Theory I. 1 Unit.
A study of the materials of music, including fundamentals (pitch, rhythm, scales and modes, intervals, triads), melody and melodic organization, diatonic harmony, and basic musical forms. Offered fall semesters. Co-requisite MUSC 175.

MUSC 172. Theory II. 1 Unit.
Offered spring semesters. Prerequisite: MUSC 171. Co-requisite MUSC 176.

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.
Continuation of MUSC 173. Prerequisite: MUSC 173. Offered fall and spring semesters.
MUSC 175. Functional Keyboard I. 0.0 Units.
A development of key feeling, harmonization, improvisation, and sight-reading keyboard skills. Offered fall semesters. Co-requisite MUSC 171.

MUSC 176. Functional Keyboard II. 0.0 Units.
Continuation of MUSC 175. Prerequisite: MUSC 175. Offered spring semesters. Co-requisite MUSC 172. Prerequisite: MUSC 175.

MUSC 185. Independent Study. 0.25 to 1 Units.

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 193A. Mozart, Movies & Musicology. 1 Unit.

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.

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 198A. History of Electronic Music. 1 Unit.
A study of the diverse and evolving history encompassed by electronic music, both popular and experimental, through readings and recordings. Students will become familiar with a wide variety of electronic music examples and learn to identify the key stylistic differences between genres such as techno, musique concrète, hip-hop, sound art, ambient, and krautrock. Students will also learn to place given examples in their proper historical and social context, as well as critically evaluate what they hear using basic music vocabulary. For non-majors. Music majors register for MUSC 389. Offered fall and spring semesters as needed.

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. Prerequisite: MUSC 115. Offered spring semesters.
MUSC 252. Composition Seminar. 0.0 Units.
A weekly seminar for all composition majors. It features 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. 0.5 Units.
A course designed to develop a teaching knowledge of the string and woodwind instruments and provide sufficient skills for purposes of demonstrating the instruments to developing players both individually and in an ensemble setting. Offered fall semesters.

MUSC 256. Instrumental Techniques. 0.5 Units.
Continuation of MUSC 255. Offered spring semesters.

MUSC 257. Instrumental Techniques. 0.5 Units.
A course designed to develop a teaching knowledge of the brass and percussion instruments and provide sufficient skills for purposes of demonstrating the instruments to developing players both individually and in an ensemble setting. Offered fall semesters.

MUSC 258. Instrumental Techniques. 0.5 Units.
Continuation of MUSC 257. Offered 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, music notation, media storage formats, multimedia, digital citizenship and historical trends. Requires lab work outside of class.

MUSC 271. 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. Co-requisite MUSC 275 Functional Keyboard III (or completion of the appropriate keyboard sequence).

MUSC 272. 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.
Continuation of MUSC 273. Prerequisite: MUSC 273. Offered fall and spring semesters.

MUSC 275. Functional Keyboard III. 0.0 Units.
Continuation of MUSC 175 and MUSC 276. Prerequisite: MUSC 176. Offered fall semesters. Co-requisite MUSC 271 Theory III. May be repeated for credit. Prerequisite: MUSC 176.

MUSC 276. Functional Keyboard IV. 0.0 Units.
Continuation of MUSC 275. Prerequisite: MUSC 172. Offered spring semesters. May be repeated for credit.

MUSC 277. Conducting I. 0.5 Units.
Student has the option of two tracts: Beginning Instrumental Conducting and Beginning Vocal Conducting. Both courses focus 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 semesters.

MUSC 279. Introduction to Composition. 0.25 Units.
A study and application of the basic techniques of music composition. Prerequisite: MUSC 172 or permission of the instructor. Offered fall and spring semesters. Repeatable for credit.

MUSC 285. Independently Study. 0.25 to 1 Units.

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 152 and MUSC 172. Offered fall semesters.

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, MUSC 151. Offered spring semesters.

MUSC 351. Elementary School Music Methods. 0.5 Units.
A methods and materials course designed for teaching general music in the elementary classroom. Performance as music education, learning theory, lesson planning, Orff Sculwerk, and classroom management are studied. Students complete a field teaching and observation experience in the elementary classroom. Recorder and guitar proficiencies are required. Development of professional portfolio is begun. Corequisite: EDUC 316. Offered fall semesters.

MUSC 352. Secondary School Music Methods. 0.5 Units.
Students will research literature, methods, and materials for secondary school string programs. Recruitment, instrument maintenance and repair, parent organizations, budgeting, administration and community relationships are studied. Development of professional portfolio is included. Field experience is required. Prerequisite: MUSC 277. Offered fall semesters.

MUSC 353. Marching Band Methods. 0.5 Units.
The role of the marching band in the total instrumental program of the secondary school is studied. The historical and contemporary purpose of the marching band, marching styles, show styles, and show design are explored. Marching fundamentals, auxiliary units, the expanded use of percussion, and the use of computer-aided drill design software are contained in course content. Successfully managing band parent/booster organizations, budgets, travel, and program maintenance are addressed. Prerequisite: MUSC 297. Offered fall semesters.

MUSC 354. Secondary School Music Methods: Instrumental/General. 0.5 Units.
Teaching theories, techniques, and organizational procedures for the secondary school instrumental music program as well as philosophical considerations such as music as art, the value of music in education, and the role of the music educator are studied. Students survey instrumental literature at various grade levels appropriate for the secondary student (instrumental methods books, band & orchestra literature, solo/ensemble literature). Rehearsal techniques and instrumental score analysis are studied as they relate to rehearsal and lesson plan preparation. Classroom management, assessment (grading), seating arrangements, instrument purchase and maintenance, budgets, recruiting, support organizations, and scheduling comprise additional course content. General music methods for secondary students are explored. Field experience and observations are required. Prerequisite: MUSC 297 and MUSC 256 or MUSC 258. Offered spring semesters. Corequisite: EDUC 392.

MUSC 355. Secondary School Music Methods: Choral/General. 0.5 Units.
Learn practical knowledge, develop skills, and acquire materials for teaching chorus to singers from elementary through high school age. Discuss rehearsal technique and score preparation independently of conducting gestures. Prepare for and generate lesson plans, learn chorus classroom administration and practice effective assessment of vocal students. Cover units on Choral Arranging and Vocal Pedagogy for music education students. Other relevant topics included. Prepares conductor/teacher students for success in the student teaching experience and future choral classrooms. Prerequisites: MUSC 298 and MUSC 118 or MUSC 218. Corequisite: EDUC 392. Offered fall semesters.

MUSC 356. 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 357. Jazz Methods and Materials. 0.5 Units.
Familiarization with necessary basic information to develop competence in the area of instrumental jazz education. Starting a jazz ensemble program, understanding the instrumentation and harmony, and teaching basic jazz improvisation techniques are discussed. Other topics include the jazz combo, the role of the conductor, rehearsal psychology and techniques, phrasing and articulation, and sound reinforcement. The application of computers, technology, and jazz education are also discussed. Conducting a prepared selection with the Stetson Jazz Ensemble is included in the course. Prerequisite: MUSC 172.

MUSC 358. Jazz Methods and Materials. 0.5 Units.
An introduction to the fundamentals of the pedagogy and repertoire of voice for performance majors. Issues addressed include the elements of signing, studio strategies, long-term vocal health, history of vocal pedagogy, and knowledge of appropriate teaching literature. Senior standing required.

MUSC 359. 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 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 373. Aural Training V. 0.5 Units.
Continuation of MUSC 274. Prerequisite: MUSC 274. Offered fall semesters of alternate years or as demand allows.

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. This class includes participation in the weekly Composition Seminar.

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 278 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 278 and instructor approval. Offered as needed.

MUSC 379. Orchestration & 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 385. Independent Study. 0.25 to 1 Units.
Junior Level.

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 fachs (types) and all of the components that comprise an operatic production. Prerequisite: MUSC 152 and MUSC 172.

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 152 and MUSC 172. Offered fall semester of alternate years.

MUSC 389. Piano Literature II. 0.25 Units.
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. Writing-Intensive course. Prerequisite: MUSC 152 and MUSC 172.
MUSC 390. Special Topics in Music. 0.25 to 1 Units.

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 152 and 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 152 and MUSC 172. Offered spring semesters every other year.

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 152 and MUSC 172. Offered fall semester of alternate years.

MUSC 395. Teaching Apprenticeship. 0.5 Units.

MUSC 396. Jazz & 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.

MUSC 401. Internship. 0.25 Units.
Hands-on experience in the music field through a variety of cooperating organizations.

MUSC 471. Advanced Analysis. 1 Unit.
A study of various analytic and research methods for both tonal and atonal music. Primary emphasis is on linear analysis and advanced set-theoretical studies. Several papers are required. Prerequisite: MUSC 271. Offered spring semester of alternate years.

MUSC 475. Composition III. 1 Unit.
Continuation of MUSC 376. Prerequisite: MUSC 376 and BM composition major. Offered fall and spring semesters. This class includes participation in the weekly Composition Seminar.

MUSC 485. Independent Study. 0.25 to 1 Units.
Senior Level.

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.
Offered fall and spring semesters.

MUSC 499. Senior Research Project. 1 Unit.
Bachelor Of Music with Elective Studies In A Specific Outside Field - Business Leading To An M.B.A.

**General Education Requirements**

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<tr>
<th>Course Code</th>
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<tr>
<td>FSEM 100</td>
<td>First Year Seminar</td>
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<tr>
<td>STAT 301Q</td>
<td>Business Statistics (Quantitative Reasoning)</td>
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<td>Individuals, Societies, and Social Systems (any S course)</td>
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<td>Language (one language through the 102L level required)</td>
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<td>Historical Inquiry (any H course)</td>
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<td></td>
<td>Personal and Social Responsibility (any R, E, W, D, or J course)</td>
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<td>Free Elective (non-music, can be used for a 101-level language if required)</td>
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**Stetson Music Core**

**Theory/Keyboard bundle**

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<td>Theory II</td>
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<td>MUSC 271</td>
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**Functional Keyboard:**

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<td>Functional Keyboard I</td>
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<td>MUSC 176</td>
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<td>MUSC 275</td>
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**Lower-division lessons:**

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**Music Culture:**

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**Music Style and Analysis:**

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**Conducting:**

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**Technology for Musicians**

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**Career Skills:**

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**Major Requirements**

**External emphasis courses**

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<tr>
<td>ACCT 211</td>
<td>Introduction to Financial Accounting</td>
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<tr>
<td>MGMT 305</td>
<td>Human Relations, Leadership and Teamwork</td>
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<td>FINA 311</td>
<td>Business Finance</td>
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<td>MKTG 315</td>
<td>The Marketplace and Consumers</td>
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<td>BSAN 111</td>
<td>Introduction to Business Analytics</td>
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**Upper-division lessons/Music Experience Bundle**

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<th>Course Code</th>
<th>Course Name</th>
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</table>
MUSA 312  Primary Upper-Division Lessons for Music Majors (Four semesters)
MUSX 462  Senior Recital (25-min)

Eight Ensembles:

<table>
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<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>Four semesters: large ensemble</td>
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<table>
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<tr>
<th>Course</th>
<th>Description</th>
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<tr>
<td>Two semesters: elective ensemble</td>
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<tr>
<td>Two semesters: chamber ensemble</td>
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Upper-division theory or music literature elective 1
Free elective 2

Other Requirements
Sophomore Decision
Oral Communication Competency

Total Units 32.5

1 Functional Keyboard as required.
2 Satisfied by Orchestra, Band, Concert Choir, Women's Chorale, Stetson Men, Jazz Band.
3 Not fulfilled by ensembles.

Completion of the requirements above does not guarantee admittance to the M.B.A. program. See your advisor for additional requirements.

Courses

MUSC 100. Recital Attendance. 0.0 Units.

MUSC 115. Voice Seminar: Italian Diction, IPA, Singing as a Profession. 0.0 Units.
Offered fall semesters.

MUSC 116. Voice Seminar: English Diction and Singing as a Profession. 0.0 Units.
Offered spring semesters.

MUSC 118. German Diction. 0.5 Units.
A study of the phonetic principles of the German language as it pertains to singing. Prerequisite: MUSC 115. Offered fall semesters.

MUSC 151. Music Culture. 0.5 Units.
An introduction to musical styles of both Western and non-Western music. The class examines compositions of many great classical composers such as W. A. Mozart and Igor Stravinsky, and explores the traditional music of cultures that include Venezuela, Cuba, China, Hungary, and India. The class includes the study of music written for individual instruments and all ensemble styles, including choir, band, orchestra and chamber music. Each class includes a guest lecture by a music faculty member who specializes in the particular composer, ensemble, or world culture presented. Offered fall semesters.

MUSC 152. Musical Style and Analysis. 0.5 Units.
A continuation of Music Culture (MUSC 151), Musical Style and Analysis emphasizes four areas of musical learning - great classical compositions, music of the twentieth century, the relationship between music theory and musicianship, and music performance studies. Co-requisite: MUSC 172. Offered spring semesters.

MUSC 160. Music Theory Fundamentals I. 0.5 Units.
Designed for music majors who need a review of fundamental theory skills prior to entering Theory I (MUSC 171).

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 the previous semester to analysis and basic composition. Prerequisite: MUSC 160 or permission of instructor.

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. Theory I. 1 Unit.
A study of the materials of music, including fundamentals (pitch, rhythm, scales and modes, intervals, triads), melody and melodic organization, diatonic harmony, and basic musical forms. Offered fall semesters. Co-requisite MUSC 175.

MUSC 172. Theory II. 1 Unit.
Offered spring semesters. Prerequisite: MUSC 171. Co-requisite MUSC 176.

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.
Continuation of MUSC 173. Prerequisite: MUSC 173. Offered fall and spring semesters.

MUSC 175. Functional Keyboard I. 0.0 Units.
A development of key feeling, harmonization, improvisation, and sight-reading keyboard skills. Offered fall semesters. Co-requisite MUSC 171.

MUSC 176. Functional Keyboard II. 0.0 Units.
Continuation of MUSC 175. Prerequisite: MUSC 175. Offered spring semesters. Co-requisite MUSC 172. Prerequisite: MUSC 175.

MUSC 185. Independent Study. 0.25 to 1 Units.

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 193A. Mozart, Movies & Musicology. 1 Unit.

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.

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 198A. History of Electronic Music. 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 a wide variety of electronic music examples and learn to identify the key stylistic differences between genres such as techno, musique concrète, hip-hop, sound art, ambient, and krautrock. Students will also learn to place given examples in their proper historical and social context, as well as critically evaluate what they hear using basic music vocabulary. For non-majors. Music majors register for MUSC 389. Offered fall and spring semesters as needed.

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. Prerequisite: MUSC 115. Offered spring semesters.

MUSC 252. Composition Seminar. 0.0 Units.
A weekly seminar for all composition majors. It features 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. 0.5 Units.
A course designed to develop a teaching knowledge of the string and woodwind instruments and provide sufficient skills for purposes of demonstrating the instruments to developing players both individually and in an ensemble setting. Offered fall semesters.

MUSC 256. Instrumental Techniques. 0.5 Units.
Continuation of MUSC 255. Offered spring semesters.

MUSC 257. Instrumental Techniques. 0.5 Units.
A course designed to develop a teaching knowledge of the brass and percussion instruments and provide sufficient skills for purposes of demonstrating the instruments to developing players both individually and in an ensemble setting. Offered fall semesters.

MUSC 258. Instrumental Techniques. 0.5 Units.
Continuation of MUSC 257. Offered 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, music notation, media storage formats, multimedia, digital citizenship and historical trends. Requires lab work outside of class.

MUSC 271. 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. Co-requisite MUSC 275 Functional Keyboard III (or completion of the appropriate keyboard sequence).

MUSC 272. 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.
Continuation of MUSC 273. Prerequisite: MUSC 273. Offered fall and spring semesters.

MUSC 275. Functional Keyboard III. 0.0 Units.
Continuation of MUSC 175 and MUSC 276. Prerequisite: MUSC 176. Offered fall semesters. Co-requisite MUSC 271 Theory III. May be repeated for credit. Prerequisite: MUSC 176.

MUSC 276. Functional Keyboard IV. 0.0 Units.
Continuation of MUSC 275. Prerequisite: MUSC 172. Offered spring semesters. May be repeated for credit.

MUSC 277. Conducting I. 0.5 Units.
Student has the option of two tracts: Beginning Instrumental Conducting and Beginning Vocal Conducting. Both courses focus 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 semesters.

MUSC 279. Introduction to Composition. 0.25 Units.
A study and application of the basic techniques of music composition. 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.

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 dialogue 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 152 and MUSC 172. Offered fall semesters.

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, MUSC 151. Offered spring semesters.

MUSC 351. Elementary School Music Methods. 0.5 Units.
A methods and materials course designed for teaching general music in the elementary classroom. Performance as music education, learning theory, lesson planning, Orff Sculwerk, and classroom management are studied. Students complete a field teaching and observation experience in the elementary classroom. Recorder and guitar proficiencies are required. Development of professional portfolio is begun. Corequisite: EDUC 316. Offered fall semesters.

MUSC 352. Secondary School Music Methods. 0.5 Units.
Students will research literature, methods, and materials for secondary school string programs. Recruitment, instrument maintenance and repair, parent organizations, budgeting, administration, and community relationships are studied. Development of professional portfolio is included. Field experience is required. Prerequisite: MUSC 277. Offered fall semesters.

MUSC 353. Marching Band Methods. 0.5 Units.
The role of the marching band in the total instrumental program of the secondary school is studied. The historical and contemporary purpose of the marching band, marching styles, show styles, and show design are explored. Marching fundamentals, auxiliary units, the expanded use of percussion, and the use of computer-aided drill design software are contained in course content. Successfully managing band parent/booster organizations, budgets, travel, and program maintenance are addressed. Prerequisite: MUSC 297. Offered fall semesters.

MUSC 354. Secondary School Music Methods: Instrumental/General. 0.5 Units.
Teaching theories, techniques, and organizational procedures for the secondary school instrumental music program as well as philosophical considerations such as music as art, the value of music in education, and the role of the music educator are studied. Students survey instrumental literature at various grade levels appropriate for the secondary student (instrumental methods books, band & orchestra literature, solo/ensemble literature). Rehearsal techniques and instrumental score analysis are studied as they relate to rehearsal and lesson plan preparation. Classroom management, assessment (grading), seating arrangements, instrument purchase and maintenance, budgets, recruiting, support organizations, and scheduling comprise additional course content. General music methods for secondary students are explored. Field experience and observations are required. Prerequisite: MUSC 297 and MUSC 256 or MUSC 258. Offered spring semesters. Corequisite: EDUC 392.

MUSC 355. Secondary School Music Methods: Choral/General. 0.5 Units.
Learn practical knowledge, develop skills, and acquire materials for teaching chorus to singers from elementary through high school age. Discuss rehearsal technique and score preparation independently of conducting gestures. Prepare for and generate lesson plans, learn chorus classroom administration and practice effective assessment of vocal students. Cover units on Choral Arranging and Vocal Pedagogy for music education students. Other relevant topics included. Prepares conductor/teacher students for success in the student teaching experience and future choral classrooms. Prerequisites: MUSC 298 and MUSC 118 or MUSC 218. Corequisite: EDUC 392. Offered fall semesters.

MUSC 357. Jazz Methods and Materials. 0.5 Units.
Familiarization with necessary basic information to develop competence in the area of instrumental jazz education. Starting a jazz ensemble program, understanding the instrumentation and harmony, and teaching basic jazz improvisation techniques are discussed. Other topics include the jazz combo, the role of the conductor, rehearsal psychology and techniques, phrasing and articulation, and sound reinforcement. The application of computers, technology, and jazz education are also discussed. Conducting a prepared selection with the Stetson Jazz Ensemble is included in the course. Prerequisite: MUSC 172.

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. Vocal Pedagogy. 0.5 Units.
An introduction to the fundamentals of the pedagogy and repertoire of voice for performance majors. Issues addressed include the elements of signing, studio strategies, long-term vocal health, history of vocal pedagogy, and knowledge of appropriate teaching literature. Senior standing required.

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 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 373. Aural Training V. 0.5 Units.
Continuation of MUSC 274. Prerequisite: MUSC 274. Offered fall semesters of alternate years or as demand allows.

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. This class includes participation in the weekly Composition Seminar.

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 278 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 278 and instructor approval. Offered as needed.

MUSC 379. Orchestration & 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 385. Independent Study. 0.25 to 1 Units.
Junior Level.

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 fachs (types) and all of the components that comprise an operatic production. Prerequisite: MUSC 152 and MUSC 172.

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 152 and MUSC 172. Offered fall semester of alternate years.

MUSC 389. Piano Literature II. 0.25 Units.
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. Writing-Intensive course. Prerequisite: MUSC 152 and MUSC 172.
MUSC 390. Special Topics in Music. 0.25 to 1 Units.

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 152 and 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 152 and MUSC 172. Offered spring semesters every other year.

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 152 and MUSC 172. Offered fall semester of alternate years.

MUSC 395. Teaching Apprenticeship. 0.5 Units.

MUSC 396. Jazz & 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.

MUSC 401. Internship. 0.25 Units.
Hands-on experience in the music field through a variety of cooperating organizations.

MUSC 471. Advanced Analysis. 1 Unit.
A study of various analytic and research methods for both tonal and atonal music. Primary emphasis is on linear analysis and advanced set-theoretical studies. Several papers are required. Prerequisite: MUSC 271. Offered spring semester of alternate years.

MUSC 475. Composition III. 1 Unit.
Continuation of MUSC 376. Prerequisite: MUSC 376 and BM composition major. Offered fall and spring semesters. This class includes participation in the weekly Composition Seminar.

MUSC 485. Independent Study. 0.25 to 1 Units.
Senior Level.

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.
Offered fall and spring semesters.

MUSC 499. Senior Research Project. 1 Unit.
Bachelor Of Music Education - Instrumental/General

Graduates of this degree will have completed all of the coursework currently required for state teacher certification.

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<td>Personal and Social Responsibility (any R, E, W, D, or J course)</td>
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<tr>
<td>Upper-division lessons/Music Experience Bundle</td>
</tr>
<tr>
<td>MUSA 312</td>
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<tr>
<td>MUSX 462</td>
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</tbody>
</table>
Fourteen Ensembles: 3.5
- Seven semesters: large ensemble
- Five semesters: elective ensemble
- Two semesters: chamber ensemble

Three Instrumental Techniques courses: 1.5
- MUSC 288: Conducting II: Instrumental 0.5
- MUSC 351: Elementary School Music Methods 0.5
- MUSC 352: Secondary School Music Methods 0.5
- or MUSC 353: Marching Band Methods 0.5
- MUSC 354: Secondary School Music Methods: Instrumental/General 0.5
- MUSC 379: Orchestration & Arranging 1

Other Requirements

Sophomore Decision

Oral Communication Competency

Total Units 35

1. 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 EDUC 265 will satisfy the First Year Seminar requirement for the new major.
2. Functional Keyboard as required.
3. Satisfied by Orchestra, Band, Concert Choir, Women's Chorale, Stetson Men, Jazz Band.
4. Choose any 3 from MUSC 255, MUSC 256, MUSC 257, or MUSC 258.
5. Alternate upper-division theory course allowed with approval from the Director of Music Theory and Music Education Coordinator.

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.

MUSA 111. Secondary Lessons for Music Majors. 0.25 Units.
0.25 unit course for music majors studying a secondary instrument and music minors.

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.

MUSA 151. Secondary Class Lessons for Music Majors. 0.25 Units.

MUSA 185. Independent Study. 0.25 to 1 Units.

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 who have passed their sophomore decision: BM theory, composition, technology, outside field, BA music and BME.

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 who have passed their sophomore decision: BM theory, composition, technology, outside field, BA music and BME.

MUSA 385. Independent Study. 0.25 to 1 Units.

MUSA 390. Special Topics in Applied Music. 0.25 to 1 Units.

MUSA 490. Special Topic in Applied Music. 0.25 to 1 Units.

MUSC 100. Recital Attendance. 0.0 Units.

MUSC 115. Voice Seminar: Italian Diction, IPA, Singing as a Profession. 0.0 Units.
Offered fall semesters.

MUSC 116. Voice Seminar: English Diction and Singing as a Profession. 0.0 Units.
Offered spring semesters.
MUSC 118. German Diction. 0.5 Units.
A study of the phonetic principles of the German language as it pertains to singing. Prerequisite: MUSC 115. Offered fall semesters.

MUSC 151. Music Culture. 0.5 Units.
An introduction to musical styles of both Western and non-Western music. The class examines compositions of many great classical composers such as W. A. Mozart and Igor Stravinsky, and explores the traditional music of cultures that include Venezuela, Cuba, China, Hungary, and India. The class includes the study of music written for individual instruments and all ensemble styles, including choir, band, orchestra and chamber music. Each class includes a guest lecture by a music faculty member who specializes in the particular composer, ensemble, or world culture presented. Offered fall semesters.

MUSC 152. Musical Style and Analysis. 0.5 Units.
A continuation of Music Culture (MUSC 151), Musical Style and Analysis emphasizes four areas of musical learning - great classical compositions, music of the twentieth century, the relationship between music theory and musicianship, and music performance studies. Co-requisite: MUSC 172. Offered spring semesters.

MUSC 160. Music Theory Fundamentals I. 0.5 Units.
Designed for music majors who need a review of fundamental theory skills prior to entering Theory I (MUSC 171).

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 the previous semester to analysis and basic composition. Prerequisite: MUSC 160 or permission of instructor.

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. Theory I. 1 Unit.
A study of the materials of music, including fundamentals (pitch, rhythm, scales and modes, intervals, triads), melody and melodic organization, diatonic harmony, and basic musical forms. Offered fall semesters. Co-requisite MUSC 175.

MUSC 172. Theory II. 1 Unit.
Offered spring semesters. Prerequisite: MUSC 171. Co-requisite MUSC 176.

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.
Continuation of MUSC 173. Prerequisite: MUSC 173. Offered fall and spring semesters.

MUSC 175. Functional Keyboard I. 0.0 Units.
A development of key feeling, harmonization, improvisation, and sight-reading keyboard skills. Offered fall semesters. Co-requisite MUSC 171.

MUSC 176. Functional Keyboard II. 0.0 Units.
Continuation of MUSC 175. Prerequisite: MUSC 175. Offered spring semesters. Co-requisite MUSC 172. Prerequisite: MUSC 175.

MUSC 185. Independent Study. 0.25 to 1 Units.

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 193A. Mozart, Movies & Musicology. 1 Unit.

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.

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 198A. History of Electronic Music. 1 Unit.
A study of the diverse and evolving history encompassed by electronic music, both popular and experimental, through readings and recordings.
Students will become familiar with a wide variety of electronic music examples and learn to identify the key stylistic differences between genres such
as techno, musique concrète, hip-hop, sound art, ambient, and krautrock. Students will also learn to place given examples in their proper historical and
social context, as well as critically evaluate what they hear using basic music vocabulary. For non-majors. Music majors register for MUSC 389. Offered
fall and spring semesters as needed.

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. Prerequisite: MUSC 115. Offered spring
semesters.

MUSC 252. Composition Seminar. 0.0 Units.
A weekly seminar for all composition majors. It features 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. 0.5 Units.
A course designed to develop a teaching knowledge of the string and woodwind instruments and provide sufficient skills for purposes of demonstrating
the instruments to developing players both individually and in an ensemble setting. Offered fall semesters.

MUSC 256. Instrumental Techniques. 0.5 Units.
Continuation of MUSC 255. Offered spring semesters.

MUSC 257. Instrumental Techniques. 0.5 Units.
A course designed to develop a teaching knowledge of the brass and percussion instruments and provide sufficient skills for purposes of demonstrating
the instruments to developing players both individually and in an ensemble setting. Offered fall semesters.

MUSC 258. Instrumental Techniques. 0.5 Units.
Continuation of MUSC 257. Offered 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,
music notation, media storage formats, multimedia, digital citizenship and historical trends. Requires lab work outside of class.

MUSC 271. 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. Co-requisite MUSC 275 Functional Keyboard III (or completion
of the appropriate keyboard sequence).
MUSC 272. 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.
Continuation of MUSC 273. Prerequisite: MUSC 273. Offered fall and spring semesters.

MUSC 275. Functional Keyboard III. 0.0 Units.
Continuation of MUSC 175 and MUSC 276. Prerequisite: MUSC 176. Offered fall semesters. Co-requisite MUSC 271 Theory III. May be repeated for credit. Prerequisite: MUSC 176.

MUSC 276. Functional Keyboard IV. 0.0 Units.
Continuation of MUSC 275. Prerequisite: MUSC 172. Offered spring semesters. May be repeated for credit.

MUSC 277. Conducting I. 0.5 Units.
Student has the option of two tracts: Beginning Instrumental Conducting and Beginning Vocal Conducting. Both courses focus 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 semesters.

MUSC 279. Introduction to Composition. 0.25 Units.
A study and application of the basic techniques of music composition. Prerequisite: MUSC 172 or permission of the instructor. Offered fall and spring semesters. Repeatable for credit.

MUSC 285. Independently Study. 0.25 to 1 Units.

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 152 and MUSC 172. Offered fall semesters.

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, MUSC 151. Offered spring semesters.

MUSC 351. Elementary School Music Methods. 0.5 Units.
A methods and materials course designed for teaching general music in the elementary classroom. Performance as music education, learning theory, lesson planning, Orff Sculwerk, and classroom management are studied. Students complete a field teaching and observation experience in the elementary classroom. Recorder and guitar proficiencies are required. Development of professional portfolio is begun. Corequisite: EDUC 316. Offered fall semesters.

MUSC 352. Secondary School Music Methods. 0.5 Units.
Students will research literature, methods, and materials for secondary school string programs. Recruitment, instrument maintenance and repair, parent organizations, budgeting, administration and community relationships are studied. Development of professional portfolio is included. Field experience is required. Prerequisite: MUSC 277. Offered fall semesters.

MUSC 353. Marching Band Methods. 0.5 Units.
The role of the marching band in the total instrumental program of the secondary school is studied. The historical and contemporary purpose of the marching band, marching styles, show styles, and show design are explored. Marching fundamentals, auxiliary units, the expanded use of percussion, and the use of computer-aided drill design software are contained in course content. Successfully managing band parent/booster organizations, budgets, travel, and program maintenance are addressed. Prerequisite: MUSC 297. Offered fall semesters.
MUSC 354. Secondary School Music Methods: Instrumental/General. 0.5 Units.
Teaching theories, techniques, and organizational procedures for the secondary school instrumental music program as well as philosophical considerations such as music as art, the value of music in education, and the role of the music educator are studied. Students survey instrumental literature at various grade levels appropriate for the secondary student (instrumental methods books, band & orchestra literature, solo/ensemble literature). Rehearsal techniques and instrumental score analysis are studied as they relate to rehearsal and lesson plan preparation. Classroom management, assessment (grading), seating arrangements, instrument purchase and maintenance, budgets, recruiting, support organizations, and scheduling comprise additional course content. General music methods for secondary students are explored. Field experience and observations are required. Prerequisite: MUSC 297 and MUSC 256 or MUSC 258. Offered spring semesters. Corequisite: EDUC 392.

MUSC 355. Secondary School Music Methods: Choral/General. 0.5 Units.
Learn practical knowledge, develop skills, and acquire materials for teaching chorus to singers from elementary through high school age. Discuss rehearsal technique and score preparation independently of conducting gestures. Prepare for and generate lesson plans, learn chorus classroom administration and practice effective assessment of vocal students. Cover units on Choral Arranging and Vocal Pedagogy for music education students. Other relevant topics included. Prepares conductor/teacher students for success in the student teaching experience and future choral classrooms. Prerequisites: MUSC 298 and MUSC 118 or MUSC 218. Corequisite: EDUC 392. Offered fall semesters.

MUSC 356. Wind, Brass, Percussion Pedagogy. 0.5 Units.
Familiarization with necessary basic information to develop competence in the area of instrumental jazz education. Starting a jazz ensemble program, understanding the instrumentation and harmony, and teaching basic jazz improvisation techniques are discussed. Other topics include the jazz combo, the role of the conductor, rehearsal psychology and techniques, phrasing and articulation, and sound reinforcement. The application of computers, technology, and jazz education are also discussed. Conducting a prepared selection with the Stetson Jazz Ensemble is included in the course. Prerequisite: MUSC 172.

MUSC 357. Jazz Methods and Materials. 0.5 Units.
An introduction to the fundamentals of the pedagogy and repertoire of voice for performance majors. Issues addressed include the elements of signing, studio strategies, long-term vocal health, history of vocal pedagogy, and knowledge of appropriate teaching literature. Senior standing required.

MUSC 358. 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. Junior or senior standing required.

MUSC 359. Secondary School Music Methods: Choral/Vocal. 0.5 Units.
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 360. Aural Training V. 0.5 Units.
Continuation of MUSC 274. Prerequisite: MUSC 274. Offered fall semesters of alternate years or as demand allows.

MUSC 361. 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 362. Composition I. 1 Unit.
Directed study of advanced compositional techniques. Prerequisite: MUSC 279 and BM composition major. Offered fall and spring semesters. This class includes participation in the weekly Composition Seminar.
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 278 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 278 and instructor approval. Offered as needed.

MUSC 379. Orchestration & 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 385. Independent Study. 0.25 to 1 Units.
Junior Level.

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 fachs (types) and all of the components that comprise an operatic production. Prerequisite: MUSC 152 and MUSC 172.

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 152 and MUSC 172. Offered fall semester of alternate years.

MUSC 389. Piano Literature II. 0.25 Units.
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. Writing-Intensive course. Prerequisite: MUSC 152 and MUSC 172.

MUSC 390. Special Topics in Music. 0.25 to 1 Units.

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 152 and 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 152 and MUSC 172. Offered spring semesters every other year.

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 152 and MUSC 172. Offered fall semester of alternate years.

MUSC 395. Teaching Apprenticeship. 0.5 Units.

MUSC 396. Jazz & 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.

MUSC 401. Internship. 0.25 Units.
Hands-on experience in the music field through a variety of cooperating organizations.

MUSC 471. Advanced Analysis. 1 Unit.
A study of various analytic and research methods for both tonal and atonal music. Primary emphasis is on linear analysis and advanced set-theoretical studies. Several papers are required. Prerequisite: MUSC 271. Offered spring semester of alternate years.

MUSC 475. Composition III. 1 Unit.
Continuation of MUSC 376. Prerequisite: MUSC 376 and BM composition major. Offered fall and spring semesters. This class includes participation in the weekly Composition Seminar.

MUSC 485. Independent Study. 0.25 to 1 Units.
Senior Level.
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.
Offered fall and spring semesters.

MUSC 499. Senior Research Project. 1 Unit.
Offered fall and spring semesters.
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.

MUSX 190. Special Topic Music Experience. 0.0 Units.

MUSX 290. Special Topic Music Experience. 0.0 Units.

MUSX 311. EXP: Improvisation. 0.0 Units.
Practical studies in stylizing and creating melodic lines over given harmonies, as well as other harmonic techniques, as related to the performance practices of specific styles including aleatoric and jazz. Offered fall and spring semesters. Co-requisite MUSA 312 or MUSA 313, or permission of the dean/associate dean.

MUSX 312. EXP: Graduate Theory Review. 0.0 Units.
Designed to revisit skills taught in the core theory and aural training curriculum to assist students who will be taking graduate school entrance exams. Co-requisite MUSA 312 or MUSA 313, or permission of the dean/associate dean.

MUSX 313. EXP: Graduate History Review. 0.0 Units.
Designed to revisit skills taught in the music history that will assist students who will be taking graduate school entrance exams. Co-requisite MUSA 312 or MUSA 313, or permission of the dean/associate dean.

MUSX 314. EXP: Movement. 0.0 Units.
Experience in various styles of dance.

MUSX 315. EXP: 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 316. 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 317. Making of the Modern Musical. 0.0 Units.
An in-depth look at the literature behind the modern musical blockbusters The Phantom of the Opera and Les Misérables, their history, characters and the messages they offer to audiences today. Co-requisite: MUSA 312 or MUSA 313, or permission of instructor.

MUSX 318. 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 320. Exploring Performance Anxiety. 0.0 Units.
This course is designed to help musicians explore performance anxiety, or stage fright, its causes as well as ways to channel these feelings into a positive performance experience. Corequisite: MUSA 312 or MUSA 313.

MUSX 321. 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 322. Independent Study. 0.0 Units.

MUSX 323. Special Topic Music Experience. 0.0 Units.

MUSX 324. 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 325. Independent Study. 0.25 to 1 Units.

MUSX 326. Special Topic Music Experience. 0.0 Units.
Bachelor Of Music Education - Vocal/General

Graduates of this degree will have completed all of the coursework currently required for state teacher certification.

General Education Requirements

Quantitative Reasoning (any Q course) 1
Physical and Natural World (any P course) 1
Personal and Social Responsibility (any R, E, W, D, or J course) 1
EDUC 245H Social Foundations of Education 1
EDUC 255S Educational Psychology (serves as a course under “Knowledge of Human Cultures”) 1
EDUC 265 Principles and Methods of Instruction for Diverse Learners 1

Education Core

EDUC 300 ESOL Principles and Practices 1
EDUC 302 Improving Reading and Writing Skills in the Middle/Secondary School 1
EDUC 316 Assessment and Evaluation of Learning 1
EDUC 392 Professional Music Educator 5
EDUC 429 Senior Intern Seminar 1
EDUC 430 Student Teaching 2
EDUC 474 Educational Management of Exceptional Students 1

Stetson Music Core

Theory/Keyboard bundle 4
Theory:
MUSC 171 Theory I
MUSC 172 Theory II
MUSC 271 Theory III
MUSC 272 Theory IV

Functional Keyboard: 2
MUSC 175 Functional Keyboard I
MUSC 176 Functional Keyboard II
MUSC 275 Functional Keyboard III
MUSC 276 Functional Keyboard IV

Music History:
MUSC 311 Music History I
MUSC 312 Music History II

Aural Training:
MUSC 173 Aural Training I
MUSC 174 Aural Training II
MUSC 273 Aural Training III
MUSC 274 Aural Training IV

Lower-division lessons:
MUSA 112 Primary Lower-Division Lessons for Music Majors 2

Music Culture:
MUSC 151 Music Culture .5

Music Style and Analysis:
MUSC 152 Musical Style and Analysis .5

Conducting:
MUSC 277 Conducting I .5

Technology for Musicians
MUSC 259 Technology for Musicians .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 | 3 |
| Four semesters: Choral Union |
| Three semesters: elective ensemble |

Two Instrumental Techniques courses 4

| MUSC 115 | Voice Seminar: Italian Diction, IPA, Singing as a Profession | 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 |
| MUSC 351 | Elementary School Music Methods | 0.5 |
| MUSC 354 | Secondary School Music Methods: Instrumental/General | 0.5 |
| MUSC 379 | Orchestration & Arranging | 1 |

Other Requirements

Sophomore Decision

Oral Communication Competency

Total Units 35

Students must meet general University requirements for admission to Teacher Education.

1 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 EDUC 265 will satisfy the First Year Seminar requirement for the new major.

2 Functional Keyboard as required.

3 Satisfied by Orchestra, Band, Concert Choir, Women's Chorale, Stetson Men, Jazz Band.

4 Choose any 2 from MUSC 255, MUSC 256, MUSC 257, or MUSC 258.

5 Alternate upper-division theory course allowed with approval from the Director of Music Theory and Music Education Coordinator.

Courses

MUSC 100. Recital Attendance. 0.0 Units.

MUSC 115. Voice Seminar: Italian Diction, IPA, Singing as a Profession. 0.0 Units.  
Offered fall semesters.

MUSC 116. Voice Seminar: English Diction and Singing as a Profession. 0.0 Units.  
Offered spring semesters.

MUSC 118. German Diction. 0.5 Units.  
A study of the phonetic principles of the German language as it pertains to singing. Prerequisite: MUSC 115. Offered fall semesters.

MUSC 151. Music Culture. 0.5 Units.  
An introduction to musical styles of both Western and non-Western music. The class examines compositions of many great classical composers such as W. A. Mozart and Igor Stravinsky, and explores the traditional music of cultures that include Venezuela, Cuba, China, Hungary, and India. The class includes the study of music written for individual instruments and all ensemble styles, including choir, band, orchestra and chamber music. Each class includes a guest lecture by a music faculty member who specializes in the particular composer, ensemble, or world culture presented. Offered fall semesters.

MUSC 152. Musical Style and Analysis. 0.5 Units.  
A continuation of Music Culture (MUSC 151), Musical Style and Analysis emphasizes four areas of musical learning - great classical compositions, music of the twentieth century, the relationship between music theory and musicianship, and music performance studies. Co-requisite: MUSC 172. Offered spring semesters.

MUSC 160. Music Theory Fundamentals I. 0.5 Units.  
Designed for music majors who need a review of fundamental theory skills prior to entering Theory I (MUSC 171).

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 the previous semester to analysis and basic composition. Prerequisite: MUSC 160 or permission of instructor.

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.
Stetson University

MUSC 171. Theory I. 1 Unit.
A study of the materials of music, including fundamentals (pitch, rhythm, scales and modes, intervals, triads), melody and melodic organization, diatonic harmony, and basic musical forms. Offered fall semesters. Co-requisite MUSC 175.

MUSC 172. Theory II. 1 Unit.
Offered spring semesters. Prerequisite: MUSC 171. Co-requisite MUSC 176.

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.
Continuation of MUSC 173. Prerequisite: MUSC 173. Offered fall and spring semesters.

MUSC 175. Functional Keyboard I. 0.0 Units.
A development of key feeling, harmonization, improvisation, and sight-reading keyboard skills. Offered fall semesters. Co-requisite MUSC 171.

MUSC 176. Functional Keyboard II. 0.0 Units.
Continuation of MUSC 175. Prerequisite: MUSC 175. Offered spring semesters. Co-requisite MUSC 172. Prerequisite: MUSC 175.

MUSC 185. Independent Study. 0.25 to 1 Units.

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 193A. Mozart, Movies & Musicology. 1 Unit.

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.

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 198A. History of Electronic Music. 1 Unit.
A study of the diverse and evolving history encompassed by electronic music, both popular and experimental, through readings and recordings. Students will become familiar with a wide variety of electronic music examples and learn to identify the key stylistic differences between genres such as techno, musique concrète, hip-hop, sound art, ambient, and krautrock. Students will also learn to place given examples in their proper historical and social context, as well as critically evaluate what they hear using basic music vocabulary. For non-majors. Music majors register for MUSC 389. Offered fall and spring semesters as needed.

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. Prerequisite: MUSC 115. Offered spring semesters.

MUSC 252. Composition Seminar. 0.0 Units.
A weekly seminar for all composition majors. It features 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. 0.5 Units.
A course designed to develop a teaching knowledge of the string and woodwind instruments and provide sufficient skills for purposes of demonstrating the instruments to developing players both individually and in an ensemble setting. Offered fall semesters.

MUSC 256. Instrumental Techniques. 0.5 Units.
Continuation of MUSC 255. Offered spring semesters.

MUSC 257. Instrumental Techniques. 0.5 Units.
A course designed to develop a teaching knowledge of the brass and percussion instruments and provide sufficient skills for purposes of demonstrating the instruments to developing players both individually and in an ensemble setting. Offered fall semesters.

MUSC 258. Instrumental Techniques. 0.5 Units.
Continuation of MUSC 257. Offered 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, music notation, media storage formats, multimedia, digital citizenship and historical trends. Requires lab work outside of class.

MUSC 271. 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. Co-requisite MUSC 275 Functional Keyboard III (or completion of the appropriate keyboard sequence).

MUSC 272. 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.
Continuation of MUSC 273. Prerequisite: MUSC 273. Offered fall and spring semesters.

MUSC 275. Functional Keyboard III. 0.0 Units.
Continuation of MUSC 175 and MUSC 276. Prerequisite: MUSC 176. Offered fall semesters. Co-requisite MUSC 271 Theory III. May be repeated for credit. Prerequisite: MUSC 176.

MUSC 276. Functional Keyboard IV. 0.0 Units.
Continuation of MUSC 275. Prerequisite: MUSC 172. Offered spring semesters. May be repeated for credit.

MUSC 277. Conducting I. 0.5 Units.
Student has the option of two tracts: Beginning Instrumental Conducting and Beginning Vocal Conducting. Both courses focus 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 semesters.
MUSC 279. Introduction to Composition. 0.25 Units.
A study and application of the basic techniques of music composition. 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.

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 152 and MUSC 172. Offered fall semesters.

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, MUSC 151. Offered spring semesters.

MUSC 351. Elementary School Music Methods. 0.5 Units.
A methods and materials course designed for teaching general music in the elementary classroom. Performance as music education, learning theory, lesson planning, Orff Sculwerk, and classroom management are studied. Students complete a field teaching and observation experience in the elementary classroom. Recorder and guitar proficiencies are required. Development of professional portfolio is begun. Corequisite: EDUC 316. Offered fall semesters.

MUSC 352. Secondary School Music Methods. 0.5 Units.
Students will research literature, methods, and materials for secondary school string programs. Recruitment, instrument maintenance and repair, parent organizations, budgeting, administration and community relationships are studied. Development of professional portfolio is included. Field experience is required. Prerequisite: MUSC 277. Offered fall semesters.

MUSC 353. Marching Band Methods. 0.5 Units.
The role of the marching band in the total instrumental program of the secondary school is studied. The historical and contemporary purpose of the marching band, marching styles, show styles, and show design are explored. Marching fundamentals, auxiliary units, the expanded use of percussion, and the use of computer-aided drill design software are contained in course content. Successfully managing band parent/booster organizations, budgets, travel, and program maintenance are addressed. Prerequisite: MUSC 297. Offered fall semesters.

MUSC 354. Secondary School Music Methods: Instrumental/General. 0.5 Units.
Teaching theories, techniques, and organizational procedures for the secondary school instrumental music program as well as philosophical considerations such as music as art, the value of music in education, and the role of the music educator are studied. Students survey instrumental literature at various grade levels appropriate for the secondary student (instrumental methods books, band & orchestra literature, solo/ensemble literature). Rehearsal techniques and instrumental score analysis are studied as they relate to rehearsal and lesson plan preparation. Classroom management, assessment (grading), seating arrangements, instrument purchase and maintenance, budgets, recruiting, support organizations, and scheduling comprise additional course content. General music methods for secondary students are explored. Field experience and observations are required. Prerequisite: MUSC 297 and MUSC 256 or MUSC 258. Offered spring semesters. Corequisite: EDUC 392.

MUSC 355. Secondary School Music Methods: Choral/General. 0.5 Units.
Learn practical knowledge, develop skills, and acquire materials for teaching chorus to singers from elementary through high school age. Discuss rehearsal technique and score preparation independently of conducting gestures. Prepare for and generate lesson plans, learn chorus classroom administration and practice effective assessment of vocal students. Cover units on Choral Arranging and Vocal Pedagogy for music education students. Other relevant topics include: Prepares conductor/teacher students for success in the student teaching experience and future choral classrooms. Prerequisites: MUSC 298 and MUSC 118 or MUSC 218. Corequisite: EDUC 392. Offered fall semesters.

MUSC 357. Jazz Methods and Materials. 0.5 Units.
Familiarization with necessary basic information to develop competence in the area of instrumental jazz education. Starting a jazz ensemble program, understanding the instrumentation and harmony, and teaching basic jazz improvisation techniques are discussed. Other topics include the jazz combo, the role of the conductor, rehearsal psychology and techniques, phrasing and articulation, and sound reinforcement. The application of computers, technology, and jazz education are also discussed. Conducting a prepared selection with the Stetson Jazz Ensemble is included in the course. Prerequisite: MUSC 172.
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. Vocal Pedagogy. 0.5 Units.
An introduction to the fundamentals of the pedagogy and repertoire of voice for performance majors. Issues addressed include the elements of signing, studio strategies, long-term vocal health, history of vocal pedagogy, and knowledge of appropriate teaching literature. Senior standing required.

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 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 373. Aural Training V. 0.5 Units.
Continuation of MUSC 274. Prerequisite: MUSC 274. Offered fall semesters of alternate years or as demand allows.

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. This class includes participation in the weekly Composition Seminar.

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 278 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 278 and instructor approval. Offered as needed.

MUSC 379. Orchestration & 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 385. Independent Study. 0.25 to 1 Units.
Junior Level.
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 fachs (types) and all of the components that comprise an operatic production. Prerequisite: MUSC 152 and MUSC 172.

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 152 and MUSC 172. Offered fall semester of alternate years.

MUSC 389. Piano Literature II. 0.25 Units.
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. Writing-Intensive course. Prerequisite: MUSC 152 and MUSC 172.

MUSC 390. Special Topics in Music. 0.25 to 1 Units.

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 152 and 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 152 and MUSC 172. Offered spring semesters every other year.

MUSC 393. Chamber Music Literature. 1 Unit.
An historical survey of the outstanding works of the eighteenth, nineteenth, and twentieth centuries for chamber ensembles. Prerequisites: MUSC 152 and MUSC 172. Offered fall semester of alternate years.

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 152 and MUSC 172. Offered fall semester of alternate years.

MUSC 395. Teaching Apprenticeship. 0.5 Units.

MUSC 396. Jazz & 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.

MUSC 401. Internship. 0.25 Units.
Hands-on experience in the music field through a variety of cooperating organizations.

MUSC 471. Advanced Analysis. 1 Unit.
A study of various analytic and research methods for both tonal and atonal music. Primary emphasis is on linear analysis and advanced set-theoretical studies. Several papers are required. Prerequisite: MUSC 271. Offered spring semester of alternate years.

MUSC 475. Composition III. 1 Unit.
Continuation of MUSC 376. Prerequisite: MUSC 376 and BM composition major. Offered fall and spring semesters. This class includes participation in the weekly Composition Seminar.

MUSC 485. Independent Study. 0.25 to 1 Units.
Senior Level.

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.
Offered fall and spring semesters.

MUSC 499. Senior Research Project. 1 Unit.
Bachelor Of Arts - 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. Dr. Janis Kindred, School of Music, advises students on the requirements in the School of Music. Questions about the required course work in the College may be directed to Associate Dean George Glander.

General Education Requirements (9 units)

The General Education requirements are divided into three categories: Foundations (2 units), Knowledge of Human Culture and the Natural World (5 units), and Personal and Social Responsibility (2 units). 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. 86) 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 completing four semesters of the recital requirements outlined in the School of Music student handbook. Each of those four semesters' requirements would include all Thursday afternoon student recitals (all students are allowed to miss up to three per semester), twelve evening recitals, and two non-music cultural events.

Courses to be taken in the College of Arts and Sciences - General Education Requirements

The student must complete the General Education Requirements of the College of Arts and Sciences. 9

Electives 7

Courses to be taken in the School of Music - Stetson Music Core

Theory/keyboard bundle: 4

Theory

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<tr>
<td>MUSA 112</td>
<td>Primary Lower-Division Lessons for Music Majors</td>
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</tbody>
</table>

Music Culture: .5

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>MUSC 151</td>
<td>Music Culture</td>
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Career Skills .5

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>MUSC 300</td>
<td>Career Skills for the Entrepreneurial Musician</td>
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Additional Music Requirements

Upper-division lessons/Music Experience Bundle 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>MUSA 312</td>
<td>Primary Upper-Division Lessons for Music Majors (four semesters)</td>
</tr>
<tr>
<td>MUSX 462</td>
<td>Senior Recital (25-min)</td>
</tr>
</tbody>
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Six ensembles 2

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<td>1.5</td>
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<tr>
<td>Requirement</td>
<td>Units</td>
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<tr>
<td>Music Elective</td>
<td>1</td>
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<tr>
<td>MUSC 498 Senior Research Proposal</td>
<td>0.5 or</td>
</tr>
<tr>
<td>MUSC 499 Senior Research Project</td>
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</tbody>
</table>

**Other Requirements**

- Sophomore Decision
- Oral Communication Competency

**Total Units** 32-32.5

1. Functional Keyboard as required.
2. Satisfied by Orchestra, Band, Concert Choir, Women’s Chorale, Stetson Men, or Jazz Band.
3. Choose any 1-unit MUSC course 300-level or higher or any 1-unit MUSC course with an ‘A’ designation.
General Minor in Music

Must 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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>MUSC 151 &amp; MUSC 152</td>
<td>Music Culture and Musical Style and Analysis</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 171 &amp; MUSC 172</td>
<td>Theory I and Theory II</td>
<td>2</td>
</tr>
<tr>
<td>Four semesters of ensembles</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>MUSA 101</td>
<td>Private Lessons for Non-Music Majors (Four semesters)</td>
<td>1</td>
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<tr>
<td>Music elective</td>
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<td>1</td>
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<tr>
<td><strong>Total Units</strong></td>
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<td><strong>6</strong></td>
</tr>
</tbody>
</table>

1 Satisfied by Orchestra, Band, Concert Choir, Women’s Chorale, Stetson Men, Jazz Band.
2 Any MUSC course or combination of MUSC courses totaling 1 unit.

Courses

**MUSC 100.** Recital Attendance. 0.0 Units.

**MUSC 115.** Voice Seminar: Italian Diction, IPA, Singing as a Profession. 0.0 Units.
Offered fall semesters.

**MUSC 116.** Voice Seminar: English Diction and Singing as a Profession. 0.0 Units.
Offered spring semesters.

**MUSC 118.** German Diction. 0.5 Units.
A study of the phonetic principles of the German language as it pertains to singing. Prerequisite: MUSC 115. Offered fall semesters.

**MUSC 151.** Music Culture. 0.5 Units.
An introduction to musical styles of both Western and non-Western music. The class examines compositions of many great classical composers such as W. A. Mozart and Igor Stravinsky, and explores the traditional music of cultures that include Venezuela, Cuba, China, Hungary, and India. The class includes the study of music written for individual instruments and all ensemble styles, including choir, band, orchestra and chamber music. Each class includes a guest lecture by a music faculty member who specializes in the particular composer, ensemble, or world culture presented. Offered fall semesters.

**MUSC 152.** Musical Style and Analysis. 0.5 Units.
A continuation of Music Culture (MUSC 151), Musical Style and Analysis emphasizes four areas of musical learning - great classical compositions, music of the twentieth century, the relationship between music theory and musicianship, and music performance studies. Co-requisite: MUSC 172. Offered spring semesters.

**MUSC 160.** Music Theory Fundamentals I. 0.5 Units.
Designed for music majors who need a review of fundamental theory skills prior to entering Theory I (MUSC 171).

**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 the previous semester to analysis and basic composition. Prerequisite: MUSC 160 or permission of instructor.

**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.** Theory I. 1 Unit.
A study of the materials of music, including fundamentals (pitch, rhythm, scales and modes, intervals, triads), melody and melodic organization, diatonic harmony, and basic musical forms. Offered fall semesters. Co-requisite MUSC 175.

**MUSC 172.** Theory II. 1 Unit.
Offered spring semesters. Prerequisite: MUSC 171. Co-requisite MUSC 176.

**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.
Continuation of MUSC 173. Prerequisite: MUSC 173. Offered fall and spring semesters.

MUSC 175. Functional Keyboard I. 0.0 Units.
A development of key feeling, harmonization, improvisation, and sight-reading keyboard skills. Offered fall semesters. Co-requisite MUSC 171.

MUSC 176. Functional Keyboard II. 0.0 Units.
Continuation of MUSC 175. Prerequisite: MUSC 175. Offered spring semesters. Co-requisite MUSC 172. Prerequisite: MUSC 175.

MUSC 185. Independent Study. 0.25 to 1 Units.

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 193A. Mozart, Movies & Musicology. 1 Unit.

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.

MUSC 195. Functional Keyboard II. 0.0 Units.
Continuation of MUSC 173. Prerequisite: MUSC 173. Offered fall and spring semesters.

MUSC 196. Aural Training II. 0.5 Units.
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 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 198A. History of Electronic Music. 1 Unit.
A study of the diverse and evolving history encompassed by electronic music, both popular and experimental, through readings and recordings. Students will become familiar with a wide variety of electronic music examples and learn to identify the key stylistic differences between genres such as techno, musique concrète, hip-hop, sound art, ambient, and krautrock. Students will also learn to place given examples in their proper historical and social context, as well as critically evaluate what they hear using basic music vocabulary. For non-majors. Music majors register for MUSC 389. Offered fall and spring semesters as needed.

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. Prerequisite: MUSC 115. Offered spring semesters.

MUSC 252. Composition Seminar. 0.0 Units.
A weekly seminar for all composition majors. It features 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. 0.5 Units.
A course designed to develop a teaching knowledge of the string and woodwind instruments and provide sufficient skills for purposes of demonstrating the instruments to developing players both individually and in an ensemble setting. Offered fall semesters.

MUSC 256. Instrumental Techniques. 0.5 Units.
Continuation of MUSC 255. Offered spring semesters.

MUSC 257. Instrumental Techniques. 0.5 Units.
A course designed to develop a teaching knowledge of the brass and percussion instruments and provide sufficient skills for purposes of demonstrating the instruments to developing players both individually and in an ensemble setting. Offered fall semesters.

MUSC 258. Instrumental Techniques. 0.5 Units.
Continuation of MUSC 257. Offered 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, music notation, media storage formats, multimedia, digital citizenship and historical trends. Requires lab work outside of class.

MUSC 271. 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. Co-requisite MUSC 275 Functional Keyboard III (or completion of the appropriate keyboard sequence).

MUSC 272. 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.
Continuation of MUSC 273. Prerequisite: MUSC 273. Offered fall and spring semesters.

MUSC 275. Functional Keyboard III. 0.0 Units.
Continuation of MUSC 175 and MUSC 276. Prerequisite: MUSC 176. Offered fall semesters. Co-requisite MUSC 271 Theory III. May be repeated for credit. Prerequisite: MUSC 176.

MUSC 276. Functional Keyboard IV. 0.0 Units.
Continuation of MUSC 275. Prerequisite: MUSC 172. Offered spring semesters. May be repeated for credit.

MUSC 277. Conducting I. 0.5 Units.
Student has the option of two tracts: Beginning Instrumental Conducting and Beginning Vocal Conducting. Both courses focus 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 semesters.

MUSC 279. Introduction to Composition. 0.25 Units.
A study and application of the basic techniques of music composition. Prerequisite: MUSC 172 or permission of the instructor. Offered fall and spring semesters. Repeatable for credit.

MUSC 285. Independenty Study. 0.25 to 1 Units.

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 Entreprenurial 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 152 and MUSC 172. Offered fall semesters.

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, MUSC 151. Offered spring semesters.

MUSC 351. Elementary School Music Methods. 0.5 Units.
A methods and materials course designed for teaching general music in the elementary classroom. Performance as music education, learning theory, lesson planning, Orff Sculwerk, and classroom management are studied. Students complete a field teaching and observation experience in the elementary classroom. Recorder and guitar proficiencies are required. Development of professional portfolio is begun. Corequisite: EDUC 316. Offered fall semesters.

MUSC 352. Secondary School Music Methods. 0.5 Units.
Students will research literature, methods, and materials for secondary school string programs. Recruitment, instrument maintenance and repair, parent organizations, budgeting, administration and community relationships are studied. Development of professional portfolio is included. Field experience is required. Prerequisite: MUSC 277. Offered fall semesters.

MUSC 353. Marching Band Methods. 0.5 Units.
The role of the marching band in the total instrumental program of the secondary school is studied. The historical and contemporary purpose of the marching band, marching styles, show styles, and show design are explored. Marching fundamentals, auxiliary units, the expanded use of percussion, and the use of computer-aided drill design software are contained in course content. Successfully managing band parent/booster organizations, budgets, travel, and program maintenance are addressed. Prerequisite: MUSC 297. Offered fall semesters.

MUSC 354. Secondary School Music Methods: Instrumental/General. 0.5 Units.
Teaching theories, techniques, and organizational procedures for the secondary school instrumental music program as well as philosophical considerations such as music as art, the value of music in education, and the role of the music educator are studied. Students survey instrumental literature at various grade levels appropriate for the secondary student (instrumental methods books, band & orchestra literature, solo/ensemble literature). Rehearsal techniques and instrumental score analysis are studied as they relate to rehearsal and lesson plan preparation. Classroom management, assessment (grading), seating arrangements, instrument purchase and maintenance, budgets, recruiting, support organizations, and scheduling comprise additional course content. General music methods for secondary students are explored. Field experience and observations are required. Prerequisite: MUSC 297 and MUSC 256 or MUSC 258. Offered spring semesters. Corequisite: EDUC 392.

MUSC 355. Secondary School Music Methods: Choral/General. 0.5 Units.
Learn practical knowledge, develop skills, and acquire materials for teaching chorus to singers from elementary through high school age. Discuss rehearsal technique and score preparation independently of conducting gestures. Prepare for and generate lesson plans, learn chorus classroom administration and practice effective assessment of vocal students. Cover units on Choral Arranging and Vocal Pedagogy for music education students. Other relevant topics included. Prepares conductor/teacher students for success in the student teaching experience and future choral classrooms. Prerequisites: MUSC 298 and MUSC 118 or MUSC 218. Corequisite: EDUC 392. Offered fall semesters.

MUSC 356. Jazz Methods and Materials. 0.5 Units.
Familiarization with necessary basic information to develop competence in the area of instrumental jazz education. Starting a jazz ensemble program, understanding the instrumentation and harmony, and teaching basic jazz improvisation techniques are discussed. Other topics include the jazz combo, the role of the conductor, rehearsal psychology and techniques, phrasing and articulation, and sound reinforcement. The application of computers, technology, and jazz education are also discussed. Conducting a prepared selection with the Stetson Jazz Ensemble is included in the course. Prerequisite: MUSC 172.

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. Vocal Pedagogy. 0.5 Units.
An introduction to the fundamentals of the pedagogy and repertoire of voice for performance majors. Issues addressed include the elements of signing, studio strategies, long-term vocal health, history of vocal pedagogy, and knowledge of appropriate teaching literature. Senior standing required.

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 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 373. Aural Training V. 0.5 Units.
Continuation of MUSC 274. Prerequisite: MUSC 274. Offered fall semesters of alternate years or as demand allows.

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. This class includes participation in the weekly Composition Seminar.

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 278 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 278 and instructor approval. Offered as needed.

MUSC 379. Orchestration & 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 385. Independent Study. 0.25 to 1 Units.
Junior Level.

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 fachs (types) and all of the components that comprise an operatic production. Prerequisite: MUSC 152 and MUSC 172.

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 152 and MUSC 172. Offered fall semester of alternate years.

MUSC 389. Piano Literature II. 0.25 Units.
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. Writing-Intensive course. Prerequisite: MUSC 152 and MUSC 172.
MUSC 390. Special Topics in Music. 0.25 to 1 Units.

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 152 and 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 152 and MUSC 172. Offered spring semesters every other year.

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 152 and MUSC 172. Offered fall semester of alternate years.

MUSC 395. Teaching Apprenticeship. 0.5 Units.

MUSC 396. Jazz & 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.

MUSC 401. Internship. 0.25 Units.
Hands-on experience in the music field through a variety of cooperating organizations.

MUSC 471. Advanced Analysis. 1 Unit.
A study of various analytic and research methods for both tonal and atonal music. Primary emphasis is on linear analysis and advanced set-theoretical studies. Several papers are required. Prerequisite: MUSC 271. Offered spring semester of alternate years.

MUSC 475. Composition III. 1 Unit.
Continuation of MUSC 376. Prerequisite: MUSC 376 and BM composition major. Offered fall and spring semesters. This class includes participation in the weekly Composition Seminar.

MUSC 485. Independent Study. 0.25 to 1 Units.
Senior Level.

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.
Offered fall and spring semesters.

MUSC 499. Senior Research Project. 1 Unit.
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.

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.

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 rudimental solo optional), and timpani (tuning required). Performance on any other instrument in the percussion family, including drum set, is encouraged, but not required.

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 19th or 20th centuries.

Audition material must be performed from memory. Candidates should be prepared to sight-read and/or demonstrate scales and arpeggios.

String Instruments
Candidates should be able to play all major and minor scales in at least 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, 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).

Voice
Candidates for voice study must prepare two contrasting songs in English, Italian, French, German, or Spanish with 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.

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.
Composition
Candidates for study in composition must interview with the Director of Composition Studies before being admitted into the Bachelor of Music Theory and Composition degree program. If the candidate is unable to arrange an in-person meeting, the interview may be done over the telephone. Prior to the interview, candidates should submit a portfolio containing at least two scores of their compositions with recordings if available. Composition candidates must also successfully complete a School of Music performance audition and present evidence reasonably justifying the expectation that they will satisfactorily complete the four-year degree.

Music Technology
Applicants for the Bachelor of Music degree in Music Technology must interview with the coordinator for this area, Dr. Nathan Wolek. If the candidate is unable to arrange an in-person meeting, the interview may be done over the telephone or via Skype.

Although it is not required, candidates may strengthen their application by submitting a portfolio that includes up to 3 digital media projects. Music Technology candidates must also successfully complete a School of Music performance audition following the above guidelines.

Jazz
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.

***Candidates for any music degree will take a written examination on basic music theory and aural training on the day of the audition.***
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 the 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 strongly enjoined to take a Modern Language class at the 201 or higher level, which meets the minimum language course to meet Phi Beta Kappa stipulations.

- The following 8 courses (3.5 units, plus non-credit courses) within the Honors Program:
  * HONR 101 Honors First-Year Seminar “Enduring Questions” (Taken during the first semester.) 1
  * HONR 102 Honors Project (Taken during the second semester.) 0.5
  * HONR 201 Honors Workshop (Taken during the third semester.) 0.5
  * HONR 202 Honors Tutorials (Taken during the fourth semester.) 0.5
  * HONR 301 Honors Junior Seminar (Taken during the third or fourth year, preferably during the third.) 1

  The following courses are taken during each semester of the fourth year
  * HONR 401 Best Books Club
  * HONR 402 Best Books Club
  * HONR 499 Honors Oral Exam and Credo Presentation (Taken during a student’s final semester.) 0.0

ADDITIONAL REQUIREMENTS FOR STUDENTS IN THE COLLEGE OF ARTS & 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 BADM 205, Professional Communication. 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 Business Math II: Calculus and Optimization (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 103S Essentials of Economics I (1 unit).

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.

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 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.

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.

Discovery Program

Students that have not yet chosen their major are automatic members of the Discovery Program. The aim is that at the end of the first year of the program, students will able to identify and transition into their major. All students; however, are welcome and encouraged to participate.

What you decide to learn in college can clarify your values, and shape your goals and aspirations. At Stetson University, the curriculum is designed in a way that allows students a distinctive opportunity to design a unique learning experience. While this is possible in all aspects of the University, the Discovery Program is a hub of active exploration and reflection with faculty, staff, students and alumni that can assist students in progressing successfully through their undergraduate career.
Program highlights include:

- Specialized Discovery Presentations and Workshops
- Individual Discovery Coaching Appointments
- Discovery Advising Labs
- Supplemental support from Career & Professional Development

For more information regarding the comprehensive network of support and individualized attention available to students in the Discovery Program, please contact academic.advising@stetson.edu or 386-822-7345.

**WORLD: The David and Leighan Rinker Center for International Learning**

Paula Hentz, Director of International Learning
Roxanne Lewis, International Student and Scholar Services Coordinator

**Study Abroad**

**Exchange Programs**

Stetson offers students semester and year-long exchange opportunities at a range of institutions around the world for transfer 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 25 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;
- Oxford University in Oxford, England;
- Burgundy School of Business in Dijon, France;
- University of East Anglia, Norwich, England;
- University of Hertfordshire, Hatfield, England;
- University of Leicester, Leicester, England;
- Kufstein University of Applied Sciences in Kufstein, Austria;
- MCI Management Center, Innsbruck, Austria;
- Windesheim University of Applied Sciences, Zwolle, Netherlands;
- Aarhus University, Aarhus, Denmark;
- Multiple programs in Russia;
- Mahidol International University in Bangkok, Thailand;
- Hanyang University in Seoul, South Korea;
- Korea University-Sejong Campus in Sejong, South Korea;
- Ewha Women's University, Seoul, South Korea;
- Kwansei Gakuin University, Nishinomiya/Osaka City, Japan;
- Hong Kong Baptist University in Hong Kong, China;
- National Chengchi University, Taipei, Taiwan;
- Ton Duc Thang University - Ho Chi Minh City, Vietnam;
- Victoria University, Melbourne, Australia;
- University of South Australia, Adelaide, Australia;
- Fundação Armando Alvares Penteado, São Paulo, Brazil;
- Pontificia Universidad Catolica de Valparaiso, Valparaiso, Chile;
- Zurich University of Applied Sciences, Winterthur, Switzerland

*More exchanges are expected to become effective in the Academic Year 2016-2017.*

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 programs. Students may earn one semester or one year of credit at approximately the same tuition cost as study on the home campus, plus international travel, visas, etc. The exchange program in 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.

A study abroad experience is expected of world languages & cultures and international studies majors. It is required for majors in international business. The program usually facilitates obtaining a double major or completion of a world languages & cultures minor.

Admission to the program involves an application, which may be completed online at the WORLD: The David and Leighan Rinker Center for International Learning website at http://www.stetson.edu/world.

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. Information on programs, including requirements, is available on the WORLD: The David and Leighan Rinker Center for International Learning website at http://www.stetson.edu/world.

**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 http://www.stetson.edu/world.

**International Student and Scholar Services**

Stetson University welcomes international students on its campuses. In recent years, students from as many as 56 counties 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 three-day orientation upon arrival, assistance with immigration issues and paperwork, cultural adjustment, and familiarization with Stetson and Deland. Staff of WORLD: The David and Leighan Rinker Center for International Learning continue to support our 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 http://www.stetson.edu/world 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 https://secure.stetson.edu/forms/other/world/contact/.

**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:

<table>
<thead>
<tr>
<th>World Education Services</th>
<th>Josef Silny &amp; Associates</th>
</tr>
</thead>
<tbody>
<tr>
<td>22 Prince Street</td>
<td>7101 SW 102 Ave.</td>
</tr>
<tr>
<td>PMB #101</td>
<td>Miami, FL 33173</td>
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<tr>
<td><a href="http://www.wes.org">www.wes.org</a> (<a href="http://www.wes.org">http://www.wes.org</a>)</td>
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</tr>
</tbody>
</table>

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.

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</table>
Undergraduate Student Policy

Academic Affairs (p. 636)

• Academic Honors (p. 636)
• Academic Standing Policy (p. 636)
• Attendance Policy (p. 637)
• Course Syllabi Policy (p. 637)
• Final Exam Policy (p. 638)
• Grading Scale and Interpretation (p. 638)
• Graduation Requirements (p. 639)
• Grievance Policy (p. 640)
• Honor System (p. 640)
• Independent Study Policy (p. 641)
• Information Technology (p. 641)
• Internship (p. 641)
• Learning Assessment Policy (p. 642)
• Major/Minor Declaration Policy (p. 642)

Records, Grades and Registration (p. 643)

• Academic Advising (p. 643)
• Academic Records (p. 643)
• Catalog Requirements (p. 643)
• Classification of Students (p. 644)
• Course Evaluations (p. 644)
• Course Exclusion Policy (p. 644)
• Course Load Policy (p. 645)
• Course Retake Policy (p. 645)
• Credit Hour Policy (p. 645)
• Pass/Fail Policy (p. 646)
• Placement and Proficiency (p. 646)
• Registration (p. 647)
• Student Responsibility (p. 648)
• Transfer (p. 648)
• Transient (p. 650)
• Withdrawals (p. 650)

Student Conduct and Community Standards (p. 652)

Housing and Residential Life (p. 653)

Other Policies (p. 654)

• Health Services (p. 654)
• Hollis Center Policies (p. 654)
• Immunization Record/Insurance Policy (p. 655)
• Parking and Safety (p. 656)
• Pet Policy (p. 654)
• Religious Observation Policy (p. 658)
• Smoking Policy (p. 658)
• Weapons Policy (p. 659)
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 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. 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 Warning, Suspension, and Readmission

Any undergraduate student whose cumulative average falls below a C (2.0 G.P.A.) at the end of a grading period will be placed on academic warning. This warning will be in effect until an overall C (2.0 G.P.A.) average is regained. If a student earns a C (2.0 GPA) or higher average for a single semester but the cumulative average remains below a C, the warning will be continued. Students on academic warning are encouraged to participate in Student Success Coaching with Academic Success. Students receiving a cumulative GPA that is below 0.5 during the first semester of enrollment at the University (not including summer) will be automatically suspended.

An undergraduate student already on academic warning will be automatically suspended from the University if the cumulative grade point average at the end of the fall or spring grading periods falls below the minimum levels shown in the following table:

<table>
<thead>
<tr>
<th>Total Earned Units</th>
<th>Stetson GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>.25-7</td>
<td>1.5</td>
</tr>
</tbody>
</table>
Academic suspension normally extends through one fall or spring semester. 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. Students seeking to return to the University following suspension must apply for readmission from the appropriate Dean. Students returning from academic suspension are placed on academic probation.

- 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.

Inquiries and requests for readmission after suspension should be directed in writing to the appropriate Dean.

Students may only serve a single academic suspension. A student who has served one suspension, returned to good academic standing, and then fallen back to the level of qualifying for a second suspension will be automatically dismissed from the University.

Academic suspension and readmission are the administrative responsibilities of the Deans of the College/Schools.

**Academic Probation and Dismissal**

Undergraduate students who are readmitted to the University following an academic suspension will be placed on academic probation and required to participate in Success Coaching with Academic Success.

Additionally, 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 G.P.A.) average is regained. Any students on academic probation who fail to maintain a minimum grade point average of 2.0 for each fall and spring grading period until academic probation has been removed will be automatically dismissed from the University. A student who has been thus dismissed will typically not be considered for readmission to the University. The Provost is the final level of appeal for academic standing decisions.

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.

**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. 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.

**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. Accommodations Statement: If a student anticipates barriers related to the format or requirements of a course, they should meet with the course instructor to discuss ways to ensure full participation. If disability-related accommodations are necessary, students must register with Academic Success through the Accessibility Services Center located at 209 E. Bert Fish Dr. (386-822-7127; http://www.stetson.edu/administration/academic-success/) and notify the course instructor of their eligibility for reasonable accommodations. The student, course instructor and Academic Success will plan how best to coordinate accommodations.
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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Equivalent</th>
</tr>
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<tbody>
<tr>
<td>A+</td>
<td>4.00</td>
</tr>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>0.67</td>
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<tr>
<td>F</td>
<td>0.00</td>
</tr>
<tr>
<td>I</td>
<td>incomplete</td>
</tr>
<tr>
<td>P</td>
<td>course passed. Credit is given. Does not affect grade-point average.</td>
</tr>
<tr>
<td>W</td>
<td>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.</td>
</tr>
<tr>
<td>WP</td>
<td>an approved withdrawal from all courses at the University after mid-term. The grade is given according to the instructor’s evaluation. No credit is earned and the grade-point average is not affected.</td>
</tr>
</tbody>
</table>

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. 644). **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. 636) 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. 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.

WP an approved withdrawal from all courses at the University after mid-term. The grade is given according to the instructor’s evaluation. No credit is earned and the grade-point average is not affected.
WF  an approved withdrawal from all courses at the University after mid-term. The grade is given according to the instructor’s evaluation. No credit is earned, but the grade WF is treated as credits attempted and the grade-point average is 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.

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:

1. Each degree candidate must complete a General Education program of study.
2. Each degree candidate must offer a major and must have a C (2.0) average in that major. A 2.0 cumulative average, in all courses, is also required.
3. Each degree candidate must complete 32 units (128 credits) or more.
4. At least 50% of credits for Stetson’s traditional bachelor’s degrees must be completed through Stetson courses.
5. The last year of academic work (two full-time semesters fall/spring or spring/fall), must be completed at Stetson University (waived for Executive Passport Business Degree Completion Program at Celebration).
6. Degrees are conferred upon students who have met all requirements for a major, even if work on another major is still in progress.
7. Students may transfer in no more than 64 credits (16 units) towards their Program of study.
8. A student who fails to complete the degree within six years of matriculation may be required to satisfy new requirements in the current Catalog.
9. Credit earned more than 10 years prior to degree completion is subject to review and may not count toward the degree.
10. 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 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.
11. A student who wishes to receive an additional undergraduate degree should contact the University Registrar for the requirements.
12. 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.

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 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 $100.00 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 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.
- 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.
- 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 for application deadlines.

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 meeting 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 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.

**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, e-mail services, printing resources, Wifi, cable TV systems, broadcast services, and access to the 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 accessibility, we offer most of our software virtually through our VLAB environment, allowing students, faculty, and administrators to access the 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. IT comprises a multi-talented team of professionals, spanning all four campuses, dedicated to delivering innovative technology to the entire University community.

More information is available at: http://www.stetson.edu/administration/information-technology/

**Internship**

**Internship Orientation**

Any student who registers for an academic internship is required to attend an internship orientation before they begin work at their internship site. Failure to attend an orientation will result in a student being administratively withdrawn from the internship course. Multiple sessions will be offered each semester including an online option. The learning outcomes are as follows:

- Students will develop an understanding of the acumen and skills needed to conduct themselves professionally in the workplace. Topics discussed will include: professional dress, appropriate communication and behavior, 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.

**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 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 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 supervisor, 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 thus 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 experience has a defined beginning and end, and the internship functions and expectations 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 facilities provided by the host site that support learning.

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.

Major/Minor Declaration Policy

Declaring and Changing a Major or Minor

A student who wishes to declare or change a major or minor should first consult with his/her academic advisor. The change may then be made in the office of the appropriate academic Dean. Students must meet the degree requirements in effect at the time the change is made.

In cases when the change of major involves a change of College/Schools, additional steps are required. Students who are in good academic standing (GPA of 2.0 or better) must present a request for approval. To develop this request, students should consult with their academic advisors and the Deans of both the current and requested School/College; this process will ensure that the student clearly understands how the change will affect transfer of credits, additional or new requirements, and other curricular implications. Requests for changes of major that involve a change of Schools/College are addressed to the current academic Dean by filling out the appropriate form, available at the appropriate Dean’s office.

Students who do not meet the minimum GPA criterion for a change of major that involves transferring to a new School or College must consult with the Dean of the intended College or School. The Dean and faculty advisors will help to map out a plan that can allow the student to return to good standing academically while also exploring the possibilities of the new major. Upon successful completion of the plan, the student will be admitted as a new major to the School or College.

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.
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 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 more thorough explanation of a student’s rights and privileges under this law is contained in Connections: University Policies and Procedures/Campus Life and Student Services, a copy of which is made available upon matriculation. Further information may be obtained from the University Registrar or on the Web at http://www.stetson.edu/registrar.

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 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 May or summer terms), students must meet the degree requirements of the University Catalog 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. 70). Prospective students wanting to audit a course should apply using the non-degree seeking application process. For more information, email 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 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 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 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 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. 70). Prospective students wanting to a second bachelor’s degree should apply using the transfer application at www.stetson.edu/apply. For more information, email 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. 70). Prospective students wanting to take courses should apply using the non-degree seeking application process. For more information, email 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. 70). Prospective students wanting to take courses should apply using the non-degree seeking application process. For more information, email 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:

<table>
<thead>
<tr>
<th>Units</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-6.5</td>
<td>First-Year</td>
</tr>
<tr>
<td>6.75-14.75</td>
<td>Sophomore</td>
</tr>
<tr>
<td>15-22.25</td>
<td>Junior</td>
</tr>
<tr>
<td>&gt;22.5</td>
<td>Senior</td>
</tr>
</tbody>
</table>

**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 (with Dean approval) to have the grade and the credit earned, or attempted in the case of failure, for one course excluded from credit toward graduation and the GPA calculation (in major and cumulative). 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 in major GPA, the grade received and associated credit(s)/unit(s) will be calculated for GPA to determine graduation honors. 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.

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. Dean approval is required. 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. Click here to access the Course Exclusion Form (http://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) and no more than 4.5 units (18 credits). A course overload may be granted in cases where an academically strong student has a unique or unusual opportunity that is unavailable in another semester. After consultation with the academic advisor and the department chair, requests for course overloads should be made to the student’s academic Dean. Students in the School of Music may carry 4.75 units (19 credits) without administrative or advisory approval once 7.5 units (30 credits) have been earned.

Summer Course Load

- Undergraduate students may take up to 2 units at a time.
- The maximum undergrad 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.

The Course Retake option may not be used for First-Year Seminar courses.

Under special circumstances, with the approval of the appropriate Dean, students may retake one course, if offered, in which they have earned a passing grade and that they have not used course exclusion on (an appropriate example would be the retaking of a prerequisite course in one’s major where sufficient mastery was not obtained to allow a student to move successfully to the next course). Only one retake of a course will be permitted. 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.

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 at 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 ½ unit or ¼ 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

½ unit (2 credits) = no less than 90 clock hours of instruction and student work

¼ 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 course work 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 grade. A student choosing to exercise this option must do so through completion of a Pass/Fail form in the Office of the Registrar by the deadline for dropping a course without academic penalty (see the Academic Calendar (http://www.stetson.edu/administration/academic-affairs/academic-calendar) 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. The course must be retaken immediately if the grade earned is below a C.

*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.

All incoming students are required to complete an online math placement exam prior to starting at Stetson. Scores on this exam will inform placement to 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 prerequisites: ECON 103S and BSAN 101 (or passing BSAN Proficiency Exam) and Math Placement Exam with a 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 Modern Languages and Literatures Department in Sampson Hall.

Information Technology Proficiency

All students in the School of Business Administration are required to demonstrate technical proficiency in four MS-Office applications. This requirement is broken down into two separate components.

The first component is proficiency in MS-Word and MS-PowerPoint. Students may demonstrate proficiency in this area only by passing an exemption examination that covers both applications. Examinations are scheduled periodically throughout the academic year.

The second component is proficiency in MS-Excel and MS-Access. Students may demonstrate proficiency in this area in two ways. Enrolling in BSAN 101 or passing an exemption examination that covers both applications. Examinations are scheduled periodically throughout the academic year.

For additional details on the proficiency placement exam, contact the Associate Dean of the School of Business Administration.

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 of 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 or ENGL 101 or ENGL 109.

Students who wish to drop all courses without adding others do so by withdrawing from the University. See the section on Withdrawals (p. 650) 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. 70) 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 a change of registration form up until the deadline for dropping without academic penalty, which occurs after mid-term. 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.

Students who wish to request special permission for a late drop after the deadline for dropping without academic penalty has ended must use the change of registration form and secure signatures from their academic advisor and from the Dean of the College of the student’s major. If the late drop is approved, the course will remain on the transcript and will be assigned a grade of X or XF depending on whether the student is passing or failing the course at the time of the request. A grade of X has no impact on the student’s GPA; a grade of XF counts as a failed course in the student’s GPA.

Cancellation of Registration

A student’s registration for a given period of enrollment may be cancelled 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 My Stetson 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.
- 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, or the major.
• 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 may be used to count toward the Writing requirement.
• 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 (http://www.stetson.edu/administration/registrar/aice-ap-ib-credits.php)
Stetson University allows a maximum of 8 units (32 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).

International Baccalaureate (http://www.stetson.edu/administration/registrar/aice-ap-ib-credits.php)
Stetson University recognizes the achievement of students who have successfully completed rigorous pre-college courses through the International Baccalaureate Program. 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 8 units (32 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 (http://www.stetson.edu/administration/registrar/aice-ap-ib-credits.php)
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 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 8 units (32 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:

- The last year of academic work (two full-time semesters fall/spring or spring/fall), must be completed at Stetson University.
- 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 in transient to transfer back toward the major.
- An Official Transcript must be sent to the Registrar 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. 647)).

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 Campus Life and Student Success, 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. 70).
The medical withdrawal packet is available in the office of the Vice President of Campus Life and Student Success, CUB 201 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 apply for re-entry after a minimum of two months has passed after the official withdrawal and can be accomplished at http://www.stetson.edu/administration/admissions/apply. 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 in the Vice President of Student Affairs Office and must be approved by Financial Aid, Housing and Residential Life (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, withdrawal will be recorded on the permanent academic record as follows:
  - If completed before the mid-term withdrawal date (see the Academic Calendar (http://www.stetson.edu/administration/registrar/academic-calendars.php) for the specific date), a grade of “W” will be assigned for each course. No credit is earned and the grade point average is not affected
  - 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. WF’s are treated as credits attempted and the student’s grade point average is affected.
- Students wishing to return to Stetson University following a Withdrawal can do so through 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. 70) 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. 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 223.

You can view the Student Code of Community Standards by going to 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

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/
Housing and Residential Life

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 Housing and Residential Life program. Approximately 2,100 undergraduate students reside on campus in university facilities.

The Department of Housing and Residential Life, 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 the Department of Housing and Residential Life 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 residency requirement for all undergraduate students. To be exempt from residency requirement, students must submit the Request for Exemption and receive approval from staff within Housing and Residential Life. The exemptions are based the student's status in one or more of the following categories by August 1st prior to the beginning of the academic year: have earned 22.5 or 90 credits or more, married or in same-sex domestic partnership, 22 years of age or older, or residing with immediate family (which is defined as parent(s), grandparent(s), legal guardian, aunt/uncle, or siblings not also enrolled at Stetson University) within the approved proximity of the campus.

Residential students are responsible for policies and information found in the Guide to Residential Living (http://www.stetson.edu/residential-life/policies-and-forms.php).

Residency Requirement Policy

Stetson University has a three-year residency requirement (under 22.5 units or 90 credits) for all undergraduate students (incoming, current and transfers).

However, there are exceptions to the residency requirement. If you meet any one or more of these exceptions, you may complete the Residency Requirement Exemption form provided by the Department of Housing and Residential Life:

- The student has earned 22.5 units (90 credits) or more by August 1 prior to the beginning of the academic year.
- 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 parents, grandparents, guardians or siblings 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 Office of Housing and Residential Life. A decision will be made, and the student will be notified via email. Students who do not adhere to the residence requirement policy and choose to live off-campus will be assessed a fee equal to one and one-half times the lowest room rate for one semester. This will be added to the student's account once the semester has started.
Other Policies

Health Services (p. 654)

Hollis Center Policies (p. 654)

Immunization Record/Insurance Policy (p. 655)

Parking and Safety (p. 656)

Pet Policy (p. 654)

Religious Observation Policy (p. 658)

Smoking Policy (p. 658)

Weapons Policy (p. 659)

Animal Friendly Housing Policy

Students must comply with all Housing and Residential Life policies as stated in the Guide to Residential Living and Animal Friendly Housing guide.

Additional pet policies will be adapted and posted online as appropriate.


Health Services

Student Health Service, partnering with Florida Hospital DeLand, provides outpatient primary care, Women’s Health Services, limited immunizations, health and wellness education, diet and nutrition counseling, specialist referral, and pharmacy services. The professional staff includes the Physician, Assistant/Dietitian/Director, a registered nurse, one Medical Secretary, one Medical technician and two part time physicians. All currently enrolled Stetson students are eligible to receive medical services. All students are expected to have health insurance. Please see the Immunization Records/Insurance Policy (p. 655) 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 Policies:

• A valid Stetson ID is required for use of all activity areas.
• 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 (see specific guidelines in all activity areas).
• Smoking and tobacco use of any type are not permitted in the Hollis Center.
• Alcoholic beverages are not permitted in the Hollis Center.
• Florida laws and Stetson University policies regarding illegal substances will be strictly enforced.
• Food and drinks are permitted only in the lounge and classroom.
• Food and drinks are not permitted in other activity areas, except for beverages in closed plastic containers.
• Personal radios are not permitted unless used with headphones.
• Bicycles, skateboards, roller skates, and roller blades are not permitted in the building.
• Pets are not permitted, except for animals providing assistance to individuals with disabilities.
• Hollis Center staff will not be responsible for lost or stolen items.
• 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 Pool Rules:

• Users must be 16 years of age or older, unless accompanied by an adult, and must provide proof of age upon request.
• Shower before entering the pool.
• 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.
• No hairpins or clips allowed in pool.
• Swimmers must leave pool when the air horn sounds.
• All lounge furniture must remain on deck area.
• Food and drinks are not permitted except for beverages in closed containers.
• Pets are not permitted, except for animals providing assistance to disabled users.
• Hollis Center staff will not be responsible for lost and stolen items.
• 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 Hollis Center.

Eligible Users

All users of the Hollis Center must present a valid Stetson University identification card (with date indicated) for admission to the activity areas.

• Current Stetson student, alumni, faculty, staff or employee dependents
• Stetson Alumni may use the Hollis Center by obtaining a current ID card from the Alumni Office at 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. Students are expected to abide by the Stetson University code of conduct. Disorderly conduct, abuse or misuse of the facility and its equipment, or disregard for Hollis Center policies will not be tolerated. Users who disregard policy will be asked to leave the facility and may be suspended from use of the Hollis Center.

Alumni Card Information

This 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.

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 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 the 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 to see if there is an optional college
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 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 pre-registration 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 to 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
• University identification
• Vehicle registration
• Proof of insurance.

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. Print and Complete the Student or Faculty/Staff Vehicle Registration Form available on the Registrations (http://www.stetson.edu/administration/public-safety/parking/registration.php) page.
2. Bring the completed form, with the required documentation as specified above, to the Office of 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).
3. The Office of Public Safety will issue your parking permit(s) after verifying that the form is complete and correct.

Fees
Vehicle registration fees are $75.00 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 Elizabeth Hall. 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 $1.00.

Temporary Parking Permits
If you will have a vehicle on campus for a period of less than 14 days, you can obtain a temporary permit from the Office of Public Safety at no charge. If you will be operating the vehicle on campus for more than 14 days, you must obtain a vehicle permit (http://www.stetson.edu/administration/public-safety/parking/registration.php) and pay the appropriate fee. 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
All bicycles operated on campus must be registered with the Office of Public Safety. When you arrive, you will be required to fill out the registration form. Please refer to the Fees and Fines (http://www.stetson.edu/administration/public-safety/parking/fees-and-fines.php) page for information regarding cost
and length of validity of registration permits, and to the Registration (http://www.stetson.edu/administration/public-safety/parking/registration.php) page for information regarding registration procedures.

The registration of bicycles is required for two reasons:

1. Better control of bicycle parking and assistance in locating the owner, if possible, when specific violations require impoundment.
2. To aid in the prevention of theft and assistance in recovering the bicycle, should a theft occur.

Regulations

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 lock as cables may be cut!
- Engrave your driver's license number (or Stetson University registration number) into 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 either in the special designated areas throughout the campus marked with motorcycle parking signage or in standard parking spaces in 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.

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 exams, 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.

Smoking 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 concerns and has been specifically listed as a contributing factor in a number of university facility fires across the nation, many of which have result 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.

To view the Stetson University campuses covered, go to http://www.stetson.edu/breathe-free

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 to 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.

Weapons Policy

1. 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 Item 3 below, no person will be permitted to possess a concealed or unconcealed firearm, weapon, or other hazardous material:
(a) on the campuses of Stetson University;
(b) on premises owned or within the control of the University; or
(c) at functions sponsored by the University.

2. Items covered by this policy include, but are not limited, to:
(a) guns and firearms of all types;
(b) stun guns, air guns, and spear guns;
(c) machetes, swords, and knives, except for pocket knives with blades less than three inches and knives normally used for cooking or dining;
(d) billy clubs, stilettos, metallic knuckles, and martial arts weapons;
(e) bows and arrows;
(f) slingshots;
(g) fireworks and incendiary devices, and explosives of any type; and
(h) 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.

3. This policy does not apply to:
(a) 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;
(b) Security or other College personnel specifically authorized by the University Administration;
(c) Qualified Law enforcement officers, or qualified retired law enforcement officers with the proper credentials; or
(d) 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.

4. A student who possesses an item or material in violation of this policy will be subject to discipline under applicable University codes and policies.

5. 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.

6. 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.
The College of Arts and Sciences offers a Master of Education degree in Educational Leadership, a Master of Education in Elementary Education: Educating for Social Justice and an Education Specialist degree in Curriculum and Instruction. The College also offers a Master of Fine Arts in Creative Writing and Master of Science degrees in Clinical Mental Health Counseling; Marriage, Couple and Family Counseling; and School Counseling. Most graduate degrees in Counselor Education and Education are also available at the Stetson University Center at Celebration. For information on programs on the DeLand or Celebration campuses, contact the Office of Graduate Admissions at gradadmissions@stetson.edu or call 800-688-0101.

The School of Business Administration offers various graduate level business programs. A Master of Business Administration (M.B.A.) is offered at the main campus in DeLand, and both traditional and executive (E.M.B.A.) formats at the Stetson University Center in Celebration. A Master of Accountancy (M.Acc.) program is offered on Stetson's main campus in DeLand and online. Additionally, a joint J.D./M.B.A. program is available through cooperation with the Stetson University College of Law in Gulfport a Pharma/M.B.A. program is available through collaboration with University of Florida. For information on the E.M.B.A. program, contact emba@stetson.edu. For more information on the other listed programs, contact the Office of Graduate Admissions at gradadmissions@stetson.edu or call 800-688-0101.

Stetson University College of Law publishes its own Viewbook. A copy may be obtained on the College of Law's website (http://www.law.stetson.edu/admissions) or by emailing the Office of Admissions and Student Financial Planning at lawadmit@law.stetson.edu (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. 725).

General Information

Graduate Admissions (p. 661)
Financial Aid (p. 662)
Expenses (p. 663)

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; an Education Specialist degree in Curriculum and Instruction; a Modified Program in Educational Leadership; a Master of Science in Clinical Mental Health Counseling; a Master of Science in Marriage, Couple and Family Counseling; and a Master of Science in School Counseling. Graduate degrees in Counselor Education and Education are offered at Stetson University's main campus in DeLand and at the Stetson University Center at Celebration.

• Master of Education degree in Educational Leadership (p. 686)
• Master of Education in Elementary Education: Educating for Social Justice (p. 687)
• Education Specialist degree in Curriculum and Instruction (p. 688)
• Modified Program in Educational Leadership (p. 688)
• Master of Science in Clinical Mental Health Counseling (p. 667)
• Master of Science in Marriage, Couple and Family Counseling (p. 667)
• Master of Science in School Counseling (p. 667)
• Master of Fine Arts in Creative Writing (p. 690)

For more information about the admission requirements of these programs, contact the Office of Graduate Admissions at gradadmissions@stetson.edu (jlvander@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 at Stetson's main campus in DeLand and in both traditional and executive (E.M.B.A.) formats at the Stetson University Center in Celebration. A Master of Accountancy (M.Acc.) program is offered on the DeLand campus and online. Additionally, a joint J.D./M.B.A. program is available through cooperation with the Stetson University College of Law in Gulfport while a Pharma/M.B.A. program is available through collaboration with University of Florida.

• Executive Master of Business Administration (p. 698)
• Master of Accountancy (p. 698)
Financial Aid

For more information about the M.B.A. programs in DeLand and Celebration, the J.D./M.B.A. program, or the M.Acc. programs, contact the Office of Graduate Admissions at gradadmissions@stetson.edu (ddolbow@stetson.edu) or call 386-822-7100. For information on the E.M.B.A., contact emba@stetson.edu or call 321-939-7603.

College of Law

Stetson University College of Law publishes its own Viewbook. A copy may be obtained on the College of Law’s website (http://www.law.stetson.edu/admissions) or by emailing the Office of Admissions and Student Financial Planning at lawadmit@law.stetson.edu (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 about Stetson University’s College of Law can be found in this catalog (p. 725).

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.ed.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. Current terms for direct unsubsidized loans are printed below. Because congress can update these terms at anytime, students are encouraged to visit www.studentloans.gov (http://www.studentloans.gov) or consult a financial aid counselor to confirm the current terms of any loans they plan to borrow.

- Deferment is available to students enrolled in at least half-time status as defined by the University.
- 6.21% fixed interest rate

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 encouraged to visit www.nslds.ed.gov/nslds_SA/ (https://www.nslds.ed.gov/nslds_SA) to complete exit counseling prior to entering repayment and maintain their loans in good standing.

Federal Graduate PLUS Loan

The Federal 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. Federal PLUS Loans disbursed on or after July 1, 2014, have a fixed interest rate of 7.21% for graduate students. The loans may also be subject to an origination fee (up to 4%), taken from the value of the loan at the time it is disbursed to the school. Borrowers should consider the fees charged by each lender when choosing a loan provider.

Applying for a Federal PLUS Loan

Complete the following steps to apply for a Federal PLUS Loan:

1. Complete the FAFSA
2. Complete a PLUS Loan Application and Master Promissory Note through www.studentloans.gov (http://www.studentloans.gov) (available after May 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 with the names of lenders commonly used by our students.

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 Student Financial Planning.

Miscellaneous Information

Graduate Assistantships and Financial Aid:

There are currently a number of 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. Exact terms of compensation and employment will be determined by the hiring department and the Office of Student Financial Planning. 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

The College of Arts and Sciences offers graduate courses in eligible programs at a 40% discount rate for those employed as full-time teachers, as administrators or counselors of non-profit organizations, and as members of the clergy under contract.

Expenses

University Graduate Expenses 2016-2017 - DeLand/Celebration Campuses (per Credit Hour)

<table>
<thead>
<tr>
<th>Program</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Arts and Sciences Graduate Programs</td>
<td>$886</td>
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<tr>
<td>MBA/MAcc Program (Business)</td>
<td>$981</td>
</tr>
<tr>
<td>Celebration MBA Program (lower fee due to fewer amenities)</td>
<td>$957</td>
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<tr>
<td>JD/MBA Program</td>
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Executive MBA-Tuition per Credit Hour $1,205

Graduate Online Programs 2016-2017 (per Credit Hour)

<table>
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<tr>
<th>Program</th>
<th>Fee</th>
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<tr>
<td>MS/MBA (University of Florida)</td>
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<td>Online MAcc</td>
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University Juris Doctorate Expenses 2016-2017 - Gulfport/Tampa Campuses

<table>
<thead>
<tr>
<th>Expense</th>
<th>Fee</th>
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<tbody>
<tr>
<td>Tuition (full-time and LLM)</td>
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<td>Tuition (part-time)</td>
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<td>Tuition - Summer (full-time)</td>
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<td>Tuition - Summer (part-time)</td>
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<tr>
<td>Student Fee (full-time)</td>
<td>$320</td>
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<tr>
<td>Student Fee (part-time)</td>
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<tr>
<td>Summer Abroad (per credit hour)</td>
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<tr>
<td>ElderLaw LLM (per credit hour)</td>
<td>$1,400</td>
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<tr>
<td>Advocate LLM (per credit hour)</td>
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<tr>
<td>Residence Halls (annual)</td>
<td>$6,159</td>
</tr>
<tr>
<td>Rosa Apartments rent (per month)</td>
<td>$900</td>
</tr>
<tr>
<td>Auxiliary Housing rent (per month)</td>
<td>$1018</td>
</tr>
<tr>
<td>Tuition - Summer (Full-Time)</td>
<td>$10,336</td>
</tr>
<tr>
<td>Tuition - Summer (Part-Time)</td>
<td>$7,153</td>
</tr>
<tr>
<td>Summer Abroad (Per Credit Hour)</td>
<td>$1,378</td>
</tr>
</tbody>
</table>

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 $30.00 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 unless other arrangements have been made with the Office of the Bursar. 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. This percentage will be charged on a monthly basis 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 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.

Summer Session Late Payment Fees
A $50 late payment fee will be assessed to registrations not paid in full by the summer payment deadline. There is no grace period on payment deadlines for the summer session.

Graduation - Book Charges
Students will be allowed to participate in Commencement if their balance is below $500.00, but will not receive transcripts or a diploma until the balance is paid in full.

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 $100.00 is applied to the student’s account. A late fee in the amount of $100.00 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 Financial Aid 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 stuaccts@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, 2016-2017

Traditional Programs

<table>
<thead>
<tr>
<th>Refund</th>
<th>From</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>August 25</td>
<td></td>
</tr>
<tr>
<td>75%</td>
<td>August 26</td>
<td>September 9</td>
</tr>
<tr>
<td>50%</td>
<td>September 10</td>
<td>September 23</td>
</tr>
<tr>
<td>25%</td>
<td>September 24</td>
<td>October 7</td>
</tr>
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</table>

Spring Semester 2017

<table>
<thead>
<tr>
<th>Refund</th>
<th>From</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>January 17</td>
<td></td>
</tr>
<tr>
<td>75%</td>
<td>January 18</td>
<td>January 28</td>
</tr>
<tr>
<td>50%</td>
<td>January 29</td>
<td>February 11</td>
</tr>
<tr>
<td>25%</td>
<td>February 12</td>
<td>February 25</td>
</tr>
</tbody>
</table>

Non Traditional Programs (EMBA, Online MAcc, and MS/MBA)

- On or before the first day of class – 100% credit
- After the end of the first day of classes, but on or before 10 percent of the term has elapsed – 75% credit
- After 10 percent of the term has elapsed, but on or before 25 percent – 50% credit
- After 25 percent 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 percent. 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 percent 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 and Master of Education degrees in Educational Leadership and Elementary Education: Educating for Social Justice. The Master of Science degree is available in Clinical Mental Health Counseling; Marriage, Couple, and Family Counseling; and School Counseling. The Educational Specialist degree in Curriculum and Instruction is also offered. Most graduate degrees in Education and Counselor Education are also offered at the Stetson University Center at Celebration.

Master of Education (M.Ed.)

The Master of Education degree is offered in two areas.

The Master of Education in Educational Leadership is designed for certified educators. The degree requires a minimum of 30 credits of coursework. The M.Ed. in Educational Leadership degree assumes that the student is or will be fully certified in either elementary or secondary education and has or will have completed a minimum of three years of successful teaching upon program completion.

The Master of Education in Elementary Education: Educating for Social Justice is designed for practicing educators and other professionals interested in advocating for socially marginalized students in local and global societies. The degree requires a minimum of 30 credits of coursework and successful completion of a capstone project.

Master of Fine Arts (M.F.A.)

The Master of Fine Arts degree in Creative Writing (Fiction 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, a student exchanges “packets” of work with his/her instructor. The program culminates with a book-length thesis of fiction or poetry.

Master of Science (M.S.)

The Master of Science degree in counselor education is offered in three areas.

The Master of Science in Clinical Mental Health Counseling requires a minimum number 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 complete a successful defense of a portfolio prior to graduating from the program.

The Master of Science in Marriage, Couple, and Family Counseling 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 complete a successful defense of a portfolio prior to graduating from the program.

The Master of Science degree in School Counseling 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 complete a successful defense of a portfolio prior to graduating from the program.

Dual Degree options are available in Counseling. If a student wishes to graduate from two counseling specialty areas concurrently, he or she 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 degrees must occur simultaneously.

Educational Specialist (Ed.S.)

The Educational Specialist degree in Curriculum and Instruction is offered with a specialization area in Educational Leadership. The degree requires a minimum of 30 credits of coursework beyond the master’s degree. A comprehensive oral examination and a research project are required at the end of the student’s 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 School Counseling. 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

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, Florida Department of Health, and the Graduate Council of the College of Arts & Sciences.

Admissions Requirements

Admission to the Counselor Education Graduate Program requires an earned undergraduate degree from a college or university accredited by an appropriate regional association.

- Completion of application packet
- Application Fee
- Official Transcripts from all previous universities/colleges attended
- Three letters of recommendation, preferably with at least one from a university faculty member. Recommenders are required to complete a rating form
- Group Interview
- Writing Sample (given at group interview)
- GRE or MAT

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

Each student is required to submit scores from the Graduate Record Exam or Miller Analogies Test (Scores in the 50th percentile or better on the Graduate Record Examination (GRE) or a score of 410 or better on the Miller Analogies Test (MAT). However, an undergraduate grade point average of 3.0 in upper-division courses may assist a student whose standardized test scores do not meet the minimum criteria. A student with an earned master's degree from an accredited university is not required to submit test scores (GRE or MAT).

Stetson alumni or current students who majored in Psychology or Sociology and have at least a 2.8 cumulative GPA for all coursework completed at Stetson do not need to submit GRE or MAT scores in the admission process. However, these applicants must successfully complete all additional required steps including: submitting a full application with resume and personal statement, providing official transcripts requested by admission staff, attending a group interview as well as completing the writing sample, and submitting 3 letters of recommendation. An articulation agreement allows students to be accepted into one of the graduate programs offered by Stetson’s Counselor Education Department without taking the GRE, provided that certain requirements are met. To qualify, students must major in Psychology or the department of Anthropology and Sociology, complete at least 60 semester hours of work at Stetson, have at least a 2.8 GPA for all work at Stetson, and successfully complete a group interview (which includes consideration of letters of recommendation). Students who do not meet these criteria may apply for admission in the normal fashion.

Students Seeking Certification and Licensure

Counselor Education accepts post-baccalaureate students for such purposes as satisfying certification or licensure requirements.
Enrolling in Courses for Certification in School Counseling

Students seeking certification in School Counseling should contact the Florida Department of Education for current certification requirements.

Enrolling in Courses for Counselor Licensure in the State of Florida - Mental Health Counseling or Marriage & Family Therapy

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:
   - 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://floridasmentalhealthprofessions.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

Students may enroll in six credits of introductory coursework prior to admission into the graduate program.

Certificate Only Programs

If a person holds a master's degree in counseling or related field, he/she may receive a certificate by completing a certificate-only program. Students must meet certificate-only admission requirements.

Dual Degree Option

Dual Degree 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, he or she 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 degrees 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.

Career Opportunities

Graduates will have the opportunity to 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.

Master of Science Degrees

J. Burnett; L. DeLorenzi; L. Jacobson; L. Roach (Chair); P. Thanasiu

The Department of Counselor Education offers three Master of Science Degrees: Clinical Mental Health Counseling; Marriage, Couple, and Family Counseling; and School Counseling. Application guidelines are available through the Office of Graduate Admissions. Applicants are chosen each semester based on undergraduate record, Graduate Record Examination or Miller Analogy Test scores and an interview. As a requirement for graduation, students must pass the Counselor Preparation Comprehensive Examination, defend an academic portfolio, and complete a capstone project according to departmental guidelines for the three programs.
Portfolio

A comprehensive portfolio based on program and/or state and national standards must be completed and defended in the student's last semester. Information concerning the portfolio may be found in the Student Handbook and is discussed with program faculty throughout the program.

Degrees

Degrees in Counselor Education

- Master of Science in Clinical Mental Health Counseling (p. 676)
- Master of Science in Marriage, Couple, and Family Counseling (p. 677)
- Master of Science in School Counseling (p. 677)
- Dual Degree Option (p. 675)

Certificates in Counselor Education

- Play Therapy (p. 678)
- Certificate Options for Degree-Seeking Counseling Students (p. 676)

Faculty

Counselor Education Faculty

Burnett, Judith
Associate Professor of Counselor Education, 1999
A.B., Brown University
M.S., Ph.D., University of Massachusetts - Amherst

DeLorenzi, Leigh
Assistant Professor of Counselor Education, 2014
B.S., University of Miami
M.A., Rollins College
Ph.D., University of Central Florida

Jacobson, Elizabeth Lamerial
Visiting Brown Teacher-Scholar Fellow, 2015
B.S., M.A., Ph.D., University of Central Florida

Roach, Leila F.
Associate Professor and Chair of Counselor Education, 2005
B.S., University of Tennessee, Knoxville
M.Ed., Vanderbilt University
Ph.D., University of Central Florida

Thanasiu, Page
Assistant Professor of Counselor Education, 2014
B.A., M.A., Ph.D., University of Central Florida

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;asic 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 neobiological 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 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 80 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.

COUN 518. Internship I in Counseling. 3 Credits.
Internship I: Clinical Mental Health 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 400 hours of which 160 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 400 hours of which 160 hours are direct client contact; the remaining hours are comprised of a variety of activities conducted by married and family counselors.

COUN 519. Internship II in Counseling. 3 Credits.
Internship II: Clinical Mental Health 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 400 hours of which 160 hours are direct client contact; the remaining hours are comprised of a variety of activities conducted by married and family counselors. Internship II: School Counseling Supervised counseling practices and comprehensive guidance activities in an approved school setting are the core focus of the school counseling internship. Students will implement theoretical knowledge about counseling, assessment, evaluation to the actual practice of a school setting. Students will be provided with opportunities to learn from and learn with diverse populations. Students must complete 300 hours of which 120 are direct client contact; the remaining hours are comprised of a variety of activities conducted by school counselors.
COUN 520. Internship in Counseling. 3 Credits.
Clinical Mental Health Counseling, Marriage, Couple, & Family Counseling, and School 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 any two specialty areas (200 hours in Clinical Mental Health Counseling and/or 200 hours in Marriage, Couple, & Family Counseling and/or 200 hours in School Counseling) of which 160 (80 hours in Clinical Mental Health Counseling and/or 80 hours in Marriage, Couple & Family Counseling and/or 80 hours in School Counseling) are direct client contact; the remaining hours are comprised of a variety of activities conducted by mental health counselors, marriage, couple & family counselors, and school counselors. Prerequisites: COUN 501, COUN 502, COUN 503, COUN 505, COUN 506, COUN 508, COUN 509, COUN 510 (MCFC), COUN 513, COUN 514, COUN 515, COUN 516, COUN 517, COUN 518, COUN 519, COUN 521, COUN 522 (SC), COUN 525, COUN 526 (CMHC), COUN 534 (SC) (note: these are based on the two areas chosen). Co-requisites: COUN 507, COUN 511 (MCFC), COUN 524 (SC), COUN 527 (CMHC) (note: these are based on the two areas chosen).

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 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, applications, 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 with Families and Special Populations. 3 Credits.
This course continues to build upon basic play therapy skill development and 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 will include treatment of trauma, grief, abuse, and autism spectrum disorders. 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. 50 Credits.

COUN 533. Play Therapy and Expressive Arts Techniques. 3 Credits.
This course continues to build upon basic play therapy skill development and focuses on the application of expressive arts techniques when counseling children, adolescents, and families. Through an experiential format, students will learn to facilitate and process interventions utilizing expressive medium such as clay, painting, drawing, movement, and sand tray. Prerequisites: COUN 503, COUN 505, COUN 506, and COUN 531.

COUN 533C. Play Therapy and Expressive Art Techniques - 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 585. Independent Study. 3 Credits.
Counselor Education Dual Degree Option

The Department of Counselor Education offers a dual degree option to fully enrolled master’s degree students with advisor approval. If a student wishes to graduate from two counseling specialty areas concurrently, he or she must meet the degree requirements for both CACREP accredited specialties. This would include meeting the curricular requirements for each specialty, a minimum of a 600 clock hour internship for each specialty, and any differences in the core curriculum. The awarding of the degrees must occur simultaneously (CACREP Policy Document, 2015, p. 16).

Benefits of Pursuing a Dual Degree

- You have two CACREP accredited degrees listed on your transcript.
- In Florida or if you move to another state, it’s the more reliable path toward dual licensure – note: it is extremely important you investigate the licensure policies of the state you will be moving to verify this.

More marketability in applying for positions with the Veteran’s Administration (VA) and other agencies.

Specific Requirements

Clinical Mental Health Counseling (CMHC)

To add Clinical Mental Health Counseling (CMHC) to Marriage Couple & Family Counseling (MCFC), students are required to take COUN 526 Foundations of Clinical Mental Health Counseling and COUN 527 Counseling in a Community Setting, in addition to the core curriculum in their primary program track, plus a 400 hour Internship in CMHC, a 400 hour Internship in MCFC, and a 400 hour Internship in CMHC/MCFC.

To add Clinical Mental Health Counseling (CMHC) to School Counseling (SC), students are required to take COUN 525 Advanced Individual, Couple, and Family Therapy, Techniques and Treatment Planning, COUN 526 Foundations of Clinical Mental Health Counseling, and COUN 527 Counseling in a Community Setting, in addition to the core curriculum in their primary program track, plus a 400 hour Internship in CMHC, a 400 hour Internship in SC, and a 400 hour Internship in CMHC/SC.

Marriage, Couple, and Family Counseling (MCFC)

To add Marriage, Couple & Family Counseling (MCFC) to Clinical Mental Health Counseling (CMHC), students are required to take COUN 510 Marriage and Relationship Counseling and COUN 511 Marriage, Couple and Family Counseling Seminar, in addition to the core curriculum in their primary program track, plus a 400 hour Internship in CMHC, a 400 hour Internship in MCFC, and a 400 hour Internship in CMHC/MCFC.

To add Marriage, Couple & Family Counseling (MCFC) to School Counseling (SC), students are required to take COUN 510 Marriage and Relationship Counseling, COUN 511 Marriage, Couple and Family Counseling Seminar, and COUN 525 Advanced Individual, Couple, and Family Therapy, Techniques and Treatment Planning, in addition to the core curriculum in their primary program track, plus a 400 hour Internship in MCFC, a 400 hour Internship in SC, and a 400 hour Internship in MCFC/SC.

School Counseling (SC)

To add School Counseling (SC) to CMHC, students are required to take COUN 522 Foundations of School Counseling, COUN 524 Consultation, and COUN 534 Accountability and the School Counselor, in addition to the core curriculum in their primary program track, plus a 400 hour Internship in School Counseling, a 400 hour Internship in CMHC, and a 400 hour Internship in CMHC/SC.

To add School Counseling (SC) to MCFC, students are required to take COUN 522 Foundations of School Counseling, COUN 524 Consultation, and COUN 534 Accountability and the School Counselor, in addition to the core curriculum in their primary program track, plus a 400 hour Internship in MCFC, a 400 hour Internship in SC, and a 400 hour Internship in MCFC/SC.
Counseling Certificate Options for Degree Seeking Students

Certificate in Clinical Mental Health Counseling

For Degree-Seeking Students: Students currently enrolled in Stetson’s Counselor Education Program must complete the following requirements in addition to their primary program track.

- COUN 526 Foundations of Clinical Mental Health Counseling 3
- COUN 525 Advanced Individual, Couple, and Family Therapy, Techniques and Treatment Planning 3
- COUN 527 Counseling in a Community Setting 3

Total Credits 9

* Students must have completed 1,000 hours in Practicum and Internship in a mental health counseling setting.

Certificate in Marriage, Couple, and Family Counseling

For Degree-Seeking Students: Students currently enrolled in Stetson’s Counselor Education Program must complete the following requirements in addition to their primary program track.

- COUN 510 Marriage and Relationship Counseling 3
- COUN 511 Marriage, Couple, and Family Counseling Seminar 3
- COUN 525 Advanced Individual, Couple, and Family Therapy, Techniques and Treatment Planning 3

Total Credits 9

* Students must have completed 1,000 hours in Practicum and Internship, including 180 direct client contact hours of marriage and family therapy services.

Certificate in School Counseling

For Degree-Seeking Students: Students currently enrolled in Stetson’s Counselor Education Program must complete the following requirements in addition to their primary program track.

- COUN 522 Foundations of School Counseling 3
- COUN 524 Consultation 3
- COUN 534 Accountability and the School Counselor 3

Total Credits 9

* Students must have completed 1,000 hours in Practicum and Internship, including 100 hours in a school counseling setting.

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 for licensure as a Registered Mental Health Counselor Intern.

A minimum of 60 semester 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 defend an academic portfolio of their learning experiences and their capstone project to complete the degree.

Core Courses

- 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
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<td>Multicultural Counseling and Psychosocial Therapy</td>
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<td>COUN 514</td>
<td>Sexuality Counseling</td>
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<td>COUN 515</td>
<td>Statistical Analysis and Research Design</td>
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<td>COUN 516</td>
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<td>COUN 521</td>
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<td>COUN 525</td>
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### Practicum and Internship

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<td>COUN 519</td>
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| Total Credits | 60 |

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### Master of Science in Marriage, Couple, and Family Counseling

The M.S. in Marriage, Couple and Family Counseling is designed to train therapists for roles in community agencies, hospitals, churches, businesses, family treatment centers, and private practice settings. Upon completion of the degree, students are eligible to apply for licensure as a Registered Marriage & Family Therapist Intern.

A minimum of 60 semester 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 defend an academic portfolio of their learning experiences and their capstone project to complete the degree.

#### Core Courses

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<td>Marriage and Relationship Counseling</td>
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| Total Credits | 60 |

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### Master of Science in School Counseling

Effective spring 2017, we are no longer accepting applications to the School Counseling Program.

The Master of Science in School Counseling program prepares school counselors for positions in public or private elementary, middle, or secondary schools. The program is systemically oriented and designed to promote an approach focused on family strengths, which includes a collaborative assessment and intervention model between parents and children and their school systems.
A minimum of 60 semester credits of coursework is required which contains practicum and internship experiences. Students must pass the Counselor Preparation Comprehensive Examination and defend an academic portfolio of their learning experiences and their capstone project to complete the degree. Of the 60 credits, 51 are considered core courses, and 9 credits are earned in practicum and internship. Graduates are eligible to apply for Florida certification as a school counselor after meeting FLDOE criteria. It is the responsibility of the student to keep abreast of the FLDOE requirements.

### Core Courses

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<td>Accountability and the School Counselor</td>
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Total Credits: 60

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**Play Therapy Certificate**

**This program is pending SACS approval**

The Play Therapy Certificate program prepares counseling professionals to work with children and adolescents, utilizing the most effective and developmentally appropriate theories and techniques. The three certificate courses are designed to address the history, theories, techniques, and applications of play therapy and can be applied toward the educational requirements necessary for individuals seeking national Registered Play Therapist credentials.

As a result of completing the Play Therapy Certificate program, students will be able to:

- Relate essential people, theorists, and organizations that shaped the history of the play therapy profession
- Compare and contrast the legal and ethical issues that are unique to play therapy and those shared with other modalities, i.e., documentation, competence, informed consent, confidentiality, boundaries, duty to warn and protect, use of touch
- Construct a developmentally appropriate child and adolescent treatment plan demonstrating accurate conceptualization of clients presenting clinical problem(s) and proper interventions
- Apply play therapy skills including (but not limited to) structuring, tracking, reflecting of content and process, returning responsibility, facilitating self-advocacy, and limit setting
- Utilize expressive arts therapeutic techniques appropriately and effectively with children, adolescents, and families
- Demonstrate multicultural competency when selecting play therapy interventions for use with special populations
- Distinguish the stages within the play therapy process
- Assess a family system’s needs and determine appropriate family play therapy interventions

Play Therapy Certificate students are currently enrolled in a mental health related master’s degree program (e.g., Clinical Mental Health Counseling, School Counseling, Marriage and Family Counseling, Social Work, Psychology) or have earned a comparable master’s degree from Stetson or another accredited program. Play Therapy Certificate program courses cannot be counted toward the 60 credit hour Counselor Education degree. The Certificate program will be an additional credential for our students which they can apply for and begin after taking the required prerequisite courses. Minimally,
students are expected to have successfully completed graduate level coursework in the areas of human development, counseling theories, and basic counseling skills appropriate to their profession.

Interested students will complete a separate application for the Play Therapy Certificate program prior to beginning certificate courses. Once accepted, students will also be required to pass a background check in order to practice play therapy skills with child clients during a service learning component of the program.

To complete the certificate program, students must successfully complete a culminating case study conceptualization assignment once they have completed all three courses as the final step prior to the certificate being awarded. The assignment will require each student to evaluate a case study client's presenting problem and family system, create a treatment plan with appropriate goals, and identify and apply an appropriate theory and set of interventions within play therapy.

**Prerequisites**

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**Certificate Courses**

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<td>COUN 532</td>
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Graduate Education in the Department of Education

The Department of Education graduate programs are accredited by the Southern Association of Colleges and Schools (SACS). In addition, the Educational Leadership program is accredited by the National Council for the Accreditation of Teacher Education (NCATE), and the State of Florida.

Graduate Degrees

Master of Education - Educational Leadership
Master of Education - Elementary Education: Educating for Social Justice

Educational Specialist - Curriculum & Instruction - We are no longer accepting applications for this program.

Graduate Council

The Education Graduate Council determines whether an individual student will be admitted.

Council Members: Patrick Coggins; Chris Colwell (Department Chair); Glen Epley; Elizabeth Heins; Joyce Mundy; Kathy Piechura-Couture; Rajni Shankar-Brown (Director Education Graduate Programs); 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 NCATE-approved education program or our state-approved program (prior to our receiving NCATE 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 from the Department of Education faculty and one from outside the Department) 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

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.

Degrees

Degrees in Education

• Master of Education (M.ED.) in Education Leadership (p. 686)
• Master of Education (M.ED.) in Elementary Education: Educating for Social Justice (p. 687)
• Education Specialist Degree (p. 688)
• Modified Program in Educational Leadership (Certification-only Program) (p. 688)

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
Duvall, Frances  
*Visiting Assistant Professor of Education, 2014*  
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

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

Mundy, Joyce  
*Assistant Professor of Education, 2015*  
B.A. Cabrini College  
M.Ed., Arcadia University  
Ed.D., Widener University

Oslick, Mary Ellen  
*Assistant Professor of Education, 2014*  
B.A., M.A.T., Trinity University  
Ph.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

Shankar-Brown, Rajni  
*Associate Professor of Education and Jessie Ball duPont Chair of Social Justice Education, 2013*  
*Director of Education Graduate Programs*  
B.A., George Mason University  
M.A., Ph.D., University of North Carolina at Charlotte

Strebel, Carine  
*Assistant Professor of Education, 2012*  
B.A., University of Central Florida  
M.A., University of South Florida  
Ph.D., University of Central Florida

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  
*Associate Professor of Education, 2000*  
B.A., M.A., Ph.D., University of South Florida

**Courses**

**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 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 514. Middle School Curriculum. 3 Credits.
Study of the transitional school between the elementary and senior high school.

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. Prerequisite to all reading courses.

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. Prerequisite: EDUC 519.

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. Elementary Education Specialization. 3 to 9 Credits.
Advanced methods in the various subjects taught in the elementary grades with an emphasis on resources, recent research, and successful instructional techniques. Separate sections devoted to social studies, mathematics, science, children’s literature, and language arts.

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. Needs and 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 556. Cultural Arts Integration. 3 Credits.
This course explores the theories and practices of culturally responsive arts integration across the curriculum. Interdisciplinary perspectives to cultural arts integration will be examined and candidates will learn various approaches to foster creativity, critical thinking, collaboration and self-expression in the classroom. In addition to developing a comprehensive understanding of how cultural arts integration can deepen teaching and learning, candidates will also discuss the role of the arts in relationship to social justice issues and closing the opportunity gap.

EDUC 557. 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. 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 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. 1.5 Credit.
This is a two semester course that provides an overview of the design, development, and evaluation of instructional technologies for differentiating instruction. This project-based course incorporates multidisciplinary and culturally responsible applications that address the 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 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. 3 Credits.
This course introduces candidates to action research, a form of self-reflective systematic inquiry by practitioners on practice in classrooms or 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.

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 database 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 Credits.
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.
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. Managing Cultural Diversity. 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.

**Master of Education (M.ED.) in Educational Leadership**

**Admissions Requirements**

- Earned undergraduate degree from a college or university accredited by the appropriate regional association with a minimum grade point average of 2.5 on a 4.0 scale
- A GRE revised General Test score at or above the 50th percentile or a Miller’s Analogy Test (MAT) score at or above the 50th percentile. The GRE or MAT requirement will be waived if an applicant produces ONE of the following: a minimum undergraduate grade point average of 3.0 on a 4.0 scale in upper division courses; a master’s degree with a minimum grade point average of 3.0 on a 4.0 scale from an accredited university; or 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.
- 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 teaching experience

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

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 teaching.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDUC 530</td>
<td>Curriculum and Instructional Development</td>
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<td>Educational Finance</td>
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<td>EDUC 566</td>
<td>Educational Technology</td>
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</tbody>
</table>
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.

Master of Education (M.ED.) in Elementary Education - Educating for Social Justice

Admissions Requirements

- Earned undergraduate degree from a college or university accredited by the appropriate regional association with a minimum grade point average of 2.5 on a 4.0 scale
- A GRE revised General Test score at or above the 50th percentile or a Miller’s Analogy Test (MAT) score at or above the 50th percentile. The GRE or MAT requirement will be waived if an applicant produces ONE of the following: a minimum undergraduate grade point average of 3.0 on a 4.0 scale in upper division courses; a master’s degree with a minimum grade point average of 3.0 on a 4.0 scale from an accredited university; or 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.
- Completion of application
- Application fee
- Official transcripts from all previous universities or colleges attended
- Three completed recommendation forms

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:

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<tr>
<td>EDUC 527</td>
<td>Content Area Literacy</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 554</td>
<td>Education and Social Justice</td>
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<td>Critical Issues in Education</td>
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<td>EDUC 557</td>
<td>Cultural Arts Integration</td>
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<tr>
<td>EDUC 558</td>
<td>Differentiated Instruction</td>
<td>3</td>
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<tr>
<td>EDUC 563</td>
<td>Theories of Learning</td>
<td>3</td>
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<tr>
<td>EDUC 565</td>
<td>Instructional Design I and II (taken twice)</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 575</td>
<td>Action Research - Theory to Practice</td>
<td>3</td>
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<tr>
<td>EDUC 568</td>
<td>Educational Immersion</td>
<td>3</td>
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<tr>
<td>Total Credits</td>
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<td>30</td>
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</tbody>
</table>
Educational Specialist Degree

Admissions Requirements - We are no longer accepting admission applications to this program.

- Earned undergraduate degree from a college or university accredited by the appropriate regional association with 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
- A GRE revised General Test score at or above the 50th percentile or a Miller's Analogy Test (MAT) score at or above the 50th 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

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.

Core Courses

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<td>EDUC 685</td>
<td>Directed Study</td>
<td>3</td>
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Specialization Courses

| Courses may be selected from Educational Leadership with program advisor's permission. |
|-----------------------------------|-----------------------------------|---------|
|                                   |                                   | 12 to 15|
| Total Credits                     |                                   | 30-33   |

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.

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 from a college or university accredited by the appropriate regional association with 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 teaching experience
Graduate Education in the Department of English

Master of Fine Arts (M.F.A.) in Creative Writing

The Stetson Low-Residency M.F.A. is a two-year hybrid program consisting of classroom and online work culminating in a master’s degree focused on one of two genres: Fiction or Poetry in an Expanded Field.

Admission Requirements

- Earned undergraduate degree from a college or university accredited by the appropriate regional association, 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
- Writing Sample – (Poetry in an Expanded Field: 8-10 pages of poetry or hybrid work) or (Fiction: 15-25 pages of double-spaced prose)
- Personal Statement – In a short (5-minute) uploaded video, describe your work, intentions, influences, etc.

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.

Degrees

Degree in English

- M.F.A. in Creative Writing (p. 696)

Faculty

Ballenger, Grady
Professor of English, 1998
A.B., University of North Carolina at Chapel Hill
M.A., Columbia University
Ph.D., University of North Carolina at Chapel Hill

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

Campbell, Shawnrece D.
Associate Professor of English, 2002
B.A., John Carroll University
M.A., Youngstown State University
Ph.D., Kent State University

Davis, Joel
Professor of English, 2002
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 and Chair, 1984
J. Ollie Edmunds Chair of English, 2014
B.A., M.A., Ph.D., University of Michigan

Houston, David
*Visiting Assistant Professor of English and Modern Languages and Literatures, 2013
B.A., Stetson University
M.A., Ph.D., University of Wisconsin-Madison

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

Pearson, John H.
*Professor of English, 1988
Associate Vice President of Academic Affairs, 2014
B.A., Eckerd College
M.A., Ph.D., Boston University

Pollock, Mary R.
*Professor of English, 1985
Nell Carlton Chair of English, 2010
B.A., University of Tennessee
M.A., Texas A & I University
Ph.D., University of Texas at Austin

Powell, Mark
*Associate Professor of English, 2008
B.A., The Citadel
M.F.A., University of South Carolina
M.A.R., Yale Divinity School

Radley, Gail
*Sullivan Visiting Lecturer in English, 1998
B.A., Mary Baldwin College
M.A., Stetson University

Snook, Lori
*Associate Professor of English, 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

Courses

**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. Fiction: Introductory Course. 10 Credits.
Fiction cohort meets in the US for introductory 10-day workshop and immersion experience. Students subsequently develop individual reading lists, choose exemplary models, and produce original work (short fiction or novel chapters). 4 individual online packets (each the equivalent of 20-25 pages of prose) exchanged with instructor over the 6-month session. Hours: 1 hr. onsite + 9 off-site = 10.

ENCW 613. Poetry in an Expanded Field: Introductory Course. 10 Credits.
PIA(E)F cohort meets in the US for 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 instructor over the 6-month session. Hours: 1 hr. onsite + 9 off-site + 10.

ENCW 614. Fiction: Intermediate Course. 11 Credits.
Fiction cohort meets abroad for a 10 day cross-cultural workshop and immersion experience. Students subsequently add cross-cultural reading to their reading lists and continue to produce original fiction. 4 individual online packet exchanges with instructor over the 6-month session. Hours: 2 hrs. onsite + 9 off-site = 11.

ENCW 615. Poetry in an Expanded Field: Intermediate Course. 11 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 instructor over the 6-month session. Hours: 2 hrs. onsite + 9 off-site = 11.

ENCW 616. Fiction: Advanced Course. 11 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 (either a collection of stories or a novel). 4 individual online packet exchanges with instructor over the 6-month session focus on refining skills and revision. Hours: 2 hrs. onsite + 9 off-site = 11.

ENCW 617. Poetry in an Expanded Field: Advanced Course. 11 Credits.
PIA(E)F 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 projects. 4 individual online packet exchanges with instructor over the 6-month session focus on extending poetic skills and revision. Hours: 2 hrs. onsite + 9 off-site = 11.

ENCW 618. Fiction: Final Project Course. 12 Credits.
Fiction 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 novel or story collection presented at the next in country residency. Hours: 3 hrs. onsite + 9 off-site = 12.

ENCW 619. Poetry in an Expanded Field: Final Project Course. 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 instructor over the 6-month session, culminating in the equivalent of a book-length poetic project presented at the next in country residency. Hours: 3 hrs. onsite + 9 off-site = 12.

ENCW 685. Independent Study. 1 to 3 Credit.
ENCW 695. Independent Study. 1 to 3 Credit.

ENGL 505. Special Topics in Journalism. 3 Credits.

ENGL 520. History and Theory of Rhetoric. 3 Credits.
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. Offered in conjunction with ENGL 320.

ENGL 521. Old English. 3 Credits.
Introduces students to the language written in England between 500 and 1100. Emphasis is placed on developing a basic reading knowledge of the language. Offered in conjunction with ENGL 421.

ENGL 522. Composition Pedagogy. 3 Credits.
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. Offered in conjunction with ENGL 322.

ENGL 523. Ethnography in Composition Studies. 3 Credits.
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. Offered in conjunction with ENGL 323.

ENGL 524. Special Methods in Middle and High School English. 3 Credits.
Emphasizes the skills, processes, and pedagogical strategies relevant to teaching English to children in grades 6-12. Offered in conjunction with ENGL 321.
ENGL 525. Grammar and Rhetoric. 3 Credits.
Studies grammar in English, emphasizing analysis of syntax and semantics, touching on elements of linguistics and language acquisition, and incorporating as appropriate insights from structural and transformational grammars. Writing-intensive course. Offered in conjunction with ENGL 325. Writing-intensive course.

ENGL 526. History of the English Language. 3 Credits.
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. Offered in conjunction with ENGL 326H.

ENGL 527. Classical Rhetoric. 3 Credits.
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. Offered in conjunction with ENGL 426.

ENGL 528. Modern Rhetoric. 3 Credits.
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. Offered in conjunction with ENGL 427.

ENGL 531. Literature, Culture and Society. 3 Credits.
Considers relationships among literary texts, culture, and society. Emphasis varies. A course might examine literature through the lens of sociocultural or political perspectives; investigate how texts represent the social, cultural, or political ideas of an era; or explore the relation of aesthetic form to sociocultural movements or phenomena. Offered in conjunction with ENGL 331.

ENGL 532. Studies in Literature and the Arts. 3 Credits.
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. Offered in conjunction with ENGL 332.

ENGL 535. 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. Offered in conjunction with ENGL 335.

ENGL 546. Survey of British Literature I. 3 Credits.
Surveys major authors and representative works in British Literature from the seventh to the eighteenth century. Offered in conjunction with ENGL 346.

ENGL 547. Survey of British Literature II. 3 Credits.
Surveys major authors and representative works in British Literature from the eighteenth century to the present. Offered in conjunction with ENGL 347.

ENGL 548. Survey of U.S. Literatures. 3 Credits.
Surveys United States literatures from pre-Colonial times to the present. Offered in conjunction with ENGL 348.

ENGL 550. Survey in a Literary Period. 3 Credits.
Offers an advanced historical approach to the study of literature in a single period. Offered in conjunction with ENGL 450. May be repeated for credit, provided that different literary periods are covered.

ENGL 551. Medieval Literature. 3 Credits.
Considers the literature of England between 700 and 1500, with attention to textual, social, cultural, and formal issues. Offered in conjunction with ENGL 350.

ENGL 552. Renaissance Literature. 3 Credits.
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. Offered in conjunction with ENGL 351.

ENGL 553. Restoration and 18th Century Literature. 3 Credits.
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. Offered in conjunction with ENGL 352.

ENGL 554. 19th Century British Literature. 3 Credits.
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. Offered in conjunction with ENGL 353.

ENGL 555. 19th Century Lit in the U.S.. 3 Credits.
Addresses major themes and movements in U.S. literature of the 1800s, covering both canonical works and authors and influential lesser known authors. Offered in conjunction with ENGL 354.

ENGL 556. British Literature Since 1900. 3 Credits.
Considers a theme, period, movement, or topic of particular relevance to British literature of the 20-21st centuries. Offered in conjunction with ENGL 355.

ENGL 557. U.S. Literature since 1900. 3 Credits.
Focuses on writers in the United States since 1900. Offered in conjunction with ENGL 356.
ENGL 558. Contemporary Literature. 3 Credits.
Examines emerging developments, forms, themes, and ideas in literatures of our time. Offered in conjunction with ENGL 357.

ENGL 560. Genre Study Seminar. 3 Credits.
Offers an advanced study of one or more genres in historically significant or typical examples. Offered in conjunction with ENGL 460. May be repeated for credit, provided that second and succeeding 560 courses cover substantially different genres.

ENGL 561. Studies in Non-Fiction. 3 Credits.
Offers advanced study of one or more forms of non-fiction, such as autobiography, the personal essay, creative non-fiction, or spiritual texts. Offered in conjunction with ENGL 360.

ENGL 562. Studies in Narrative. 3 Credits.
Offers advanced study of one or more narrative forms, such as the novel, the long poem, epic, saga, or romance. Offered in conjunction with ENGL 361.

ENGL 563. Studies in Lyric. 3 Credits.
Focuses on a genre, period, movement, or critical issue in lyric. Offered in conjunction with ENGL 362.

ENGL 564. Studies in Drama. 3 Credits.
Focuses on a genre, period, movement, or critical issue in drama. Offered in conjunction with ENGL 363.

ENGL 565. Author Studies. 3 Credits.
This course will focus on the work of a single author or a small group of associated authors. Offered in conjunction with ENGL 365 or ENGL 465.

ENGL 566. Shakespeare. 3 Credits.
Introduces students to a broad selection of Shakespeare's plays and may also include attention to non-dramatic works. Offered in conjunction with ENGL 366 or ENGL 465.

ENGL 567. Austen. 3 Credits.
Examines Austen's work, focusing on issues of style and form as well as social and political context. It may consider recent film adaptations of Austen's novels, as well. Offered in conjunction with ENGL 367 or ENGL 465.

ENGL 570. Ethnic American Literature. 3 Credits.
Focuses on the issues, history, and aesthetics of one or more Ethnic American literature of the U.S. Examples might include African American, Asian American, or Native American literature. Offered in conjunction with ENGL 370 or ENGL 470.

ENGL 571. Africana Literature. 3 Credits.
Focuses on the literature of one or more African populations throughout the African diaspora (the forced or voluntary dispersal of Africans throughout the world). Offered in conjunction with ENGL 371.

ENGL 572. Gender in Literature Seminar. 3 Credits.
Offers advanced analysis of gender or sexuality as a theme in literary or extra-literary texts. Offered in conjunction with ENGL 472.

ENGL 573. Global Literature Seminar. 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. Offered in conjunction with ENGL 473 or ENGL 474.

ENGL 574. Popular Culture Seminar. 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. Offered in conjunction with ENGL 475.

ENGL 575. Comics. 3 Credits.
Examines comic strips, comic books, bande dessinée, manga, and other texts that combine words and images. It may consider historical, formal, aesthetic, and cultural aspects of the topic. Offered in conjunction with ENGL 375.

ENGL 576. Interdisciplinary Seminar. 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. Offered in conjunction with ENGL 476.

ENGL 581. Text-Criticism-Theory. 3 Credits.
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. Offered in conjunction with ENGL 381.

ENGL 582. Theory Seminar. 3 Credits.
Offers advanced study of one or more theorists, theoretical movements, or theoretical questions. Offered in conjunction with ENGL 481.

ENGL 583. Composition and Rhetoric Seminar. 3 Credits.
Offers advanced consideration of specific topics of interest to the interdisciplinary study of rhetoric and composition. Offered in conjunction with ENGL 482.

ENGL 585. Independent Study. 3 Credits.
ENGL 590. Seminar in a Literary Topic. 3 Credits.
May be repeated for credit. Offered in conjunction with ENGL 490.
ENGL 595. Teaching Apprenticeship. 3 Credits.
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.

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 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.
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).

ENGL 699. Thesis. 3 Credits.
A scholarly paper of publishable quality, researched and directed under a professor chosen by the student, on a mutually agreed upon topic. Prerequisite: ENGL 698.
M.F.A in Creative Writing

Creative Writing - Fiction

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENCW 612</td>
<td>Fiction: Introductory Course</td>
<td>10</td>
</tr>
<tr>
<td>ENCW 614</td>
<td>Fiction: Intermediate Course</td>
<td>11</td>
</tr>
<tr>
<td>ENCW 616</td>
<td>Fiction: Advanced Course</td>
<td>11</td>
</tr>
<tr>
<td>ENCW 618</td>
<td>Fiction: Final Project Course</td>
<td>12</td>
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</table>

Total Credits: 44

Creative Writing - Poetry in an Expanded Field

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>ENCW 613</td>
<td>Poetry in an Expanded Field: Introductory Course</td>
<td>10</td>
</tr>
<tr>
<td>ENCW 615</td>
<td>Poetry in an Expanded Field: Intermediate Course</td>
<td>11</td>
</tr>
<tr>
<td>ENCW 617</td>
<td>Poetry in an Expanded Field: Advanced Course</td>
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</tr>
<tr>
<td>ENCW 619</td>
<td>Poetry in an Expanded Field: Final Project Course</td>
<td>12</td>
</tr>
</tbody>
</table>

Total Credits: 44
School of Business Administration

Programs Offered

The School of Business Administration offers two graduate programs: the Master of Business Administration (M.B.A.) and the Master of Accountancy (M.Acc.). Additionally, a joint J.D./M.B.A. program is available through cooperation with the Stetson University College of Law. The M.B.A. program is offered at the Stetson University Center at Celebration in both professional and executive (E.M.B.A.) formats. For information on the M.B.A. in DeLand, M.B.A. in Celebration, J.D./M.B.A., or M.Acc. programs, contact the Office of Graduate Admissions at gradadmissions@stetson.edu or call 386-822-7100. For information on the E.M.B.A. program, contact emba@stetson.edu.

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 (http://stetson.edu/portal/graduate)
- $50 Application Fee
- GMAT or GRE Scores
- 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 Professional MBA 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. EMBA students are asked to attend an interview in place of the personal statement. Well-qualified candidates with an undergraduate degree from Stetson may qualify for “fast track” admission to the Professional MBA program or the M.Acc. program. Please contact the Office of Graduate Admissions or the appropriate program director for further information.

1 GMAT/GRE waivers may be granted on a case-by-case basis to those with significant, relevant professional experience, a graduate degree in a related field, or, for the M.Acc. program, passage of the CPA exam.

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

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

Foundation Requirements

Most graduate business programs require a basic foundation in 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.

### Executive Master of Business Administration

The Executive Master of Business Administration (E.M.B.A.) program is designed specifically for the executive, entrepreneur, or fast-track manager who, having advanced to a certain stage in his/her career, recognizes the importance of continuous learning for senior managerial success. It emphasizes study team concepts, learning intensives, cases, and projects. The typical class structure utilizes the “cohort” concept wherein the collective knowledge and experience of the group is utilized to enhance the learning process and to stress the relevance of the material. Admission is a function of managerial background and experience.

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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 502</td>
<td>Management and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>SOBA 502</td>
<td>Contemporary Business Issues</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 519</td>
<td>Financial Reporting for Managers</td>
<td>3</td>
</tr>
<tr>
<td>FINA 505</td>
<td>Financial Economics</td>
<td>3</td>
</tr>
<tr>
<td>FINA 509</td>
<td>Strategic Financial Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 511</td>
<td>Marketing Concepts and Strategy</td>
<td>3</td>
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<tr>
<td>BSAN 507</td>
<td>Managerial Decision Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 522</td>
<td>Accounting and Managerial Decision-Making</td>
<td>3</td>
</tr>
<tr>
<td>BSAN 591</td>
<td>Technology for Business Transformation</td>
<td>3</td>
</tr>
<tr>
<td>FINA 503</td>
<td>International Business and Finance</td>
<td>3</td>
</tr>
<tr>
<td>INTL 501</td>
<td>International Experience</td>
<td>3</td>
</tr>
<tr>
<td>FINA 511</td>
<td>Advanced Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 516</td>
<td>Marketing Decision Making</td>
<td>3</td>
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<tr>
<td>MGMT 519</td>
<td>Organizational Theory and Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 595</td>
<td>Strategic Management</td>
<td>3</td>
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<td>SOBA 535</td>
<td>Integrated Business Strategy</td>
<td>3</td>
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<td>SOBA 560</td>
<td>Business Plan Development</td>
<td>3</td>
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<tr>
<td><strong>Total Credits</strong></td>
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<td><strong>51</strong></td>
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</table>

### 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 M.Acc. program is offered on the DeLand campus and on-line.

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.

#### Requirements for the DeLand Campus Program

**Business Foundation**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>STAT 201 or STAT 301Q</td>
<td>Introduction to Business Statistics</td>
</tr>
<tr>
<td>ACCT 211</td>
<td>Introduction to Financial Accounting</td>
</tr>
<tr>
<td>FINA 311</td>
<td>Business Finance 1</td>
</tr>
</tbody>
</table>

**Accounting Foundation Courses**

1. Required for students with limited accounting background.
2. Some courses may require prerequisites.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ACCT 301</td>
<td>Federal Taxation of Individuals</td>
</tr>
<tr>
<td>ACCT 303</td>
<td>Financial Accounting I</td>
</tr>
<tr>
<td>ACCT 304</td>
<td>Financial Accounting II</td>
</tr>
<tr>
<td>ACCT 406</td>
<td>Auditing I</td>
</tr>
<tr>
<td>ACCT 410</td>
<td>Information Systems Security and Control</td>
</tr>
<tr>
<td>ACCT 421</td>
<td>Managerial Cost Accounting</td>
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</table>

**Advanced Accounting Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ACCT 508</td>
<td>Governmental and Not-For-Profit Accounting</td>
</tr>
<tr>
<td>ACCT 509</td>
<td>Cases in Financial Accounting and Reporting</td>
</tr>
<tr>
<td>ACCT 511</td>
<td>Current Issues in Accounting</td>
</tr>
<tr>
<td>ACCT 516</td>
<td>Advanced Auditing</td>
</tr>
<tr>
<td>ACCT 563</td>
<td>Advanced Accounting Theory</td>
</tr>
</tbody>
</table>

**Data Analytics/Technology Collateral Requirement**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 510</td>
<td>Contemporary Issues in Information Systems and Controls</td>
</tr>
<tr>
<td>or BSAN 507</td>
<td>Managerial Decision Analysis</td>
</tr>
</tbody>
</table>

**Master of Accountancy Electives**

Select four courses (minimum of 12 credits) from the following list, no more than two of which may be at the 400-level, and at least one of which must be a graduate accounting course:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 502</td>
<td>Federal Taxation of Entities</td>
</tr>
<tr>
<td>ACCT 503</td>
<td>Tax Research</td>
</tr>
<tr>
<td>ACCT 507</td>
<td>Financial Accounting III</td>
</tr>
<tr>
<td>ACCT 530</td>
<td>Estate, Fiduciary, and Gift Taxation</td>
</tr>
<tr>
<td>ACCT 540</td>
<td>Taxation of U.S. Corporations</td>
</tr>
<tr>
<td>ACCT 541</td>
<td>Taxation of U.S. Partnerships</td>
</tr>
<tr>
<td>ACCT 542</td>
<td>Multijurisdictional Taxation</td>
</tr>
<tr>
<td>ACCT 590</td>
<td>Special Topics in Accounting</td>
</tr>
<tr>
<td>BSAN 383</td>
<td>Business Intelligence</td>
</tr>
<tr>
<td>BSAN 461</td>
<td>Business Process Management</td>
</tr>
<tr>
<td>BSAN 465</td>
<td>Predictive Analytics</td>
</tr>
<tr>
<td>BSAN 591</td>
<td>Technology for Business Transformation</td>
</tr>
<tr>
<td>BSAN 593</td>
<td>Electronic Commerce</td>
</tr>
<tr>
<td>BSAN 594</td>
<td>Project Management</td>
</tr>
<tr>
<td>FINA 412</td>
<td>Multinational Finance</td>
</tr>
<tr>
<td>FINA 415</td>
<td>Financial Risk Management</td>
</tr>
<tr>
<td>FINA 503</td>
<td>International Business and Finance</td>
</tr>
<tr>
<td>FINA 511</td>
<td>Advanced Financial Management</td>
</tr>
<tr>
<td>INTL 501</td>
<td>International Experience</td>
</tr>
<tr>
<td>MGMT 519</td>
<td>Organizational Theory and Behavior</td>
</tr>
<tr>
<td>MGMT 595</td>
<td>Strategic Management</td>
</tr>
<tr>
<td>BLAW 407</td>
<td>Business Law I</td>
</tr>
<tr>
<td>BLAW 408</td>
<td>Business Law II</td>
</tr>
</tbody>
</table>

**Requirements for the On-Line Program**

**Business Foundation**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 201</td>
<td>Introduction to Business Statistics</td>
</tr>
<tr>
<td>or STAT 301Q</td>
<td>Business Statistics</td>
</tr>
<tr>
<td>ACCT 211</td>
<td>Introduction to Financial Accounting</td>
</tr>
<tr>
<td>FINA 311</td>
<td>Business Finance</td>
</tr>
</tbody>
</table>

**Accounting Foundation Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 301</td>
<td>Federal Taxation of Individuals</td>
</tr>
<tr>
<td>ACCT 303</td>
<td>Financial Accounting I</td>
</tr>
<tr>
<td>ACCT 304</td>
<td>Financial Accounting II</td>
</tr>
</tbody>
</table>
ACCT 406  Auditing I
ACCT 407  Financial Accounting III
ACCT 410  Information Systems Security and Control
ACCT 421  Managerial Cost Accounting

Advanced Accounting Courses
ACCT 503  Tax Research
ACCT 508  Governmental and Not-For-Profit Accounting
ACCT 509  Cases in Financial Accounting and Reporting
ACCT 510  Contemporary Issues in Information Systems and Controls
ACCT 511  Current Issues in Accounting
ACCT 516  Advanced Auditing
ACCT 521  Contemporary Issues in Managerial Accounting
ACCT 563  Advanced Accounting Theory
ACCT 591  Information Technology and Business Strategy

Master of Accountancy Elective
BLAW 507  Contemporary Issues in Business Law

1 Must be taken at a 4-year institution.
2 Accounting Foundation courses must be taken at 4-year institution.
3 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.
4 With permission of the Director of the MAcc Program.
5 Not an elective available to students previously taking BSAN 360.
6 Students planning to take the CPA exam in Florida who did not complete six credits of business law prior to enrollment in the MAcc program are strongly advised to take BLAW 407 and/or BLAW 408 as a MAcc elective.

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.

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., C.G.M.A.

Brenner, Vincent C.
The David M. Beights Professor of Accounting, 1998
B.S., Mount Saint Mary’s College
M.B.A., Ph.D., Pennsylvania State University
C.P.A.

Chambers, Valrie
Associate Professor of Tax and Accounting, 2014
B.S., University of Illinois
Ph.D., University of Houston
C.P.A.

Copeland, Richard Wyatt
Associate Professor of Business Law and Tax, 1976
B.S., Mississippi College
J.D., University of Florida
LL.M., Tax, University of Miami

Stryker, Judson P.
Professor of Accounting, 1976
Eugene M. Lynn Chair, 1993
B.S.B.A., University of Florida
M.B.A., Stetson University
D.B.A., Mississippi State University
C.P.A.

**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 without prior academic work in business subjects should be able to complete the degree program in approximately two calendar years. A full-time student with an undergraduate degree in a business field could possibly complete the program in one calendar year. Most M.B.A. students’ programs of study require five semesters (including one summer semester) to complete the degree requirements.

The course of study is divided into two broad areas: the Business Foundation and the advanced level courses.

**The Business Foundation (6 courses)**

Completion of the following courses or their equivalents is required to satisfy the Business Foundation requirement:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 103S</td>
<td>Essentials of Economics I</td>
</tr>
<tr>
<td>ACCT 211</td>
<td>Introduction to Financial Accounting</td>
</tr>
<tr>
<td>FINA 311</td>
<td>Business Finance</td>
</tr>
<tr>
<td>MGMT 305</td>
<td>Human Relations, Leadership and Teamwork</td>
</tr>
<tr>
<td>MKTG 315</td>
<td>The Marketplace and Consumers</td>
</tr>
<tr>
<td>STAT 301Q</td>
<td>Business Statistics</td>
</tr>
</tbody>
</table>

1. Students wanting a stronger background in Economics may take Macro-economics and Micro-economics
2. Students wanting a stronger background in Accounting may take ACCT 211 and ACCT 212
3. Must be taken at a 4-year institution

Students will be expected to demonstrate proficiency in the use of quantitative skills and may be required to complete additional requirements.

The coursework required in the Business Foundation is constructed to provide students with the basic concepts and techniques needed in the advanced level courses. Thus, the Foundation work should be completed before Advanced Level work is attempted. Students who have completed prior academic coursework in business may find that some of the Foundation requirements can be satisfied by that coursework.

**The Advanced Level Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 520</td>
<td>Financial Accounting and Reporting Seminar</td>
</tr>
<tr>
<td>BSAN 507</td>
<td>Managerial Decision Analysis</td>
</tr>
<tr>
<td>BSAN 591</td>
<td>Technology for Business Transformation</td>
</tr>
<tr>
<td>FINA 503</td>
<td>International Business and Finance</td>
</tr>
<tr>
<td>FINA 511</td>
<td>Advanced Financial Management</td>
</tr>
<tr>
<td>MKTG 516</td>
<td>Marketing Decision Making</td>
</tr>
<tr>
<td>MGMT 519</td>
<td>Organizational Theory and Behavior</td>
</tr>
<tr>
<td>MGMT 595</td>
<td>Strategic Management</td>
</tr>
<tr>
<td></td>
<td>Business Elective—(two 3-credit graduate courses</td>
</tr>
<tr>
<td></td>
<td>in the SoBA)</td>
</tr>
</tbody>
</table>
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 two finance courses as their electives in addition to the two required finance courses and related accounting course for a total of five finance or finance-related courses. All graduate-level courses with a finance (FINA) designation are acceptable as electives for this course of study.

M.B.A. Term Dates

The M.B.A. Advanced Level 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 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 BADM 597. Please contact the Office of Graduate Business Programs for internship procedures at 386-822-7410.

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 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 12 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 24 credit hour reduction when compared to pursuing the two degrees independently.

The Business Foundation (6 courses)

Completion of the following courses or their equivalent is required to satisfy the Business Foundation requirement:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 103S</td>
<td>Essentials of Economics I</td>
</tr>
<tr>
<td>ACCT 211</td>
<td>Introduction to Financial Accounting²</td>
</tr>
<tr>
<td>FINA 311</td>
<td>Business Finance³</td>
</tr>
<tr>
<td>MGMT 305</td>
<td>Human Relations, Leadership and Teamwork³</td>
</tr>
<tr>
<td>MKTG 315</td>
<td>The Marketplace and Consumers³</td>
</tr>
<tr>
<td>STAT 301Q</td>
<td>Business Statistics</td>
</tr>
</tbody>
</table>

1 Students wanting a stronger background in Economics may take Macro-economics and Micro-economics
2 Students wanting a stronger background in Accounting may take ACCT 211 and ACCT 212
3 Must be taken at a 4-year institution

Students will be expected to demonstrate proficiency in the use of quantitative skills and may be required to complete additional requirements. The coursework required in the Business Foundation is constructed to provide students with the basic concepts and techniques needed in the graduate level courses. Thus, the Foundation work should be completed before graduate-level work is attempted. Students who have completed prior academic coursework in business may find that some of the Foundation requirements can be satisfied that coursework.

The Advanced Level Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 520</td>
<td>Financial Accounting and Reporting Seminar</td>
</tr>
<tr>
<td>BSAN 507</td>
<td>Managerial Decision Analysis</td>
</tr>
<tr>
<td>BSAN 591</td>
<td>Technology for Business Transformation</td>
</tr>
<tr>
<td>FINA 511</td>
<td>Advanced Financial Management</td>
</tr>
<tr>
<td>MGMT 596</td>
<td>Strategic Management &amp; Theory</td>
</tr>
<tr>
<td>MKTG 516</td>
<td>Marketing Decision Making</td>
</tr>
<tr>
<td>Directed Electives³</td>
<td></td>
</tr>
</tbody>
</table>

³ Please contact the Office of Graduate Business Programs for a complete list of directed electives (12 credit hours).
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, etc., 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 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 6 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 12 credit hour reduction when compared to pursuing the two degrees independently. Both programs require students to pass an on-campus comprehensive examination prior to graduation.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 523</td>
<td>Financial &amp; Mgr Acct for Mgrs</td>
</tr>
<tr>
<td>BSAN 507</td>
<td>Managerial Decision Analysis</td>
</tr>
<tr>
<td>BSAN 591</td>
<td>Technology for Business Transformation</td>
</tr>
<tr>
<td>FINA 509</td>
<td>Strategic Financial Analysis</td>
</tr>
<tr>
<td>FINA 511</td>
<td>Advanced Financial Management</td>
</tr>
<tr>
<td>MGMT 519</td>
<td>Organizational Theory and Behavior</td>
</tr>
<tr>
<td>MGMT 595</td>
<td>Strategic Management</td>
</tr>
<tr>
<td>MKTG 511</td>
<td>Marketing Concepts and Strategy</td>
</tr>
</tbody>
</table>

Directed Electives 3

Please contact the Office of Graduate Business Programs for a complete list of directed electives (6 credit hours).

Faculty

Amiri, Shahram
Associate Professor of Information Systems, 1996
Chair of Decision and Information Sciences, 2013
B.S., M.S., Old Dominion University
Ed.D., College of William and Mary

Andrews, William A.
Associate Professor of Management, 1993
Chair of International Business, 2011
B.B.A., University of Georgia
M.I.M., American Graduate School of International Management
Ph.D., University of Georgia
CFM, CMAA, CGBT

Augustine, Fred K., Jr.
Professor of Information Systems, 1986
B.A., M.B.A., Ph.D., The Florida State University

Bakamitsos, Georgios
Associate Professor of Marketing, 2013
Associate Dean for Graduate Business Programs, 2013
B.S., American College of Greece
M.B.A., Ph.D., Northwestern 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
Assistant Professor of International Business, 2011
B.S., B.B.A., Stetson University
M.A., University of Florida
Ph.D., University of Glasgow

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.

Cox, Tod  
_Assistant Professor of Marketing, 2014_  
B.S., M.S., Texas A&M University  
M.S., University of Houston  
M.B.A., M.A., Ph.D., Rice University

DeMoss, Michelle A.  
_Dennis C. McNamara Sr. Professor of Marketing, 1990_  
B.S., Ph.D., University of Florida

Foo, Jennifer  
_Professor of Finance, 1990_  
B.A., Smith College  
M.A., Ph.D., Northeastern University

Goldring, Deborah  
_Assistant Professor of Marketing, 2012_  
B.A., University of Pennsylvania  
M.S., University of Miami  
M.B.A., Villanova University  
Ph.D., Florida Atlantic University

Hurst, Matt  
_Assistant Professor of Finance, 2012_  
B.A., University of North Carolina  
Ph.D., University of Central Florida

Ma, K. C.  
_Visiting Professor of Applied Investments, 1998, 2001_  
_Director, George Investments Institute, 2011_  
B.S., National Chiao Tung University  
M.B.A., Ph.D., University of Illinois  
C.F.A.

McCann, Gregory K.  
_Professor of Family Enterprise, 1990_  
B.B.A., Stetson University  
J.D., University of Florida

Michelson, Stuart  
_Professor of Finance, 2001_  
B.S., M.B.A., University of Missouri  
Ph.D., The University of Kansas

Mueller, Carolyn  
_Professor of International Business, 1999_  
B.S.B.A., M.B.A., University of Akron  
Ph.D., University of South Carolina

Rao, B. Madhu  
_Professor of Decision and Information Sciences, 2014_  
_Associate Dean of Undergraduate Business Programs, 2014_  
B.E., Osmania University  
M.Tech., Indian Institute of Technology  
Ph.D., University of Toronto
Subramanian, Ram  
*Professor of Leadership, 2015*  
B.S., University of Madras  
M.S., Sam Houston State University  
Ph.D., University of North Texas  
A.C.A.

Tobler, Chris  
*Associate Professor and Chair of Finance, 2007*  
B.A., Boston College  
M.A., M.B.A., Ph.D., University of Arkansas

West, Jessica  
*Assistant Professor of Finance, 2014*  
B.A., B.S., M.S., Ph.D., Florida State University

Woodside, Joseph  
*Assistant Professor of Business Intelligence and Analytics, 2013*  
B.S., M.B.A., D.B.A.-IS, Cleveland State University

Courses

**ACCT 502. Federal Taxation of Entities. 3 Credits.**  
A study of the tax laws applicable to corporations, partnerships. Corporations and L.L.C.s Tax research is a part of the course. A significant research component is required. Prerequisite: ACCT 303.

**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 numerous topics in financial accounting and reporting through a case analysis approach. Students will be required to analyze cases, such relevant Generally Accepted Accounting Principles, develop a solution or alternative solutions, and present them in a written report. Prerequisite: ACCT 304.

**ACCT 510. Contemporary Issues in Information Systems and Controls. 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.

ACCT 540. Taxation of U.S. Corporations. 3 Credits.
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.
MAcc 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.

BSAN 501. Current Topics in Information Technology. 2 or 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 507. Managerial Decision Analysis. 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 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.

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.

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 decision-making 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 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 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 585. Independent Study. 3 Credits.

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.

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 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 discussions 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 Credits.

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.

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 585. Independent Study. 3 Credits.

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.
Graduate Student Policy

Academic Affairs

- Academic Standing, Academic Probation, Dismissal, and Readmission (p. 709)
- Grading Policies and Interpretations (p. 712)
- Graduation Requirements (p. 711)
- Grievance Policy (p. 714)
- Time Limitations (p. 715)
- University Policies Applicable to Graduate Programs (p. 715)

Records, Grades and Registration

- Course Drop Dates (p. 717)
- Credit Hour Policy (p. 718)
- Graduate Program Admissions (p. 718)
- Registration, Course Loads, and Course Enrollment (p. 721)
- Transfer of Courses/Credits (p. 722)
- Withdrawals (p. 723)

Academic Affairs

Academic Standing, Academic Probation, Dismissal, and Readmission (p. 709)

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Grading Policies and Interpretations (p. 712)

Grievance Policy (p. 714)

Time Limitations (p. 715)

University Policies Applicable to Graduate Programs (p. 715)

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 nine hours of graduate work at Stetson University before you will be considered for advancement to candidacy for the degree. No credit beyond 18 hours can be applied to this degree unless you are advanced to candidacy. 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 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 (failure). 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 maximum of two C grades will be accepted, if balanced by A grades; a third C grade will result in academic dismissal. A single grade of D or lower will also 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.

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. No credit beyond 18 hours can be applied to this degree unless you are advanced to candidacy. You will be notified when action has been taken by the Counselor Education Graduate Committee.

Grades assigned to students in 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 (failure). 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 maximum of two C grades will be accepted, if balanced by A grades; a third C grade will result in academic dismissal. A single grade of D or lower will also 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.

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 advancement to candidacy for a degree. A candidate in Education or English must complete at least nine 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 must apply for advancement to candidacy and may do so upon the successful completion of 18 credits with the minimum of a 3.0 grade point average. A candidate in Counselor Education is advanced based on the written recommendation of the major department. 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. and the Master of Pharmacy/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 nine 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 21 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.

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. 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.

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. Successful completion of specialist degrees require a minimum 3.4 overall GPA. In addition to GPA requirements, the following graduation requirements by program are shown below.

- **Master of Arts in English** - Minimum of 30 credit hours of coursework; modern language requirement, thesis, oral examination.

- **Master of Fine Arts in Creative Writing** - Minimum of 44 credit hours of coursework earning (P) passing grades to graduate.

- **Master of Education in Educational Leadership** - Minimum of 30 credit hours of coursework, passing score on the K-12 Florida Educational Leadership Exam (FELE).

- **Master of Education in Elementary Education: Educating for Social Justice** - Minimum of 30 credit hours of coursework and successful completion of capstone project.

- **Master of Science in Clinical Mental Health Counseling** - Minimum of 60 credit hours, practicum, two internships, pass the Counselor Preparation Comprehensive Exam (CPCE), successful defense of 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 defense of portfolio.

- **Master of Science in School Counseling** - Minimum of 60 credit hours, practicum, two internships, pass the Counselor Preparation Comprehensive Exam (CPCE), successful defense of a portfolio.

- **Educational Specialist in Curriculum and Instruction** - Minimum of 30 credit hours, comprehensive oral examination, research action project.

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.

Master of Pharmacy/M.B.A. Program: Students MUST complete all graduation requirements for the Master of Pharmacy program to be eligible to receive their Master of Business Administration, even if all MBA coursework has been completed.

**Grading Policies and Interpretations**

**College of Arts and Sciences**

Grades assigned to students in 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 (failure). 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 maximum of two C grades will be accepted, if balanced by A grades; a third C grade will result in academic dismissal. A single grade of D or lower will also 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.

**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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.00</td>
</tr>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
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<tr>
<td>F</td>
<td>0.00</td>
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<tr>
<td>XF</td>
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<tr>
<td>WF</td>
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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 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.

**WP**

 an approved withdrawal from all courses at the University after mid-term. The grade is given according to the instructor’s evaluation. No credit is earned and the grade-point average is not affected.
WF

An approved withdrawal from all courses at the University after mid-term. The grade is given according to the instructor’s evaluation. No credit is earned, but the grade WF is treated as credits attempted and the grade-point average is 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.

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 Dean, and it must include the approval of the instructor and the program director. 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, excluding summer, 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 deadline will be strictly observed. In the case of serious extenuating circumstances, a student may request in writing that an Incomplete be extended. An appeal in writing must be made through the Graduate Office to the Dean of the College during the semester that the Incomplete is due for completion. The appeal must include the program director’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.

An incomplete earned in the thesis course (ENGL 699) and (EDUC 685) is an exception to the rule above. An incomplete in these courses will remain until the course is completed. However, students should be aware there is a time limitation of six-years from the date of their first enrollment in which to complete all work toward a graduate degree.

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.

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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.

WP an approved withdrawal from all courses at the University after mid-term. The grade is given according to the instructor's evaluation. No credit is earned and the grade-point average is not affected.

WF an approved withdrawal from all courses at the University after mid-term. The grade is given according to the instructor's evaluation. No credit is earned, but the grade WF is treated as credits attempted and the grade-point average is 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 (on-line) – the “next academic session of enrollment” shall be defined as the five week course that immediately follows the course in which the student received the grade of incomplete.

Master of Pharmacy/M.B.A. Program – the “next academic session of enrollment” shall be defined as the seven 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.

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 meeting 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 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, 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 Council for an extension.

**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. 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.

**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.
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. 67) of this Catalog for more information.
Records, Grades and Registration

Course Drop Dates (p. 717)
Credit Hour Policy (p. 718)
Graduate Program Admissions (p. 718)
Registration, Course Loads, and Course Enrollment (p. 721)
Transfer of Courses/Credits (p. 722)
Withdrawals (p. 723)

Course Drop Dates

College of Arts and Sciences

College of Arts and Sciences Graduate Programs

Department of Education

M.Ed. Educational Leadership - A course may be dropped without academic penalty prior to the fourth day of class.

Education Specialist in Curriculum and Instruction - A course may be dropped without academic penalty prior to the fourth day of class.

Modified Education Leadership - A course may be dropped without academic penalty prior to the fourth day of class.

M.Ed. Elementary Education: Educating for Social Justice - This program follows the University Calendar.

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. School Counseling - This program follows the University Calendar.

Department of English - Graduate

MA English - This program follows the University Calendar.

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

M.Acc. (DeLand) – Follows the standard University calendar for the academic year and summer.

M.Acc. (Online) – All terms (5 weeks, starting on Mondays) - A course may be dropped without academic penalty through the completion of the fourth week of the five-week term.

M.B.A. (DeLand, Celebration, JD/MBA) – Fall and Spring terms (12 weeks) - A course may be dropped without academic penalty through the completion of the sixth week of the twelve-week term.

M.B.A. (DeLand, Celebration) – Summer term (8 weeks) - A course may be dropped without academic penalty through the completion of the fourth week of the eight-week term.
M.B.A. (J.D./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.

Master of Science in Pharmacy/M.B.A. – Fall and Spring terms (7 weeks, starting on Sundays) - A course may be dropped without academic penalty through the completion of the fourth week of the term.

Master of Science in Pharmacy/M.B.A. – Summer terms (6 weeks, starting on Sundays) - A course may be dropped without academic penalty through the completion of the third week of the term.

E.M.B.A. – 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 at 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 conditions under which they are admitted. A student failing to meet any condition 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:
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.) or Master of Science in Pharmacy (M.S.P.) degree 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. or M.S.P. 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), two academic or professional letters of recommendation, current résumé, and a completed Stetson University application. All DeLand M.B.A. and M.Acc. applications must be accompanied by a nonrefundable application fee. A personal interview may be required.

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 may be made for admission for the fall, spring, or summer terms with the exception of 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), 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.

For M.B.A. at DeLand, M.B.A. at Celebration, Executive M.B.A. at Celebration, J.D./M.B.A., M.Acc., and Post-Baccalaureate:
Office of Graduate Admissions
Stetson University
421 N. Woodland Blvd., Unit 8289
DeLand, FL 32723
gradadmissions@stetson.edu
386-822-7104 or 386-822-7100

Admissions Standards
Applicants for unconditional admission to the M.B.A. and M.Acc. programs must present a minimum score of 520 on the GMAT (or the equivalent score on the quantitative reasoning and verbal reasoning sections of the GRE, as determined by the GRE Comparison Tool for Business Schools). In addition, applicants for unconditional admission to the M.B.A. and M.Acc. programs must present a score at or above the 30th percentile on both the quantitative and verbal sections of the GMAT and a score of at least 4 on the Analytical Writing Assessment section of the GMAT.

GMAT/GRE waivers are granted on under certain circumstances on a limited basis. For M.B.A. applicants, a GMAT/GRE waiver may be granted at the discretion of the program director based on the following criteria:

• Significant, executive-level management experience; OR
• Previous completion of a graduate degree in business or a related/equivalent field (if a business degree, must be from an AACSB accredited school); OR
• For Stetson SoBA students/graduates, an overall undergraduate GPA of 3.5 or higher; OR
• For Stetson students/graduates who majored in something other than business, an overall undergraduate GPA of 3.5 or higher AND an average GPA of 3.5 or higher in required business foundation courses, all of which must be taken at Stetson or at an AACSB-accredited business school.

For M.Acc. applicants, a GMAT/GRE waiver may be granted at the discretion of the program director based on the following criteria:

• Significant business-related work experience at the management level; OR
• Significant accounting-related work experience at the management level; OR
• Passage of CPA exam prior to enrollment; OR
• For Stetson University accounting majors, a 3.50 or higher undergraduate GPA (overall and accounting major); OR
• Previous completion of a graduate degree in business or a related/equivalent field (if a business degree, must be from an AACSB accredited school).

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† admission to the Master of Accountancy program if they present the following credentials:

• Overall cumulative grade point average or 3.50 or above (as of no earlier than the final semester of enrollment)
• Accounting major cumulative grade point average of 3.50 or above (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
• Provide letters of recommendation
• Provide a resume
• Provide a personal statement
Fast-Track Program for MBA Program Admission

Outstanding current Stetson undergraduate students meeting all business foundation requirements will be granted automatic, conditional† admission to the Master of Business Administration program if they present the following credentials:

• Overall cumulative grade point average of 3.25 or above (as of no earlier than the final semester of enrollment)
• Cumulative grade point average of 3.50 or above in the currently required business foundation courses, the majority of which must have been taken at Stetson

† Conditional on completion of a bachelor’s degree.

Outstanding students who previously earned an undergraduate degree from Stetson University within five years of their application date will be granted automatic admission to the Master of Business Administration program if they present the following credentials:

• Overall cumulative grade point average of 3.25 or above.
• Cumulative grade point average of 3.50 or above in the currently required business foundation courses, the majority of which must have been taken at Stetson

Applicants must complete the Master of Business Administration application, present official transcripts, provide a current resume and a personal statement, and provide one letter of recommendation††, but will NOT be required to do the following:

• Pay an application fee
• Present a GMAT or GRE score

†† Current students must provide this recommendation from a Stetson business faculty member.

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, nonrefundable 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 are determined by the department offering the degree 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 from the student’s academic advisor. Students are required to register online and can obtain their registration PIN from the academic advisor. 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 contact the Office of Graduate Business Program or Academic Advisor 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.
  • A petition to enroll in graduate courses prior to completing a bachelor degree program must be submitted to the appropriate graduate business program director prior to 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 up to six hours of select Master of Business Administration courses while continuing to pursue the Master of Science in Pharmacy degree. In order for students to enroll in any additional courses in the Master of Business Administration program, the student must first complete all remaining Pharmacy courses.

Students MUST complete all required graduate business courses in the designated sequence. If a student fails to complete a course within the designated sequence, the student must then wait until the following academic year to take the course before moving on to the remaining courses in the sequence.

Transfer of Courses/Credits

College of Arts and Sciences

College of Arts and Sciences Graduate Programs

Transfer of course credit is not automatic. A maximum of six credits may be transferred from another accredited graduate school provided these credits are approved by the Department as part of the student’s planned program. No grade below B will be accepted as transfer credit. The student must fill out an appropriate form requesting transfer credit. A student wishing to take work at another institution after being admitted to a graduate program must first have the written approval of his or her major department. Afterwards, he or she must provide an official transcript of the work completed for the department’s final approval of the transfer of credit. Note: Transfer credits expire six years after their completion. Transfer credits will be credited to the degree program only after the student has been advanced to candidacy. No work gained by correspondence courses is acceptable toward a graduate degree.
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.\(^1\) Transfer credit hours are not permitted for Stetson joint degree programs except from the partner school.
- 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.
- 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.

\(^1\) 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 to the Office of Financial Aid (Griffith Hall) 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 to the Office of the Vice President of Student Affairs (Carlton Union Building) for information and signature.
5. The Withdrawal Form 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. WF’s 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.A., M.S., M.Ed., Ed.S., and six credits for post-baccalaureate (post-bacc) students).
Message from the Dean

Welcome to Stetson University College of Law!

The legal profession is changing. Now more than ever, the legal profession demands that law school graduates are prepared to not only think like lawyers, but have practical training to be successful in the practice of law much earlier in their careers. At Stetson -- you learn both.

As Stetson’s dean, I am proud to lead an institution that has set the benchmark for blending theory and practice, consistently leading the nation with top rankings in advocacy and legal writing.

Over its 114-year history, Stetson has taken a holistic approach to legal education, preparing lawyers and leaders for a life of professional excellence through teaching, mentoring and skills training, a place where learning takes place inside and outside the classroom. We place students first, creating a transformative educational experience that combines academic rigor with social responsibility. Our students and faculty engaged in more than 33,000 hours of public service last year, and Stetson is the home to innovative programs in advocacy, legal communication, social justice, veterans' initiatives, and elder law.

This is an exciting time, and I invite you to explore this website, visit our campus, and discover Stetson’s vibrant intellectual environment and welcoming community.

Warmest regards,

Christopher M. Pietruszkiewicz
Dean and Professor of Law

Associate Deans

Susan D. Rozelle, Associate Dean for Academic Affairs and Professor of Law
Darryl C. Wilson, Associate Dean for Faculty & Professor of Law
Stephanie A. Vaughan, Associate Dean for Student Engagement & 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

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 (J.D./LL.M. in Advocacy Joint Degree)

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.

Accelerated 3+3 Bachelor’s/J.D. programs

Stetson Law’s Accelerated 3+3 Bachelor’s/J.D. programs are offered to high-performing undergraduates at select universities. The 3+3 accelerated path allows qualified students to earn both their bachelor’s and J.D. degrees within six years. Stetson University College of Law offers Accelerated 3+3 Bachelor’s/J.D. programs with:

- Stetson University (http://www.stetson.edu/artsci/pre-law/special-programs.php)
- University of South Florida Honors College (Tampa campus) (http://www.stetson.edu/law/offices/registrar/accelerated-jd-bachelor-program.php)
Accelerated Juris Doctor for Foreign Attorneys

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

Stetson University College of Law provides four dual degree programs for students to pursue two degrees simultaneously. JD/MBA (Master of Business Administration), JD/MPH (Master of Public Health, in cooperation with the University of South Florida), and the JD/MIEL (Master in International Economic Law, in cooperation with Toulouse University, Toulouse, France).

Degree Programs

Stetson University College of Law Degree Programs:

- Juris Doctor (J.D.) (p. 772)
- Juris Doctor/LL.M. in Advocacy Joint Degree (p. 803)
- LL.M. in International Law (p. 806)
- Online LL.M. in Advocacy (p. 807)
- Online LL.M. in Elder Law (p. 808)

Concentrations

Certificates of Concentration in the Stetson University College of Law

- Advocacy (p. 813)
- Elder Law (p. 815)
- Environmental Law (p. 816)
- International Law (p. 818)
- Social Justice Advocacy (p. 820)

Study Abroad & Intersessions

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 - Dates: June 5 - July 1, 2016

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.

Course Descriptions

Week 1
(June 6-9, 2016)

Ecosystem Markets: Comparative Approaches to Environmental Offsets (1 Credit)
Instructor: Royal Gardner, Stetson

Billions of dollars (and euros) are spent every year on environmental offsets: actions that are designed to compensate for the negative ecological consequences of industrial and developmental activities. The course will examine how the US and Europe use regulatory schemes to create “ecosystem markets” where environmental credits related to endangered species habitat, wetlands, and climate change are bought and sold. Do these markets produce benefits for both the environment and business?

Week 2
(June 13-16, 2016)

International Intellectual Property Law (1 Credit)
Instructor: Amanda Compton, Charleston
Students interested in International Business and Trade Law need to learn the present legal structure and operation of the world trade system. Virtually every product traded on the international market incorporates some form of intellectual property, and understanding these specific laws will serve to further protect a business’s goodwill and brand. The course will introduce students to the international aspects of branches of intellectual property. Attention will be given to general principles of comparative and international law (e.g. territoriality), and to specific law related to obtaining and enforcing intellectual property rights in foreign countries.

More specifically, this course will focus on international treaties as they relate to protection of intellectual property. Likely topics will include: (1) a comparison of U.S. and foreign law relating to patents, trademarks and copyrights; (2) Multinational agreements relating to intellectual property, such as the Paris Convention, the Berne Conventions, WTO TRIPs, NAFTA, and the EC Harmonization Directives and Trademarks; and (3) the implementation of these agreements within the U.S. and other countries (with a particular focus on the host country’s laws). Additionally, taking Intellectual Property Law or another course relating to various forms of intellectual property will not be necessary as a primer on the basics of intellectual property will be provided as a part of the course.

Week 3
(June 20-23, 2016)

Instructor: Michael Flynn, Nova

Trade regulation in Europe is for the most part governed by trade regulation rules promulgated by the European Union and supplemented by specific regulations applicable to individual countries. This course will introduce the students to the law of Unfair and Deceptive Trade Practices in the United States using the Federal Trade Commission Act. The course will specifically cover the following concepts:
1) The Federal Trade Commission Act
2) The Relationship of The Federal Trade Commission Act to individual State Unfair and Deceptive Trade Practice Statutes
3) The Common Law and Administrative Definition of an Unfair Trade Practice
4) The Common Law and Administrative Definition of a Deceptive Trade Practice
5) The Concept of Per Se Unfair and Deceptive Trade Practices
6) Governmental and Individual Remedies for Unfair and Deceptive Trade Practices

The course materials will focus on United States Federal Court decisions and administrative rulings to provide not only the legal paradigm used to analyze unfair and deceptive trade practices but also provide concrete examples of the kind of business activities that constitute unfair and deceptive trade practices.

Week 4
(June 27-30, 2016)

International Insolvency (1 credit)
Instructor: Theresa Radwan, Stetson

Debt is part of life for individuals, businesses, and even countries. Unfortunately, with debt comes times that the debt cannot be repaid. This course considers alternative restructuring policies adopted by various countries to handle the competing interests of parties when insolvency leads to nonpayment of debts. Though the insolvency laws of the United States and Spain will be the starting point for the discussion, the laws of other countries will also be considered. The course structure is based on the Legislative Guide on Insolvency Law, promulgated by the United Nations Commission on International Trade Law (UNCITRAL). The primary focus of the course is the broad policy concerns that must be considered in creating and maintaining workable insolvency laws. Consideration will also be given to the consequences of a country’s inability to pay its debts.

Please select this link for additional information about this program: http://www.stetson.edu/law/studyabroad/spain/

Study Abroad in The Hague, Netherlands - Track 1 Dates: July 3 - July 29, 2016

This summer, 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.

Course Descriptions

Track 1 Courses

Week 1
(July 4 - July 7, 2016)

Contemporary International Problems in Internet and Technology Law (1 credit)
Instructor: Jorge Roig, Charleston School of Law
The course explores contemporary problems related to the Internet and other recently developed high technologies, such as digital video and audio recording and sharing, 3D printing, genetic manipulation, etc. In particular, the proposed course would look at how these new technologies create legal issues in the international context. Specific topics discussed would include:

- Jurisdiction and choice of law
- Freedom of Expression, Privacy and Personhood
- Intellectual Property

Some questions to be addressed: What happens when speech is published in the Internet and becomes accessible around the world, but different jurisdictions want to apply different standards for freedom of expression? How do we enforce national laws violated via the Internet when the violators are located halfway across the globe? Should disputes regarding intellectual property be handled in international fora? Can we make effective and efficient dispute resolution mechanisms available via nongovernmental organizations specialized in certain technologies? How will jurisdictions control the free sharing via the Internet of designs for 3D printing that might facilitate crime or infringe intellectual property rights? How do we maintain control over manipulation of the human genetic germ line when different countries have different regulations and enforcement mechanisms?

Week 2
(July 11-14 2016)

Administrative Law in the EU and the U.S. (1 credit)
Instructor: Linda Jellum, Mercer University School of Law

This course will examine the procedural rules and method of norm creation for administrative law generally, and food and drug laws specifically, in both the European Union (EU) and the United States (US). Understanding how laws are created is essential to understanding whether they can effect the intended change.

The EU is a transnational government of an unusual kind. It began with an economic trade treaty centered on the manufacture of coal and steel and the regulation of atomic energy. Today, the EU is much more than a coal and steel community, governing almost every area of European life, include food, wine, and drugs. The EU has tremendous global influence. No other regulatory regime outside the US affects American businesses and individuals as regularly and intensively as the EU. For example, in 2011, the European Commission, the EU’s executive/administrative body, expanded its Regulation on Products used for Capital Punishment and Torture to include “products which could be used for the execution of human beings by means of lethal injection,” including “short and intermediate acting barbiturate anaesthetic agents” like pentobarbital and sodium thiopental, among others. This amendment prohibits European pharmaceutical manufacturers from exporting drugs used for executions in the United States unless the manufacturers have a special permit showing that the export will not be used for executions. Some now ask whether the EU will effectively end lethal injection in the US.

It is no more possible to provide a detailed comparative study of EU law in four days than it would be possible to study the whole of American law in that short time-frame. Hence, the objective of this course will be to introduce the topics and begin the discussion. Thus, the course will cover the way in which the EU was created and now operates. It will explore the unique legal systems in the EU and the US and the way in which legal norms are generated. In doing so, the course will explore the similarities and differences of these two complex legal systems, focusing specifically on US and EU food and drug laws.

Week 3
(July 18-21, 2016)

Family Law and International Tribunals: The Hague Convention on Civil Aspects of International Child Abduction (1 credit)
Instructor: Timothy Arcaro, Nova Southeastern University Shepard Broad Law Center

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.

Week 4
(July 25-28, 2016)

Elder Law - Global Aging (1 credit)
Instructor: Roberta Flowers, Stetson University College of Law

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. http://www.stetson.edu/law/studyabroad/netherlands/

The Hague, Netherlands - Track 2 Dates: July 3 - July 29, 2016

Course Descriptions

Track 2 Courses

Week 1
(July 4 - July 7, 2016)

International Law and Literature (1 credit)
Instructor: Sarah Gerwig-Moore, Mercer University School of Law

This seminar will focus primarily on discussions and depictions of European and International law and legal themes in a variety of literary texts. Reading and discussing together, we will explore archetypes and stereotypes of lawyers and clients; themes of mercy, justice, rules, order, process; consider the evolution of law; and consider our place in all of this as servants (or subversives) of the law. The course will focus in particular upon works of European authors.

Week 2
(July 11-14 2016)

Comparative Constitutional Law (1 credit)
Instructor: Jared Goldstein, Roger Williams University School of Law

This course seeks to expose students to the similarities and differences among constitutional systems. The four-day course will cover the following subjects:
• Day One—the nature of constitutional systems and basic constitutional models.
• Day Two—the role of courts in constitutional systems and how different constitutional systems assign authority for interpreting and enforcing the constitution.
• Day Three—horizontal separation of powers and how different constitutional systems allocate executive, legislative, and judicial powers.
• Day Four—selected issues in comparative individual rights, including social welfare rights, abortion, and affirmative action.

Week 3
(July 18-21, 2016)

Comparative Civil Dispute Resolution (1 credit)
Instructor: William Janssen, Charleston School of Law

Often overlooked amidst the emphasis on the public law mission of international courts and tribunals is the critical role played by international dispute resolution systems in addressing private, commercial disputes. As the globe continues to shrink, and the advent of Internet-based marketplace platforms proliferate, even the most local of interests can acquire a trans-border dimension. Effectively and reliably resolving trans-border commercial disputes is an increasingly important skill for new lawyers.

Week 4
(July 25-28, 2016)

Elder Law - Global Aging (1 credit)
Instructor: Rebecca Morgan, Stetson University College of Law

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. http://www.stetson.edu/law/studyabroad/netherlands/

Study Abroad in Seoul, South Korea - Dates: July 3 - July 29, 2016

Course Descriptions

Week 1
(July 4-7, 2016)

Legal Regulation of Maritime Commerce: A Comparative Look at Korean and US Law and Procedure (1 credit)
Instructor: Jonathan Gutfoff, Roger Williams

South Korea is one of the most important maritime actors in the world. Along with the China it is the leading shipbuilder -- in 2014 China fulfilled order for 22,682,000 gross tons (gt) and Korea 22,455,000 gt. The next most important shipbuilding country was Japan with completed order of 13,421,000 gt. By way of comparison, Germany, ranked sixth, completed order for 519,000 gt, and the United States, ranked 10th delivered vessels totaling 293,000 gt. Behind only the far more populous nations of China, Japan and United States, South Korea is the fourth largest exporter of containerized cargo. As such South Korea has a well-developed set of substantive and procedural law for dealing with maritime commerce. Korean, maritime law, however, differs from that of US in two significant ways. The first is that it is the contained in various codes, whereas US Maritime Law is to a large extent judge-made. Second, the focus of Korean maritime law is domestic and international maritime commerce. In the United States, however, maritime law applies to all sorts of vessels, and a significant number of important maritime cases litigated in US Courts, and, in particular the Supreme Court, arise from pleasure boating. This course will take a comparative look at select aspects of Korean and US maritime procedure and substantive law. Students will get a basic appreciation of maritime law in general and its scope both the US and Korea; an introduction to the use of a civil law codifications, and a look at the impact on substance and procedure of choices in subject-matter jurisdiction.


Week 2
(July 11-14, 2016)

Comparative Tax (1 Credit)
Instructor: Kristin Gutting, Charleston

This course is an introduction to individual and corporate international taxation. This course will explore the comparative issues relating to international taxation, while focusing on the underlying policies and different systems utilized by governments to finance various activities. Additionally, the course will examine domestic and international tax rules from the perspective of the United States with an emphasis on the comparisons to the tax system in Korea. No prior tax knowledge is required.

Week 3
(July 18-21, 2016)

Comparative Corporate Governance (1 credit)
Instructor: Danne Johnson, Oklahoma City University

This course is a comparative study of major areas of the corporate laws of the United States, Europe, and Asia. We will consider the policy choices available to judges, policy makers, and legislators when confronting specific issues of corporate law. Companies and legal persons / entities are studied from a comparative law perspective. The course deals with a series of selected topics related to comparative corporate governance. We will discuss conflicts of interest of directors and shareholders, control transactions (take-over bids and various related transactions), and class and derivative actions in corporate and securities law matters.

Week 4
(July 25-28, 2016)

Intellectual Property Alternative Dispute Resolution (1 credit)
Instructor: Darryl Wilson, Stetson

This course will review the various types of IP as well as ADR and expose the students to the public and private mechanisms used to resolve disputes without going through with expensive and time consuming litigation. The global nature of the subject matter will require us to evaluate the work of many private and public agencies such as the World Trade Organization, the World Intellectual Property Organization, and Uniform Dispute Resolution Proceedings including those by the Asian Domain Name Dispute Resolution Center. http://www.stetson.edu/law/studyabroad/korea/index.php

Study Abroad in Oxford, England - Dates: July 31 - Aug 13, 2016 (two week experience)

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.

Week 1 and 2
Comparative Advocacy, Mastering Trial Advocacy (3 credits)
Instructor: Charles Rose, Stetson

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 viewpoint to the process - expanding the students understanding of the differences and similarities that stretch across legal systems. http://www.stetson.edu/law/studyabroad/oxford/


Stetson Law's Autumn in London program allows students to explore Europe, while also earning credits towards their J.D. degree. The curriculum includes U.S. law courses to keep students on track with bar preparation, but also offers courses specialized for study in England. There is also a required course comparing the legal systems in both the U.S. and the U.K.

Course Descriptions

Courses - Autumn in London 2016

The London 2016 program will be held from Aug. 13-Nov. 25, 2016. Students must enroll in a minimum of 10 credits to satisfy visa requirements, but may take up to 17 credit hours. Tuition will be the same for students taking between 10 and 17 credits. All students must take one required course (for a total of two credit hours); then, students may choose among electives and may apply for an internship with various public and private organizations in London.

REQUIRED COURSE

Comparative U.K.-U.S. Legal Systems (2 credits)
Professors Marc Mason and Lisa Webley

This course provides an introduction to the history and practice of the English legal system, with comparisons and contrasts to the U.S. legal system. The course will cover topics including an overview of the British Constitution, the English court structure, the doctrine of precedent as it operates in England, statutory interpretation, the English legal profession, the English judiciary, costs and legal aid, the administration of criminal justice in England, and jury trials.

ELECTIVE COURSES

Comparative Civil Litigation: U.S. vs. U.K. (2 credits)
Professor Kathleen Hallisey

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.

Comparative Criminal Trial Advocacy (3 credits)
Professor Kandice Horsey

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 skills requirement.

Comparative Employment Law (1 credit)
Professors Kathleen Hallisey

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.
A Comparative Study of the Regulation of the Legal Profession in the United States and England and Wales
(1 credit)
Professor Patrick Longan

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.

Directed Research (1-2 credits)
TBD

This course is comprised of 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 Stetson writing requirement. The course will be graded S/U. Further, the course will NOT satisfy the Tulsa seminar requirement or substitute for an independent study. For Tulsa students, the course will be classified as a pass/fail course. Stetson students must obtain special permission of the Associate Dean for Academics to enroll in this course as part of the London program.

EU and UN Human Rights (2 credits)
Professor Simone Higgins

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.

European Union Law (2 credits)
Professor Andrea Biondi

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.

Family Law (3 credits)
Professor Michael Dale

This course covers the law governing family relationships. It includes the rights and responsibilities of parents, spouses, grandparents, partners, and children and the creation and dissolution of the family. Topics include adoption, spouse and child abuse, alimony, property distribution, child support, and child custody. It also focuses on international topics such as The Hague Convention and international conflict of laws issues.

Independent Research Project (1-2 credits)
(TBA)

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 is graded and satisfies the Stetson Law writing requirement. Students enrolled in this course must attend the Scholarly Writing Series (online version). The project must be supervised by a full-time member of the Stetson or Tulsa law faculties. This course will NOT satisfy the Tulsa seminar requirement for Tulsa students. Stetson students must obtain special permission of the Associate Dean for Academics to enroll in this course as part of the London program.

Internships (2 credits - Limited Enrollment)
Professor Kathleen Hallisey
An internship gives students the opportunity to develop firsthand their clinical practice skills and gain insight into the legal profession in England by undertaking a voluntary internship with members of the Bar, solicitors, U.S. law firms, the judiciary, private and public sector organizations and leading law and policy reform advocates. Under the supervision and guidance of the internship director, students are placed with an intern host and become involved in a wide range of activities with the intern host including writing memoranda, participating in meetings, drafting agreements, and attending court hearings. The student’s work experience is then supplemented by weekly classes where the students examine the challenges they face and how these are met. The student is then required to write a paper up to seven pages in length that reviews their experiences from a reflective perspective. The course is graded on credit/no credit basis.

**Scientific Evidence and Expert Testimony: A U.S. and U.K. Comparison (1 credit)**

**Professor Carol Henderson**

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.

Below are colleagues who have committed to contribute to course:

Dr. Peter Dean  
HRH Senior Coroner for Suffolk

Dr. Dean has served as an advisor on TV drama series such as Silent Witness, Waking the Dead, Ripper Street and Whitechapel.

Dr. Jason Payne-James  
President, Faculty of Forensic & Legal Medicine of the Royal College of Physicians.  
Editor-in-Chief, Journal of Forensic & Legal Medicine. Director, Payne-James Ltd

Professor Sue Black, OBE, FRSE  
Director, Leverhulme Centre for Forensic Science, University of Dundee

Professor Niamh Nic Daeid, FRSE  
Professor of Forensic Science and Director of Research  
Centre for Anatomy and Human Identification, University of Dundee

**The Masai, The Mau Mau and Guantanamo Bay: A Study of Ground-breaking International Litigation (1 credit)**

**Professor Tommy Beale**

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.

**Miscarriages of Justice (1 credit)**

**Professor Kandice Horsey**

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.

**Professional Responsibility (3 credits)**

**Professor Michael Dale**

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 for Stetson students and is a required course for Stetson rising 2Ls.

[http://www.stetson.edu/law/studyabroad/london/](http://www.stetson.edu/law/studyabroad/london/)

**Attention Non-Stetson Students:**

Non-Stetson students should be aware that it is unlikely that participation in a summer program may be used to result in an acceleration of their graduation date. Students interested in acceleration should consult their home school and the relevant rules of the American Bar Association, including Standard 304, Interpretation 304-4.

**Study Abroad FAQ (PDF)**

For more information, see Study Abroad FAQ (PDF) ([http://www.stetson.edu/law/studyabroad/home/media/studyabroadfaq-pdf.pdf](http://www.stetson.edu/law/studyabroad/home/media/studyabroadfaq-pdf.pdf)). Important Note: Stetson community members traveling abroad are required to view a series of international travel safety videos ([http://www.stetson.edu/law/studyabroad/home/international-travel-safety.php](http://www.stetson.edu/law/studyabroad/home/international-travel-safety.php)).
Cayman Islands Fall Intersession Program

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.

Week 1
(Dec. 27, 2016 - Dec. 30, 2016)

EITHER

Human Sex Trafficking: Psychology and the Law (1 credit)
Instructor: Mindy Sanchez
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 intersession 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.

OR

Comparative Title Assurance Issues in Real Property Transfers (1 credit)
Instructor: Darryl Wilson
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.

Week 2
(Jan. 2-5, 2017)

EITHER

Human Rights in the Caribbean – Focus: Identity (1 credit)
Instructor: Charlene Smith
Each day will focus on different Identities and how the Caribbean law treats that particular identity. The Cayman Islands will be the starting point each day. First, the identity of the indigenous people will be examined. The Cayman Islands are of particular interest because the claim is that nobody lived on the islands until “discovered” by Europeans. And, the first people there were pirates. That history is very different from other Caribbean Islands. Next will be how women have and are legally treated in the Islands. There is a wide divergency of what legal rights women have. Next will be minorities. Who is a “minority” depends upon the island and whether slavery was part of the history. Last will be members of the GLBTI community. Given that Jamaica has been declared the most un-receptive to anybody who falls within this category, makes these identities a “hot” topic. The materials covered will be available via the internet and on the syllabus. The end project by the class members is to compare their own identity to any of those discussed.

OR

U.S. Corporations, Tax Evasion, and the Cayman Islands (1 credit)
Instructor: Linda Jellum
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. http://www.stetson.edu/law/studyabroad/cayman/
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. 3 or 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.
A closely supervised program in legal bibliography and legal problem solving designed to introduce research techniques and writing skills.

LAW 1275. RESEARCH AND WRITING II. 3 Credits.
A closely supervised program in legal problem solving designed to develop research techniques, writing skills, and training in appellate advocacy. Prerequisite: 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 governmental agencies which affect the rights of private parties. 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 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 3055. ADVANCED CIVIL TRIAL SKILLS. 1 to 3 Credit.
An identification and application of the tactics and techniques utilized by America's leading trial lawyers. Course materials reflect issues and explanations derived from significant trial experiences submitted by litigators from each of the fifty states. Demonstrations and presentations are enhanced by computer and video technology. Pre-requisites: LAW 1290 and LAW 2190 (r).

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.

LAW 3058. ADV COMPARATIVE TORT LAW. 1 to 3 Credit.
This course will focus on recent developments in tort law, with reference to decisions of the Supreme Court of Canada, and comparative discussion of other jurisdictions, including the United States and the United Kingdom. Topics will include: the duty of care, liability of public authorities, punitive damage awards, recovery for economic loss, and the relationship between tort and contract law.

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 CONT: ISSUES, CONCEPT & METHOD. 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 3070. ADV CRIMINAL EVIDENCE SEMINAR. 2 to 3 Credits.
This course will permit students to engage in scholarship and to explore the "cutting edge" evidentiary issues involved in criminal prosecutions. Constitutional search and seizure, self-incrimination, confrontation, due process and right to counsel issues, as they impact upon the admissibility of evidence or the development of evidentiary matters at trial will be examined. A research paper and an oral presentation are required. (meets writing requirement) Pre-requisite: LAW 2190 (o).

LAW 3075. ADV CRIMINAL TRIAL ADVOCACY. 2 to 3 Credits.
This course will focus on trial techniques either not covered in the basic trial practice course, or that involve more advanced techniques. Students actively participate in simulated criminal trial problems covering a broad range of topics. Procedures and techniques used in both federal and state courts are included. While trial techniques are the primary focus, suppression hearings, motions, and other pre-trial procedures that substantially impact on the criminal trial are included. Pre-requisites: LAW 2190 and LAW 3920. (r).

LAW 3080. ADV CRIT THK & EXP LGL ANALYSIS. 2 to 3 Credits.
Students will receive advanced training in critical thinking and legal analysis. Using a problem solving approach that integrates law from substantive courses, the course will focus on enhancing critical thinking skills that enable students to appreciate the structure and function of law. The course will also seek to strengthen students' performance of written legal analysis. Instructional methods will include lecture, collaborative working groups, and individual assignments. The course will provide multiple opportunities for instructor feedback on group and individual assignments.

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 3084. ADV INTERNATIONAL LAW SEMINAR. 2 to 3 Credits.
This seminar explores current hot-topics in the international law arena. Therefore, the specific focus may vary each semester according to developments in the various international fields. This course requires an in-depth research paper on one of the topics included in the syllabus. (meets writing requirement).

LAW 3085. ADVANCED LEGAL REASONING. 2 to 3 Credits.
Students will receive intensive training in formal logic systems and their counterparts in the less-than-entirely-logical universe of persuasive writing. The course will be taught in lecture format with a heavy emphasis on Socratic method, interaction with students, and critiques of students' written work product. Other instructional methods will include small-group exercises and collaborative work that will require the students to cooperate and consult one another. (r).

LAW 3090. ADVANCED LEGAL RESEARCH. 2 Credits.
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 3091. ADVANCED LEGAL RESEARCH-TAX. 1 Credit.
This course will focus on research strategies and resources specific to tax. Online fee and free tax resources will be introduced as well as traditional print materials. Research strategies will be emphasized with a tax specific focus.

LAW 3105. ADVANCED TORT LAW SEMINAR. 2 to 3 Credits.
A study of recent developments and trends in tort law. (meets writing requirement).

LAW 3110. ADVANCED TRIAL EVIDENCE. 2 to 3 Credits.
A study of the methods of cross-examination and impeachment of lay and expert witnesses. Proper methods of making and meeting evidentiary objections are stressed. Students prepare, conduct, and critique examinations. Materials for the course include cases, writings on the subject, and videotaped demonstrations. Classes are conducted by discussion and by simulation. Students will be required to research and write a paper to include the complete cross-examination of an expert witness in a matter of some complexity. This course will not satisfy the writing requirement. Pre-requisite: LAW 3920. (r).

LAW 3112. ADV TRIAL SKILLS-APPELLATE REC. 1 Credit.
A short course (one month long) that will look at the trial issues that effect the appellate process. The course will combine lectures with short simulation exercises to train students how to create a record that will withstand appellate review. This course will also look at evaluation of a case for appeal, standards of review and how to create a record of trial court rulings that will permit the appellate court to review those orders, rather then merely affirm them as being within the discretion of the trial court. Pre-requisite: LAW 3920.

LAW 3114. AGENCY & UNINCORPORATED ORG. 3 Credits.
This course will provide a general introduction to the area of agency law as it relates to commercial enterprises and activities and to laws governing the major forms of unincorporated business organizations including partnerships and limited liability companies.

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 3129. AMERICAN LEGAL HISTORY. 2 to 3 Credits.
An examination of issues and themes of American law from the 18th century to the present with a focus on the development of some areas of classical substantive law, such as Torts and Contracts as well as other areas of substantive law, such as Slavery and Labor. The meaning of American law in the context of American democracy will also be considered. The course will emphasize the relationship between law and society, with attention to how law shapes society and how society shapes law. (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 PRACTICE & ADVOCACY. 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 written assignments and oral argument. There is no final exam. The class satisfies a skills 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 Skills 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.
LAWS 3152. BANKRUPTCY. 2 to 3 Credits.
A survey of the rights and remedies of debtors and creditors during bankruptcy proceedings. This course satisfies the Code Requirement. (r).

LAWS 3153. BANKRUPTCY PRACTICUM. 3 Credits.

LAWS 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 LAWS 3114 or LAWS 3255).

LAWS 3155. BANKRUPTCY JUDICIAL EXTERNSHIP. 2 to 4 Credits.
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. Pre-requisite: LAWS 3152 or LAWS 3156. (o).

LAWS 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: LAWS 3152.

LAWS 3158. BIO ETHICS SEMINAR. 2 to 3 Credits.
This course focuses on how the law has affected end-of-life medical decisions. The case law on end-of-life decision-making issues will be reviewed and students will be assigned a number of selected readings. (meets writing requirement) (r).

LAWS 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).

LAWS 3161. CARIBBEAN LAW EXTERNSHIP. 3 Credits.

LAWS 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. (o).

LAWS 3162C. CHILDREN AND THE LAW SEMINAR. 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. Meets writing requirement. (o).

LAWS 3163. CHINESE LEGAL SYSTEM SEMINAR. 2 to 3 Credits.
This course will probe the entire depth and breadth of the legal system of the People's Republic of China. (meets writing requirement).

LAWS 3164. CIRCUIT CIV MEDIAT SKILL TRAIN. 3 Credits.
This class is intended to give students real-world experience in the neutral mediator role and to help them pursue Circuit Civil Mediator certification. After completing a Florida Supreme Court-approved Circuit Civil Mediator training (five days/40 hours), students will observe, and occasionally conduct, actual circuit mediations. Students will keep a journal of their experiences, which they must submit to the Professor. Class will meet regularly to discuss the mediations and mediator ethics. Students must attend a mandatory training session (see semester registration materials for dates and details). This course satisfies the Skills Requirement. Pre-requisites: LAWS 2350 and LAWS 3761.

LAWS 3166. CLIENT SKILLS BOARD. 1 Credit.
This board is composed of members selected by annual competition. Students develop their skills to compete in various competitions, testing client skills, such as negotiations, mediation and client counseling. The board assists in competition preparation and hosting of competitions, as well as actually competing in various competitions. S/U grade only. (r).

LAWS 3167. CHILDREN AND THE LAW SEMINAR. 3 Credits.

LAWS 3168. CLIMATE CHANGE & ENERGY POLICY. 2 Credits.
The first half of this course examines the potential role of the legal community in confronting climate change from an institutional perspective, examining the role of treaties, national legislation, sub-national responses and the role of the judiciary. The second half of the course will focus on renewable energy and other alternatives to fossil fuels. Prerequisites: None, but LAWS 3340 would be helpful.

LAWS 3169. CIV RGTS& CONST: DOMA/MARRIAGE. 1 Credit.
This one-credit weekend course will explore the constitutional and civil rights that the Supreme Court will address in the Defense of Marriage and California Marriage cases. The class will focus on the Fourteenth Amendment due process and equal protection issues presented in the Second Circuit DOMA case and Ninth Circuit Marriage cases. Students will interact in small groups, discussing the district and circuit court opinions and amici briefs filed before the Supreme Court, in order to present to the class divergent views and interpretations of the issues before the Supreme Court. As a concluding assignment, students will draft an opinion as written by a Supreme Court Justice in either the DOMA or Marriage case.

LAWS 3170. CLEMENCY. 1 Credit.
This short course provides an overview of the clemency process. It also exposes students to the current training being offered for attorneys handling clemency matters. The course involves the research, writing, and preparation of petitions on clemency matters.
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 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, 5, and 9, and will 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.

LAW 3194. COMMUNICAT & LEADERSHIP SKILLS. 3 Credits.
This course focuses on understanding the roles and responsibilities of group and self leadership. It facilitates the development of multiple approaches to inspiring, influencing, and guiding others. Students will learn how to recognize the impact of one’s actions and behaviors on others. Students will identify, discuss and demonstrate effective communication skills appropriate to diverse leadership situations and will access resources for their own leadership development.

LAW 3195. COMMERCIAL TRANSACTIONS SEM. 2 to 3 Credits.
In-depth investigation of selected areas and problems in commercial transactions affected by the Uniform Commercial Code and federal law, including the jurisprudential foundations of the Code and recent commercial law developments in the courts and legislatures. (meets writing requirement) Pre-requisite - one of the following courses: LAW 3190; LAW 3821, LAW 3768 or LAW 3832. Pre-requisite may be waived for students with a strong demonstrated background in business or finance.

LAW 3196. COMPAR COMMER & BUS LAW SEM. 2 to 3 Credits.
This course introduces students to cases and materials from many jurisdictions to show both diversity and similarity of business and the law. The course will also familiarize the students with international organizations along with treaties and conventions. The goal of this seminar is to expose students to the way many firms doing business between different jurisdictions of the world are governed and regulated. (meets writing requirement)

LAW 3197. COMP & INTL SEXUAL ORIENTAT LAW. 1 Credit.
Students will learn how different aspects of sexual orientation are being ignored and/or recognized in national and international law. They will become familiar with the most important case law in the field, especially from the European Court of Human Rights and the UN Human Rights Committee, but also from various national courts.

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 3199. COMPAR CRIM JUSTICE SYSTEM. 2 Credits.
This is a two credit course comparing criminal justice systems and the impact their form has on the presentation of evidence, development of procedural law, and supporting theories of jurisprudential philosophy. It will be team taught by myself and the Lord Advocate of Scotland. I will teach the first two weeks that cover the development of common law systems from a criminal perspective, leading into discussion about our own criminal justice system in the U.S. and the theories of jurisprudence that support it. Particular attention will be paid to the impact a system’s jurisprudential philosophy has on the development of its procedures. The next two weeks would be taught by the Lord Advocate (with my assistance). She will focus on the Scottish legal system. It is a hybrid system that contains elements of both common and civil law. She will discuss how this system has created a different approach to criminal justice, with corresponding differences in the processes followed by the Scottish court system. She will end her discussion with the topic of devolution, showing how the unique Scottish Legal system is being used by the Scottish Nationalists to secure some degree of independence from Great Britain. Pre-Requisites: All first-year requirements.

LAW 3200. COMPARATIVE LEGAL SYSTEMS SEM. 1 to 3 Credit.
This seminar explores the legal history, culture and procedures of the major legal traditions of the world, including comparisons and contrasts of the United States with those of England, European and Latin American Civil Law countries, the Islamic world, China, Japan, Cuba, and other countries as time and students interest indicate. (meets writing requirement)

LAW 3202. COMP FREEDOM OF EXPRESSION SEM. 3 Credits.
This seminar explores the issue of free expression around the globe by comparing the ways different countries and international bodies regulate speech and other types of symbolic expression. Topics may include, among others, philosophies of free expression, pornography and obscenity, the definition and regulation of hate speech, speech compelled by the government, symbolic speech, protest speech and the nature of “democracy,” and national security. UK and EU law on free expression will be discussed. Students can anticipate at least one field trip and/or local guest speaker. Students will complete a paper that may satisfy the Advanced Writing Requirement.
LAW 3203. COMPAR TRANSNATIONAL CRIM LAW. 3 Credits.
The course provides an overview of crimes of international concern best known as treaty crimes. Transnational Criminal Law (TCL) relates to the crimes excluded from the jurisdiction of the International Criminal Court and offenses that violate jus cogens norms. Treaty crimes emerged from nations’ initiative to combat international criminal activity, enabling groups of states to respond rapidly to new forms of criminality. TCL does not create individual penal responsibility under international law; this is an indirect system of interstate obligations generating national penal laws. The students will learn TCL in a comparative manner. We will study the relationship between rules of more than one system, we will see how one system or one of its rules derives from another system or convention, perhaps with modifications, and how one system could exert influence on another. A comparative approach allows us to see how rules are adopted, whether according to societal needs, policies and goals, or simply by borrowing and adapting rules that otherwise ignore a nation’s reality. This approach will also allow the students to see the effectiveness or lack thereof of implemented rules and question policies and approaches taken by different nations.

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. Pre-requisite: LAW 1150 (o).

LAW 3205. COMPARATIVE LAW. 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 3212. JURISPRUDENCE. 2 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 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 3214. LAW & THE CIVIL RIGHTS MOVEMENT. 2 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 3215. 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 3216. 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 LAW 3219. Students may not take the classroom discussion or travel component separately.

LAW 3217. CONSTITUTIONAL LAW SEMINAR. 2 to 3 Credits.
An in-depth discussion and analysis of selected topics relating to the United States Constitution. (meets writing requirement) (o).

LAW 3218. CONSTITUTIONAL LITIGATION. 2 to 3 Credits.
A study of the federal courts with attention given to selected problems such as jurisdiction, justiciability, standing, and abstention. Actions under 42 U.S.C. section 1983 will receive special emphasis. (r).

LAW 3220. 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 3223. CONSUMER PROTECTION 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 3224. COPYRIGHT LAW. 2 to 3 Credits.
This course provides an overview of the development and nature of copyright law. Topics include the origins of copyrights law, the statutory and common law evolution, prosecution and maintenance of a portfolio, litigation strategies and issues, and discussion of current topics of interest in the field.

LAW 3225. CORPORATE FINANCE. 2 to 3 Credits.
An examination of the legal, financial, and managerial theory of modern corporate financial structures. (o).

LAW 3226. CORPORATE TAXATION. 2 to 3 Credits.
Tax considerations in corporate formations, distributions, reorganizations 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 3255. CORPORATIONS. 3 Credits.
A general introduction to the laws governing U.S. corporations. The major focus will be a survey of state and federal laws pertaining to the structuring and operation of business corporations, both closely held and publicly traded. Emphasis will be put on fundamental areas with which all practitioners should have some familiarity including state statutory provisions and selected securities laws.

LAW 3257. CORRECTIONAL LAW. 3 Credits.
Study of the substantive and procedural law pertaining to the convicted criminal offender, including an examination of federal and state decisions affecting correctional personnel and the penal process.

LAW 3258. CORRECTIONAL LAW SEMINAR. 3 Credits.
This seminar will concentrate on four areas: sentencing, jail and prison administration, prisoner's rights, and post-conviction remedies. We will begin by discussing possible paper topics and the professor will help students in choosing their topics. Then, while work on papers begins, we will discuss some major cases, statutes, and court rules. Xeroxed copies of which will be provided. The last part of the course will consist of presentation of paper topics by each student. (satisfies writing requirement).

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 3267. CRIMINAL LAW&PROC IN CARIBBEAN. 1 Credit.
This course will examine Criminal Law and Procedure in the Caribbean. Professor Judith Scully of the Stetson faculty will assist in the course and provide a comparative U.S. Caribbean perspective. The following topics will be addressed: 1) Arrests and Detention, 2) Bail, 3) Initiating Proceedings, 4) Committal Proceedings, 5) Trial both at the Inferior and Supreme Court, 6) Jury Selection, Deliberations, and Verdict, 7) Sentencing, and 8) 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 3279. CYBERLAW SEMINAR. 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 3280. DEATH PENALTY SEMINAR. 2 to 3 Credits.
This course is a survey of capital punishment law with emphasis on Florida. (meets writing requirement) (o).

LAW 3281. DEFAM,PRIV&OTHER ECON TORTS. 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.

LAW 3282. DEFAM,PRIV&OTHER ECON TORT SEM. 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 3288. DEPOSITIONS. 2 Credits.
This course is designed to teach students the what, the how and the why of depositions practice. It will include fundamental review and discussion of the relevant rules of professional responsibility, civil procedure and discovery. Students will then perform case analysis on a file in preparation for taking and defending depositions. Students will then perform in a skills based setting with immediate critique the fundamental skills associated with both defending and taking a deposition. This will include immediate feedback on preparation, beginning the deposition, creating lines of inquiry, alternative lines of inquiry, and wrapping up the deposition. Pre-requisites: LAW 2350, LAW 2190 and LAW 3920.

LAW 3289. DEPOSITIONS-DEPOSING MED EXPER. 1 Credit.
All lawyers will interact with expert witnesses - many of these interactions will be through depositions and many of these experts will be doctors. This course will review both the Federal and Florida Rules of Civil Procedure, Evidence and Professional Responsibility related to expert witnesses and will provide students with effective, practical tools for deposing such witnesses. This course will focus on medical experts and students will be provided with actual medical records and expert reports. Students will evaluate these background materials and will gain experience preparing, conducting and evaluating medical expert depositions. 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. Pre-requisite: LAW 2190 and LAW 2350 are strongly suggested.

LAW 3291. DIRECTED RESEARCH PROJECT. 1 to 2 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.

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 a skills-oriented capstone offering, preparing students to enter a transactional practice. Pre-requisite: LAW 3154 or LAW 3255.

LAW 3307. DOMESTIC VIOLENCE & THE LAW SEM. 3 Credits.
This is a seminar course where we will conduct an in-depth study of domestic or family violence from a legal perspective. Students will gain the knowledge and the skills necessary to prepare for and represent victims in domestic-violence-related court proceedings. Topics to include: historical and social policies; interdisciplinary study of the dynamics and psychology of family violence; practical applications of knowledge through role plays, hypothetic problems/cases, and written assignments. (meets writing requirement) Prerequisites: LAW 3412 preferred, but not required.

LAW 3309. DRAFTING BUS ENTITY & TRANS DOC. 2 Credits.
This course is a transactional/document drafting skills course. The course would focus on the nuances of organizational and transactional documents generally (and the specifics from a healthcare perspective) and how to draft them. LAW 3154 is helpful, but not required. Pre-requisite: LAW 3529.

LAW 3310. EDUCATION LAW. 2 or 3 Credits.
In this 3-credit course, we will examine current legal problems of elementary/secondary education in both public and private schools. Primary emphasis will be on public elementary/secondary education. Topics to be discussed include the state's constitutional power over education, the authority of state and local school boards through which the state provides and regulates education, compulsory education, state regulation of private schools, home schooling, school voucher programs, curriculum control, hiring and terminating teachers, disciplining students, student and teacher freedom of expression, religious activities in public schools, desegregation, sexual harassment of students, students with disabilities, allocation of educational resources among school districts, and the federal government's role in education. As we study these topics, we will also consider broader themes such as "local control" of education, the prerogatives of parents, the relationships between law and policy, the varying conceptions of equal educational opportunity, and the competence of courts to resolve education problems.

LAW 3315. ELDER & DISABILITY LW EXTRNSHP. 3 to 4 Credits.
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 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 employers to their employees (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. ENVTL HAZ/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 3350. EQUAL EMPLOY OPP EXTERNSHIP. 5 or 12 Credits.
Students are placed in the Tampa Regional Office of the U.S. Equal Employment Opportunity Commission, a federal agency created by Congress to enforce Title VII of the Civil Rights Act of 1964, as amended, the Age Discrimination in Employment Act, and the Americans with Disabilities Act. Students 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. (r).

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. Prerequisite: LAW 3340 or LAW 3040. (o).

LAW 3375. EMPLOY BENEF (ERISA) LIT SKILL. 2 to 3 Credits.
This course covers employee benefits claims from mandatory pre-suit procedures and the entire course of litigation and will provide the opportunity for both oral advocacy and writing development. The main grade in the course is the preparation of a 20-25 page motion and oral argument against opposing counsel who prepared a cross-motion on the same issues.

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 3391. EUROPEAN & COMPAR COMPET LAW. 1 Credit.
Competition Law (called "Antitrust Law" in the United States) is the law that protects business competition from restraints such as price fixing, monopolies, market allocations, and boycotts. Globalization has required a harmonization of competition laws between various nations and is critical internationally for consumer welfare and well-functioning economies. The course will examine European Union antitrust law as it relates to transactional conduct. This course will also address recent development in international antitrust cooperation and with moves toward the development of a transnational antitrust regime. LAW 3130 is helpful, but not required.

LAW 3392. EUROPEAN ANTITRUST. 1 Credit.
This course is designed to allow an understanding of both the core economic concepts of competition, and the substantive law and procedure of European antitrust law. It predominantly focuses on the law of the European Union, but also addresses to some extent the law of the United Kingdom. The principal piece of legislation in the EU is the Treaty on the Functioning of the European Union (TFEU) and in particular its provisions on competition, namely Articles 101 and 102. These will form the basis of the course, along with the Council Regulation 1/2003 on the implementation of Article 101 and Article 102 (Modernization Regulation). Classes will be built around the legal provisions and case law on the subject matter and will investigate and discuss the means by which European antitrust laws tackle such problems as cartels and anti-competitive agreements among undertakings, monopolies and the abuse of dominant positions and vertical restraints. Broader issues – such as remedies and enforcement strategies and wider questions of policy – will also be reviewed. This broader context will help the students to appreciate some of the differences between US and EU antitrust policies.
LAW 3393. ETHICS & THE PRACT OF CRIM 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 Credit.
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. EURO INTELLEC PROP LW & PRACT. 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 3412. FAMILY LAW. 3 Credits.
A study of the problems, policies and law related to marriage, divorce and child custody. (r).

LAW 3413. FAMILY LAW LITIGATION. 2 to 3 Credits.
A survey of the trial of a family law case including basic Florida Family Law; preparation of pleadings and trial of a family dispute. Prerequisites: LAW 2190 and LAW 3920. LAW 3412 is preferred, but not required.

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 the Skills Requirement.

LAW 3415. FAMILY LAW EXTERNSHIP. 3 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 3420. FAMILY LAW SEMINAR. 2 to 3 Credits.
An examination of the legal principles and social policies governing the family. (meets writing requirement) Pre-requisite: LAW 3412.

LAW 3426. FED CIV PRE-TRL PRACT&STRATEGY. 3 Credits.
This course will teach students how to identify and strategize pretrial issues and situations presented in federal civil litigation. Students will learn a road map for a sophisticated motions practice, as well as the theory behind pre-trial practice. Students will also learn how choices made during the pre-trial process affect the outcome of a case, including whether the case ever reaches trial. This course satisfies the Skills Requirement. Pre-requisite: LAW 2190.

LAW 3427. FEDERAL AGENCY EXTERNSHIP. 5 to 12 Credits.
The Federal Agency Externship program provides students with the opportunity to work with practicing lawyers as legal externs in government agencies while earning academic credit. This program enhances the educational experience of students through the exposure to the actual practice of law in a federal agency. Students will gain experience in different substantive areas of law through legal research, writing, interviewing, counseling, and investigative skills. Students will also deal with issues of professional responsibility in a real practice setting. Pre-requisite: LAW 2350.

LAW 3430. FED 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 3440. FEDERAL CRIMINAL LAW SEMINAR. 2 to 3 Credits.
This seminar examines the sources and limitations upon federal criminal law, and surveys substantive federal provisions with particular focus on RICO, mail fraud, drug enforcement, money laundering, and false statements. The course will also include current issues in federal criminal law such as federal/state allocation of jurisdiction, the Posse Comitatus Act, and the extraterritorial application of United States criminal laws. (meets writing requirement) (o).
LAW 3443. FED LAB REG/CONTEMPOR WKPLACE. 2 or 3 Credits.
This course examines the application of the National Labor Relations Act, as amended, including the jurisdiction and procedure of the National Labor Relations Board, to the nonunion, private-sector workplace, including the broad protection of concerted activities for mutual aid or protection, the protection afforded employee postings on social media sites, the per se illegality of overbroad rules in employee handbooks, the ban on employer-sponsored employee participation programs, rights of the targets and traps for the unwary in conducting investigations of misconduct, and preemption of certain state-law wrongful discharge actions. The course also examines the minimum wage, overtime compensation and child labor provisions of the Fair Labor Standards Act as well as the notice requirements of the Worker Adjustment and Retraining Notification Act.

LAW 3445. FED GOVT 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 3454. FEDERAL JUDICIAL EXTERNSHIP. 2 to 4 Credits.
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 3460. FED TAX PRACTICE & PROCEDURE. 2 to 3 Credits.
An in-depth study of practice and procedures of the Internal Revenue Service and the federal courts having jurisdiction in tax controversies. The course covers such topics as statutes of limitation, tax court jurisdiction, penalty provisions and deficiency procedures. This course satisfies the Administrative Law Requirement. (o).

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 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 3502D. FL. CRIMINAL PROCEDURE-online. 3 Credits.

LAW 3503. FLORIDA PRACTICE. 2 to 3 Credits.
This course provides the student with an introduction to Florida Rules of Court. Though the focus is on the civil and criminal procedure, it also provides a survey of probate court rules. This course will be co-taught by professors who are experts in the various subject areas.

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 3505. FLA REAL PROPERTY LITIGATION. 2 to 3 Credits.
This course will explore the necessity and usage of a title search and a survey; as well as the importance of visiting the property, conducting legal research and educating the court about the issues involved in real property litigation such as Partition, Zoning Presentation, Boundary Litigation, Quieting Title, Real Property Tax Adjustment, Slander of Title, Establishing Ways of Necessity in Easements, Removal of Restrictive Covenants, and Ejectment. (o).

LAW 3506. STATE SUPREME COURT JUD EXTERN. 7 or 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 3507. FLORIDA TORT LAW. 2 to 3 Credits.
This course will build upon the basic Torts course, by presenting students with an opportunity to study Florida common law and statutory provisions in the major topic areas covered in the basic first year course, as well as selected advanced Torts law topics, and areas where Florida law is uniquely important in the subject area of Torts.

LAW 3509. FLA CONSTITUTIONAL LAW SEMINAR. 3 Credits.
This seminar will examine a number of current state issues involving the Florida Constitution. The course will begin with an overview of basic state constitutional law concepts. Students will then identify research topics. Students will be provided the opportunity to research the issues in detail, and to prepare a paper of publishable quality on their topic. Each student will present, and defend, his/her paper to the class. This course satisfies the Writing Requirement.

LAW 3510. FREEDOM OF EXPRESSION SEMINAR. 2 to 3 Credits.
This seminar explores today's issues involving the U.S. Constitution's First Amendment Free Speech Clause. Topics may include, among others, philosophical origins of free expression, pornography and obscenity, hate speech, free expression of lawyers, compelled speech, symbolic speech, protest and democracy, and national security. Students will complete a paper. (Meets writing requirement if paper is of publishable quality, as determined by the faculty advisor).

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 3520. FLA SURVEY: CIV PRO & CRIM PRO. 1 Credit.
The course will take place over a weekend and qualify for one hour of academic credit. The course will involve two main components: (a) It will focus on two topics always tested on the Florida bar exam and (b) it will require that students answer and review numerous multiple-choice questions similar to those presented on the bar exam.

LAW 3521. FL SURVEY: WILLS, TRUSTS & BUS ENT. 1 Credit.
The course will take place over a weekend and qualify for one hour of academic credit. The course will involve two main components: (a) It will focus on three subjects that are very often tested on the Florida bar exam and (b) it will require that students answer and review numerous multiple-choice questions similar to those presented on the bar exam.
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 3528. HLTHCARE PROVI BUS ALIGN STRAT. 2 to 3 Credits.
This course would (1) review the various business alignment strategies (hospital-hospital, hospital-physician, physician-physician, insurer-hospital-physician, entrepreneur-healthcare provider, etc.) that are taking hold in the marketplace as providers try to remain viable and competitive in the new healthcare environment, and (2) discuss how to analyze and evaluate the different strategies, including the increased intrusion of non-healthcare entrepreneurs into the healthcare business space. LAW 3529 or LAW 3154 are recommended, but not required.

LAW 3529. HEALTH LAW. 2 to 3 Credits.
This course examines the issues and the law applicable to public and private health care and presents an overview of the issues encountered in a health law practice.

LAW 3530. HEALTH CARE LAW. 2 or 3 Credits.
This course will introduce students to the burgeoning field of health care law and the issues that may arise in a health care law practice. Topics covered will include, by way of example, selected provisions of the Affordable Care Act, professional liability, medical peer review, health care provider contracting, end-of-life decisions, and issues related to medical expert testimony.

LAW 3532. HEALTH POLICY LAW. 2 to 3 Credits.
An overview of policies and issues in public and private health, economic and financial issues, costs of health care on the government and private enterprise, and delivery issues. (r).

LAW 3533. 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 3535. IMMIGRATION LAW. 2 to 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 3536. IMMIGRATION LITIGAT & ADVOCACY. 3 Credits.
This skills course would prepare students to litigate in immigration court as well as in Federal courts for immigration related actions. The course would cover 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 Skills Requirement. Pre-requisites: None, although LAW 3920 and/or LAW 3140 is highly recommended.

LAW 3541. 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 Skills Requirement.

LAW 3548. IN-HOUSE COUNSEL EXTERNSHIP. 2 to 3 Credits.
Students will work with in-house counsel for a minimum of 8 hours per week and attend a bi-weekly one-hour class. Each student will be required to produce a 30-page minimum work product. Work may include drafting of corporate and litigation documents; attending meetings, negotiations, or courtroom proceedings; and researching regulations, cases, or statutes. Pre-requisites: LAW 3255 or LAW 3154 and one commercial course. (o).

LAW 3549. INDIVIDUAL EXTERNSHIP PROGRAM. 2 to 12 Credits.
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 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.
An introduction to copyright, trademark, patent, trade secret, unfair competition, entertainment, right of publicity, franchise, and computer law. (r).

LAW 3561. INTELLECTUAL PROP EXTERNSHIP. 1 to 3 Credit.
Students work under the direct supervision of intellectual property attorneys from the University of South Florida's Department of Patents and Licensing as well as under the supervision of one or more full-time faculty members. Students gain experience in researching various types of intellectual property for protectability, drafting different types of licensing agreements which vary based on the underlying sub-IP area, drafting opinion letters and submitting different types of applications to governmental bodies responsible for IP regulation and administration, on regional, national and international levels. (r).

LAW 3563. INTL ANIMAL LAW SEMINAR. 2 or 3 Credits.
This seminar explores how international environmental and economic law affects animal interests and advocacy. Examples of topics to be examined include how animals are impacted by the Convention on Biological Diversity, the Convention on Trade in Endangered Species, the International Regulation of Whaling Convention, and the World Trade Organization Agreements, along with regional measures such as the European Union's various animal welfare directives and regulations. (This course satisfies the writing requirement.).

LAW 3565. INT'L BUS/TRANSBORDER CRIME SEM. 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 3566. INTERNATIONAL LEGAL STRATEGY. 1 Credit.
The purpose of this course is to show that Private International Law (conflicts of jurisdictions and choice of law mainly) offers many options to private operators, in basically any field of private law (family law, business law...). The rule of law’s building methods, as well as the solutions’ elements, can be used in order to achieve a concrete results.

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 3578. INT'L DISTRIBUTIVE JUSTICE SEM. 2 Credits.
This human rights seminar will analyze the international instruments that address distribution of resources (food, water, land, money, power), in both "developing" and "democratic" countries. Students will learn how treaties operate to address problems of poverty across the globe, and how international and regional instruments are operating toward limiting the world's poverty. (meets writing requirement).
LAW 3579. INTL SALES LAW&ARB IN SPANISH. 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. 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 must take this course and must qualify for selection to the Moot Court Board in order to participate fully in the Vis competition in Vienna during the spring; however, any student interested in the subject matter is eligible to take the course. This course meets the Code Requirement. (Note: Students may not take both this course and LAW 3587).

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 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 3582. INT'L TRADE AND THE ENVIRONMENT. 3 Credits.
This course addresses whether the goals of international trade law and environmental law can be reconciled in an increasingly interdependent world. It examines international trade agreements and organizations, such as the World Trade Organization and NAFTA, that establish rules for the efficient allocation of resources among nations by eliminating discriminatory trade practices alongside the increasing use of trade restrictions and bans to protect the environment and manage resources as a basic part of both domestic and international environmental law and policy. A number of specific disputes where trade law and domestic environmental law have come into conflict will be studied, including the Shrimp/Turtle and Tuna/Dolphin cases, the European ban on meat products containing growth hormones, and emerging disputes over ecolabeling of products and bans on genetically modified food products. (Note: Students may not take both this course and LAW 3591 course.) This course satisfies the Administrative Law Requirement.

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. 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. This course meets the Code Requirement. (Note: Students may not take both this course and LAW 3579).

LAW 3588. INT'L SECURITY LAW & POLICY. 2 to 3 Credits.
This course will explore national security in the context of global security, foreign relations and diplomacy. It will examine international security issues, not only from the U.S. perspective but also from the perspective of other nation states as well. Legal, military and political issues will be discussed in the context of the Vietnam War, the Korean Conflict, the Persian Gulf War and the Balkan conflict, among others. (r).

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. 1 to 2 Credit.
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 the Skills Requirement. Pre-requisite or co-requisite: LAW 2350. (r).
LAW 3592S. INTERV/COUNSELING-Special Grou. 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 the Skills Requirement. Pre-requisite or co-requisite: LAW 2350. (r).

LAW 3594. INTRO TO THE PHYSICAL EXAM. 1 Credit.
Lawyers, in their practices, often need to read, interpret and understand medical histories and records. However, lawyers are rarely trained to do so, nor do they understand how medical records are created and entries made. This course will introduce the law student to the Physical Examination. The student will experience, first hand, under the supervision of a physician, how physical examination is gathered and entered into medical records.

LAW 3595. JOURNAL--INT'L AGING LAW & POL. 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. An article prepared for the Journal may satisfy the upper-level writing requirement. S/U grade only. (r).

LAW 3596. INTRODUCTION TO CIVIL LAW. 3 Credits.
This course examines the history, methods, institutions and basic principles of the world's oldest, most widely distributed, and most influential legal tradition. It provides common law trained students a useful foundation on basic civil law concepts.

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 3601. INTERVIEWS & COUN WITH SPANISH. 3 Credits.
Interviewing and Counseling in Spanish will expose students to the legal vocabulary and conversation skills needed to interact with Spanish-speaking clients in a law-office setting. In addition, the course will focus on cross-cultural lawyering skills. Students will become familiar with Spanish-speaking client cultural norms and expectations and the effect the norms and expectations have on the lawyer-client relationship. This course satisfies the Skills Requirement. Pre-requisite or Co-requisite: LAW 2350. Students must also take a Spanish Language Proficiency Examination prior to registration. For information about the Examination, please contact Professor Jeff Minneti at minneti@law.stetson.edu.

LAW 3602. INTERV, COUNSEL & NEGOTIATION. 3 Credits.

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 3605. JURISPRUDENCE SEMINAR. 2 to 3 Credits.
Students will discuss research and write on selected legal problems from various jurisprudential perspectives, including those of natural law, positivism, sociological jurisprudence, and legal realism. (meets writing requirement) (o).

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 3612. JUVENILE CRIMINAL LAW & PRACT. 3 Credits.
This course will examine the jurisprudence, social, and historical underpinnings of the juvenile justice system in the United States. The history of the system, the criminal laws, and procedures that govern current juvenile law, and societal responses to treatment of juvenile offenders will be analyzed. Guest speakers will lecture on practices and contemporary issues arising in the juvenile justice system. The course will also have a practical/skills component where students will have the opportunity to develop their litigation skills relating to the juvenile justice system in Florida. Pre-requisite: LAW 1200.

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 3614. LABOR LAW EXTERNSHIP. 4 Credits.
An externship program available to qualified students allowing active participation in the functions of either the Tampa National Labor Relations Board regional office (fall & spring semesters for 3-credit hours) or the office of the Public Employees Relations Commission in Tallahassee (full-time summer session for 5-credit hours). The externship program will permit the participating student to study first-hand the role of the agency by participation in the investigation, preparation, and observation of hearings conducted by the agency. Pre-requisite: LAW 3613. (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 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 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 3650. LAW AND ECONOMICS. 2 to 3 Credits.
An overview of the basic economic concepts that have wide applicability in the law. Economic and financial principles related to legal issues in several areas are developed (e.g., personal injury, antitrust, and regulation). The assessment of economic damages and the use of economic experts in litigation are emphasized. No background in economics or finance is required. (o).

LAW 3651. LAW AND ECONOMICS SEMINAR. 2 to 3 Credits.
Same as LAW 3650; however, this course satisfies the writing requirement. (o).

LAW 3660. LAW, HISTORY & PHILOSOPHY SEM. 2 to 3 Credits.
The seminar is largely made up of student presentations, assisted by the instructor, on the topics they have chosen to write about. The topics include the legal and philosophical background of the American Revolution, Greek and Roman sources, the Bible in history and law, schools of jurisprudence, how judges approach their work, the intellectual history of the Civil War and its aftermath, the civil rights movement, law and literature, the impact of the New Deal, modern legal philosophies, feminism, the rise of the internet and other topics designed by the student. The students will write a paper on their topics they have chosen. This course satisfies the Writing Requirement.

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 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. (Note: Students may not take both this course and LAW 3675).
LAW 3680. LAW OF FINANCIAL INSTITUTIONS. 2 to 3 Credits.
A survey of government regulation of the banking and financial services industry under federal law as administered by the various federal agencies, as well as, regulation of the state law. The principal focus is on the structure of the industry, the changes to the industry, and the regulation of the industry (Reform, Recovery and Enforcement Act of 1989 (FIRREA) and the changing responsibilities of directors and officers of banks and bank holding companies). This course is designed to provide a working knowledge of the various regulations governing banks and the supervisory process for the banking of regulatory lawyers. (o).

LAW 3681. LAW OF INT'L TRIBUNALS. 2 to 3 Credits.
This course traces the evolution of humanitarian law and the creation of tribunals to enforce humanitarian law. The course is designed to afford an appreciation of how international law, a state-centric legal system, addresses the individual as subjects of international criminal law. The course will likewise examine how legal principles, including the substantive and procedural elements of international crimes are deliberated upon by the international judiciary.

LAW 3682. THE LAW OF ARMED CONFLICT. 3 Credits.
This course will explore and dissect the laws governing conduct on the battlefield. The course will first chart the history of these "laws of war," also known today as International Humanitarian law, and then focus more narrowly on those primary sources of law governing modern warfare -- namely, the Hague and Geneva Conventions, customary international law (CIL), and case law. Students will confront contemporary controversies in the Law of Armed Conflict (LOAC), from the theoretical (like the propriety and efficacy of regulating warfare) to the tactical (like the legal issues surrounding torture, U.S. detention policy, and targeted killings in non-international armed conflict). Students will demonstrate their developing expertise through research proposals, which will give them the opportunity to become that secondary, yet at times as influential, source governing the Law of Armed Conflict -- publicists in the field.

LAW 3683. LAW, LITERATURE & FILM SEMINAR. 2 to 3 Credits.
This seminar considers legal, ethical, and jurisprudential aspects of literature and film, with a particular focus on crime and the social response to crime. There is an extensive list of written works and films from which paper topics will be chosen. (meets writing requirement) (r).

LAW 3684. LW THROUGH THE LENS/POETRY SEM. 2 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 rater extensive us eof the law as a metaphor. (This course satisfies the upper level writing requirement).

LAW 3685. LAW PRACTICE MANAGEMENT. 2 to 3 Credits.
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 3686. 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. This course satisfies the writing requirement. S/U grade only. (r).

LAW 3687. LAW REVIEW EDITOR. 2 Credits.
Same as Law Review (3686).

LAW 3688. LGL DISCOUR&RHETOR THEORY SEM. 3 Credits.
When you read an opinion, a dissent, a regulation, or a statute, do you wonder if you see all there is to see in those words? And when you write about the law, do you ever wonder if you've said all there is to say? This seminar introduces students to rhetorical theory--theory that can help reveal what's just below the surface in legal texts--and shows students how to apply that theory to the law. Students who enjoy studying language, persuasion, interpretation, or social and cultural issues or who want to do some "out of the box" legal thinking will enjoy this class. No experience with rhetorical theory is required! (meets writing requirement).

LAW 3689. 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 3690C. ADV LGL WRT: Contract 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. 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 3696D. ADVANCED LEGAL WRITING: DRAFTING BUSINESS ENTITY AND TRANSACTIONAL DOCUMENTS. 2 Credits.
This course is a transactional/document drafting skills course. The course would focus on the nuances of organizational and transactional documents generally (and the specifics from a healthcare perspective) and how to draft them. (meets skills requirement) Pre-Requisite: LAW 3529. LAW 3154 recommended, but not required.

LAW 3697. LEGAL MALPRACTICE. 1 Credit.
This course will consider how to prove, defend, and present claims of legal practice.

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 3710. LOCAL GOVERNMENT LAW. 2 to 3 Credits.
A basic course dealing with the organization and power of units of local government, with emphasis on municipal corporations and counties. (o).

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 Skills Requirement. Pre-requisites: LAW 2350 and LAW 3761. (r).

LAW 3722. MEDICAL JURISPRUDENCE. 2 to 3 Credits.
A course devoted to the interrelationships of Law and Medicine. Illustrations include: examination of the medical expert, neuropsychological testing and head trauma, video documentary and disability of evaluation, and the use of economist, psychiatrist, and rehabilitation specialist and the projection of future damages. Visiting lecturers participate, many of whom are past presidents of national and state trial associations. (r).

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 3730. MENTAL HEALTH LAW SEMINAR. 2 to 3 Credits.
A study of the laws and regulations regarding mental health law, as well as, informed consent, privacy and insurance issues. (meets writing requirement) (o).

LAW 3731. MILITARY LAW. 2 to 3 Credits.
An introduction to the military justice system, its practices and procedures, with emphasis on constitutional restraints and the Uniform Code of Military Justice. (o).

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 will provide students with an opportunity to engage in an intensive, substantive review of subjects and rules tested on the Multistate Bar Examination (MBE). It also will introduce students to test-taking skills and strategies relevant to the MBE. Students will be required to watch weekly lectures, engage with the professor and other students, complete regular practice tests, and answer weekly hypotheticals. This class will allow students to gauge their particular strengths and weaknesses in each subject, deepen their understanding of core concepts in public and private law, and develop effective study techniques for the MBE. The course is designed as an introduction to bar preparation and is not a substitute for commercial bar preparation courses. Satisfactory performance in this course does not guarantee that a student will pass the bar examination. Students will take a final examination on campus. The course will be limited to students in their final year of study. S/U Grade Only.
LAW 3753. MUNICIPAL & ADMIN LAW EXTERNSHIP. 3 Credits.
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 3756. NAFTA & BUS ISSUES IN AMERICAS. 2 to 3 Credits.
This class offers an introduction to the institutional and substantive legal aspects of NAFTA and other trader regimes in the Americas by exploring controversies arising from NAFTA such as environmental and labor law. The course focuses on the impact of trade surveying the obligations assumed by the NAFTA parties and their impact on public and private trade law. In addition, it will also discuss and introduce other regional arrangements in the hemisphere such as the MERCOSUR.

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 projection, 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 3760. NON-LITIGATION DRAFTING. 2 to 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 exam, there will be no final exam in this course.

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 Skills 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: Civil & Criminal Procedure, Wills, & Business Entities. 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-à-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.
This class is a 3-credit elective class intended to provide a general introduction to patent law, both in theory and in practice. There are no prerequisites. In particular, you should not feel that you need any specialized scientific or technical knowledge, or any economic training, to be able to learn patent law or to do well in the class. The purpose of the course is to introduce you to the basic principles of patent law and how patents are used. To do so, we will discuss a little history, philosophy, economics, and technological innovations; a lot of domestic statutory provisions, cases and regulations; and a few international treaties. Although we will cover a wide range of topics, the readings, while substantial, are planned to provide familiarity with the issues without overwhelming you with the details. We will also reinforce our understanding of many of the legal doctrines and concepts by performing some practical exercises which will be graded. We will also seek to develop your legal skills through your exercises and through your class participation.

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). Articles 6,7,& 8 may also be addressed if time permits. Students will discuss federal statutes and regulations governing credit cards, debit cards, and other aspects of payments law. 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 3770. POST TRIAL & APPELLATE PRACTIC. 4 Credits.
This course expands the existing course in Appellate Practice by integrating post-trial proceedings. Appellate lawyers increasingly appear in post-trial proceedings to assist trial counsel in either challenging or defending verdicts. Among the tasks appellate lawyers perform are (1) arguing the sufficiency of record evidence to support verdicts on liability and damages and (2) arguing the impact of alleged error at trial on verdicts. The expanded course would commence with a lawyer's post-trial work and place students in the procedural position appellate lawyers often occupy before appeal commences. This course satisfies the Skills Requirement.

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 3772. PHILOSOPHY OF LAW. 1 Credit.
This course will address several of the major threads within the topic of philosophy of law: first, the nature of law and authority; second, responsibility in the law; and third, justice and fairness in the law.

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 Skills Requirement. Pre-requisite: LAW 1150 and LAW 2190. (r).

LAW 3774. APPELLATE ADVOCACY EXTERNSHIP. 4 to 7 Credits.
Students will receive meaningful learning opportunities in appellate advocacy, including conducting legal research, preparing legal documents, attending legal proceedings and/or meetings, interacting with other attorneys, and completing other work the field supervisor considers significant. When applying for the externship, students will indicate whether they prefer to work part-time during the school year (about 20 hours per week, during the normal business day) or full-time during the summer (about 40 hours per week, during the normal business day); specific schedules will be set before placements are confirmed. Students will receive between 4 and 7 credit hours, depending on the number of hours worked. Eligible students must have completed at least 30 credit hours before starting the externship. must have successfully completed Professional Responsibility, and must have a cumulative GPA of 3.0. Students may not work for a court or another law firm during a term they are participating in this externship. The field supervisor’s assessment of the intern’s performance will be heavily considered in assigning a course grade. Each intern usually will complete at least one significant piece of legal writing during the externship, based on the work assigned by the student’s field supervisor. Interns will also be required to maintain weekly journal and submit a final reflective paper. This written work will also be evaluated by the faculty supervisor. The externship will be assessed on the S/U scale.

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 3776. POLISHING PROFESSIONALS WRKSHP. 1 Credit.
The writing process contains four stages: prewriting, drafting, revising, and polishing. This two-day workshop will focus on the fourth and final stage of the writing process: polishing, which includes editing and proofreading. Because written documents make an impression on the reader, the "polishing" of a document is extremely important. With that said, the polishing stage is the stage that most professional legal writers skip. If the stage is not skipped, the professional legal writers delegate the polishing of their documents to their assistants or paralegals. This workshop will help each student or developing legal writer to identify the "areas of opportunity" in his or her documents and learn to "polish" his or her own works. Pre-requisites: LAW 1270 and LAW 1275.

LAW 3780. PUBLIC FINANCE SEMINAR. 2 to 3 Credits.
This course will explore the public finance function within state and local governments, with a particular emphasis on public finance in the State of Florida. Students will be exposed to the basic principles that uphold the system of tax-exempt bond financing of public (and certain non-public) projects in the United States, covering federal tax and federal securities law aspects of public finance, as well as, state law concepts of public purpose, community redevelopment and bond validations. The seminar will include practical applications of a bond financing, and attempt to familiarize students with basic public finance concepts. (meets writing requirement).

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 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 3805. REAL PROPERTY SEMINAR. 2 to 3 Credits.
An examination of current legal problems in real estate development, with emphasis on condominiums and co-operatives. (meets writing requirement) (o).

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 3816. REPRODUCTIVE TECH & THE LW SEM. 3 Credits.
The alternatives available as a result of new reproductive technologies create challenges to kinship and family law. Additionally, the need for physicians in these reproductive techniques requires analysis of the associated contracts and informed consent involved in these settings. The central goals of this course include developing the ability to analyze the legal implications of advances in reproductive technology and to evaluate appropriate ways to advise all parties involved in utilizing these technologies. Pre-Requisite: Completed first year courses. LAW 3412 is suggested, but not required.

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 between 80 and 110 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 3818. ROLE OF LAW DEVL COUNTRIES SEM. 3 Credits.
The course considers the nature of law, with particular reference to developing countries, and then examines various theories and concepts of development. It then examines the theoretical relationships between law and development. The course addresses the role of law in development through a series of cases on such crucial issues as judicial reform, the rule of law in development through a series of cases on such crucial issues as judicial reform, the rule of law and good governance, constitutionalism, and corruption. (meets writing requirement).
**LAW 3821. SALES, LEASES & LICENSES. 3 Credits.**
An examination of the law of commercial transfers of goods and other personal property rights under domestic, international, and e-commerce law. This course 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 various sources of law applicable to e-commerce transactions, including licenses. This course satisfies the Code Requirement. (r).

**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. 2 to 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 3836. SPORTS LAW. 2 to 3 Credits.**
The first part of the course will survey the structure of the sports industries and examine the application of contract, labor, and anti-trust law to the relationships between the professional athlete, employers, and governing organizations. The second part of the course will address general entertainment law and attendant topics in copyright and contract law. (r).

**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 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 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.**
The first part of the course will survey the structure of the sports industries and examine the application of contract, labor, and anti-trust law to the relationships between the professional athlete, employers, and governing organizations. The second part of the course will address general entertainment law and attendant topics in copyright and contract law. (r).

**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 3884. FLA DEPT STATE GEN COUN EXTERN. 7 or 12 Credits.**
Students selected to participate in this externship program will work full time in the Office of the General Counsel of the Florida Department of State in Tallahassee. Under the direction of the General Counsel and/or the Deputy General Counsel, students will participate in all facets of the General Counsel's work, with a principal emphasis on the Department's role concerning elections in the State of Florida. There would be one or two externship positions available during any given semester.

**LAW 3885. FLA DISTRICT CRT APPEAL EXTERN. 4 Credits.**
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 and multiple-choice 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. 4 Credits.
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 LIASON. 4 Credits.

LAW 3897. STATE LITIGATION EXTERNSHIP. 2 to 3 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 3898. SURVEY OF FLORIDA PROBATE. 2 to 3 Credits.
This course examines the Florida law pertaining to the transfer of property upon the death of the owner, including intestacy, wills, trusts, and estate administration. Note: Students who have taken or audited LAW 3930 are not eligible to take this course.

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 3900. TECHNOLOGY IN LITIGATION. 2 to 3 Credits.
This course is designed to introduce the student to the use of a variety of demonstrative aids and in the initiation, maintenance and completion of technology litigation. Discussion will also focus on information design, helping the student to develop criteria for determining when technology will assist in the effective presentation of content and when it will hamper effective communication. Pre-requisite: LAW 2190 and LAW 3920. (r).

LAW 3901. SUPREME CRT ADVOCACY & PROCESS. 3 Credits.
This course examines the process of selecting cases for Supreme Court review in the context of a single discipline. Students review appellate cases likely to be presented on the docket, and upon accepting cases for review, write the briefs, argue the cases, and write the judicial opinions for the case. This course satisfies the Skills Requirement. Pre-requisite or Co-requisite: LAW 3947.

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 3905. THEORIES OF CONST'L INTERP SEM. 2 to 3 Credits.
This course will explore so-called "textualism," the two theories of originalism (Framers' intent and public meaning), common law constitutionalism, the notion of the Constitution as a "living document," and the role of tradition. It will also examine suggestions that the Constitution is really (a) a treaty, or (b) a civil law document. In order to evaluate the various theories, the course will also consider the differences between positive and negative liberty; between liberties, rights and powers; and between citizens, people and peoples. (meets writing requirement).

LAW 3909. TOPICS IN BIODIVERSITY LAW. 1 to 2 Credit.

LAW 3910. TOPICS IN INTL HUMAN RIGHTS. 1 Credit.
The challenge of international human rights law facing the asymmetric international political situation; historical legal concept, principles, the evolution of the United Nations human rights program, international human rights conferences and the international order. As a result, students will obtain basic knowledge of the principles and norms of international human rights law.

LAW 3913. TORT LAW PRACTICE AND SKILLS. 3 Credits.
A study of selected topics in tort law, including advanced examination of Tort claims beyond workers compensation; premises liability; vicarious liability of employers and parents; alcohol-related tort-accident claims; negligent infliction of emotional distress; and strict liability for abnormally dangerous activities. Students conduct individual research and writing projects on the subject of case studies and class discussion is devoted to a critical evaluation of the case studies from the perspective of a tort law practice group. The research and writing exercises are in lieu of a final examination or term paper. This course satisfies the Skills Requirement. Pre-requisites: LAW 1270, LAW 1275 and LAW 1290.

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. (a).

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 Skills 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 Skills Requirement. Must be taken concurrently with LAW 2190 (r).

LAW 3930. TRUSTS AND ESTATES. 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 3933. UNIFIED FAMILY COURT SEMINAR. 3 Credits.
An examination of the Unified Family Court (UFC) mandated by the Florida Supreme Court. Speakers and field trips for hearings and conferences with judges, attorneys, psychologists, and court personnel will give students first-hand understanding of the objectives and workings of the UFC and an opportunity to write a paper on the subject. (meets writing requirement) Pre-requisite: LAW 3412.

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.

LAW 3939. USDC DIST OF COLUMBIA JUD EXT. 7 or 12 Credits.
This externship will allow a student to work fulltime in the chambers of a United States District Judge or a United States Magistrate Judge in the United States District Court for the District of Columbia. The student will assist the judge in preparing opinions and orders. The student will also have the opportunity to observe proceedings in court.
LAW 3940. WATER LAW: PUBLIC & PRIVATE. 2 to 3 Credits.
This course examines the concepts and rules for protecting public and private property interests in and to water resources. The foundations for abating water pollution through private and public actions are introduced. This course satisfies the Administrative Law Requirement. (r).

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 3955. WORKER SAFETY LAW & POLICY SEM. 3 Credits.
This course will explore the regulation of worker safety in the United States, focusing on the governing statutes and regulations, the development of legal doctrine, and underlying theories of effective regulation. We will examine, from various theoretical perspectives, each of three component parts of the worker safety regulatory system: (1) the labor market's ability to allocate safety risks and wages; (2) state workers' compensation laws as a replacement for tort liability; and (3) the effectiveness of the Occupational Safety and Health Act and regulations, including an analysis of the scientific risk assessment techniques involved in setting OSHA exposure regulations.

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.
We would offer it 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. 5 Credits.
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. (meets skills requirement) 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. 5 Credits.
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 Skills Requirement.

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 Skills Requirement. (r).
LAW 4532. FEDERAL PUBLIC DEFENDER CLINIC. 5 Credits.
This clinic will be based at the Federal Defender's Office for the Middle District of Florida. This clinic would afford Stetson certified legal interns an opportunity to actively participate in the criminal justice system and perform the functions of an Assistant Federal Defender through all facets of case management, including representing clients during trials in federal court cases arising from MacDill Air Force Base or Veteran's Administration property. Students will have the opportunity to represent clients charged with federal criminal charges at detention hearings and first appearances in the district court. Students will assist with other motion hearings. Students will further develop core competencies in advocacy skills and substantive knowledge required to serve as a Federal Assistant Defenders through a combination of experiential learning and classroom instruction. The classroom component will consist of a two day orientation at the beginning of the semester and weekly classes throughout the semester focusing on the Federal Rules of Criminal Procedure and their practical application to the cases the students are working with; applicable state law; sentencing guidelines, including hypothetical problems; U.S. District Court Rules; and the Local Rules for Middle District Florida. An Assistant Federal Defender, who supervises Stetson 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. (meets skills requirement) Prerequisites: LAW 2350; LAW 2190; LAW 3270 and LAW 3920.

LAW 4535. IMMIGRATION CLINIC. 5 Credits.
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.

LAW 4540. INNOCENCE INITIATIVE CLINIC. 5 Credits.
The Innocence Initiative Clinic will afford participating students the opportunity to work closely with supervising attorneys on investigating the cases of individuals who assert that they have been wrongfully convicted. The cases that the students work on are provided by the Innocence Project of Florida in Tallahassee. By conducting investigations, students will complete a variety of tasks including working with investigators, interviewing witnesses, reading trial and appellate transcripts, and conducting legal research on a variety of issues related to post-conviction matters. This clinic will include a classroom component that will focus on the causes of wrongful convictions, as well as a variety of legal issues that may arise in drafting Motions for Post-Conviction Relief. In addition, each student will be responsible for making a presentation to the Education Division of Stetson's Innocence Initiative about some aspect of wrongful convictions. As with other clinics, students would receive five credits, and be required to dedicate 200 hours a semester to this endeavor. The course would be offered fall, spring, and summer sessions. (meets skills requirement) Prerequisites: LAW 2350; LAW 3270; 20 hours of pro bono work in the Innocence Initiative. LAW 2190 is recommended, but not required.

LAW 4548. LOCAL GOVERNMENT CLINIC. 5 Credits.
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 Skills Requirement. (r).

LAW 4549. LOW INCOME TAXPAYERS CLINIC. 5 Credits.
This Clinic will be based at Gulfcoast Legal Services where a Low Income Taxpayers Clinic, funded by the Internal Revenue Services, has been in operation since 2006. It will offer students opportunities to gain practical lawyering skills while representing low to moderate income taxpayers before the Internal Revenue Service. Working under the supervision of experienced attorneys, the clinic's students will assist in all aspects of delivering dispute resolution services to low and moderate income taxpayers against the IRS. On behalf of the law and moderate taxpayers, students engage in interviewing, counseling, research, drafting, and negotiation, and litigation of Federal Tax controversies. As with our other clinics, students would receive five credits, and be required to dedicate 200 “practice” hours per semester. An accompanying seminar would include instruction in basic tax law, discussion of current IRS opinions, regulations, and other administrative or judicial releases that are pertinent to the representation of low to moderate tax clients, analysis of students’ cases regarding substantive and procedural strategies, and the instruction in basic lawyering skills. (meets skills requirement) Prerequisites: LAW 2350 and LAW 2190. Preferred Courses: LAW 3449; LAW 3449; LAW 3761; LAW 3602.

LAW 4550. PROSECUTION CLINIC. 5 Credits.
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 Skills Requirement. Prerequisites: LAW 2190, LAW 3920 and LAW 3270.(r).

LAW 4560. PUBLIC DEFENDER CLINIC. 3 to 5 Credits.
A clinic permitting students to assist the Public Defender's Office actively in the investigation, preparation and defense of criminal cases. This clinic satisfies the Skills Requirement. Prerequisites: LAW 2190, LAW 3920 and LAW 3270. (r).

LAW 4563. SUPREME COURT ADVOCACY CLINIC. 2 to 4 Credits.
The clinic will be exclusively focused on U.S. Supreme Court matters, and in its initial phase it will be limited to the writing of amici briefs in white collar criminal defense matters. Students in this Clinic will handle amici briefs in two types of criminal defense cases: 1) Petitions for Certiorari to the U.S. Supreme Court, and 2) Cases Accepted on Certiorari by the Supreme Court. The source of the matters handled by the Clinic would be obtained by reaching out to organizations such as the National Association of Criminal Defense Lawyers (NACDL), the Florida Association of Criminal Defense Lawyers (FACDL), and Federal Defender Offices. Because this clinic is designed, in part, to offer an opportunity to part-time students, it will offer students four credits and require 160 hours per semester. Students will be required to participate in both the practice and classroom components. Prerequisite: Completion of first year courses, including LAW 1200 and LAW 1195. (meets skills requirement).
LAW 45501. INTL WILDLIFE LW & GLOBIZATION. 1 Credit.
Law is becoming increasingly globalization, following changes in the world economy. Wildlife law — the protection of rare and exceptional species of animals — is a prime example of this globalization. Wildlife protection increasingly relies on international cooperation (or is hampered by a lack thereof) and is strongly affected by the changing global climate. The study of international wildlife law is especially appropriate in Granada, Spain, near the Mediterranean, which has always been the crossroads of cultures, linking Europe, Africa, and Asia. The course may include a visit to the nearby World Conservation Union — Mediterranean office, which is located near Granada, in Málaga, Spain. The course will have two focuses. First, it will discuss the essentials of current international wildlife law. For example, the Convention of Biological Diversity fosters legal cooperation, such as through protecting birds that migrate across continents and whales that move through the high seas. The Convention on International Trade in Endangered Species imposes restraints on international commerce, which is especially important as wealthy nations, such as the United States and in Europe, seek to import animals and animal products from less-developed nations, such as those in Africa and Asia. Second, it will discuss changing attitudes towards wildlife and animal law in an age of a changing global climate, which implicates issues of energy policy, concerns over the spread of diseases, and the disputes over genetically modified foods. It will be a thought-provoking, timely, and engaging course.

LAW 55002. GLOBAL ANIMAL LAW. 1 Credit.
This course is an introduction to global animal law. It aims to provide an overview of the current state of animal law in the world. It will begin with a general introduction to animal law and then summarize the evolution of the positive legislation and court decisions worldwide, particularly at: National level: In numerous countries all around the world; European level: From the Council of Europe and the European Union; International level: From important intergovernmental organizations; and Universal level: From the UN instruments and new proposals. Course material will include a selection of key doctrinal articles, relevant court decisions and exemplary legislation aiming to preserve animal species from extinction, or to protect individual animals from suffering. The course will consist of class discussions, short presentations from student volunteers and/or international experts.

LAW 55003. COMPARATIVE ANIMAL LAW. 1 Credit.
This course addresses select issues in how federal and state law in the U.S. regulates animals. Topics will include legal and ethical issues relating to the classification of animals as “property”; use of animals by industry, including agribusiness; animal welfare laws; “standing” and other legal obstacles involved in litigating on behalf of animals; and environmental laws addressing endangered and other protected species. The course also includes a unit on EU animal welfare laws and considers the strengths and weaknesses of the U.S. and EU approaches to promoting animal welfare.

LAW 55004. INTELLECT PROP RGT & FOOD SEC. 1 Credit.
This course will examine the interface and paradox of intellectual property and human rights and health. More specifically, the course will focus on the connections between intellectual property rights and food security in terms of how the right to food as a human right may become affected through policy and legal restrictions imposed by intellectual property law. Particularly, the class will examine gene-based technologies for animal production and health, and the linkage of food security to poverty issues.

LAW 55005. ECOSYSTEM MARKETS: COMPARATIVE APPROACHES TO ENVIRONMENTAL OFFSETS. 1 Credit.
Billions of dollars (and euros) are spent every year on environmental offsets: actions that are designed to compensate for the negative ecological consequences of industrial and developmental activities. The course will examine how the US and Europe use regulatory schemes to create “ecosystem markets” where environmental credits related to endangered species habitat, wetlands, and climate change are bought and sold. Do these markets produce benefits for both the environment and business?
LAW 55006. INTL INTELLECTUAL PROPERTY LAW. 1 Credit.
Students interested in International Business and Trade Law need to learn the present legal structure and operation of the world trade system. Virtually every product traded on the international market incorporates some form of intellectual property, and understanding these specific laws will serve to further protect a business’s goodwill and brand. The course will introduce students to the international aspects of branches of intellectual property. Attention will be given to general principles of comparative and international law (e.g. territoriality), and to specific law related to obtaining and enforcing intellectual property rights in foreign countries. More specifically, this course will focus on international treaties as they relate to protection of intellectual property. Likely topics will include: (1) a comparison of U.S. and foreign law relating to patents, trademarks and copyrights; (2) Multinational agreements relating to intellectual property, such as the Paris Convention, the Berne Conventions, WTO TRIPs, NAFTA, and the EC Harmonization Directives and Trademarks; and (3) the implementation of these agreements within the U.S. and other countries (with a particular focus on the host country’s laws). Additionally, taking Intellectual Property Law or another course relating to various forms of intellectual property will not be necessary as a primer on the basics of intellectual property will be provided as a part of the course.

LAW 55007. UNFAIR&DECEPTIVE TRADE PRACTICES UNDER THE US FED TRADE COMMISSION ACT-A STATUTORY & COMMON APPROACH. 1 Credit.
Trade regulation in Europe is for the most part governed by trade regulation rules promulgated by the European Union and supplemented by specific regulations applicable to individual countries. This course will introduce the students to the law of Unfair and Deceptive Trade Practices in the United States using the Federal Trade Commission Act. The course will specifically cover the following concepts: 1) The Federal Trade Commission Act; 2) The Relationship of The Federal Trade Commission Act to individual State Unfair and Deceptive Trade Practice Statutes; 3) The Common Law and Administrative Definition of an Unfair Trade Practice; 4) The Common Law and Administrative Definition of a Deceptive Trade Practice; 5) The Concept of Per Se Unfair and Deceptive Trade Practices; 6) Governmental and Individual Remedies for Unfair and Deceptive Trade Practices. The course materials will focus on United States Federal Court decisions and administrative rulings to provide not only the legal paradigm used to analyze unfair and deceptive trade practices but also provide concrete examples of the kind of business activities that constitute unfair and deceptive trade practices.

LAW 55008. INTERNATIONAL INSOLVENCY. 1 Credit.
Debt is part of life for individuals, businesses, and even countries. Unfortunately, with debt comes times that the debt cannot be repaid. This course considers alternative restructuring policies adopted by various countries to handle the competing interests of parties when insolvency leads to nonpayment of debts. Though the insolvency laws of the United States and Spain will be the starting point for the discussion, the laws of other countries will also be considered. The course structure is based on the Legislative Guide on Insolvency Law, promulgated by the United Nations Commission on International Trade Law (UNCITRAL). The primary focus of the course is the broad policy concerns that must be considered in creating and maintaining workable insolvency laws. Consideration will also be given to the consequences of a country’s inability to pay its debts.

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 57001. INTL CRT INVOL GLOBL AGING ISS. 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 57002. COMPAR NEGOTIATION & MEDIATION. 1 Credit.
This course will cover the basic principles of negotiation and mediation, then address the practice in the US in comparison and in contrast to that of the world courts. Students will also participate in mock negotiations and mediations.

LAW 57003. COMPAR CIVIL DISPUTE RESOLUTION. 1 Credit.
Often overlooked amidst the emphasis on the public law mission of international courts and tribunals is the critical role played by international dispute resolution systems in addressing private, commercial disputes. As the globe continues to shrink, and the advent of Internet-based marketplace platforms proliferate, even the most local of interests can acquire a trans-border dimension. Effectively and reliably resolving trans-border commercial disputes is an increasingly important skill for new lawyers. This course introduces students to conventional Nation-based adjudicative tribunals in Europe and elsewhere, to international adjudicative systems and tribunals, and to the challenges of jurisdiction and foreign judgment enforcements in trans-border commercial litigation. The course also introduces students to non-judicial adjudicative tribunals and how those tribunals offer an attractive trans-border dispute resolution alternative. The course has students role-play in simulated negotiation / mediation exercises. The course’s goal is to impart an appreciation of the challenges of trans-border civil dispute resolution, and to expose students to creative opportunities available through alternative international dispute resolution paths.
LAW 57004. WAR CRIMES. 1 Credit.
This course surveys the law of armed conflict as it applies to today’s battlefields. Is there really law in combat? What constitutes a “battlefield?” Are the Geneva Conventions still relevant? When does the law of war apply? Does it apply to non-state actors? What is a war crime, and who decides? Is torture ever lawful? Is waterboarding torture? In the law of war, is there a difference between a terrorist, a combatant, and a criminal? What is an unprivileged belligerent, and who is a lawful combatant? Are drones lawful, and how do we know? Targeted killing? Are superior orders a defense to war crime charges? What is a cyber attack, and are they “armed attacks?” What legal problems do Guantanamo trials face? Is indefinite detention lawful? Such questions are the subject of the course. It is not a philosophy course, nor is it national security law, nor human rights law. Those are inextricably related, but we focus on the law applicable in today’s non-international armed conflicts.

LAW 57005. CONTEMPORARY INTERNATIONAL PROBLEMS IN INTERNET AND TECHNOLOGY LAW. 1 Credit.
The course explores contemporary problems related to the Internet and other recently developed high technologies, such as digital video and audio recording and sharing, 3D printing, genetic manipulation, etc. In particular, the proposed course would look at how these new technologies create legal issues in the international context. Specific topics discussed would include: Jurisdiction and choice of law; Freedom of Expression, Privacy and Personhood; and Intellectual Property. Some questions to be addressed: What happens when speech is published in the Internet and becomes accessible in the world? Are different jurisdictions willing to apply different standards for freedom of expression? How do we enforce national laws violated via the Internet when the violators are located halfway across the globe? Should disputes regarding intellectual property be handled in international fora? Can we make effective and efficient dispute resolution mechanisms available via nongovernmental organizations specialized in certain technologies? How will jurisdictions control the free sharing via the Internet of designs for 3D printing that might facilitate crime or infringe intellectual property rights? How do we maintain control over manipulation of the human genetic germ line when different countries have different regulations and enforcement mechanisms?

LAW 57006. ADMIN LW IN THE EU AND THE US. 1 Credit.
This course will examine the procedural rules and method of norm creation for administrative law generally, and food and drug laws specifically, in both the European Union (EU) and the United States (US). Understanding how laws are created is essential to understanding whether they can effect the intended change. The EU is a transnational government of an unusual kind. It began with an economic trade treaty centered on the manufacture of coal and steel and the regulation of atomic energy. Today, the EU is much more than a coal and steel community, governing almost every area of European life, include food, wine, and drugs. The EU has tremendous global influence. No other regulatory regime outside the US affects American businesses and individuals as regularly and intensively as the EU. For example, in 2011, the European Commission, the EU's executive/administrative body, expanded its Regulation on Products used for Capital Punishment and Torture to include “products which could be used for the execution of human beings by means of lethal injection,” including “short and intermediate acting barbiturate anaesthetic agents” like pentobarbital and sodium thiopental, among others. This amendment prohibits European pharmaceutical manufacturers from exporting drugs used for executions in the United States unless the manufacturers have a special permit showing that the export will not be used for executions. Some now ask whether the EU will effectively end lethal injection in the US. It is no more possible to provide a detailed comparative study of EU law in four days than it would be possible to study the whole of American law in that short time-frame. Hence, the objective of this course will be to introduce the topics and begin the discussion. Thus, the course will cover the way in which the EU was created and now operates. It will explore the unique legal systems in the EU and the US and the way in which legal norms are generated. In doing so, the course will explore the similarities and differences of these two complex legal systems, focusing specifically on US and EU food and drug laws.

LAW 57007. FAMILY LAW & INTERNATIONAL TRIBUNALS: THE HAGUE CONVECTION 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 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 57009. INTL LAW AND LITERATURE. 1 Credit.
This seminar will focus primarily on discussions and depictions of European and International law and legal themes in a variety of literary texts. Reading and discussing together, we will explore archetypes and stereotypes of lawyers and clients; themes of mercy, justice, rules, order, process; consider the evolution of law; and consider our place in all of this as servants (or subversives) of the law. The course will focus in particular upon works of European authors.
LAW 57010. COMPARATIVE CONSTITUTIONAL LAW. 1 Credit.
This course seeks to expose students to the similarities and differences among constitutional systems. The four-day course will cover the following subjects: Day One—the nature of constitutional systems and basic constitutional models; Day Two—the role of courts in constitutional systems and how different constitutional systems assign authority for interpreting and enforcing the constitution; Day Three—horizontal separation of powers and how different constitutional systems allocate executive, legislative, and judicial powers; and Day Four—selected issues in comparative individual rights, including social welfare rights, abortion, and affirmative action.

LAW 58001. LEGAL REGULATION OF MARITIME COMMERCE: A COMPARATIVE LOOK AT KOREAN AND US LAW AND PROCEDURE. 1 Credit.
South Korea is one of the most important maritime actors in the world. Along with the China it is the leading shipbuilder -- in 2014 China fulfilled order for 22,682,000 gross tons (gt) and Korea 22,455,000 gt. The next most important shipbuilding country was Japan with completed order of 13,421,000 gt. By way of comparison, Germany, ranked sixth, completed order for 519,000 gt. and the United States, ranked 10th delivered vessels totaling 293,000 gt. Behind only the far more populous nations of China, Japan and United States, South Korea is the fourth largest exporter of containerized cargo. As such South Korea has a well-developed set of substantive and procedural law for dealing with maritime commerce. Korean, maritime law, however, differs from that of US in two significant ways. The first is that it is the contained in various codes, whereas US Maritime Law is to a large extent judge-made. Second, the focus of Korean maritime law is domestic and international maritime commerce. In the United States, however, maritime law applies to all sorts of vessels, and a significant number of important maritime cases litigated in US Courts, and, in particular the Supreme Court, arise from pleasure boating. This course will take a comparative look at select aspects of Korean and US maritime procedure and substantive law. Students will get a basic appreciation of maritime law in general and its scope both the US and Korea; an introduction to the use of a civil law codifications, and a look at the impact on substance and procedure of changes in subject-matter jurisdiction. The first class will look at the (i) subject matter jurisdiction of the US District Courts and State courts in case of admiralty or maritime jurisdiction under 28 U.S.C. § 1333(1) along with the definition of “vessel” in 1 U.S.C. § 3 and scope of the maritime provisions contained in Book V of the Korean Commercial Code (“Com. C.”) set out in Com. C. Arts. 740-45. (ii) personal jurisdiction and venue in US district courts under Fed. R. Civ. P. 4, 82 and 28 U.S.C. § 1391-92 and in Korean district courts under Korean Civil Procedure Code (“Civ.P.C.”) Arts. 1-40. The second and third class will look at maritime mortgages, maritime liens and maritime attachment and arrest under in US courts under the 46 U.S.C. §§ 31301-43 and Fed. R. Civ. P. Supp. Rules B and C and in Korean Courts under Com.C. Arts. 80, 599, 861-74. The fourth class will look at a vessel owner’s limitation of liability in US courts under 46 U.S.C. §§ 30501-12 and Fed. R. Civ. P. Supp. F and in Korean courts under Com.C. Arts. 746-752-2 the Korean Limitation of Liability By Ship Owner Proceedings Act.

LAW 58002. COMPARATIVE TAX. 1 Credit.
This course is an introduction to individual and corporate international taxation. This course will explore the comparative issues relating to international taxation, while focusing on the underlying policies and different systems utilized by governments to finance various activities. Additionally, the course will examine domestic and international tax rules from the perspective of the United States with an emphasis on the comparisons to the tax system in Korea. No prior tax knowledge is required.

LAW 58003. COMPAR CORPORATE GOVERNANCE. 1 Credit.
This course is a comparative study of major areas of the corporate laws of the United States, Europe, and Asia. We will consider the policy choices available to judges, policy makers, and legislators when confronting specific issues of corporate law. Companies and legal persons / entities are studied from a comparative law perspective. The course deals with a series of selected topics related to comparative corporate governance. We will discuss conflicts of interest of directors and shareholders, control transactions (take-over bids and various related transactions), and class and derivative actions in corporate and securities law matters.

LAW 58004. INTELLECTUAL PROPERTY ALTERNATIVE DISPUTE RESOLUTION. 1 Credit.
This course will review the various types of IP as well as ADR and expose the students to the public and private mechanisms used to resolve disputes without going through with expensive and time consuming litigation. The global nature of the subject matter will require us to evaluate the work of many private and public agencies such as the World Trade Organization, the World Intellectual Property Organization, and Uniform Dispute Resolution Proceedings including those by the Asian Domain Name Dispute Resolution Center.

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 6019. PERSUASION THEORY. 2 Credits.

LAW 6020. ADVANCED ADVOCACY II. 6 Credits.

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 6102. ADV. LEGAL DRAFTING. 2 Credits.
Students will develop competencies across a broad spectrum of legal drafting. Students will learn the best practice approach to drafting the types of memorandums arising in the practice of law. Examples include demand letters, representation letters, email communications, briefs, memorandums of law, blog postings, editorials and bar magazine articles. Students will leave the course with a portfolio of writing samples across a broad range of practice.

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 6999. INDIVIDUAL RESEARCH PROJECT. 1 or 2 Credit.

LAW 7000. ASSET PROTEC TRUSTS/CARIBBEAN. 1 Credit.
Offshore Asset Protection Trusts (OAPTs) are an increasingly popular device for “high risk” people – real estate developers, corporate directors, doctors, lawyers, and others perceived to have “deep pockets” - to protect their assets from creditors. The islands of the Caribbean, including the Caymans, are a major situs for these trusts, which may also offer tax and other advantages. This is an important area of law for estate planners and others in banking, regulatory and tax law. This course will cover the basic law governing these trusts in the Caribbean in four units: 1) considerations in locating the OAPT, such as the jurisdiction's fraudulent conveyance laws, its rules of comity, Rule Against Perpetuities repeal in the jurisdiction and its effects, the offshore tax laws and how they differ from the U.S. tax law of trusts, and the jurisdiction's confidentiality rules; 2) features of OAPT instruments which are designed to ward off creditor claims and how to draft them, such as anti-duress clauses, protective trust clauses, and discretionary distribution clauses; 3) an assessment of the legal challenges to OAPTs through the reading of cases which have tested the legal status of OAPTs; and 4) ethics considerations involved in advising clients about OAPTs.

LAW 7004. COMP INTELLECTUAL PROPERTY LAW. 1 Credit.
This course will provide a survey knowledge of Intellectual Property (IP), comparing the US system, with the laws of the CARICOM member states, both independently as well in connection with the CARICOM treaty. We will also compare the nations laws and treaty language with the Agreement on Trade Related Aspects of Intellectual Property Rights (TRIPS). TRIPS is the pre-eminent treaty setting forth the minimum standards for IP throughout the world with approximately 160 nations currently signatories. I foresee the first day as an intro to IP concepts around the world. The second day as an intro on the interplay of national laws, plurilateral treaties (i.e. CARICOM), and multilateral treaties (i.e. TRIPS). The third and fourth days as a focus on dispute resolution options available to individuals and nations as well as the needs of the region to develop a multinational IP office. The exam will be 50 MC questions.

LAW 7007. CLIM CHGE IMPACTS OCEAN&COASTA. 1 Credit.
The course will address how climate change impacts are shaping domestic and international law responses to the management of oceans and coastal areas. Topics will include sea level rise, coastal erosion and beach renourishment, ocean acidification, impacts to fisheries and endangered species, ocean iron fertilization, and human rights dimensions of coastal adaptation. The course will also include a unit on climate change impacts on Caribbean nations’ ocean and coastal resources.

LAW 7008. FOREIGN ENTITY REPORTING REQ. 1 Credit.
An overview of regulatory requirements affecting US residents banking, investing, and forming international business corporations in the Cayman Islands and other offshore jurisdictions including: Reporting & registration requirements under the Foreign Account Tax Compliance Act (FATCA); Filing a Report of Foreign Bank and Financial Accounts with Department of Treasury (FBAR 2013) (FINCEN Form 114) and penalties for failure to file; IRS form 8938 requirements for US taxpayers and penalty failure to file; Registration and Reporting Requirements by Foreign Financial Institutions; The Money Laundering Control Act; Racketeer Influenced and Corrupt Organizations Act (RICO); and Assisting US Taxpayers to defraud the IRS Tax Crimes Code Sec 7206(4); 18USC Sect 2(a) 7 2(b).

LAW 7014. HUM RTS/COMMONWEALTH CARIBBE. 1 Credit.
The course will explore the mechanisms for, and effectiveness of, the protection of human rights in the Commonwealth Caribbean, both the Independent Commonwealth Caribbean Islands and the British Overseas territories including the Cayman Islands. The following rights will be explored: Right to Life, Right to Protection from Torture and Inhuman or Degrading Treatment, Right to Personal Liberty, Right to a fair trial, Right to Private & family life, Conscience and Religion and non-discrimination.

LAW 7016. CLIM CHGE LW&FUTU SMALL ISLAND. 1 Credit.
Climate change poses an extraordinary set of risks and challenges to small island nations, in the Caribbean and all around the world. Rising sea levels, warming temperatures, increasingly frequent and severe storms, and ocean acidification threaten locally dominant economies, including tourism, fisheries, and agriculture. Some low-lying islands will disappear altogether. This short course will address domestic and international law’s responses to these problems, with a special emphasis on the Caribbean region. After reviewing the nature and scope of projected climate change impacts on small island states we will focus on a few core legal issues. Topics covered may include liability for loss and damage; climate displacement and the problem of human migration; sovereignty claims of disappearing states; land use adaptation; marine species preservation; and/or fisheries management.

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 7019. ANTI-MONEY LAUNDERING. 1 Credit.
Money laundering is a global concern and authorities of many nations have implemented regulations and oversight of their financial centers to stop money laundering by drug traffickers and terrorist financing. This course will explore the continuing fight against money laundering, both in the United States and in the Cayman Islands. We will follow the development of Anti-Money Laundering (AML) legislation in the United States and in the Caymans, review several pivotal cases, investigate and evaluate the ways banking institutions protect against money laundering and terrorist financing, and discuss the role of the Financial Crimes Enforcement Network (FinCEN) and the Cayman Islands Monetary Authority (CIMA) in prevention, detection, and prosecution of money laundering.
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 8010. TAX FOR ELDER LAW ATTORNEYS. 3 Credits.
This course will include an overview of basic fundamental tax principles necessary for practice in a variety of other legal fields - individual tax planning, family law, estate planning, real property taxation, and business planning - with a special emphasis on tax provisions and principles particularly relevant to elderly clients. Topics will include the definition of gross income, with emphasis on exclusions for social security recipients, the taxation of health care, with emphasis on tax incentives for health savings and deductions/credits for extraordinary health care expenses, the definition of the "family" for tax purposes as that definition relates to elderly taxpayers who provide support for adult children and grandchildren, tuition and higher education benefits, with emphasis on lifetime learning credits and costs associated with second careers and payment of grandchildren expenses, retirement savings, the exclusion of gain from the sale of principal residence, taxation of annuities and life insurance, and planning for post-death events (e.g., bequests, devises, and inheritances). Overall, the course will survey tax provisions with special relevance to elder law. Students will be allowed to suggest specific topics relevant to their own elder law practice (if any). Evaluation will be based on a final exam and completion of three practical problems presented at the one third, two third and final third portion of the course.

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 8030. ETHICS IN THE PRACT OF ELDR LW. 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 8049. LAW, AGING & MENTAL HEALTH. 3 Credits.
This course examines the issues, laws and programs concerning clients with mental health issues. Discussions will cover the various legal procedures and the alternatives for planning and working with clients and their families.

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 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 8999. DIRECTED RESEARCH PROJECT. 1 to 3 Credit.

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 skills requirement.

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.

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 9201. DISPUTE RESOLUT INTL CONTEXT. 1 Credit.
This course will look at the methods of dispute resolution used in both public and private international law contexts. We will explore the methods of settling and litigating disputes between states, as well as those mechanisms used most frequently in private international transactions (primarily arbitration). No previous knowledge of alternative dispute resolution is necessary, but a basic understanding of international law is helpful.

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 9480. LGL ASPECTS OF MUSIC INDUSTRY. 1 Credit.
An examination of the legal issues affecting the recording and music publishing industries in the UK and abroad, specifically focusing on the formation and content of a number of contractual relationships including the context and motivations of the parties entering these arrangements. The course will include consideration of the following: the fundamentals of copyright and contract law and their implications on the music industry; the workings of the international music industry and its participants; the main commercial terms found in many of the key contracts for artists, records labels and music publishers; and the negotiation process involved in music industry agreements. The course will be heavily dependent on class participation in discussions and exercises that will give students an opportunity to practice their negotiating and contract drafting skills. Specifically, there will be mock-contract negotiations based on common fact-patterns; drafting workshops to improve contract formation and revision; and class debate and discussion on industry practices, current business models, and the future of music industry.

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 9780. UN DECLARATION OF HUM 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: 1. 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. 2. An explanation and review of some of the key provisions of the Declaration and Convention. 3. An explanation and review of the key constitutional and administrative institutions which implement the Declaration and Convention. 4. 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, (iv) the financial rights of shareholders and others that contribute to the operational activities of companies, and (v) 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). 5. The impact of the Declaration and Convention on other international agreements (eg the World Trade Organisation). 6. 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 9890. WAR CRIMES. 1 Credit.
This two-week intensive seminar will cover the modern law of war and its development after the Nuremberg Trials. We focus on the international criminal courts in the Hague, Arusha and elsewhere and the trials of war criminals from Cambodia, Rwanda, Sierra Leone and the former Yugoslavia. We will also study the treaties, which form the basis for these trials, and the expanding body of international criminal law.

Academic Calendar

Fall Semester 2016

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Day</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 1-12</td>
<td>Mon-Fri</td>
<td>LL.M. in International Law Orientation</td>
</tr>
<tr>
<td>Aug 12-19</td>
<td>Fri-Fri</td>
<td>New J.D. Student Orientation</td>
</tr>
<tr>
<td>Aug 19</td>
<td>Fri</td>
<td>Transfer Student Orientation</td>
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<tr>
<td>Aug 20</td>
<td>Sat</td>
<td>First Day of Classes</td>
</tr>
<tr>
<td>Aug 30</td>
<td>Tue</td>
<td>Last Day of Add/Drop*</td>
</tr>
<tr>
<td>Aug 30</td>
<td>Tues</td>
<td>ADA Non-Exam Accommodations Deadline</td>
</tr>
<tr>
<td>Sep 3-5</td>
<td>Sat-Mon</td>
<td>Labor Day Holiday (no classes)</td>
</tr>
<tr>
<td>Oct 10-Nov 22</td>
<td>Mon-Tue</td>
<td>ExamSoft Registration Period</td>
</tr>
<tr>
<td>Oct 14</td>
<td>Fri</td>
<td>Deadline for Exam Conflicts &amp; Final Exam Accommodations</td>
</tr>
<tr>
<td>Nov 11</td>
<td>Fri</td>
<td>Veterans Day observed (no classes)</td>
</tr>
<tr>
<td>Nov 22</td>
<td>Tue</td>
<td>Last Day of Classes (follow Wednesday class schedule)</td>
</tr>
<tr>
<td>Nov 23</td>
<td>Wed</td>
<td>Hurricane Make-Up day (if needed)+</td>
</tr>
<tr>
<td>Nov 24-28</td>
<td>Thu-Mon</td>
<td>Reading Period</td>
</tr>
<tr>
<td>Nov 29-Dec 12</td>
<td>Tue-Mon</td>
<td>Final Exam Period</td>
</tr>
<tr>
<td>Dec 15</td>
<td>Thu</td>
<td>Graduation Celebration, 6 p.m.**</td>
</tr>
<tr>
<td>Jan 2 at noon</td>
<td>Mon</td>
<td>Last grades due for Fall 2016 semester</td>
</tr>
</tbody>
</table>
*Skills courses (including clinics and internships) and condensed/mini-courses may have a different add/drop date. Please consult the Registrar’s Office for more information.

+If classes are cancelled due to a hurricane or other emergency, classes will be held on Wednesday, November 23. If this make-up day is not needed, no classes will be held on this day.

**The College of Law holds a December Graduate Celebration; December graduates may walk in the May 2017 commencement ceremony.

### Spring Semester 2017

<table>
<thead>
<tr>
<th>Date(s)</th>
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<tbody>
<tr>
<td>Jan 7</td>
<td>Sat</td>
<td>First Day of Classes</td>
</tr>
<tr>
<td>Jan 16</td>
<td>Mon</td>
<td>Dr. Martin Luther King, Jr. Holiday (no classes)</td>
</tr>
<tr>
<td>Jan 17</td>
<td>Tue</td>
<td>Last Day of Add/Drop*</td>
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<tr>
<td>Jan 17</td>
<td>Tue</td>
<td>ADA Non-Exam Accommodations Deadline</td>
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<tr>
<td>Mar 1-Apr 20</td>
<td>Wed-Thu</td>
<td>ExamSoft Registration Period</td>
</tr>
<tr>
<td>Mar 6-12</td>
<td>Mon-Sun</td>
<td>Spring Break (no classes)</td>
</tr>
<tr>
<td>Mar 13</td>
<td>Mon</td>
<td>Deadline for Exam Conflicts &amp; Final Exam</td>
</tr>
<tr>
<td></td>
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<td>Accommodations</td>
</tr>
<tr>
<td>Apr 14-16</td>
<td>Fri-Sun</td>
<td>School Holiday (no classes)</td>
</tr>
<tr>
<td>Apr 18</td>
<td>Tue</td>
<td>Last Day of Classes (follow Friday class schedule)</td>
</tr>
<tr>
<td>Apr 19-24</td>
<td>Wed-Mon</td>
<td>Reading Period</td>
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<tr>
<td>Apr 24-May 8</td>
<td>Mon-Sat</td>
<td>Final Exam Period</td>
</tr>
<tr>
<td>May 12</td>
<td>Fri</td>
<td>Awards Ceremony, 4:30 p.m. (Time subject to change)</td>
</tr>
<tr>
<td>May 12</td>
<td>Fri</td>
<td>Graduation Reception for Students and Families, 6:00 p.m.</td>
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<tr>
<td>May 13</td>
<td>Sat</td>
<td>Commencement, 8:30 a.m.</td>
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<tr>
<td>June 1 at noon</td>
<td>Thu</td>
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</tr>
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*Skills courses (including clinics and internships) and condensed/mini-courses may have a different add/drop date. Please consult the Registrar’s Office for more information.

### Summer Session 2017

<table>
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<tr>
<td>Jun 6</td>
<td>Tue</td>
<td>First Day of Classes</td>
</tr>
<tr>
<td>Jun 12</td>
<td>Mon</td>
<td>Last Day of Add/Drop*</td>
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<td>Jun 12</td>
<td>Mon</td>
<td>ADA Non-Exam Accommodations Deadline</td>
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<tr>
<td>Jun 23</td>
<td>Fri</td>
<td>Deadline for Exam Conflicts &amp; Final Exam</td>
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<td></td>
<td></td>
<td>Accommodations</td>
</tr>
<tr>
<td>Jun 26-Jul 25</td>
<td>Mon-Tues</td>
<td>ExamSoft Registration Period</td>
</tr>
<tr>
<td>Jul 4</td>
<td>Tues</td>
<td>Independence Day Holiday (no classes)</td>
</tr>
<tr>
<td>Jul 25</td>
<td>Tues</td>
<td>Last day of Classes</td>
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<td>Jul 26-28</td>
<td>Wed-Fri</td>
<td>Reading Period</td>
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<td>Jul 29-Aug 2</td>
<td>Sat-Wed</td>
<td>Final Exam Period</td>
</tr>
<tr>
<td>Aug 11 at noon</td>
<td>Fri</td>
<td>Last grades due for Summer 2017 session</td>
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</tbody>
</table>

*Skills courses (including clinics and internships) and condensed/mini-courses may have a different add/drop date. Please consult the Registrar’s Office for more information.

### Juris Doctor (J.D.)

#### The JD Program Degree Requirements

Stetson 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 bar examination.
The Juris Doctor (JD) degree is conferred upon candidates who have successfully fulfilled the following requirements:

- satisfy all academic requirements for graduation, which includes satisfying a course from each area requirement (see below)
- earn credit for at least 88 semester hours of law study
- obtain an overall GPA of 2.25 or better
- complete pro bono/public service requirement
- be of good moral character
- complete the residency requirement

### Required Curriculum (Full-time Program)

Most full-time students who enter the College of Law will complete the required curriculum in the following sequence (changes to the first-year curriculum were approved by the College of Law faculty in March 2010 and will take effect with the Fall 2010 entering class).

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 4

Total Credits 38

1 Evidence is a prerequisite for Trial Advocacy (along with other upper level courses). This course is not guaranteed to be offered during this semester. However, this required course may be taken any time during a student's second or third year.

### The Curriculum for the Fall 2014 Part-time entering class

First Fall Semester - 8 Credits
- LAW 1181 CONTRACTS 4
- LAW 1290 TORTS 4

First Spring Semester - 8 Credits
- LAW 1251 REAL PROPERTY (or Civil Procedure) 4
- LAW 1270 RESEARCH AND WRITING I 4

Summer Session (Mandatory) - 7 Credits
- LAW 1200 CRIMINAL LAW 3
- LAW 1150 CIVIL PROCEDURE (or Real Property) 4

Second Fall Semester - 10 Credits
- LAW 1195 CONSTITUTIONAL LAW I 4
- LAW 2350 PROFESSIONAL RESPONSIBILITY 3
- LAW 1275 RESEARCH AND WRITING II 3

Second Spring Semester
- LAW 2190 EVIDENCE 4

Total Credits 37

1 Evidence is a prerequisite for Trial Advocacy (along with other upper level courses). This course is not guaranteed to be offered during this semester. However, this required course may be taken any time during a student's second or third year.
Part-time Curriculum for Odd Year entering class starting with Fall 2015

Estimated part-time course load: 8-11 credit hours in fall and spring, and 4-7 credit hours in summer.

Estimated time for completion: Four years, including three summers (Students who meet 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 Between Part-Time and Full-Time J.D. Programs (PDF) (http://www.stetson.edu/law/policies/home/media/conversion-between-part-time-and-full-time-j-d-programs-pdf.pdf).

<table>
<thead>
<tr>
<th>Fall Year 1</th>
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<tbody>
<tr>
<td>LAW 1181</td>
<td>CONTRACTS</td>
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<td>LAW 1290</td>
<td>TORTS</td>
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<tr>
<td>LAW 1150</td>
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<tr>
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<td>or LAW 3265</td>
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<td>LAW 3761</td>
<td>NEGOTIATION AND MEDIATION</td>
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<tr>
<td>LAW 3154</td>
<td>BUSINESS ENTITIES</td>
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<tr>
<td>LAW 3040</td>
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<tr>
<td>LAW 3810</td>
<td>REMEDIES</td>
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<td>LAW 3773</td>
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<td>LAW 3412</td>
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<td>LAW 3501</td>
<td>FLORIDA CONSTITUTIONAL LAW (OR LAW 3507 FLORIDA TORT LAW)</td>
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<tr>
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<tr>
<td>LAW 3190</td>
<td>COMMERCIAL TRANSACTIONS</td>
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<tr>
<td>LAW 3751</td>
<td>MULTISTATE STRATEGIES</td>
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### Part-time Curriculum for Even Year entering class starting with Fall 2016

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<tr>
<td>LAW 3270</td>
<td>CRIM PROCEDURE-INVESIGATION (OR LAW 3502 FLORIDA CRIM PROCEDURE (ON-LINE OR IN PERSON)</td>
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<tr>
<td>or LAW 3265</td>
<td>CRIM PROCEDURE - ADJUDICATION</td>
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<tr>
<td>LAW 3592</td>
<td>INTERVIEWING AND COUNSELING</td>
</tr>
<tr>
<td>LAW 3761</td>
<td>NEGOTIATION AND MEDIATION</td>
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<tr>
<td><strong>Fall Year 4</strong></td>
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<tr>
<td>LAW 3154</td>
<td>BUSINESS ENTITIES</td>
</tr>
<tr>
<td>LAW 3773</td>
<td>PRE-TRIAL PRACTICE (Pre-Trial Practice is 4 credits, Trial Advocacy is 3 credits)</td>
</tr>
<tr>
<td>or LAW 3920</td>
<td>TRIAL ADVOCACY</td>
</tr>
<tr>
<td>LAW 3090</td>
<td>ADVANCED LEGAL RESEARCH</td>
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<tr>
<td>or LAW 3696</td>
<td>ADVANCED LEGAL WRITING</td>
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### Area Requirements

#### Administrative Law Requirement:
Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>LAW 3040</td>
<td>ADMINISTRATIVE LAW</td>
</tr>
<tr>
<td>LAW 3045</td>
<td>ADMIN LAW FOR HEALTH CARE</td>
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<tr>
<td>LAW 3238</td>
<td>CONSUMER PROTECTION LAW</td>
</tr>
<tr>
<td>LAW 3333</td>
<td>EMPLOYMENT DISCRIMINATION</td>
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<tr>
<td>LAW 3340</td>
<td>ENVIRONMENTAL LAW</td>
</tr>
<tr>
<td>LAW 3370</td>
<td>ENVIRONMENTAL REGULAT OF WATER</td>
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<tr>
<td>LAW 3460</td>
<td>FED TAX PRACTICE &amp; PROCEDURE</td>
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<tr>
<td>LAW 3490</td>
<td>FLORIDA ADMINISTRATIVE LAW</td>
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<tr>
<td>LAW 3582</td>
<td>INTL TRADE AND THE ENVIRONMENT</td>
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<tr>
<td>LAW 3591</td>
<td>INTERNATIONAL TRADE REGULATION</td>
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<tr>
<td>LAW 3613</td>
<td>LABOR LAW</td>
</tr>
<tr>
<td>LAW 3633</td>
<td>LAND USE LAW</td>
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<tr>
<td>LAW 3771</td>
<td>POVERTY LAW</td>
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<tr>
<td>LAW 3863</td>
<td>SECURITIES REGULATION</td>
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<tr>
<td>LAW 3940</td>
<td>WATER LAW: PUBLIC &amp; PRIVATE</td>
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#### Code Requirement:
Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>LAW 3152</td>
<td>BANKRUPTCY</td>
</tr>
<tr>
<td>LAW 3190</td>
<td>COMMERCIAL TRANSACTIONS</td>
</tr>
<tr>
<td>LAW 3449</td>
<td>FEDERAL INCOME TAXATION I</td>
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<tr>
<td>LAW 3480</td>
<td>FED TAX OF EST, TRUSTS &amp; GIFTS</td>
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<tr>
<td>LAW 3587</td>
<td>INT'L SALES LAW &amp; ARBITRATION</td>
</tr>
<tr>
<td>LAW 3768</td>
<td>PAYMENT SYSTEMS</td>
</tr>
<tr>
<td>LAW 3821</td>
<td>SALES, LEASES &amp; LICENSES</td>
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<tr>
<td>LAW 3832</td>
<td>SECURED TRANSACTIONS</td>
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</tbody>
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#### Experiential (formerly Skills) Requirement:
Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>LAW 3055</td>
<td>ADVANCED CIVIL TRIAL SKILLS</td>
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<tr>
<td>LAW 3055D</td>
<td>ADV CIVIAL TRIAL SKILLS-DAMAGES</td>
</tr>
<tr>
<td>LAW 3055V</td>
<td>ADV CIV TRIAL SKILLS-VOIR DIRE</td>
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<tr>
<td>LAW 3075</td>
<td>ADV CRIMINAL TRIAL ADVOCACY</td>
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<tr>
<td>LAW 3140</td>
<td>APPELLATE PRACTICE &amp; ADVOCACY</td>
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<td>Course Code</td>
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<tr>
<td>LAW 3145</td>
<td>ARBITRATION</td>
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<tr>
<td>LAW 4200</td>
<td>CHILD ADVOCACY CLINIC</td>
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<tr>
<td>LAW 3164</td>
<td>CIRCUIT CIV MEDIAT SKILL TRAIN</td>
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<tr>
<td>LAW 4500</td>
<td>CIVIL LEGAL SERVICES CLINIC</td>
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<tr>
<td>LAW 4520</td>
<td>CIVIL ELDER LAW CLINIC</td>
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<tr>
<td>LAW 3355</td>
<td>ENVIRONMENTAL ADVOCACY</td>
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<tr>
<td>LAW 3414</td>
<td>FAMILY LAW MEDIATION</td>
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<tr>
<td>LAW 3426</td>
<td>FED CIV PRE-TRL PRACT&amp;STRATEGY</td>
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<td>LAW 4532</td>
<td>FEDERAL PUBLIC DEFENDER CLINIC</td>
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<tr>
<td>LAW 3544</td>
<td>HUMAN TRAFFICKING</td>
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<td>LAW 4535</td>
<td>IMMIGRATION CLINIC</td>
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<tr>
<td>LAW 3539</td>
<td>IMMIGRATION LITIGAT &amp; ADVOCACY</td>
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<td>LAW 4540</td>
<td>INNOCENCE INITIATIVE CLINIC</td>
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<td>LAW 3579</td>
<td>INTL SALES LAW&amp;ARB IN SPANISH</td>
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<tr>
<td>LAW 3592</td>
<td>INTERVIEWING AND COUNSELING</td>
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<td>LAW 3601</td>
<td>INTERVIEWING &amp; COUN IN SPANISH</td>
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<td>LAW 3602</td>
<td>INTERV, COUNSEL &amp; NEGOTIATION</td>
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<td>LAW 4548</td>
<td>LOCAL GOVERNMENT CLINIC</td>
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<td>LAW 4549</td>
<td>LOW INCOME TAXPAYERS CLINIC</td>
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<tr>
<td>LAW 3718</td>
<td>MEDIATION SKILLS TRAINING</td>
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<tr>
<td>LAW 3761</td>
<td>NEGOTIATION AND MEDIATION</td>
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<tr>
<td>LAW 3770</td>
<td>POST TRIAL &amp; APPELLATE PRACTIC</td>
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<td>LAW 3773</td>
<td>PRE-TRIAL PRACTICE</td>
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<td>LAW 4550</td>
<td>PROSECUTION CLINIC</td>
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<td>LAW 4560</td>
<td>PUBLIC DEFENDER CLINIC</td>
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<tr>
<td>LAW 4563</td>
<td>SUPREME COURT ADVOCACY CLINIC</td>
</tr>
<tr>
<td>LAW 3901</td>
<td>SUPREME CRT ADVOCACY &amp; PROCESS</td>
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<tr>
<td>LAW 4565</td>
<td>TAMPA PROSECUTION CLINIC</td>
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<tr>
<td>LAW 3913</td>
<td>TORT LAW PRACTICE AND SKILLS</td>
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<td>LAW 3920</td>
<td>TRIAL ADVOCACY</td>
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<tr>
<td>LAW 4570</td>
<td>VETERAN'S ADVOCACY CLINIC</td>
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<tr>
<td>LAW 3946</td>
<td>WHITE COLLAR ADVOCACY</td>
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</tbody>
</table>

**Total Credits**: 1-5

**Writing Requirement (one of the following)**

**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.

**Pro Bono Requirement**

60 required hours (30 hours must be law related) matriculated fall 2010 or after
Residency Requirement
By the end of the last semester, each full-time student is required to have completed:

6 semesters with a minimum completion of 10 hours each OR
5 semesters with 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 semester, at the conclusion of the spring semester, and at the conclusion of the on-campus summer session. Absent extraordinary circumstances, as determined by the Dean or Associate Dean of Academics, 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.

Courses
NOTES:
Certain elective courses are offered regularly (r) (at least once in 3 semesters) while others are offered occasionally (o). Most elective courses are three (3) credits. Seminars usually fulfill the writing requirement and skills courses are usually graded S/U. Please check the course schedule for a final determination.

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 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 3040. ADMINISTRATIVE LAW. 3 Credits.
A study of the law concerning the powers & procedures of governmental agencies which affect the rights of private parties. This course satisfies the Administrative Law Requirement. (r).

LAW 3053. ADMIRALTLY. 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 3124. DISPUTE RESOLUTION BOARD. 1 or 2 Credit.

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.

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 3058. ADV COMPARATIVE TORT LAW. 1 to 3 Credit.
This course will focus on recent developments in tort law, with reference to decisions of the Supreme Court of Canada, and comparative discussion of other jurisdictions, including the United States and the United Kingdom. Topics will include: the duty of care, liability of public authorities, punitive damage awards, recovery for economic loss, and the relationship between tort and contract law.

LAW 3063I. ADV CONT: ISSUES, CONCEPT&METHO. 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 3070. ADV CRIMINAL EVIDENCE SEMINAR. 2 to 3 Credits.
This course will permit students to engage in scholarship and to explore the “cutting edge” evidentiary issues involved in criminal prosecutions. Constitutional search and seizure, self-incrimination, confrontation, due process and right to counsel issues, as they impact upon the admissibility of evidence or the development of evidentiary matters at trial will be examined. A research paper and an oral presentation are required. (meets writing requirement) Pre-requisite: LAW 2190 (o).

LAW 3075. ADV CRIMINAL TRIAL ADVOCACY. 2 to 3 Credits.
This course will focus on trial techniques either not covered in the basic trial practice course, or that involve more advanced techniques. Students actively participate in simulated criminal trial problems covering a broad range of topics. Procedures and techniques used in both federal and state courts are included. While trial techniques are the primary focus, suppression hearings, motions, and other pre-trial procedures that substantially impact on the criminal trial are included. Pre-requisites: LAW 2190 and LAW 3920. (r).

LAW 3080. ADV CRIT THK&EXP LGL ANALYSIS. 2 to 3 Credits.
Students will receive advanced training in critical thinking and legal analysis. Using a problem solving approach that integrates law from substantive courses, the course will focus on enhancing critical thinking skills that enable students to appreciate the structure and function of law. The course will also seek to strengthen students’ performance of written legal analysis. Instructional methods will include lecture, collaborative working groups, and individual assignments. The course will provide multiple opportunities for instructor feedback on group and individual assignments.

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 3084. ADV INTERNATIONAL LAW SEMINAR. 2 to 3 Credits.
This seminar explores current hot-topics in the international law arena. Therefore, the specific focus may vary each semester according to developments in the various international fields. This course requires an in-depth research paper on one of the topics included in the syllabus. (meets writing requirement).

LAW 3096C. ADV LGL WRT: Contract 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. 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 3096D. ADVANCED LEGAL WRITING: DRAFTING BUSINESS ENTITY AND TRANSACTIONAL DOCUMENTS. 2 Credits.
This course is a transactional/document drafting skills course. The course would focus on the nuances of organizational and transactional documents generally (and the specifics from a healthcare perspective) and how to draft them. (meets skills requirement) Pre-Requisite: LAW 3529. LAW 3154 recommended, but not required.

LAW 3112. ADV TRIAL SKILLS-APPELLATE REC. 1 Credit.
A short course (one month long) that will look at the trial issues that effect the appellate process. The course will combine lectures with short simulation exercises to train students how to create a record that will withstand appellate review. This course will also look at evaluation of a case for appeal, standards of review and how to create a record of trial court rulings that will permit the appellate court to review those orders, rather than merely affirm them as being within the discretion of the trial court. Pre-requisite: LAW 3920.

LAW 3055. ADVANCED CIVIL TRIAL SKILLS. 1 to 3 Credit.
An identification and application of the tactics and techniques utilized by America's leading trial lawyers. Course materials reflect issues and explanations derived from significant trial experiences submitted by litigators from each of the fifty states. Demonstrations and presentations are enhanced by computer and video technology. Pre-requisites: LAW 1290 and LAW 2190 (r).

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 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 3085. ADVANCED LEGAL REASONING. 2 to 3 Credits.
Students will receive extensive training in formal logic systems and their counterparts in the less-than-entirely-logical universe of persuasive writing. The course will be taught in lecture format with a heavy emphasis on Socratic method, interaction with students, and critiques of students’ written work product. Other instructional methods will include small-group exercises and collaborative work that will require the students to cooperate and consult one another. (r).

LAW 3090. ADVANCED LEGAL RESEARCH. 2 Credits.
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 3091. ADVANCED LEGAL RESEARCH-TAX. 1 Credit.
This course will focus on research strategies and resources specific to tax. Online fee and free tax resources will be introduced as well as traditional print materials. Research strategies will be emphasized with a tax specific focus.

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 3105. ADVANCED TORT LAW SEMINAR. 2 to 3 Credits.
A study of recent developments and trends in tort law. (meets writing requirement).

LAW 3110. ADVANCED TRIAL EVIDENCE. 2 to 3 Credits.
A study of the methods of cross-examination and impeachment of lay and expert witnesses. Proper methods of making and meeting evidentiary objections are stressed. Students prepare, conduct, and critique examinations. Materials for the course include cases, writings on the subject, and videotaped demonstrations. Classes are conducted by discussion and by simulation. Students will be required to research and write a paper to include the complete cross-examination of an expert witness in a matter of some complexity. This course will not satisfy the writing requirement. Pre-requisite: LAW 3920 . (r).

LAW 3114. AGENCY & UNINCORPORATED ORG. 3 Credits.
This course will provide a general introduction to the area of agency law as it relates to commercial enterprises and activities and to laws governing the major forms of unincorporated business organizations including partnerships and limited liability companies.

LAW 3129. AMERICAN LEGAL HISTORY. 2 to 3 Credits.
An examination of issues and themes of American law from the 18th century to the present with a focus on the development of some areas of classical substantive law, such as Torts and Contracts as well as other areas of substantive law, such as Slavery and Labor. The meaning of American law in the context of American democracy will also be considered. The course will emphasize the relationship between law and society, with attention to how law shapes society and how society shapes law. (r).

LAW 3130. 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 3132. ANIMAL LAW SEMINAR. 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 3140. APPELLATE PRACTICE & ADVOCACY. 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 a skills 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 Skills Requirement. (r).

LAW 3152. BANKRUPTCY. 2 to 3 Credits.
A survey of the rights and remedies of debtors and creditors during bankruptcy proceedings. This course satisfies the Code Requirement. (r).

LAW 4100. BANKRUPTCY CLINIC. 5 Credits.
We would offer it 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 3155. BANKRUPTCY JUDICIAL EXTERNSHIP. 2 to 4 Credits.
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. 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 3158. BIO ETHICS SEMINAR. 2 to 3 Credits.
This course focuses on how the law has affected end-of-life medical decisions. The case law on end-of-life decision-making issues will be reviewed and students will be assigned a number of selected readings. (meets writing requirement) (r).

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 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 4200. CHILD ADVOCACY CLINIC. 5 Credits.
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. (meets skills requirement) Prerequisites: LAW 2350; LAW 2190; LAW 3270; LAW 3290. LAW 3412 is preferred, but is not a required prerequisite.

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. (o).

LAW 3163. CHINESE LEGAL SYSTEM SEMINAR. 2 to 3 Credits.
This course will probe the entire depth and breadth of the legal system of the People's Republic of China. (meets writing requirement).

LAW 3164. CIRCUIT CIV MEDIAT SKILL TRAIN. 3 Credits.
This class is intended to give students real-world experience in the neutral mediator role and to help them pursue Circuit Civil Mediator certification. After completing a Florida Supreme Court-approved Circuit Civil Mediator training (five days/40 hours), students will observe, and occasionally conduct, actual circuit mediations. Students will keep a journal of their experiences, which they must submit to the Professor. Class will meet regularly to discuss the mediations and mediator ethics. Students must attend a mandatory training session (see semester registration materials for dates and details). This course satisfies the Skills Requirement. Pre-requisites: LAW 2350 and LAW 3761.

LAW 3169. CIV RGTS& CONST: DOMA/MARRIAGE. 1 Credit.
This one-credit weekend course will explore the constitutional and civil rights that the Supreme Court will address in the Defense of Marriage and California Marriage cases. The class will focus on the Fourteenth Amendment due process and equal protection issues presented in the Second Circuit DOMA case and Ninth Circuit Marriage cases. Students will interact in small groups, discussing the district and circuit court opinions and amici briefs filed before the Supreme Court, in order to present to the class divergent views and interpretations of the issues before the Supreme Court. As a concluding assignment, students will draft an opinion as written by a Supreme Court Justice in either the DOMA or Marriage case.

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 Skills Requirement. (r).

LAW 4500. CIVIL LEGAL SERVICES CLINIC. 5 Credits.
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 Skills Requirement.

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 3166. CLIENT SKILLS BOARD. 1 Credit.
This board is composed of members selected by annual competition. Students develop their skills to compete in various competitions, testing client
skills, such as negotiations, mediation and client counseling. The board assists in competition preparation and hosting of competitions, as well as
actually competing in various competitions. S/U grade only. (r).

LAW 3168. CLIMATE CHANGE & ENERGY POLICY. 2 Credits.
The first half of this course examines the potential role of the legal community in confronting climate change from an institutional perspective, examining
the role of treaties, national legislation, sub-national responses and the role of the judiciary. The second half of the course will focus on renewable
energy and other alternatives to fossil fuels. Prerequisites: None, but LAW 3340 would be helpful.

LAW 3195. COMMERCIAL TRANSACTIONS SEM. 2 to 3 Credits.
In-depth investigation of selected areas and problems in commercial transactions affected by the Uniform Commercial Code and federal law, including
the jurisprudential foundations of the Code and recent commercial law developments in the courts and legislatures. (meets writing requirement) Pre-
requisite - one of the following courses: LAW 3190; LAW 3821, LAW 3768 or LAW 3832. Pre-requisite may be waived for students with a strong
demonstrated background in business or finance.

LAW 3196. 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, 5, and 9, and will 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 3197. COMP & INTL SEXUAL ORIENTAT LAW. 1 Credit.
Students will learn how different aspects of sexual orientation are being ignored and/or recognized in national and international law. They will become
familiar with the most important case law in the field, especially from the European Court of Human Rights and the UN Human Rights Committee, but
also from various national courts.

LAW 3196. COMPAR COMMER & BUS LAW SEM. 2 to 3 Credits.
This course introduces students to cases and materials from many jurisdictions to show both diversity and similarity of business and the law. The course
will also familiarize the students with international organizations along with treaties and conventions. The goal of this seminar is to expose students to
the way many firms doing business between different jurisdictions of the world are governed and regulated. (meets writing requirement) (r).

LAW 3199. COMPAR CRIM JUSTICE SYSTEM. 2 Credits.
This is a two credit course comparing criminal justice systems and the impact their form has on the presentation of evidence, development of procedural
law, and supporting theories of jurisprudential philosophy. It will be team taught by myself and the Lord Advocate of Scotland. I will teach the first two
weeks that cover the development of common law systems from a criminal perspective, leading into discussion about our own criminal justice system
in the U.S. and the theories of jurisprudence that support it. Particular attention will be paid to the impact a system's jurisprudential philosophy has on
the development of its procedures. The next two weeks would be taught by the Lord Advocate (with my assistance), She will focus on the Scottish legal
system. It is a hybrid system that contains elements of both common and civil law. She will discuss how this system has created a different approach
to criminal justice, with corresponding differences in the processes followed by the Scottish court system. She will end her discussion with the topic
of devolution, showing how the unique Scottish Legal system is being used by the Scottish Nationalists to secure some degree of independence from
Great Britain. Pre-Requisites: All first-year requirements.

LAW 3203. COMPAR TRANSNATIONAL CRIM LAW. 3 Credits.
The course provides an overview of crimes of international concern best known as treaty crimes. Transnational Criminal Law (TCL) relates to the crimes
excluded from the jurisdiction of the International Criminal Court and offenses that violate jus cogens norms. Treaty crimes emerged from nations' initative to combat international criminal activity, enabling groups of states to respond rapidly to new forms of criminality. TCL does not create individual penal responsibility under international law; this is an indirect system of interstate obligations generating national penal laws. The students will learn TCL in a comparative manner. We will study the relationship between rules of more than one system, we will see how one system or one of its rules derives from another system or convention, perhaps with modifications, and how one system could exert influence on another. A comparative approach allows us to see how rules are adopted, whether according to societal needs, policies and goals, or simply by borrowing and adapting rules that otherwise ignore a nation's reality. This approach will also allow the students to see the effectiveness or lack thereof of implemented rules and question policies and approaches taken by different nations.

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 3200. COMPARATIVE LEGAL SYSTEMS SEM. 1 to 3 Credit.
This seminar explores the legal history, culture and procedures of the major legal traditions of the world, including comparisons and contrasts of the United States with those of England, European and Latin American Civil Law countries, the Islamic world, China, Japan, Cuba, and other countries as time and students interest indicate. (meets writing requirement) (o).

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. Pre-requisite: LAW 1150 (o).

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 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 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 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 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 3220. CONSTITUTIONAL LAW SEMINAR. 2 to 3 Credits.
An in-depth discussion and analysis of selected topics relating to the United States Constitution. (meets writing requirement) (o).

LAW 3225. CONSTITUTIONAL LITIGATION. 2 to 3 Credits.
A study of the federal courts with attention given to selected problems such as jurisdiction, justiciability, standing, and abstention. Actions under 42 U.S.C. section 1983 will receive special emphasis. (r).

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 PROTECTION 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 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 3243. COPYRIGHT LAW. 2 to 3 Credits.
This course provides an overview of the development and nature of copyright law. Topics include the origins of copyrights law, the statutory and common law evolution, prosecution and maintenance of a portfolio, litigation strategies and issues, and discussion of current topics of interest in the field.
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 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 3255. CORPORATIONS. 3 Credits.
A general introduction to the laws governing U.S. corporations. The major focus will be a survey of state and federal laws pertaining to the structuring and operation of business corporations, both closely held and publicly traded. Emphasis will be put on fundamental areas with which all practitioners should have some familiarity including state statutory provisions and selected securities laws.

LAW 3258. CORRECTIONAL LAW SEMINAR. 3 Credits.
This seminar will concentrate on four areas: sentencing, jail and prison administration, prisoner’s rights, and post-conviction remedies. We will begin by discussing possible paper topics and the professor will help students in choosing their topics. Then, while work on papers begins, we will discuss some major cases, statutes, and court rules. Xeroxed copies of which will be provided. The last part of the course will consist of presentation of paper topics by each student. (satisfies writing requirement).

LAW 3257. CORRECTIONAL LAW. 3 Credits.
Study of the substantive and procedural law pertaining to the convicted criminal offender, including an examination of federal and state decisions affecting correctional personnel and the penal process.

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 1200. CRIMINAL LAW. 3 or 4 Credits.
An examination of substantive criminal law. The course will analyze common law concepts as well as statutory revisions.

LAW 3267. CRIMINAL LAW&PROC IN CARIBBEAN. 1 Credit.
This course will examine Criminal Law and Procedure in the Caribbean. Professor Judith Scully of the Stetson faculty will assist in the course and provide a comparative U.S. Caribbean perspective. The following topics will be addressed: 1) Arrests and Detention, 2) Bail, 3) Initiating Proceedings, 4) Committal Proceedings, 5) Trial both at the Inferior and Supreme Court, 6) Jury Selection, Deliberations, and Verdict, 7) Sentencing, and 8) 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 prerequisite 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 3279. CYBERLAW SEMINAR. 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 3280. DEATH PENALTY SEMINAR. 2 to 3 Credits.
This course is a survey of capital punishment law with emphasis on Florida. (meets writing requirement) (o).

LAW 3282. DEFAM,PRIV&OTHER ECON TORT SEM. 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 3281. DEFAMAT,PRIV&OTHER ECON TORTS. 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.
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 3288. DEPOSITIONS. 2 Credits.
This course is designed to teach students the what, the how and the why of depositions practice. It will include fundamental review and discussion of the relevant rules of professional responsibility, civil procedure and discovery. Students will then perform case analysis on a file in preparation for taking and defending depositions. Students will then perform in a skills based setting with immediate critique the fundamental skills associated with both defending and taking a deposition. This will include immediate feedback on preparation, beginning the deposition, creating lines of inquiry, alternative lines of inquiry, and wrapping up the deposition. Pre-requisites: LAW 2350, LAW 2190 and LAW 3920.

LAW 3289. DEPOSITIONS-DEPOSING MED EXPER. 1 Credit.
All lawyers will interact with expert witnesses - many of these interactions will be through depositions and many of these experts will be doctors. This course will review both the Federal and Florida Rules of Civil Procedure, Evidence and Professional Responsibility related to expert witnesses and will provide students with effective, practical tools for deposing such witnesses. This course will focus on medical experts and students will be provided with actual medical records and expert reports. Students will evaluate these background materials and will gain experience preparing, conducting and evaluating medical expert depositions. 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. Pre-requisite: LAW 2190 and LAW 2350 are strongly suggested.

LAW 3291. DIRECTED RESEARCH PROJECT. 1 to 2 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.

LAW 3307. DOMESTIC VIOLENCE &THE LAW SEM. 3 Credits.
This is a seminar course where we will conduct an in-depth study of domestic or family violence from a legal perspective. Students will gain the knowledge and the skills necessary to prepare for and represent victims in domestic-violence-related court proceedings. Topics to include: historical and social policies; interdisciplinary study of the dynamics and psychology of family violence; practical applications of knowledge through role plays, hypothetical problems/cases, and written assignments. (meets writing requirement) Prerequisites: LAW 3412 preferred, but not required.

LAW 3310. EDUCATION LAW. 2 or 3 Credits.
In this 3-credit course, we will examine current legal problems of elementary/secondary education in both public and private schools. Primary emphasis will be on public elementary/secondary education. Topics to be discussed include the state’s constitutional power over education, the authority of state and local school boards through which the state provides and regulates education, compulsory education, state regulation of private schools, home schooling, school voucher programs, curriculum control, hiring and terminating teachers, disciplining students, student and teacher freedom of expression, religious activities in public schools, desegregation, sexual harassment of students, students with disabilities, allocation of educational resources among school districts, and the federal government’s role in education. As we study these topics, we will also consider broader themes such as “local control” of education, the prerogatives of parents, the relationships between law and policy, the varying conceptions of equal educational opportunity, and the competence of courts to resolve education problems.

LAW 3315. ELDER & DISABILITY LW EXTRNSHP. 3 to 4 Credits.
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 3317. CONSUMER PROTECT EXTRNSHIP. 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 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 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 3327. EMPLOY BENEF (ERISA) LIT SKILL. 2 to 3 Credits.
This course covers employee benefits claims from mandatory pre-suit procedures and the entire course of litigation and will provide the opportunity for both oral advocacy and writing development. The main grade in the course is the preparation of a 20-25 page motion and oral argument against opposing counsel who prepared a cross-motion on the same issues.

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 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 employers to their employees (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 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 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 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 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 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. Pre-requisite: LAW 3340 or LAW 3040. (o).

LAW 3339. ENVT HAZ/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 3350. EQUAL EMPLOY OPP EXTERNSHIP. 5 or 12 Credits.
Students are placed in the Tampa Regional Office of the U.S. Equal Employment Opportunity Commission, a federal agency created by Congress to enforce Title VII of the Civil Rights Act of 1964, as amended, the Age Discrimination in Employment Act, and the Americans with Disabilities Act. Students 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. (r).

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 PRACT OF CRIM 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 3391. EUROPEAN & COMPAR COMPET LAW. 1 Credit.
Competition Law (called “Antitrust Law” in the United States) is the law that protects business competition from restraints such as price fixing, monopolies, market allocations, and boycotts. Globalization has required a harmonization of competition laws between various nations and is critical internationally for consumer welfare and well-functioning economies. The course will examine European Union antitrust law as it relates to transactional conduct. This course will also address recent development in international antitrust cooperation and with moves toward the development of a transnational antitrust regime. LAW 3130 is helpful, but not required.

LAW 3395. EUROPEAN UNION BUSINESS LAW. 1 to 3 Credit.
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 3397. EUROPEAN UNION COMPETITION LAW. 1 Credit.
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 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 3412. FAMILY LAW. 3 Credits.
A study of the problems, policies and law related to marriage, divorce and child custody. (r).

LAW 3415. FAMILY LAW EXTERNSHIP. 3 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 3413. FAMILY LAW LITIGATION. 2 to 3 Credits.
A survey of the trial of a family law case including basic Florida Family Law; preparation of pleadings and trial of a family dispute. Prerequisites: LAW 2190 and LAW 3920. LAW 3412 is preferred, but not required.

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/neutralists). This is a graded course. LAW 3412 is recommended as a pre-requisite, but not required. This course satisfies the Skills Requirement.

LAW 3420. FAMILY LAW SEMINAR. 2 to 3 Credits.
An examination of the legal principles and social policies governing the family. (meets writing requirement) Pre-requisite: LAW 3412.

LAW 3426. FED CIV PRE-TRL PRACT & STRATEGY. 3 Credits.
This course will teach students how to identify and strategize pretrial issues and situations presented in federal civil litigation. Students will learn a road map for a sophisticated motions practice, as well as the theory behind pre-trial practice. Students will also learn how choices made during the pre-trial process affect the outcome of a case, including whether the case ever reaches trial. This course satisfies the Skills Requirement. Pre-requisite: LAW 2190.

LAW 3430. FED 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 include 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. FED GOVT 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 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 3443. FED LAB REG/CONTEMPOR WKPLACE. 2 or 3 Credits.
This course examines the application of the National Labor Relations Act, as amended, including the jurisdiction and procedure of the National Labor Relations Board, to the nonunion, private-sector workplace, including the broad protection of concerted activities for mutual aid or protection, the protection afforded employee postings on social media sites, the per se illegality of overbroad rules in employee handbooks, the ban on employer-sponsored employee participation programs, rights of the targets and traps for the unwary in conducting investigations of misconduct, and preemption of certain state-law wrongful discharge actions. The course also examines the minimum wage, overtime compensation and child labor provisions of the Fair Labor Standards Act as well as the notice requirements of the Worker Adjustment and Retraining Notification Act.

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 3460. FED TAX PRACTICE & PROCEDURE. 2 to 3 Credits.
An in-depth study of practice and procedures of the Internal Revenue Service and the federal courts having jurisdiction in tax controversies. The course covers such topics as statutes of limitation, tax court jurisdiction, penalty provisions and deficiency procedures. This course satisfies the Administrative Law Requirement. (o).

LAW 3427. FEDERAL AGENCY EXTERNSHIP. 5 to 12 Credits.
The Federal Agency Externship program provides students with the opportunity to work with practicing lawyers as legal externs in government agencies while earning academic credit. This program enhances the educational experience of students through the exposure to the actual practice of law in a federal agency. Students will gain experience in different substantive areas of law through legal research, writing, interviewing, counseling, and investigative skills. Students will also deal with issues of professional responsibility in a real practice setting. Pre-requisite: LAW 2350.
LAW 3440. FEDERAL CRIMINAL LAW SEMINAR. 2 to 3 Credits.
This seminar examines the sources and limitations upon federal criminal law, and surveys substantive federal provisions with particular focus on RICO, mail fraud, drug enforcement, money laundering, and false statements. The course will also include current issues in federal criminal law such as federal/state allocation of jurisdiction, the Posse Comitatus Act, and the extraterritorial application of United States criminal laws. (meets writing requirement) (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 3454. FEDERAL JUDICIAL EXTERNSHIP. 2 to 4 Credits.
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 4532. FEDERAL PUBLIC DEFENDER CLINIC. 5 Credits.
This clinic will be based at the Federal Defender's Office for the Middle District of Florida. This clinic would afford Stetson certified legal interns an opportunity to actively participate in the criminal justice system and perform the functions of an Assistant Federal Defender through all facets of case management, including representing clients during trials in federal court cases arising from MacDill Air Force Base or Veteran's Administration property. Students will have the opportunity to represent clients charged with federal criminal charges at detention hearings and first appearances in the district court. Students will assist with other motion hearings. Students will further develop core competencies in advocacy skills and substantive knowledge required to serve as a Federal Assistant Defenders through a combination of experiential learning and classroom instruction. The classroom component will consist of a two day orientation at the beginning of the semester and weekly classes throughout the semester focusing on the Federal Rules of Criminal Procedure and their practical application to the cases the students are working with; applicable state law; sentencing guidelines, including hypothetical problems; U.S. District Court Rules; and the Local Rules for Middle District Florida. An Assistant Federal Defender, who supervises Stetson 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. (meets skills requirement) Prerequisites: LAW 2350; LAW 2190; LAW 3270 and LAW 3920.

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 3896. FL CRCT CRTTRL EXTERN LIAISON. 4 Credits.

LAW 3509. FLA CONSTITUTIONAL LAW SEMINAR. 3 Credits.
This seminar will examine a number of current state issues involving the Florida Constitution. The course will begin with an overview of basic state constitutional law concepts. Students will then identify research topics. Students will be provided the opportunity to research the issues in detail, and to prepare a paper of publishable quality on their topic. Each student will present, and defend, his/her paper to the class. This course satisfies the Writing Requirement.

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 3895. FLA CRCT CRT (TRIAL) EXTRNSHP. 4 Credits.
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 3884. FLA DEPT STATE GEN COUN EXTERN. 7 or 12 Credits.
Students selected to participate in this externship program will work full time in the Office of the General Counsel of the Florida Department of State in Tallahassee. Under the direction of the General Counsel and/or the Deputy General Counsel, students will participate in all facets of the General Counsel's work, with a principal emphasis on the Department's role concerning elections in the State of Florida. There would be one or two externship positions available during any given semester.

LAW 3885. FLA DISTRICT CRT APPEAL EXTERN. 4 Credits.
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 3505. FLA REAL PROPERTY LITIGATION. 2 to 3 Credits.
This course will explore the necessity and usage of a title search and a survey; as well as the importance of visiting the property, conducting legal research and educating the court about the issues involved in real property litigation such as Partition, Zoning Presentation, Boundary Litigation, Quiet Title, Real Property Tax Adjustment, Slander of Title, Establishing Ways of Necessity in Easements, Removal of Restrictive Covenants, and Ejectment. (o).

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 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 3503. FLORIDA PRACTICE. 2 to 3 Credits.
This course provides the student with an introduction to Florida Rules of Court. Though the focus is on the civil and criminal procedure, it also provides a survey of probate court rules. This course will be co-taught by professors who are experts in the various subject areas.

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 3507. FLORIDA TORT LAW. 2 to 3 Credits.
This course will build upon the basic Torts course, by presenting students with an opportunity to study Florida common law and statutory provisions in the major topic areas covered in the basic first year course, as well as selected advanced Torts law topics, and areas where Florida law is uniquely important in the subject area of Torts.

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 3510. FREEDOM OF EXPRESSION SEMINAR. 2 to 3 Credits.
This seminar explores today's issues involving the U.S. Constitution's First Amendment Free Speech Clause. Topics may include, among others, philosophical origins of free expression, pornography and obscenity, hate speech, free expression of lawyers, compelled speech, symbolic speech, protest and democracy, and national security. Students will complete a paper. (Meets writing requirement if paper is of publishable quality, as determined by the faculty advisor).

LAW 3528. HLTHCARE PROVI BUS ALIGN STRAT. 2 to 3 Credits.
This course would (1) review the various business alignment strategies (hospital-hospital, hospital-physician, physician-physician, insurer-hospital-physician, entrepreneur-healthcare provider, etc.) that are taking hold in the marketplace as providers try to remain viable and competitive in the new healthcare environment, and (2) discuss how to analyze and evaluate the different strategies, including the increased intrusion of non-healthcare entrepreneurs into the healthcare business space. LAW 3529 or LAW 3154 are recommended, but not required.
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 LAW. 2 to 3 Credits.
This survey course examines the issues and the law applicable to public and private health care and presents an overview of the issues encountered in a health law practice.

LAW 3533. HEALTH POLICY LAW. 2 to 3 Credits.
An overview of policies and issues in public and private health, economic and financial issues, costs of health care on the government and private enterprise, and delivery issues. (r).

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. 3 Credits.
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 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 Skills Requirement.

LAW 4535. IMMIGRATION CLINIC. 5 Credits.
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.

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 LITIG & ADVOCACY. 3 Credits.
This skills course would prepare students to litigate in immigration court as well as in Federal courts for immigration related actions. The course would cover 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 Skills Requirement. Pre-requisites: None, although LAW 3920 and/or LAW 3140 is highly recommended.

LAW 3549. INDIVIDUAL EXTERNSHIP PROGRAM. 2 to 12 Credits.
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 3541. INDIVIDUAL RESEARCH PROJECT. 1 to 2 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 3548. IN-HOUSE COUNSEL EXTERNSHIP. 2 to 3 Credits.
Students will work with in-house counsel for a minimum of 8 hours per week and attend a bi-weekly one-hour class. Each student will be required to produce a 30-page minimum work product. Work may include drafting of corporate and litigation documents; attending meetings, negotiations, or courtroom proceedings; and researching regulations, cases, or statutes. Pre-requisites: LAW 3255 or LAW 3154 and one commercial course. (o).
LAW 4540. INNOCENCE INITIATIVE CLINIC. 5 Credits.
The Innocence Initiative Clinic will afford participating students the opportunity to work closely with supervising attorneys on investigating the cases of individuals who assert that they have been wrongfully convicted. The cases that the students work on are provided by the Innocence Project of Florida in Tallahassee. By conducting investigations, students will complete a variety of tasks including working with investigators, interviewing witnesses, reading trial and appellate transcripts, and conducting legal research on a variety of issues related to post-conviction matters. This clinic will include a classroom component that will focus on the causes of wrongful convictions, as well as a variety of legal issues that may arise in drafting Motions for Post-Conviction Relief. In addition, each student will be responsible for making a presentation to the Education Division of Stetson's Innocence Initiative about some aspect of wrongful convictions. As with other clinics, students would receive five credits, and be required to dedicate 200 hours a semester to this endeavor. The course would be offered fall, spring, and summer sessions. (meets skills requirement) Prerequisites: LAW 2350; LAW 3270; 20 hours of pro bono work in the Innocence Initiative. LAW 2190 is recommended, but not required.

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 3561. INTELLECTUAL PROP EXTERNSHIP. 1 to 3 Credits.
Students work under the direct supervision of intellectual property attorneys from the University of South Florida's Department of Patents and Licensing as well as under the supervision of one or more full-time faculty members. Students gain experience in researching various types of intellectual property for protectability, drafting different types of licensing agreements which vary based on the underlying sub-IP area, drafting opinion letters and submitting different types of applications to governmental bodies responsible for IP regulation and administration, on regional, national and international levels. (r).

LAW 3560. INTELLECTUAL PROPERTY. 3 Credits.
An introduction to copyright, trademark, patent, trade secret, unfair competition, entertainment, right of publicity, franchise, and computer law. (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 3571. INTERNATIONAL PRACTICUM. 2 to 4 Credits.
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 3580. INTELL. PROP EXTERNSHIP-Special Grou. 2 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 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 3602. INTERV, COUNSEL & NEGOTIATION. 3 Credits.
LAW 3592S. INTERV/COUNSELING-Special Grou. 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 the Skills Requirement. Pre-requisite or co-requisite: LAW 2350. (r).

LAW 3601. INTERVIEWING & COUN IN SPANISH. 3 Credits.
Interviewing and Counseling in Spanish will expose students to the legal vocabulary and conversation skills needed to interact with Spanish-speaking clients in a law-office setting. In addition, the course will focus on cross-cultural lawyering skills. Students will become familiar with Spanish-speaking client cultural norms and expectations and the effect the norms and expectations have on the lawyer-client relationship. This course satisfies the Skills Requirement. Pre-requisite or Co-requisite: LAW 2350. Students must also take a Spanish Language Proficiency Examination prior to registration. For information about the Examination, please contact Professor Jeff Minneti at minneti@law.stetson.edu.
LAW 3592. INTERVIEWING AND COUNSELING. 1 to 2 Credit.
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 the Skills Requirement. Pre-requisite or co-requisite: LAW 2350. (r).

LAW 3563. INT'L ANIMAL LAW SEMINAR. 2 or 3 Credits.
This seminar explores how international environmental and economic law affects animal interests and advocacy. Examples of topics to be examined include how animals are impacted by the Convention on Biological Diversity, the Convention on Trade in Endangered Species, the International Regulation of Whaling Convention, and the World Trade Organization Agreements, along with regional measures such as the European Union's various animal welfare directives and regulations. (This course satisfies the writing requirement.).

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 3578. INT'L DISTRIBUTIVE JUSTICE SEM. 2 Credits.
This human rights seminar will analyze the international instruments that address distribution of resources (food, water, land, money, power), in both "developing" and "democratic" countries. Students will learn how treaties operate to address problems of poverty across the globe, and how international and regional instruments are operating toward limiting the world's poverty. (meets writing requirement).

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 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. 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. This course meets the Code Requirement. (Note: Students may not take both this course and LAW 3579).

LAW 3579. INT'L SALES LAW&ARB IN SPANISH. 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. 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 must take this course and must qualify for selection to the Moot Court Board in order to participate fully in the Vis competition in Vienna during the spring; however, any student interested in the subject matter is eligible to take the course. This course meets the Code Requirement. (Note: Students may not take both this course and LAW 3587).

LAW 3588. INT'L SECURITY LAW & POLICY. 2 to 3 Credits.
This course will explore national security in the context of global security, foreign relations and diplomacy. It will examine international security issues, not only from the U.S. perspective but also from the perspective of other nation states as well. Legal, military and political issues will be discussed in the context of the Vietnam War, the Korean Conflict, the Persian Gulf War and the Balkan conflict, among others. (r).
LAW 3582. INTL TRADE AND THE ENVIRONMENT. 3 Credits.
This course addresses whether the goals of international trade law and environmental law can be reconciled in an increasingly interdependent world. It examines international trade agreements and organizations, such as the World Trade Organization and NAFTA, that establish rules for the efficient allocation of resources among nations by eliminating discriminatory trade practices alongside the increasing use of trade restrictions and bans to protect the environment and manage resources as a basic part of both domestic and international environment law and policy. A number of specific disputes where trade law and domestic environmental law have come into conflict will be studied, including the Shrimp/Turtle and Tuna/Dolphin cases, the European ban on meat products containing growth hormones, and emerging disputes over ecolabeling of products and bans on genetically modified food products. (Note: Students may not take both this course and LAW 3591 course.) This course satisfies the Administrative Law 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 3594. INTRO TO THE PHYSICAL EXAM. 1 Credit.
Lawyers, in their practices, often need to read, interpret and understand medical histories and records. However, lawyers are rarely trained to do so, nor do they understand how medical records are created and entries made. This course will introduce the law student to the Physical Examination. The student will experience, first hand, under the supervision of a physician, how physical examination is gathered and entered into medical records.

LAW 3596. INTRODUCTION TO CIVIL LAW. 3 Credits.
This course examines the history, methods, institutions and basic principles of the world's oldest, most widely distributed, and most influential legal tradition. It provides common law trained students a useful foundation on basic civil law concepts.

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 3595. JOURNAL--INT'L AGING LAW & POL. 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 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 3605. JURISPRUDENCE SEMINAR. 2 to 3 Credits.
Students will discuss research and write on selected legal problems from various jurisprudential perspectives, including those of natural law, positivism, sociological jurisprudence, and legal realism. (meets writing requirement) (o).

LAW 3612. JUVENILE CRIMINAL LAW & PRACT. 3 Credits.
This course will examine the jurisprudence, social, and historical underpinnings of the juvenile justice system in the United States. The history of the system, the criminal laws, and procedures that govern current juvenile law, and societal responses to treatment of juvenile offenders will be analyzed. Guest speakers will lecture on practices and contemporary issues arising in the juvenile justice system. The course will also have a practical/skills component where students will have the opportunity to develop their litigation skills relating to the juvenile justice system in Florida. Pre-requisite: LAW 1200.

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 3614. LABOR LAW EXTERNSHIP. 4 Credits.
An externship program available to qualified students allowing active participation in the functions of either the Tampa National Labor Relations Board regional office (fall & spring semesters for 3-credit hours) or the office of the Public Employees Relations Commission in Tallahassee (full-time summer session for 5-credit hours). The externship program will permit the participating student to study first-hand the role of the agency by participation in the investigation, preparation, and observation of hearings conducted by the agency. Pre-requisite: LAW 3613. (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 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 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 3645. 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 3653. LAND USE LAW. 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 3675. LAW & SEXUAL ORIENTATION SEM. 2 to 3 Credits.
This seminar considers legal, ethical, and jurisprudential aspects of literature and film, with a particular focus on crime and the social response to crime. There is an extensive list of written works and films from which paper topics will be chosen. (meets writing requirement) (r).

LAW 3683. LAW & SEXUAL ORIENTATION SEM. 2 to 3 Credits.
The seminar is largely made up of student presentations, assisted by the instructor, on the topics they have chosen to write about. The topics include the legal and philosophical background of the American Revolution, Greek and Roman sources, the Bible in history and law, schools of jurisprudence, how judges approach their work, the intellectual history of the Civil War and its aftermath, the civil rights movement, law and literature, the impact of the New Deal, modern legal philosophies, feminism, the rise of the internet and other topics designed by the student. The students will write a paper on their topics they have chosen. This course satisfies the Writing Requirement.

LAW 3685. LAW & HIGHER EDUCATION POLICY. 2 to 3 Credits.
This seminar is largely made up of student presentations, assisted by the instructor, on the topics they have chosen to write about. The topics include "battered spouse syndrome" or "post-traumatic stress disorder." No background in psychology is required. (o).

LAW 3686. 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 3687. LAW & RELIGION SEMINAR. 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 3688. LAW & RELIGION SEMINAR. 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 3689. LAW & RELIGION SEMINAR. 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 3681. LAW OF INT'L TRIBUNALS. 2 to 3 Credits.
This course traces the evolution of humanitarian law and the creation of tribunals to enforce humanitarian law. The course is designed to afford an appreciation of how international law, a state-centric legal system, addresses the individual as subjects of international criminal law. The course will likewise examine how legal principles, including the substantive and procedural elements of international crimes are deliberated upon by the international judiciary.

LAW 3685. LAW PRACTICE MANAGEMENT. 2 to 3 Credits.
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. This course satisfies the writing requirement. S/U grade only. (r).

LAW 3692. LAW REVIEW EDITOR. 2 Credits.
Same as Law Review (3691).

LAW 3693. LAW REVIEW WRITING CREDIT. 1 to 2 Credit.
Credit awarded for completing the graduation writing requirement. (r).

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 3694. LGL DISCOUR&RHEOTOR THEORY SEM. 3 Credits.
When you read an opinion, a dissent, a regulation, or a statute, do you wonder if you see all there is to see in those words? And when you write about the law, do you ever wonder if you've said all there is to say? This seminar introduces students to rhetorical theory--theory that can help reveal what's just below the surface in legal texts--and shows students how to apply that theory to the law. Students who enjoy studying language, persuasion, interpretation, or social and cultural issues or who want to do some "out of the box" legal thinking will enjoy this class. No experience with rhetorical theory is required! (meets writing requirement).

LAW 4548. LOCAL GOVERNMENT CLINIC. 5 Credits.
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 Skills Requirement. (r).

LAW 3710. LOCAL GOVERNMENT LAW. 2 to 3 Credits.
A basic course dealing with the organization and power of units of local government, with emphasis on municipal corporations and counties. (o).

LAW 4549. LOW INCOME TAXPAYERS CLINIC. 5 Credits.
This Clinic will be based at Gulfcoast Legal Services where a Low Income Taxpayers Clinic, funded by the Internal Revenue Services, has been in operation since 2006. It will offer students opportunities to gain practical lawyering skills while representing low to moderate income taxpayers before the Internal Revenue Service. Working under the supervision of experienced attorneys, the clinic's students will assist in all aspects of delivering dispute resolution services to low and moderate income taxpayers against the IRS. On behalf of the law and moderate taxpayers, students engage in interviewing, counseling, research, drafting, and negotiation, and litigation of Federal Tax controversies. As with our other clinics, students would receive five credits, and be required to dedicate 200 "practice" hours per semester. An accompanying seminar would include instruction in basic tax law, discussion of current IRS opinions, regulations, and other administrative or judicial releases that are pertinent to the representation of low to moderate tax clients, analysis of students' cases regarding substantive and procedural strategies, and the instruction in basic lawyering skills. (meets skills requirement) Prerequisites: LAW 2350 and LAW 2190. Preferred Courses: LAW 3449; LAW 3449; LAW 3761; LAW 3602.

LAW 3676. LW,SEXUAL ORIENTA&GENDER IDENT. 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 and/or gender identity. 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. (Note: Students may not take both this course and LAW 3675).

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 Skills Requirement. Pre-requisites: LAW 2350 and LAW 3761. (r).

LAW 3722. MEDICAL JURISPRUDENCE. 2 to 3 Credits.
A course devoted to the interrelationships of Law and Medicine. Illustrations include: examination of the medical expert, neuropsychological testing and head trauma, video documentary and disability of evaluation, and the use of economist, psychiatrist, and rehabilitation specialist and the projection of future damages. Visiting lecturers participate, many of whom are past presidents of national and state trial associations.(r).

LAW 3730. MENTAL HEALTH LAW SEMINAR. 2 to 3 Credits.
A study of the laws and regulations regarding mental health law, as well as, informed consent, privacy and insurance issues. (meets writing requirement) (o).

LAW 3731. MILITARY LAW. 2 to 3 Credits.
An introduction to the military justice system, its practices and procedures, with emphasis on constitutional restraints and the Uniform Code of Military Justice. (o).

LAW 3734. 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 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 3751. MULTISTATE STRATEGIES. 4 Credits.
This course will provide students with an opportunity to engage in an intensive, substantive review of subjects and rules tested on the Multistate Bar Examination (MBE). It also will introduce students to test-taking skills and strategies relevant to the MBE. Students will be required to watch weekly lectures, engage with the professor and other students, complete regular practice tests, and answer weekly hypotheticals. This class will allow students to gauge their particular strengths and weaknesses in each subject, deepen their understanding of core concepts in public and private law, and develop effective study techniques for the MBE. The course is designed as an introduction to bar preparation and is not a substitute for commercial bar preparation courses. Satisfactory performance in this course does not guarantee that a student will pass the bar examination. Students will take a final examination on campus. The course will be limited to students in their final year of study. S/U Grade Only.

LAW 3753. MUNICIPAL & ADMIN LAW EXTERNSHIP. 3 Credits.
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 3756. NAFTA & BUS ISSUES IN AMERICAS. 2 to 3 Credits.
This course offers an introduction to the institutional and substantive legal aspects of NAFTA and other trader regimes in the Americas by exploring controversies arising from NAFTA such as environmental and labor law. The course focuses on the impact of trade surveying the obligations assumed by the NAFTA parties and their impact on public and private trade law. In addition, it will also discuss and introduce other regional arrangements in the hemisphere such as the MERCOSUR.

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 projection, 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 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 Skills Requirement. (r).

LAW 3760. NON-LITIGATION DRAFTING. 2 to 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.

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 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 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 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 3767. PATENT LAW. 2 to 3 Credits.
This class is a 3-credit elective class intended to provide a general introduction to patent law, both in theory and in practice. There are no prerequisites. In particular, you should not feel that you need any specialized scientific or technical knowledge, or any economic training, to be able to learn patent law or to do well in the class. The purpose of the course is to introduce you to the basic principles of patent law and how patents are used. To do so, we will discuss a little history, philosophy, economics, and technological innovations; a lot of domestic statutory provisions, cases and regulations; and a few international treaties. Although we will cover a wide range of topics, the readings, while substantial, are planned to provide familiarity with the issues without overwhelming you with the details. We will also reinforce our understanding of many of the legal doctrines and concepts by performing some practical exercises which will be graded. We will also seek to develop your legal skills through your exercises and through your class participation.

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). Articles 6, 7, & 8 may also be addressed if time permits. Students will discuss federal statutes and regulations governing credit cards, debit cards, and other aspects of payments law. This course satisfies the Code Requirement.

LAW 3772. PHILOSOPHY OF LAW. 1 Credit.
This course will address several of the major threads within the topic of philosophy of law: first, the nature of law and authority; second, responsibility in the law; and third, justice and fairness in the law.

LAW 3776. POLISHING PROFESSIONALS WRKSHP. 1 Credit.
The writing process contains four stages: prewriting, drafting, revising, and polishing. This two-day workshop will focus on the fourth and final stage of the writing process: polishing, which includes editing and proofreading. Because written documents make an impression on the reader, the "polishing" of a document is extremely important. With that said, the polishing stage is the stage that most professional legal writers skip. If the stage is not skipped, the professional legal writers delegate the polishing of their documents to their assistants or paralegals. This workshop will help each student or developing legal writer to identify the "areas of opportunity" in his or her documents and learn to "polish" his or her own works. Pre-requisites: LAW 1270 and LAW 1275.

LAW 3770. POST TRIAL & APPELLATE PRACTIC. 4 Credits.
This course expands the existing course in Appellate Practice by integrating post-trial proceedings. Appellate lawyers increasingly appear in post-trial proceedings to assist trial counsel in either challenging or defending verdicts. Among the tasks appellate lawyers perform are (1) arguing the sufficiency of record evidence to support verdicts on liability and damages and (2) arguing the impact of alleged error at trial on verdicts. The expanded course would commence with a lawyer's post-trial work and place students in the procedural position appellate lawyers often occupy before appeal commences. This course satisfies the Skills Requirement.
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 Skills Requirement. Pre-requisite: LAW 1150 and LAW 2190. (r).

LAW 3774. APPELLATE ADVOCACY EXTERNSHIP. 4 to 7 Credits.
Students will receive meaningful learning opportunities in appellate advocacy, including conducting legal research, preparing legal documents, attending legal proceedings and/or meetings, interacting with other attorneys, and completing other work the field supervisor considers significant. When applying for the externship, students will indicate whether they prefer to work part-time during the school year (about 20 hours per week, during the normal business day) or full-time during the summer (about 40 hours per week, during the normal business day); specific schedules will be set before placements are confirmed. Students will receive between 4 and 7 credit hours, depending on the number of hours worked. Eligible students must have completed at least 30 credit hours before starting the externship. must have successfully completed Professional Responsibility, and must have a cumulative GPA of 3.0. Students may not work for a court or another law firm during a term they are participating in this externship. The field supervisor's assessment of the intern's performance will be heavily considered in assigning a course grade. Each intern usually will complete at least one significant piece of legal writing during the externship, based on the work assigned by the student's field supervisor. Interns will also be required to maintain weekly journal and submit a final reflective paper. This written work will also be evaluated by the faculty supervisor. The externship will be assessed on the S/U scale.

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 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 4550. PROSECUTION CLINIC. 5 Credits.
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 Skills Requirement. Prerequisites: LAW 2190, LAW 3920 and LAW 3270.(r).

LAW 3780. PUBLIC FINANCE SEMINAR. 2 to 3 Credits.
This course will explore the public finance function within state and local governments, with a particular emphasis on public finance in the State of Florida. Students will be exposed to the basic principles that uphold the system of tax-exempt bond financing of public (and certain non-public) projects in the United States, covering federal tax and federal securities law aspects of public finance, as well as, state law concepts of public purpose, community redevelopment and bond validations. The seminar will include practical applications of a bond financing, and attempt to familiarize students with basic public finance concepts. (meets writing requirement).

LAW 3778. 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 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 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 3805. REAL PROPERTY SEMINAR. 2 to 3 Credits.
An examination of current legal problems in real estate development, with emphasis on condominiums and co-operatives. (meets writing requirement) (o).

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 3816. REPRODUCTIVE TECH & THE LW SEM. 3 Credits.
The alternatives available as a result of new reproductive technologies create challenges to kinship and family law. Additionally, the need for physicians in these reproductive techniques requires analysis of the associated contracts and informed consent involved in these settings. The central goals of this course include developing the ability to analyze the legal implications of advances in reproductive technology and to evaluate appropriate ways to advise all parties involved in utilizing these technologies. Pre-Requisite: Completed first year courses. LAW 3412 is suggested, but not required.

LAW 1270. RESEARCH AND WRITING I. 4 Credits.
A closely supervised program in legal bibliography and legal problem solving designed to introduce research techniques and writing skills.

LAW 1275. RESEARCH AND WRITING II. 3 Credits.
A closely supervised program in legal problem solving designed to develop research techniques, writing skills, and training in appellate advocacy. Pre-requisite: LAW 1270.

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 between 80 and 110 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 3818. ROLE OF LAW DEVIL COUNTRIES SEM. 3 Credits.
The course considers the nature of law, with particular reference to developing countries, and then examines various theories and concepts of development. It then examines the theoretical relationships between law and development. The course addresses the role of law in development through a series of cases on such crucial issues as judicial reform, the rule of law in development through a series of cases on such crucial issues as judicial reform, the rule of law and good governance, constitutionalism, and corruption. (meets writing requirement).

LAW 3821. SALES, LEASES & LICENSES. 3 Credits.
An examination of the law of commercial transfers of goods and other personal property rights under domestic, international, and e-commerce law. This course 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 various sources of law applicable to e-commerce transactions, including licenses. This course satisfies the Code Requirement. (r).

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. 2 to 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 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 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 3875. SPORTS LAW. 2 to 3 Credits.
The first part of the course will survey the structure of the sports industries and examine the application of contract, labor, and anti-trust law to the relationships between the professional athlete, employers, and governing organizations. The second part of the course will address general entertainment law and attendant topics in copyright and contract law.

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.

LAW 3897. STATE LITIGATION EXTERNSHIP. 2 to 3 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 3506. STATE SUPREME COURT JUD EXTERN. 7 or 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 3901. SUPREME CRT ADVOCACY & PROCESS. 3 Credits.
This course examines the process of selecting cases for Supreme Court review in the context of a single discipline. Students review appellate cases likely to be presented on the docket, and upon accepting cases for review, write the briefs, argue the cases, and write the judicial opinions for the case. This course satisfies the Skills Requirement. Pre-requisite or Co-requisite: LAW 3947.

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 and multiple-choice 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 3898. SURVEY OF FLORIDA PROBATE. 2 to 3 Credits.
This course examines the Florida law pertaining to the transfer of property upon the death of the owner, including intestacy, wills, trusts, and estate administration. Note: Students who have taken or audited LAW 3930 are not eligible to take this course.

LAW 4565. TAMPA PROSECUTION CLINIC. 5 Credits.
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. (meets skills requirement) Prerequisites: LAW 2350, LAW 2190, LAW 3270 and LAW 3920.

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 is 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 3900. TECHNOLOGY IN LITIGATION. 2 to 3 Credits.
This course is designed to introduce the student to the use of a variety of demonstrative aids and in the initiation, maintenance and completion of technology litigation. Discussion will also focus on information design, helping the student to develop criteria for determining when technology will assist in the effective presentation of content and when it will hamper effective communication. Pre-requisite: LAW 2190 and LAW 3920. (r).

LAW 3905. THEORIES OF CONST'L INTERP SEM. 2 to 3 Credits.
This course will explore so-called "textualism," the two theories of originalism (Framers' intent and public meaning), common law constitutionalism, the notion of the Constitution as a "living document," and the role of tradition. It will also examine suggestions that the Constitution is really (a) a treaty, or (b) a civil law document. In order to evaluate the various theories, the course will also consider the differences between positive and negative liberty; between liberties, rights and powers; and between citizens, people and peoples. (meets writing requirement).

LAW 3909. TOPICS IN BIODIVERSITY LAW. 1 to 2 Credit.

LAW 3913. TORT LAW PRACTICE AND SKILLS. 3 Credits.
A study of selected topics in tort law, including advanced examination of Tort claims beyond workers compensation; premises liability; vicarious liability of employers and parents; alcohol-related tort-accident claims; negligent infliction of emotional distress; and strict liability for abnormally dangerous activities. Students conduct individual research and writing projects on the subject of case studies and class discussion is devoted to a critical evaluation of the case studies from the perspective of a tort law practice group. The research and writing exercises are in lieu of a final examination or term paper. This course satisfies the Skills Requirement. Pre-requisites: LAW 1270, LAW 1275 and LAW 1290.

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 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 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 Skills 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 Skills Requirement. Must be taken concurrently with LAW 2190 (r).

LAW 3930. TRUSTS AND ESTATES. 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).
J.D./LL.M. in Advocacy

Beginning in 2015, Stetson University College of Law implemented 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.
Students in Stetson University's 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 in less than six months by taking an additional 12 hours of LL.M. coursework. Students will be able to take all 12 credits in one semester, or they 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 JD/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

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 for the 2015-16 academic year.

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.

LAW 3055 ADVANCED CIVIL TRIAL SKILLS 1 to 3 credits
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 3055D</td>
<td>ADV CIV TRIAL SKILLS-DAMAGES</td>
<td>1 credit</td>
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<tr>
<td>or LAW 3055V</td>
<td>ADV CIV TRIAL SKILLS-VOIR DIRE</td>
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</tr>
<tr>
<td>LAW 3075</td>
<td>ADV CRIMINAL TRIAL ADVOCACY</td>
<td>2 to 3</td>
</tr>
<tr>
<td>LAW 3145</td>
<td>ARBITRATION</td>
<td>2 credits</td>
</tr>
<tr>
<td>LAW 3204</td>
<td>COMPLEX LITIGATION</td>
<td>2 to 3</td>
</tr>
<tr>
<td>LAW 3288</td>
<td>DEPOSITIONS</td>
<td>2 credits</td>
</tr>
<tr>
<td>LAW 3413</td>
<td>FAMILY LAW LITIGATION</td>
<td>2 to 3</td>
</tr>
<tr>
<td>LAW 3539</td>
<td>IMMIGRATION LITIGAT &amp; ADVOCACY</td>
<td>3 credits</td>
</tr>
<tr>
<td>LAW 3587</td>
<td>INT'L SALES LAW &amp; ARBITRATION</td>
<td>2 to 3</td>
</tr>
<tr>
<td>LAW 3592</td>
<td>INTERVIEWING AND COUNSELING</td>
<td>2 credits</td>
</tr>
<tr>
<td>LAW 3761</td>
<td>NEGOTIATION AND MEDIATION</td>
<td>2 credits</td>
</tr>
<tr>
<td>LAW 3810</td>
<td>REMEDIES</td>
<td>3 credits</td>
</tr>
<tr>
<td>LAW 3825</td>
<td>SCIENTIFIC EVIDENCE WORKSHOP</td>
<td>2 to 3</td>
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<tr>
<td>LAW 3900</td>
<td>TECHNOLOGY IN LITIGATION</td>
<td>2 to 3</td>
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<tr>
<td>LAW 3913</td>
<td>TORT LAW PRACTICE AND SKILLS</td>
<td>3 credits</td>
</tr>
<tr>
<td>LAW 3946</td>
<td>WHITE COLLAR ADVOCACY</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

**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, provided that students enroll by January 2017.

**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 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.

**LL.M. in Advocacy**
- 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)

LL.M. in Elder Law

• 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

• Intensive one-year program in St. Petersburg/Gulfport, Florida
• Two-week introduction to U.S. law for foreign attorneys
• Concentrations in international public law and private law
• Practical skills experience in international law
• Alumni in more than 50 countries

View website for additional information (http://www.stetson.edu/law/international/llm)

LL.M. in International Law

LL.M. in International Law Required Courses

<table>
<thead>
<tr>
<th>FALL</th>
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</thead>
<tbody>
<tr>
<td>LAW 3583</td>
<td>INTERNATIONAL LAW</td>
<td>3</td>
</tr>
<tr>
<td>LAW 3937</td>
<td>U.S. LGL RESEARCH &amp; WRITING</td>
<td>3</td>
</tr>
<tr>
<td>LAW 3935</td>
<td>UNITED STATES LEGAL SYSTEMS</td>
<td>3</td>
</tr>
<tr>
<td>SPRING</td>
<td></td>
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<tr>
<td>LAW 3571</td>
<td>INTERNATIONAL PRACTICUM</td>
<td>3</td>
</tr>
<tr>
<td>LAW 3585</td>
<td>INT’L LITIGATION &amp; ARBITRATION</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

1 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.

2 Any internship or clinic that does not have a certification requirement satisfies the International Practicum requirement. Current programs that qualify include the Immigration Clinic and the Caribbean Law Internship. Other international internship opportunities are offered through the International Programs Office.

LL.M. in International Law Elective Courses

Listed below are a few recommended electives. Please contact the Office of International Programs regarding electives.

| LAW 3090                  | ADVANCED LEGAL RESEARCH | 2    |
| LAW 3544                  | HUMAN TRAFFICKING        | 3    |
| LAW 3538                  | IMMIGRATION LAW          | 3    |
| LAW 3539                  | IMMIGRATION LITIGAT & ADVOCACY | 3   |
| LAW 3573                  | INT’L BUSINESS TRANSACTIONS | 3 |
| LAW 3577                  | INT’L ENVIRONMENTAL LAW  | 2 to 3|
| LAW 3587                  | INT’L SALES LAW & ARBITRATION | 2 to 3|
| LAW 3584                  | INTN’L LAW HUMAN RIGHTS SEM | 3   |
| LAW 3572                  | INT’L BANKING & FINANCE LAW | 2 to 3|
| LAW 3565                  | INT’L BUS/TRANSBRDER CRIME SEM | 3   |
Online LL.M. in Advocacy

ENTERING FALL SEMESTER
LAW 6000 ADVANCED ADVOCACY I 6

FIRST SPRING SEMESTER COURSES
LAW 6003 ADVANCED EVIDENCE 2
LAW 6006 ADVANCED PRETRIAL ADVOCACY 2
LAW 6009 CONDUCTING EFFECTIVE DISCOVERY 2
LAW 6020 ADVANCED ADVOCACY II 6
LAW 6200 CAPSTONE PRACTICUM 1 1
LAW 6201 ADVOCACY PROJECT 1 1

SUMMER SESSION COURSES
LAW 6012 TEACHING ADVOCACY 2
LAW 6015 EXPERT WITNESSES 2
LAW 6018 MASTERING VOIR DIRE 2

SECOND YEAR (FALL) COURSES
LAW 6103 LAW PRACT MANAGEMENT ADVOCACY 2
LAW 6106 TECHNOLOGY ENHANCED ADVOCACY 2
LAW 6109 COMPLEX COUNSELING & NEGOTIATION 2
LAW 6112 DAMAGES 2
LAW 6200 CAPSTONE PRACTICUM 1 1
LAW 6201 ADVOCACY PROJECT 1 1

SECOND YEAR (SPRING) COURSES
LAW 6200 CAPSTONE PRACTICUM 1 1
LAW 6201 ADVOCACY PROJECT 1 1

1 Student must be in final semester to take this course

Distinguish Yourself
We've all seen them - exceptional advocates who stand head and shoulders above their peers. Advocates who connect, explain, and persuade with ease. Advocates who compel their audiences to action. If you possess the desire to be just such an advocate, Stetson's Online LL.M. in Advocacy is for you.

Why Stetson Law?
Advocacy isn't an afterthought at Stetson; it's our core mission, and it shows. Since U.S. News and World Report began ranking trial advocacy programs, Stetson has been ranked first place more than 15 times since the ranking began in 1995. No other school even comes close.

Courses
Mandatory Curriculum

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 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.

Elective Curriculum

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 interested 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 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.

Online LL.M. in Elder Law

Elder Law LL.M. Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>LAW 8000</td>
<td>AGING AND THE LAW</td>
<td>3</td>
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<tr>
<td>LAW 8050</td>
<td>LONG TERM CARE PLANNING ¹</td>
<td>3</td>
</tr>
<tr>
<td>LAW 8025</td>
<td>ESTATE &amp; GIFT TX PLAN/ELD CLIENT</td>
<td>3</td>
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<tr>
<td>LAW 8030</td>
<td>ETHICS IN THE PRACT OF ELDR LW</td>
<td>3</td>
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<tr>
<td>LAW 8035</td>
<td>GUARDIANSHIPS &amp; ALTERNATIVES</td>
<td>3</td>
</tr>
<tr>
<td>LAW 8055</td>
<td>RETIREMENT PLANNING</td>
<td>3</td>
</tr>
<tr>
<td>LAW 8070</td>
<td>SELECT TOPICS IN ELDER LAW</td>
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</table>

Total Credits 19
Elder Law LL.M. Elective Courses

Select six (6) credit hours from the following electives:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>LAW 8010</td>
<td>TAX FOR ELDER LAW ATTORNEYS</td>
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<tr>
<td>LAW 8020</td>
<td>DISABILITY LAW-LLM ELDER LW</td>
<td>3</td>
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<tr>
<td>LAW 8040</td>
<td>GOVT &amp; PRIVATE HEALTH BENEFITS (3 credits)</td>
<td>3</td>
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<tr>
<td>LAW 8049</td>
<td>LAW, AGING &amp; MENTAL HEALTH (3 credits)</td>
<td>3</td>
</tr>
<tr>
<td>LAW 8047</td>
<td>REPRESENTING CLIENTS WHO ARE ELDERLY OR HAVE SPECIAL NEEDS (3 credits)</td>
<td>3</td>
</tr>
<tr>
<td>LAW 8090</td>
<td>VETERANS BENEFITS-LLM ELDER LW (3 credits)</td>
<td>3</td>
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</tbody>
</table>

1 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 a full course load (three courses), degree-seeking students should complete the requirements for the LL.M. degree within three semesters (fall, spring and fall). Candidates must satisfactorily complete 25 hours of academic credit, and will take no more than three classes per semester. Most classes are three credits. Students interested in taking fewer classes each semester must receive approval from the program director and will require additional semesters to complete the degree.

Courses

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 8010. TAX FOR ELDER LAW ATTORNEYS. 3 Credits.
This course will include an overview of basic fundamental tax principles necessary for practice in a variety of other legal fields - individual tax planning, family law, estate planning, real property taxation, and business planning - with a special emphasis on tax provisions and principles particularly relevant to elderly clients. Topics will include the definition of gross income, with emphasis on exclusions for social security recipients, the taxation of health care, with emphasis on tax incentives for health savings and deductions/credits for extraordinary health care expenses, the definition of the "family" for tax purposes as that definition relates to elderly taxpayers who provide support for adult children and grandchildren, tuition and higher education benefits, with emphasis on lifetime learning credits and costs associated with second careers and payment of grandchildren expenses, retirement savings, the exclusion of gain from the sale of principal residence, taxation of annuities and life insurance, and planning for post-death events (e.g., bequests, devises, and inheritances). Overall, the course will survey tax provisions with special relevance to elder law. Students will be allowed to suggest specific topics relevant to their own elder law practice (if any). Evaluation will be based on a final exam and completion of three practical problems presented at the one third, two third and final third portion of the course.

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 8030. ETHICS IN THE PRACT OF ELDR LW. 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 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 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 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 8049. LAW, AGING & MENTAL HEALTH. 3 Credits.
This course examines the issues, laws and programs concerning clients with mental health issues. Discussions will cover the various legal procedures and the alternatives for planning and working with clients and their families.

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 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 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 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.

Please note: Course descriptions are intended to be only a general summary of course content.

Dual Degrees

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.

Other Dual and Joint Degree Programs:

J.D./M.B.A.

The College of Law and Stetson's AACSB-accredited School of Business Administration (http://www.stetson.edu/law/offices/Registrar/jd-mba-dual-degree.php) 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 also are eligible for this program.

J.D./M.P.H.

The College of Public Health of the University of South Florida (USF) (http://www.stetson.edu/law/offices/Registrar/jd-mph-dual-degree.php), and Stetson University College of Law now offer a dual-degree program for the Juris Doctor and Master of Public Health degrees for students satisfying specified requirements at both institutions. Both institutions are accredited by the Southern Association of Colleges and Schools, and approved to award the M.P.H. and J.D. degrees respectively.

Special Programs

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 night, 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

3+3 Bachelor’s/J.D. Accelerated Admission to the College of Law

Stetson University's College of Arts and Sciences, School of Business Administration and College of Law have collaborated to offer an opportunity to reduce the time required to earn both a Bachelor's degree and a Juris Doctor (J.D.) degree.

The Accelerated 3+3 Bachelor’s/J.D. Program ("3+3 Program") allows certain high-performing undergraduates from the College of Arts and Sciences and School of Business Administration to matriculate to the College of Law before completion of a Bachelor's Degree.

Students seeking a J.D. degree typically complete a four-year undergraduate program followed by three years of law school. The 3+3 accelerated path allows qualified students to earn both their bachelor's and J.D. degrees within six years. Students spend three years at the DeLand campus and three years at the College of Law campus in Gulfport. Students' first year in the Stetson University J.D. program will count as elective credits toward the Bachelor's Degree and also serves as their final year of undergraduate study.

Stetson University 3+3 students will earn their baccalaureate degree no later than the end of their fourth year (e.g., 3+1). The program will be limited to students who can complete the major requirements by the end of the third year.

The 3+3 program also provides generous scholarship support for students once they start at Stetson University, reducing the overall cost associated with obtaining both degrees. Once admitted into the 3+3 program, students will be paired with a student, graduate and/or faculty member from the Stetson University College of Law who will serve as a mentor.

Interested students must meet the program's eligibility requirements, as outlined in the Stetson University Catalog (http://www.stetson.edu/other/catalog).

To be eligible, the student must meet minimum GPA and LSAT requirements. Before matriculating at the College of Law, eligible students must complete all undergraduate degree requirements except for the 31 credits that transfer from the law school.

Students interested in this accelerated program must provide notice of intent to the Pre-Law Advisory Committee (http://www.stetson.edu/artsci/pre-law/advisors.php) on or before September 1 of the year prior to the intended matriculation date at the College of Law.

4+3 Direct Admission to the College of Law

Stetson University faculty in the undergraduate program and in law encourage students with a serious interest in law to take full advantage of the undergraduate program over four years. The 4+3 program, with direct admission to the College of Law, is thus an attractive option. Under this program, Stetson University undergraduate students are automatically admitted to the three-year J.D. program at the College of Law upon completion of the four-year baccalaureate degree with:

- At least 24 course units completed at the DeLand campus
- A cumulative grade point average of 3.2
- A minimum score on the LSAT at the 60th percentile

Students must also meet all other admission requirements (http://www.stetson.edu/law/admissions/jd/apply.php).

More Information

For more information on these opportunities, please contact:

- T. Wayne Bailey, Ph.D.: 386-822-7100 or wbailey@stetson.edu
Accelerated 3+3 Bachelor’s/J.D. Program with University of South Florida

The University of South Florida and Stetson University College of Law have collaborated to offer an opportunity to reduce the time required to earn both a Bachelor's Degree and a Juris Doctor degree.

The **Accelerated 3+3 Bachelor’s/J.D. Program ("3+3 Program")** allows certain high-performing University of South Florida Honors College undergraduates to matriculate at Stetson University College of Law before completion of a Bachelor's Degree at the University of South Florida.

Students seeking a J.D. degree typically complete a four-year undergraduate program followed by three years of law school. The new 3+3 accelerated path allows qualified students to earn both their bachelor's and J.D. degrees within six years. Students spend three years at USF and three years at Stetson Law. Students' first year in the Stetson J.D. program will count as elective credits toward the USF Bachelor's Degree and also serves as their final year of study at USF.

The USF students will earn their baccalaureate degree no later than the end of their fourth year (i.e., 3+1). The program will be limited to students who can complete the major requirements by the end of the third year.

The 3+3 program also provides generous scholarship support for students once they start at Stetson reducing the overall cost associated with obtaining both degrees. Once admitted into the 3+3 program, students will be paired with a student, graduate, and/or faculty member mentor from Stetson Law.

Interested students must enroll in USF's Honors College and meet the program's eligibility requirements.

**How to Apply**

**Contact Information:**

Laura Zuppo  
Assistant Dean of Admissions and Student Financial Planning  
Stetson University College of Law  
1401 61st Street South  
Gulfport, FL 33707-3299  
Email: zuppo@law.stetson.edu  
Phone: 727-562-7802

Sondra J. Fogel, Ph.D  
Director of Special Programs  
USF Honors College  
4202 E. Fowler Ave, ALN 241  
Tampa, FL 33620  
Email: sfogel@usf.edu  
Phone: 813-974-3087  
Fax: 813-974-5801

Accelerated 3+3 Bachelor’s/J.D. Program with University of West Florida

The University of West Florida and Stetson University College of Law have collaborated to offer an opportunity to reduce the time required to earn both a Bachelor's Degree and a Juris Doctor degree.

The **Accelerated 3+3 Bachelor’s/J.D. Program ("3+3 Program")** allows certain high-performing University of West Florida undergraduates to matriculate at Stetson University College of Law before completion of a Bachelor's Degree at the University of West Florida.

Students seeking a J.D. degree typically complete a four-year undergraduate program followed by three years of law school. The new 3+3 accelerated path allows qualified students to earn both their bachelor's and J.D. degrees within six years. Students spend three years at UWF and three years at Stetson Law. Students' first year in the Stetson J.D. program will count as elective credits toward the UWF Bachelor's Degree and also serves as their final year of study at UWF.

The UWF students will earn their baccalaureate degree no later than the end of their fourth year (i.e., 3+1). The program will be limited to students who can complete the major requirements by the end of the third year.

The 3+3 program also provides generous scholarship support for students once they start at Stetson reducing the overall cost associated with obtaining both degrees. Once admitted into the 3+3 program, students will be paired with a student, graduate, and/or faculty member mentor from Stetson Law.

Interested students must meet the program's eligibility requirements and must apply with UWF's Pre-law Advisory Committee.
How to Apply

Contact Information:

Laura Zuppo
Assistant Dean of Admissions and Student Financial Planning
Stetson University College of Law
1401 61st Street South
Gulfport, FL 33707-3299
Email: zuppo@law.stetson.edu
Phone: 727-562-7802

Kimberly M. Tatum
Associate Professor and Associate Dean
College of Professional Studies
University of West Florida
11000 University Pkwy.
Building 85/ Room 109
Pensacola, FL 32514
Email: ktatum@uwf.edu
Office: 850-857-6198

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. 813)
- Elder Law (p. 815)
- Environmental Law (p. 816)
- International Law (p. 818)
- Social Justice Advocacy (p. 820)

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 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.
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

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<td>POST TRIAL &amp; APPELLATE PRACTIC</td>
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<td>LAW 4535</td>
<td>IMMIGRATION CLINIC</td>
</tr>
<tr>
<td>LAW 4540</td>
<td>INNOCENCE INITIATIVE CLINIC</td>
</tr>
<tr>
<td>LAW 4548</td>
<td>LOCAL GOVERNMENT CLINIC</td>
</tr>
<tr>
<td>LAW 4550</td>
<td>PROSECUTION CLINIC</td>
</tr>
<tr>
<td>LAW 4560</td>
<td>PUBLIC DEFENDER CLINIC</td>
</tr>
<tr>
<td>LAW 3506</td>
<td>STATE SUPREME COURT JUD EXTERN</td>
</tr>
<tr>
<td>LAW 4565</td>
<td>TAMPA PROSECUTION CLINIC</td>
</tr>
<tr>
<td>LAW 3934</td>
<td>US CRT APPEAL VET CLAIM EXTERN</td>
</tr>
<tr>
<td>LAW 4570</td>
<td>VETERAN'S ADVOCACY CLINIC</td>
</tr>
</tbody>
</table>

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 Internship program in addition to those referenced in the Mandatory Curriculum section.

| LAW 3055D | ADV CIVIL TRIAL SKILLS-DAMAGES | 1 |
| LAW 3055V | ADV CIV TRIAL SKILLS-VOIR DIRE | 1 |
| LAW 3070 | ADV CRIMINAL EVIDENCE SEMINAR | 2 TO 3 |
| LAW 3075 | ADV CRIMINAL TRIAL ADVOCACY | 2 TO 3 |
| LAW 3112 | ADV TRIAL SKILLS-APPELLATE REC | 1 |
| LAW 3204 | COMPLEX LITIGATION | 2 TO 3 |
| LAW 3213 | CONFLICT OF LAWS | 2 TO 3 |
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**

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>21 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 3296 DISABILITY LAW</td>
<td>3</td>
</tr>
<tr>
<td>LAW 3320 ELDERS LAW SEMINAR</td>
<td>3</td>
</tr>
<tr>
<td>LAW 3390 ESTATE PLANNING</td>
<td>3</td>
</tr>
<tr>
<td>LAW 3592 INTERVIEWING AND COUNSELING</td>
<td>2</td>
</tr>
<tr>
<td>LAW 3115 INTRO TO AGING AND THE LAW</td>
<td>3</td>
</tr>
<tr>
<td>LAW 3930 TRUSTS AND ESTATES</td>
<td>4</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td>LAW 4520 CIVIL ELDER LAW CLINIC</td>
<td>5</td>
</tr>
<tr>
<td>LAW 4500 CIVIL LEGAL SERVICES CLINIC</td>
<td>5</td>
</tr>
<tr>
<td>LAW 3315 ELDERS &amp; DISABILITY LW EXTRNSHP</td>
<td>3 to 4</td>
</tr>
<tr>
<td>LAW 3895 FLA CRCT CRT (TRIAL) EXTRNSHP (probate judge placement only)</td>
<td>2 to 4</td>
</tr>
</tbody>
</table>

**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.

| LAW 3040 ADMINISTRATIVE LAW                                                      | 3          |
| or LAW 3490 FLORIDA ADMINISTRATIVE LAW                                           |            |
| LAW 3090 ADVANCED LEGAL RESEARCH (pathfinder in Elder Law)                      | 2          |
| LAW 3316 ELDER LAW DRAFTING & PRACTICE                                           | 2          |
| LAW 3319 ELDER LAW PRACTICE MANAGEMENT                                          | 2          |
| LAW 3761 NEGOTIATION AND MEDIATION                                              | 2          |
| LAW 3480 FED TAX OF EST, TRUSTS & GIFTS                                         | 3          |
| LAW 3529 HEALTH LAW                                                             | 3          |
| LAW 3541 INDIVIDUAL RESEARCH PROJECT (topic must be approved by Elder Law Faculty Advisor) | 1 to 2 |

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 internship);
• 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 3040</td>
<td>ADMINISTRATIVE LAW</td>
<td>3</td>
</tr>
<tr>
<td>or LAW 3490</td>
<td>FLORIDA ADMINISTRATIVE LAW</td>
<td></td>
</tr>
<tr>
<td>LAW 3340</td>
<td>ENVIRONMENTAL LAW</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 3132</td>
<td>ANIMAL LAW SEMINAR</td>
<td>2 to 3</td>
</tr>
<tr>
<td>LAW 3759</td>
<td>NATURAL RESOURCES LAW SEMINAR</td>
<td>2 to 3</td>
</tr>
<tr>
<td>LAW 3945</td>
<td>WETLANDS SEMINAR</td>
<td>2 to 3</td>
</tr>
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</table>

Elective Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 3053</td>
<td>ADMIRALTY</td>
<td>2 to 3</td>
</tr>
<tr>
<td>LAW 3132</td>
<td>ANIMAL LAW SEMINAR (if not taken to satisfy Mandatory Curriculum)</td>
<td>2 to 3</td>
</tr>
<tr>
<td>LAW 3168</td>
<td>CLIMATE CHANGE &amp; ENERGY POLICY</td>
<td>2</td>
</tr>
<tr>
<td>LAW 3355</td>
<td>ENVIRONMENTAL ADVOCACY</td>
<td>2</td>
</tr>
<tr>
<td>LAW 3339</td>
<td>ENV/TL HAZ/REAL PROPERTY</td>
<td>2 to 3</td>
</tr>
<tr>
<td>LAW 3342</td>
<td>ENVIRONMENTAL LAW EXTERNERSHIP</td>
<td>1 to 4</td>
</tr>
<tr>
<td>LAW 3349</td>
<td>ENVIRONMENTAL PRACTICE</td>
<td>2 to 3</td>
</tr>
<tr>
<td>LAW 3511</td>
<td>FOOD LAW AND POLICY SEMINAR</td>
<td>2 to 3</td>
</tr>
<tr>
<td>LAW 3577</td>
<td>INTL ENVIRONMENTAL LAW</td>
<td>2 to 3</td>
</tr>
<tr>
<td>LAW 3563</td>
<td>INTL ANIMAL LAW SEMINAR</td>
<td>2 or 3</td>
</tr>
<tr>
<td>LAW 3582</td>
<td>INTL TRADE AND THE ENVIRONMENT</td>
<td>3</td>
</tr>
<tr>
<td>LAW 3592S</td>
<td>INTERV/COUNSELING-Special Grou (Environmental)</td>
<td>2</td>
</tr>
<tr>
<td>LAW 3597</td>
<td>JOURNAL-INTL WILDLIFE LW &amp; POL (maximum of 4 credits)</td>
<td>1</td>
</tr>
<tr>
<td>LAW 3633</td>
<td>LAND USE LAW</td>
<td>2 to 3</td>
</tr>
<tr>
<td>LAW 3693</td>
<td>LAW REVIEW WRITING CREDIT (if paper has environmental focus)</td>
<td>1 to 2</td>
</tr>
<tr>
<td>LAW 3699</td>
<td>LEGISLATION</td>
<td>3</td>
</tr>
</tbody>
</table>
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 Director 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 in by the Director of International Programs under exceptional circumstances after consultation with the Associate Dean for Academics). 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 3583</td>
<td>INTERNATIONAL LAW</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following courses:
### Elective Curriculum

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 3084</td>
<td>ADV INTERNATIONAL LAW SEMINAR</td>
<td>2 to 3</td>
</tr>
<tr>
<td>LAW 3090</td>
<td>ADVANCED LEGAL RESEARCH (pathfinder in International Law)</td>
<td>2</td>
</tr>
<tr>
<td>LAW 3163</td>
<td>CHINESE LEGAL SYSTEM SEMINAR</td>
<td>2 to 3</td>
</tr>
<tr>
<td>LAW 3196</td>
<td>COMPAR COMMER &amp; BUS LAW SEM</td>
<td>2 to 3</td>
</tr>
<tr>
<td>LAW 3198</td>
<td>COMPARATIVE CORPORATE LAW</td>
<td>1 to 3</td>
</tr>
<tr>
<td>LAW 3199</td>
<td>COMPAR CRIM JUSTICE SYSTEM</td>
<td>2</td>
</tr>
<tr>
<td>LAW 3200</td>
<td>COMPARATIVE LEGAL SYSTEMS SEM</td>
<td>1 to 3</td>
</tr>
<tr>
<td>LAW 3203</td>
<td>COMPAR TRANSNATIONAL CRIM LAW</td>
<td>3</td>
</tr>
<tr>
<td>LAW 3391</td>
<td>EUROPEAN &amp; COMPAR COMPET LAW</td>
<td>1</td>
</tr>
<tr>
<td>LAW 3396</td>
<td>EUROPEAN UNION LAW</td>
<td>2 to 3</td>
</tr>
<tr>
<td>LAW 3395</td>
<td>EUROPEAN UNION BUSINESS LAW</td>
<td>1 to 3</td>
</tr>
<tr>
<td>LAW 3544</td>
<td>HUMAN TRAFFICKING</td>
<td>3</td>
</tr>
<tr>
<td>LAW 4535</td>
<td>IMMIGRATION CLINIC</td>
<td>5</td>
</tr>
<tr>
<td>LAW 3538</td>
<td>IMMIGRATION LAW</td>
<td>3</td>
</tr>
<tr>
<td>LAW 3541</td>
<td>INDIVIDUAL RESEARCH PROJECT (topic must be approved by Director of International Programs)</td>
<td>1 to 2</td>
</tr>
<tr>
<td>LAW 3563</td>
<td>INTL ANIMAL LAW SEMINAR</td>
<td>2 or 3</td>
</tr>
<tr>
<td>LAW 3572</td>
<td>INTL BANKING &amp; FINANCE LAW</td>
<td>2 to 3</td>
</tr>
<tr>
<td>LAW 3565</td>
<td>INTL BUS/TRANSBRDER CRIME SEM</td>
<td>3</td>
</tr>
<tr>
<td>LAW 3575</td>
<td>INTL CRIMINAL LAW</td>
<td>2 to 3</td>
</tr>
<tr>
<td>LAW 3578</td>
<td>INTL DISTRIBUTIVE JUSTICE SEM</td>
<td>2</td>
</tr>
<tr>
<td>LAW 3577</td>
<td>INTL ENVIRONMENTAL LAW</td>
<td>2 to 3</td>
</tr>
<tr>
<td>LAW 3585</td>
<td>INTL LITIGATION &amp; ARBITRATION</td>
<td>2 to 3</td>
</tr>
<tr>
<td>LAW 3579</td>
<td>INTL SALES LAW&amp;ARB IN SPANISH</td>
<td>3</td>
</tr>
<tr>
<td>LAW 3588</td>
<td>INTL SECURITY LAW &amp; POLICY</td>
<td>2 to 3</td>
</tr>
<tr>
<td>LAW 3584</td>
<td>INTERN'L LAW HUMAN RIGHTS SEM</td>
<td>2 to 3</td>
</tr>
<tr>
<td>LAW 3580</td>
<td>INTERNAT'L INTELLECT PROPERTY</td>
<td>2 to 3</td>
</tr>
<tr>
<td>LAW 3581</td>
<td>INTERNATIONAL JOINT VENTURES</td>
<td>2 or 3</td>
</tr>
<tr>
<td>LAW 3590</td>
<td>INTERNATIONAL TAXATION</td>
<td>2 to 3</td>
</tr>
<tr>
<td>LAW 3595</td>
<td>JOURNAL--INT'L AGING LAW &amp; POL</td>
<td>1 to 2</td>
</tr>
<tr>
<td>LAW 3597</td>
<td>JOURNAL-INTL WILDLIFE LW &amp; POL</td>
<td>1</td>
</tr>
<tr>
<td>LAW 3681</td>
<td>LAW OF INTL TRIBUNALS</td>
<td>2 to 3</td>
</tr>
<tr>
<td>LAW 3756</td>
<td>NAFTA &amp; BUS ISSUES IN AMERICAS</td>
<td>2 to 3</td>
</tr>
<tr>
<td>LAW 3818</td>
<td>ROLE OF LAW DEVL COUNTRIES SEM</td>
<td>3</td>
</tr>
</tbody>
</table>

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
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
Any Stetson Law student in good standing who has completed a minimum of 30 semester credit hours and not more than 45 semester credit hours may apply for acceptance into the Social Justice Advocacy Certificate of Concentration program. The co-directors 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) and deliver the completed application to the Faculty Support Services Office by the deadline listed on the form.

Requirements
In order to receive the Social Justice Advocacy 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, and must achieve at least a 2.25 in any course taken in the Approved Curriculum which is to be included in order to meet the 21 hour elective 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 recommended by a member of the faculty who teaches one or more of the courses in the Approved Curriculum that qualify as an experiential learning opportunity);
• Each student must complete additional mentoring, pro bono service, and administrative requirements, 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. 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 the requirements for receipt of the certificate of concentration. 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, and Professor Scully or Professor Bickel, regarding her/his elective course selections. 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 expertise in the fields which are defined as advancing social justice issues, and the areas of practice which directly involve the legal advocate in the protection of civil rights and social justice, as defined by constitutional and statutory law, or private law. 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 an approved area of social justice advocacy, as defined by the areas described in the Approved Curriculum, or otherwise approved by the student's faculty mentor and Professor Scully or Professor Bickel.

Administrative Hours
To receive the Social Justice Advocacy Certificate of Concentration, a student must perform at least 10 hours assisting the director of the Center for Excellence in Advocacy, Professor Scully or Professor Bickel, or the student's faculty mentor in planning, or participating in programs within Stetson University College of Law directly related to the SJA concentration, e.g., Innocence Initiative at Stetson Law, Constitutional Law and Civil Rights Travel Course, The Juvenile Justice Initiative or any other public interest organization sponsoring events related to social justice on or off campus.
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 will enroll in elective coursework with criminal law designation. At least nine (9) of those hours must be satisfied by completion of the following courses:

Criminal Procedure (3 credit hours) and two other three (3) credit hour criminal law courses from the Approved Elective Course list below that have been specifically approved by a Social Justice Advocacy faculty 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 the elective course in Federal Administrative Law, Florida Administrative Law or an alternative qualifying administrative law course approved by Professor Bickel as being directly related to their stated career path.

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 (The role of individual faculty mentors will include counseling students to maintain a focus on those electives related to their special interest)

| LAW 3040 | ADMINISTRATIVE LAW (Civil) | 3 |
| LAW 3045 | ADMIN LAW FOR HEALTH CARE (Civil) | 2 to 3 |
| LAW 3054 | ADOPTION LAW SEMINAR (Civil) | 3 |
| LAW 3070 | ADV CRIMINAL EVIDENCE SEMINAR (Criminal) | 3 |
| LAW 3075 | ADV CRIMINAL TRIAL ADVOCACY (Criminal) | 3 |
| LAW 3083 | ADV EMPLOYMENT DISCRIM SEMINAR (Civil) | 2 to 3 |
| LAW 3129 | AMERICAN LEGAL HISTORY (Civil) | 3 |
| LAW 3162 | CHILDREN AND THE LAW (Civil) | 3 |
| LAW 3238 | CONSUMER PROTECTION LAW (Civil/Criminal) | 2 to 3 |
| LAW 3258 | CORRECTIONAL LAW SEMINAR (Criminal) | 3 |
| LAW 3265 | CRIM PROCEDURE - ADJUDICATION (Criminal) | 3 |
| LAW 3270 | CRIM PROCEDURE-INVESTIGATION (Criminal) | 3 |
| LAW 3276 | CRIMINAL RESPONSIBILITY SEM (Criminal) | 3 |
| LAW 3280 | DEATH PENALTY SEMINAR (Criminal) | 3 |
| LAW 3296 | DISABILITY LAW (Civil) | 2 or 3 |
| LAW 3334 | EMPLOYMENT LAW (Civil) | 3 |
| LAW 3324 | ELECTION LAW SEMINAR (Civil/Criminal) | 3 |
| LAW 3333 | EMPLOYMENT DISCRIMINATION (Civil) | 3 |
| LAW 3393 | ETHICS & THE PRACT OF CRIM LAW (Criminal) | 3 |
| LAW 3412 | FAMILY LAW (Civil) | 3 |
| LAW 3413 | FAMILY LAW LITIGATION (Civil) | 3 |
| LAW 3414 | FAMILY LAW MEDIATION | 3 |
| LAW 3420 | FAMILY LAW SEMINAR (Civil) | 2 to 3 |
| LAW 3430 | FED COURTS & FEDERAL SYSTEM (Civil/Criminal) | 3 |
| LAW 3485 | FEMINIST JURISPRUDENCE SEMINAR (Civil) | 3 |
| LAW 3490 | FLORIDA ADMINISTRATIVE LAW (Civil) | 3 |
| LAW 3502 | FLORIDA CRIMINAL PROCEDURE (Criminal) | 3 |
| LAW 3511 | FOOD LAW AND POLICY SEMINAR (Civil) | 2 |
| LAW 3943 | HIST/WESTERN LW&LEG THOUGHT SEM (Civil/Criminal) | 3 |
| LAW 3544 | HUMAN TRAFFICKING (Civil/Criminal) | 3 |
| LAW 3538 | IMMIGRATION LAW (Civil/Criminal) | 3 |
Social Justice Advocacy Certificate of Concentration

LAW 3539 IMMIGRATION LITIGAT & ADVOCACY (Civil/Criminal) 3
LAW 3575 INT'L CRIMINAL LAW (Criminal) 3
LAW 3578 INTL DISTRIBUTIVE JUSTICE SEM (Civil) 2
LAW 3584 INTERN'L LAW HUMAN RIGHTS SEM (Civil/Criminal) 3
LAW 3115 INTRO TO AGING AND THE LAW (Civil) 3
LAW 3600 JURISPRUDENCE (Civil) 3
LAW 3605 JURISPRUDENCE SEMINAR (Civil) 2
LAW 3612 JUVENILE CRIMINAL LAW & PRACT (Criminal) 3
LAW 3611 JUVENILE LAW SEMINAR (Criminal) 2
LAW 3613 LABOR LAW (Civil) 3
LAW 3216 LW & THE CIVIL RIGHTS MOVEMENT (Civil/Criminal) 2
LAW 3219 LAW & THE CIVIL RIGHTS MOVEMENT TRAVEL CRSE 3
LAW 3665 LAW & HIGHER EDUCATION POLICY 2 to 3
LAW 3660 LAW, HISTORY & PHILOSOPHY SEM (Civil) 3
LAW 3675 LAW & SEXUAL ORIENTATION SEM (Civil) 3
LAW 3710 LOCAL GOVERNMENT LAW 3
LAW 3765 NONPROFITS SEMINAR (Civil/Criminal) 2 to 3
LAW 3771 POVERTY LAW (Civil) 3
LAW 3788 RACE AND THE LAW SEMINAR (Civil/Criminal) 3
LAW 3816 REPRODUCTIVE TECH & THE LW SEM (Civil) 3
LAW 3818 ROLE OF LAW DEVL COUNTRIES SEM (Civil) 3
LAW 3217 THE FIRST AMENDMENT (Civil/Criminal) 3
LAW 3955 WORKER SAFETY LAW & POLICY SEM (Civil) 3

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 Bickel, or the student's individual faculty 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 Professor Bickel or Professor Scully, or their faculty mentor as soon as the elective course offerings are released for each semester, regarding their proposed course schedule for each term. Any change during drop/add must be approved by Professor Bickel or Professor Scully or the student’s faculty member.

Internships and Clinics

Internships and clinics that qualify for the concentration program:

LAW 4200 CHILD ADVOCACY CLINIC 5
LAW 4500 CIVIL LEGAL SERVICES CLINIC 5
LAW 4520 CIVIL ELDER LAW CLINIC 5
LAW 3315 ELDER & DISABILITY LW EXTRNSHP 3 or 4
LAW 3317 CONSUMER PROTECT EXTERNSHIP 3
LAW 3350 EQUAL EMPLOY OPP EXTERNSHIP 5 or 12
LAW 3415 FAMILY LAW EXTERNSHIP 3
LAW 3454 FEDERAL JUDICIAL EXTERNSHIP 2 to 4
LAW 4532 FEDERAL PUBLIC DEFENDER CLINIC 5
LAW 3537 HOMELESS ADVOCACY EXTERNSHIP 3
LAW 4535 IMMIGRATION CLINIC 5
LAW 4540 INNOCENCE INITIATIVE CLINIC 5
LAW 4550 PROSECUTION CLINIC 5
LAW 4560 PUBLIC DEFENDER CLINIC 3 to 5
LAW 4565 TAMPA PROSECUTION CLINIC 5
LAW 4570 VETERAN'S ADVOCACY CLINIC 5
LAW 3934 US CRT APPEAL VET CLAIM EXTERN 7 or 12
Other Selected Internships (as expressly approved)

**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
- Black Law Student Association
- Equal Justice Works
- Hispanic Bar Association
- Immigration Law Student Association
- Innocence Initiative at Stetson Law
- Jewish Law Students Association
- Juvenile Justice Initiative
- Labor and Employment Law Association
- Lambda Legal Society
- Leadership Development Committee
- Public Service Fellows
- Student Animal Legal Defense Fund
- Student Veterans Association
Law Student Policies

• Academic Accommodations (p. 824)
• Academic Credit (p. 824)
• Academic Programs (p. 824)
• Academic and Graduation Requirements (p. 825)
• Classes and Course Selections (p. 825)
• Credit Hour Policy (p. 826)
• Exams and Grades (p. 826)
• Exclusions, Withdrawals, and Leave of Absence (p. 826)
• FERPA-Privacy of Student Records (http://catalog.stetson.edu/law/law-student-policies/educational-records-privacy-rights_6-11-14_.pdf)
  • Annual Notification of Rights under FERPA (http://catalog.stetson.edu/law/law-student-policies/Annual_Notification_of_Rights_under_FERPA_091014.pdf)
  • Student_Request_for_Nondisclosure_FORM.pdf (http://catalog.stetson.edu/law/law-student-policies/Student_Request_for_Nondisclosure_FORM.pdf)
  • Student_Authorization_Release_FORM.pdf (http://catalog.stetson.edu/law/law-student-policies/Student_Authorization_Release_FORM.pdf)
• LL.M.-Specific Policies (p. 827)
• Skills and Seminar Policies (p. 827)

Academic Accommodations

• Class Recording Procedures for Students (http://catalog.stetson.edu/law/law-student-policies/academic-accommodations/class-recording-procedures-for-students-pdf.pdf)
• Special Examination Accommodations for Foreign Students (http://catalog.stetson.edu/law/law-student-policies/academic-accommodations/special-accommodations-for-foreign-students-student-with-disabilities.pdf)
• Registering For and Requesting Accommodations (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)

Academic Credit

• 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)
• Stetson Law Review Writing Credit (http://catalog.stetson.edu/law/law-student-policies/academic-credit/stetson-law-review-writing-credit-pdf.pdf)
• Transfer Credits (http://catalog.stetson.edu/law/law-student-policies/academic-credit/transfer-credits-pdf_1617.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)
• 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-programs-pdf.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)
Academic and Graduation Requirements

- 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)
  (updated 2/15)
- Further Required Curriculum (http://catalog.stetson.edu/law/law-student-policies/academic-graduation-requirements/further-required-curriculum.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_1617.pdf)
- Pro Bono Requirement (for J.D. Students who enter in or after Fall 2014) (http://catalog.stetson.edu/law/law-student-policies/academic-graduation-requirements/pro-bono-policy-for-students-entering-in-or-after-fall-2014.pdf)
- Pro Bono Requirement (for J.D. Students who enter in or after Fall 2010) (http://catalog.stetson.edu/law/law-student-policies/academic-graduation-requirements/pro-bono-requirement-for-j-d-students-who-enter-in-or-after-fall-2010.pdf)
- 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)
- Residency Requirement (http://catalog.stetson.edu/law/law-student-policies/academic-graduation-requirements/residency-requirement-pdf.pdf)
- Video: Further Required Curriculum and Academic Probation (http://program.law.stetson.edu/presentation/PRES0233)

Classes and Course Selections

- Auditing Courses (http://catalog.stetson.edu/law/law-student-policies/classes-course-selections/auditing-courses-pdf.pdf)
- Class Cancellation by Professor (http://catalog.stetson.edu/law/law-student-policies/classes-course-selections/class-cancellation-by-professor-pdf.pdf)
- Classes on the Celebration Campus (http://catalog.stetson.edu/law/law-student-policies/classes-course-selections/classes-on-the-celebration-campus-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 (Distance Learning) Plan (http://catalog.stetson.edu/law/law-student-policies/classes-course-selections/Electronic_Education_Distance_Learning_Plan.pdf)
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 at 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 (College of Law)

In the College of Law, credit hours are allocated within a conventional semester system for law schools, typically requiring approximately 700 minutes of instruction time (fourteen 50-minute classes or thirteen 55-minute classes) per course unit. (see Standard 310 and Interpretation 310-1 and 310-2, ABA Standards for Approval of Law Schools).

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.

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 Records and Reports (http://catalog.stetson.edu/law/law-student-policies/exams-grades/grade-records-and-reports-pdf.pdf)
- Video: Grades (http://program.law.stetson.edu/presentation/PRES0231)

Exclusions, Withdrawals, and Leave of Absence

- Video: Leaves of Absence (http://program.law.stetson.edu/presentation/PRES0239)

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)

**LL.M.-Specific Policies**

• 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)


• 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)


**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 Skills 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 Programs (p. 828)
- Experiential Learning and Leadership (p. 829)
- Pre-Professional Programs (p. 833)
- Washington Semester (p. 838)

Certificate of Community Engagement

Greg Sapp, Marchman Chair of Civic and Social Responsibility, Coordinator

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.

Course Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service-Learning Requirement</td>
<td>2</td>
</tr>
<tr>
<td>Community Engagement Theory Requirement</td>
<td>2</td>
</tr>
</tbody>
</table>

Additional Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volunteer Community Service</td>
<td>100</td>
</tr>
</tbody>
</table>

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.

A student may fulfill Certificate course requirements by taking a course that does not meet the Service-Learning or Community Engagement Theory requirements by contracting with her or his professor to add those missing elements to the course. Such a contract between the student and professor must be approved by the Service-Learning Faculty Group prior to completion of the course. Students are strongly encouraged to obtain approval before the course begins.

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 webpage for the Certificate of Community Engagement or contact Prof. Greg Sapp in the Religious Studies Department.

**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. 829)

Community Engaged Learning (p. 830)

Community Based Research (p. 832)

Internships (p. 832)

Marchman Program (p. 832)

Study Abroad (p. 632)

**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 and are eligible for an additional AmeriCorps stipend of approximately $1,175 per year.

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)
Community Engaged Learning

- 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
- Haven Hospice
- The YMCA

More information about the Stetson University Bonner Program can be found at www.stetson.edu/bonner.

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 are a list of some of Stetson's signature community engaged learning programs:

CHOMI Microcredit Program

The Center for Holistic Microcredit Initiatives (CHOMI) begins with a belief that the poor are no less dynamic and entrepreneurial than the rich. Inspired by the work of Nobel Peace Prize winner Muhammad Yunus, CHOMI supports community transformation by providing business planning support and seed capital to individuals in the historically impoverished Spring Hill community near Stetson’s campus as well as internationally in a small village in Tanzania. Each year we offer a series of business development workshops to members of the local community. These workshops are led by students taking the ECON 141J course. Every few years students travel to Tanzania on a service-learning trip led by faculty. Through CHOMI students and faculty become partners with our local and international communities in working toward the public good. In turn, students develop their own skills and understandings of American and international poverty and the means and goals of civic responsibility.

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 through 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 rigorous 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

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

Community-Based Research Program

The Stetson University Community-Based Research program facilitates collaboration between faculty, student 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.

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 process, many students solidify their post-graduation plans and make important professional connections that lead to full-time employment.

The first step in successful internship experiences is collaboration between the student, the faculty instructor and the Office of Career and Professional Development to research and identify the best internship site to match the student’s skills and passions. Throughout this process, students should utilize all resources available to them such as their faculty, professional network, Internet resources including Hatter Jobs and LinkedIn, Stetson alumni, and Career and Professional Development staff.

There are several options for students to gain internship experience while at Stetson. Internships can be participated in during the fall, spring and summer semesters; can be paid or unpaid; and can be completed for academic credit or as not-for-credit experiences. 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. 641)

To learn more about pursuing an internship, please visit the Career & Professional Development website at www.stetson.edu/career or contact the office at 386-822-7315, career@stetson.edu.

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.A. in Psychology/M.S. in Counseling (p. 833)

B.A. or B.S. + M.B.A. Five-Year Program (p. 833)

Marine Science Education Consortium (Duke University Marine Laboratory) (p. 834)

Master of Public Administration (MPA) – American University (p. 834)

Pre-Engineering and Dual Degree Program (p. 834)

Pre-Forestry and Environmental Studies Program (p. 835)

Pre-Law Advisory Program (p. 835)

4+3 Direct Admission to the College of Law
3+3 Accelerated Bachelor’s/J.D. Program

Pre-Medical/Health Related Advisory Program (p. 835)

Stetson Institute for Social Research (p. 836)

Stetson Summer Pre-Law Institute (p. 836)

Stetson-Lake Erie College of Osteopathic Medicine Medical Education Program (4+4, 3+4) (p. 836)

B.A. 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 any of the three master’s programs offered by the Department of Counselor Education: Clinical Mental Health Counseling; School Counseling; 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.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Units</th>
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<tbody>
<tr>
<td>ECON 103S</td>
<td>1</td>
</tr>
<tr>
<td>STAT 301Q</td>
<td>1</td>
</tr>
<tr>
<td>ACCT 211</td>
<td>1</td>
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<tr>
<td>MGMT 305</td>
<td>1</td>
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<tr>
<td>MKTG 315</td>
<td>1</td>
</tr>
<tr>
<td>FINA 311</td>
<td>1</td>
</tr>
<tr>
<td>Total Units</td>
<td>6</td>
</tr>
</tbody>
</table>

1. Students wanting a stronger background in Economics may take Macro-economics and Micro-economics.
2. Students wanting a stronger background in Accounting may take ACCT 211 and ACCT 212

2. A fifth year of study (30 graduate credits) leading to the M.B.A.
Upon submitting acceptable scores for the Graduate Management Aptitude Test 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 30 graduate credits, which students should plan to take over one summer, a fall, and a spring semester.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BSAN 591</td>
<td>Technology for Business Transformation</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 519</td>
<td>Organizational Theory and Behavior</td>
<td>3</td>
</tr>
<tr>
<td>FINA 503</td>
<td>International Business and Finance</td>
<td>3</td>
</tr>
<tr>
<td>FINA 511</td>
<td>Advanced Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>BSAN 507</td>
<td>Managerial Decision Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 520</td>
<td>Financial Accounting and Reporting Seminar</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 516</td>
<td>Marketing Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 595</td>
<td>Strategic Management</td>
<td>3</td>
</tr>
<tr>
<td>Graduate Business Electives - (two graduate courses in the SoBA)</td>
<td>6</td>
<td></td>
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<tr>
<td>Total Credits</td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

### 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 for 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. T. Wayne Bailey, 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. 320) 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 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 bachelor’s 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 in admission to the three-year J.D. program, students must complete a bachelor’s degree with at least 27 units (or 108 credits) at least 16 units (64 credits) of which have been earned through the DeLand undergraduate program, present a cumulative grade point average of at least 3.2, score at the 60th 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 at least 24 units (96 credits) through the undergraduate program in DeLand, complete all requirements in General Education and a major, establish a minimum cumulative grade point average of 3.7 after three years of undergraduate study, achieve a minimum score at the 80th 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:

One year of English (typically satisfied with FSEM 100 and an English course) 2

Select one of the following: 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
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<tbody>
<tr>
<td>MATH 130 &amp; MATH 131Q</td>
<td>Calculus I with Review Part I and Calculus I with Review Part 2</td>
</tr>
<tr>
<td>MATH 141Q &amp; MATH 142Q</td>
<td>Calculus I with Analytic Geometry and Calculus II with Analytic Geometry</td>
</tr>
<tr>
<td>BIOL 141P &amp; BIOL 142P</td>
<td>Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics and Introductory Biology II: Animal and Plant Physiology</td>
</tr>
<tr>
<td>CHEM 141P &amp; CHEM 142P</td>
<td>General Chemistry I and General Chemistry II</td>
</tr>
</tbody>
</table>
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

Total Units 15

These courses should be completed by the end of the junior year. 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 Institute for Social Research

Director: Diane Everett

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.

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-Lake Erie College of Osteopathic Medicine Medical Education Program (4+4, 3+4)

Stetson University and the Lake Erie College of Osteopathic Medicine (LECOM) in Bradenton, Florida, have developed a program that offers qualified students an interview for admission to osteopathic medical school. This program is available for entering first-year as well as current students who have completed up to 59 credit hours. There are two program tracks with different entrance requirements. The 4+4 track is the preferred track to give students the opportunity to develop and mature academically and socially before entering medical school. Admission to the 4+4 track requires an SAT score of
1200 or ACT score of 25 and an unweighted high school GPA of 3.5 (or top 10% of class). Students on this track will complete the baccalaureate degree at Stetson following the traditional model and then transfer to LECOM after a successful interview. With careful planning and approval by Stetson’s Pre-Health Advisory Committee, students on the 4+4 track may select from the wide range of majors in the College of Arts & Sciences. To be interviewed for admission to LECOM, students on the 4+4 track must maintain a 3.3 GPA in all coursework at Stetson with no grade lower than a ‘C’ and have a minimum MCAT score of 25.

The accelerated (3+4) track is also available for exceptional students. Students accepted for this track may complete the first three years of undergraduate study at Stetson and then be eligible to move to LECOM for the first year of medical school. These students may transfer a maximum of 32 hours of coursework taken at LECOM toward their undergraduate degree at Stetson. Stetson will confer a baccalaureate degree upon successful completion of the fourth year of study and LECOM will confer the Doctor of Osteopathic Medicine Degree upon the successful completion of the program at LECOM. Admission to the 3+4 track requires an SAT score of 1260 or ACT score of 27 and an unweighted high school GPA of 3.6. Students on the accelerated track may only select a major in Biology, Chemistry, Biochemistry, Integrative Health Science, or Molecular Biology. Students on the 3+4 track may elect to switch to the 4+4 track at any point prior to November 1 of their third year. To be interviewed for admission to LECOM, students on the 3+4 track must maintain a 3.5 GPA in coursework at Stetson with no grade lower than a ‘C’ and have a minimum MCAT score of 27.

For additional information about this program, please contact Professor Michael King in the Department of Biology, or Dean Karen Ryan at Stetson, or the Admissions Office at LECOM.
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. T. Wayne Bailey, 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
• **Graduate Business Society** (GBS), an academic and social organization open to membership for MBA students (DeLand or Celebration), EMBA students, MAcc students, or JD/MBA 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

**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.
Index

A
Academic Accommodations ................................................................. 824
Academic Advising ........................................................................ 643
Academic Affairs ........................................................................... 636
Academic Affairs ........................................................................... 709
Academic and Graduation Requirements ........................................ 825
Academic Calendar ........................................................................ 81
Academic Calendar ........................................................................ 771
Academic Credit ............................................................................ 824
Academic Honors .......................................................................... 636
Academic Programs ....................................................................... 824
Academic Records ......................................................................... 643
Academic Standing Policy ............................................................... 636
Academic Standing, Academic Probation, Dismissal, and Readmission ......................................................... 709
Academic Success and Disability Resources .................................. 67
Accounting ..................................................................................... 446
Accounting Minor .......................................................................... 499
Administration ............................................................................... 14
Advising Course Plan - Aquatic and Marine Biology Major .............. 114
Advising Course Plan - Aquatic and Marine Biology Major - Plan for Transfer Students ........................... 116
Advising Course Plan - Aquatic and Marine Biology Major - Veterinary School Interest .............................. 117
Advising Course Plan - Art Major - Art History Concentration ........ 98
Advising Course Plan - Art Major - Studio Art Concentration .......... 100
Advising Course Plan - Art Major - Studio Art Concentration - Plan for Transfer Students ....................... 102
Advising Course Plan - Biochemistry Major .................................. 148
Advising Course Plan - Biology Major ........................................... 119
Advising Course Plan - Biology Major - Dental School Interest ...... 121
Advising Course Plan - Biology Major - Medical School Interest ...... 123
Advising Course Plan - Biology Major - Medical School Interest ...... 125
Advising Course Plan - Biology Major - Plan for Transfer Students ................................................................. 129
Advising Course Plan - Biology Major - Study Abroad Interest ....... 130
Advising Course Plan - Biology Major - Veterinary School Interest ......................................................... 132
Advising Course Plan - Chemistry Major ...................................... 150
Advising Course Plan - Communication and Media Studies Major ............................................................................. 160
Advising Course Plan - Communication and Media Studies Major - Three Year Plan ..................................... 161
Advising Course Plan - Computer Information Systems Major .......... 168
Advising Course Plan - Digital Arts Major ..................................... 180
Advising Course Plan - Digital Arts Major - Plan for Transfer Students ................................................................. 182
Advising Course Plan - Economics Major ..................................... 191
Advising Course Plan - Economics Major - Plan for Transfer Students ................................................................. 193
Advising Course Plan - Economics Major - Three Year Plan .......................................................... 194
Advising Course Plan - Education Major - Cohort A ................................................................. 204
Advising Course Plan - Education Major - Cohort B ................................................................. 205
Advising Course Plan - Global Development Major ................................................................. 233
Advising Course Plan - Global Development Major - Three Year Plan .................................... 235
Advising Course Plan - History Major ...................................................................................... 248
Advising Course Plan - History Major - Public History Concentration ................................... 249
Advising Course Plan - History Major - Public History Concentration ................................... 250
Advising Course Plan - History Major - Three Year Plan ......................................................... 251
Advising Course Plan - Integrative Health Science Major - Chiropractic Medicine Interest .... 261
Advising Course Plan - Integrative Health Science Major - Dental School Interest ................. 263
Advising Course Plan - Integrative Health Science Major - Dietitian Interest ......................... 265
Advising Course Plan - Integrative Health Science Major - Kinesiology/Exercise Science Interest .... 267
Advising Course Plan - Integrative Health Science Major - Medical School Interest .............. 269
Advising Course Plan - Integrative Health Science Major - Nursing Interest ......................... 273
Advising Course Plan - Integrative Health Science Major - Occupational Therapy Interest ....... 275
Advising Course Plan - Integrative Health Science Major - Optometry Interest ....................... 277
Advising Course Plan - Integrative Health Science Major - Pharmacy Interest ....................... 279
Advising Course Plan - Integrative Health Science Major - Physical Therapy Interest .......... 282
Advising Course Plan - Integrative Health Science Major - Physician Assistant Interest ....... 284
Advising Course Plan - Integrative Health Science Major - Veterinary Medicine Interest ...... 286
Advising Course Plan - Mathematics Major ............................................................................ 299
Advising Course Plan - Mathematics Major - Financial Mathematics Concentration .......... 300
Advising Course Plan - Mathematics Major - Mathematical Physics Concentration .......... 302
Advising Course Plan - Molecular Biology Major ................................................................. 134
Advising Course Plan - Molecular Biology Major - Dental School Interest ............................ 136
Advising Course Plan - Philosophy Major .............................................................................. 317
Advising Course Plan - Physics Major .................................................................................... 325
Advising Course Plan - Physics Major - Applied Physics Concentration .............................. 327
Advising Course Plan - Physics Major - Biophysics Concentration ....................................... 329
Advising Course Plan - Psychology Major - Option 1 ............................................................ 350
Advising Course Plan - Psychology Major - Option 2 ............................................................ 351
Advising Course Plan - Public Health Major .......................................................................... 395
Advising Course Plan - Religious Studies Major ................................................................... 367
Advising Course Plan - Religious Studies Major - Three Year Plan ....................................... 368
Advising Course Plan - Sociology Major .............................................................................. 388
Advising Course Plan - Theatre Arts Major ........................................................................... 404
Advocacy ................................................................................................................................... 813
Africana Studies ......................................................................................................................... 427
American Studies ..................................................................................................................... 88
Animal Friendly Housing Policy .............................................................................................. 654
Anthropology .......................................................................................................................... 390
Bachelor of Business Administration in Marketing .......................................................... 492
Bachelor of Business Administration in Sport Business ................................................. 496
Bachelor Of Music - Composition ................................................................................ 570
Bachelor Of Music - Guitar ....................................................................................... 549
Bachelor Of Music - Music Technology ................................................................... 577
Bachelor Of Music - Music Theory ........................................................................... 563
Bachelor Of Music - Orchestral Instrument ............................................................... 556
Bachelor Of Music - Organ ....................................................................................... 526
Bachelor Of Music - Piano ....................................................................................... 533
Bachelor Of Music - Voice ...................................................................................... 540
Bachelor Of Music - With Elective Studies In A Specific Outside Field .................... 584
Bachelor Of Music Education - Instrumental/General ............................................. 605
Bachelor Of Music Education - Vocal/General ......................................................... 613
Bachelor Of Music with Elective Studies In A Specific Outside Field - Business ........ 591
Bachelor Of Music with Elective Studies In A Specific Outside Field - Business Leading To An M.B.A. .......................................................... 598
Bachelor of Science in Applied Mathematics ............................................................ 304
Bachelor of Science in Aquatic and Marine Biology .................................................. 138
Bachelor of Science in Biochemistry ....................................................................... 152
Bachelor of Science in Biology ................................................................................ 140
Bachelor of Science in Chemistry .......................................................................... 154
Bachelor of Science in Computer Information Systems ............................................ 169
Bachelor of Science in Computer Science ............................................................... 171
Bachelor of Science in Digital Arts ........................................................................... 185
Bachelor of Science in Economics ........................................................................... 195
Bachelor of Science in Environmental Science ......................................................... 230
Bachelor of Science in Integrative Health Science .................................................... 288
Bachelor of Science in Mathematics ....................................................................... 306
Bachelor of Science in Molecular Biology ............................................................... 142
Bachelor of Science in Physics - Applied Physics Concentration ................................ 331
Bachelor of Science in Physics - Biophysics Concentration ........................................ 333
Bachelor of Science in Physics - Physics Concentration ............................................ 334
Bachelor of Science in Public Health ....................................................................... 393
Biology .................................................................................................................. 108
Bonner Scholar Program ......................................................................................... 829
Business Administration ........................................................................................... 452
Business Administration Minor ................................................................................ 503
Business Law Minor ................................................................................................ 505
Business Minors ....................................................................................................... 498
Business Systems Analysis Minor ............................................................................. 506
Business Systems and Analytics .............................................................................. 456
C
Campus Life and Student Success ............................................................................. 67
Career and Professional Development ............................................................................................................................... 69
Catalog Requirements .......................................................................................................................................................... 643
Certificate of Community Engagement .................................................................................................................................. 828
Chemistry .................................................................................................................................................................................. 144
Classes and Course Selections .............................................................................................................................................. 825
Classification of Students .......................................................................................................................................................... 644
College of Arts and Sciences .................................................................................................................................................... 83
College of Arts and Sciences .................................................................................................................................................... 828
Communication and Media Studies ............................................................................................................................................ 815
Community Engaged Learning .................................................................................................................................................... 667
Community-Based Research Program ......................................................................................................................................... 156
Computer Science .................................................................................................................................................................... 830
Concentrations .......................................................................................................................................................................... 813
Contacts and Accreditations ......................................................................................................................................................... 12
Counseling Certificate Options for Degree Seeking Students .................................................................................................... 676
Counselor Education Dual Degree Option ..................................................................................................................................... 832
Course Drop Dates ....................................................................................................................................................................... 675
Course Evaluations .................................................................................................................................................................. 717
Course Exclusion Policy ............................................................................................................................................................ 644
Course Load Policy .................................................................................................................................................................. 431
Course Retake Policy ............................................................................................................................................................... 645
Course Syllabi Policy ............................................................................................................................................................... 645
Creative Arts ................................................................................................................................................................................. 637
Credit Hour Policy ..................................................................................................................................................................... 173
Credit Hour Policy ..................................................................................................................................................................... 645
Credit Hour Policy ................................................................................................................................................................... 718
Credit Hour Policy ................................................................................................................................................................... 826
D
Data Analytics ........................................................................................................................................................................... 810
Digital Arts .................................................................................................................................................................................. 431
Discovery Program .................................................................................................................................................................. 176
Dual Degrees ............................................................................................................................................................................. 631
E
Economics .................................................................................................................................................................................. 828
Economics .................................................................................................................................................................................. 187
Education .................................................................................................................................................................................. 462
Educational Specialist Degree ..................................................................................................................................................... 197
Elder Law .................................................................................................................................................................................... 688
English ......................................................................................................................................................................................... 815
Entrepreneurship Minor ............................................................................................................................................................ 210
Environmental Law ................................................................................................................................................................. 509
Environmental Science and Studies .............................................................................................................................................. 816
Exams and Grades .................................................................................................................................................................... 223
Index
Exclusions, Withdrawals, and Leave of Absence .................................................................826
Executive Master of Business Administration ........................................................................698
Expenses .................................................................................................................................70
Expenses .................................................................................................................................663
Experiential Learning and Leadership ....................................................................................829

F
Family Enterprise ........................................................................................................................467
Family Enterprise Minor ..........................................................................................................511
Final Exam Policy ....................................................................................................................638
Finance ......................................................................................................................................471
Finance Minor ..........................................................................................................................513
Financial Aid ..................................................................................................................................73
Financial Aid ..............................................................................................................................662
First-Year Students ....................................................................................................................63
Flex Major ................................................................ .................................................................478

G
Gender Studies ..........................................................................................................................432
General Education ...................................................................................................................79
General Information .................................................................................................................63
General Information .................................................................................................................661
General Minor in Music ...........................................................................................................622
General Studies in Education ...................................................................................................208
Global Development .................................................................................................................232
Grading Policies and Interpretations .......................................................................................712
Grading Scale and Interpretation ..............................................................................................638
Graduate .....................................................................................................................................661
Graduate Admissions ...............................................................................................................661
Graduate Education in the Department of Counselor Education .............................................667
Graduate Education in the Department of Education ...............................................................680
Graduate Education in the Department of English .................................................................690
Graduate Program Admissions ...............................................................................................718
Graduation Requirements ........................................................................................................639
Graduation Requirements ........................................................................................................711
Grievance Policy ......................................................................................................................640
Grievance Policy ......................................................................................................................714

H
Health Services .......................................................................................................................654
History ........................................................................................................................................239
Hollis Center Policies ..................................................................................................................654
Honor and Conduct Codes ........................................................................................................826
Honor System ...............................................................................................................................640
Honorary Societies .....................................................................................................................838
Honors Program .................................................................................................................................................. 630
Housing and Residential Life ........................................................................................................................................................................... 653

I
Immunization Record/Insurance Policy ................................................................................................................................. 655
Independent Study Policy ........................................................................................................................................................................ 641
Information Technology ............................................................................................................................................................................ 641
Integrative Health Science ....................................................................................................................................................................... 257
Interdisciplinary Minors ........................................................................................................................................................................... 423
International Business ........................................................................................................................................................................... 480
International Business ........................................................................................................................................................................... 484
International Law .................................................................................................................................................................................. 818
International Students ............................................................................................................................................................................ 64
International Studies ............................................................................................................................................................................... 291
Internship ......................................................................................................................................................................................................... 641
Internships ....................................................................................................................................................................................................... 832

J
J.D./LL.M. Joint Degree ........................................................................................................................................................................... 803
Journalism ........................................................................................................................................................................................................ 434
Juris Doctor (J.D.) .................................................................................................................................................................................................... 772

L
Latin American Studies ............................................................................................................................................................................ 435
Law ...................................................................................................................................................................................................................... 725
Law Student Policies .............................................................................................................................................................................. 824
Learning Assessment Policy .................................................................................................................................................................... 642
LL.M. in International Law ..................................................................................................................................................................... 806
LL.M.-Specific Policies ....................................................................................................................................................................................................... 827

M
M.F.A. in Creative Writing ........................................................................................................................................................................ 696
Major/Minor Declaration Policy .................................................................................................................................................................. 642
Management ....................................................................................................................................................................................................... 486
Management Minor .................................................................................................................................................................................. 515
Marchman Program ....................................................................................................................................................................................................... 832
Marine Science Education Consortium ................................................................................................................................................................... 834
Marketing .............................................................................................................................................................................................................. 490
Marketing Minor ....................................................................................................................................................................................................... 517
Master of Accountancy ........................................................................................................................................................................... 698
Master of Business Administration .................................................................................................................................................................... 701
Master of Education (M.ED.) in Educational Leadership ....................................................................................................................................... 686
Master of Education (M.ED.) in Elementary Education Social Justice .................................................................................................. 687
Master of Laws (LL.M.) ................................................................................................................................................................................ 805
Master of Public Administration .................................................................................................................................................................... 834
Master of Science in Clinical Mental Health Counseling ........................................................................................................................................................................... 676
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Science in Marriage, Couple, and Family Counseling</td>
<td>677</td>
</tr>
<tr>
<td>Master of Science in School Counseling</td>
<td>677</td>
</tr>
<tr>
<td>Mathematics</td>
<td>295</td>
</tr>
<tr>
<td>Message from the President</td>
<td>10</td>
</tr>
<tr>
<td>Military Science</td>
<td>308</td>
</tr>
<tr>
<td>Mission, Values, and Heritage</td>
<td>11</td>
</tr>
<tr>
<td>Modified Program in Educational Leadership</td>
<td>688</td>
</tr>
<tr>
<td>Music</td>
<td>311</td>
</tr>
<tr>
<td>Music</td>
<td>311</td>
</tr>
<tr>
<td>Online LL.M. in Advocacy</td>
<td>807</td>
</tr>
<tr>
<td>Online LL.M. in Elder Law</td>
<td>808</td>
</tr>
<tr>
<td>Other Academic Opportunities</td>
<td>828</td>
</tr>
<tr>
<td>Other Policies</td>
<td>654</td>
</tr>
<tr>
<td>Parking and Safety</td>
<td>656</td>
</tr>
<tr>
<td>Pass/Fail Policy</td>
<td>646</td>
</tr>
<tr>
<td>Philosophy</td>
<td>313</td>
</tr>
<tr>
<td>Physics</td>
<td>320</td>
</tr>
<tr>
<td>Placement and Proficiency</td>
<td>646</td>
</tr>
<tr>
<td>Play Therapy Certificate</td>
<td>678</td>
</tr>
<tr>
<td>Political Science</td>
<td>336</td>
</tr>
<tr>
<td>Pre-Engineering and Dual Degree Program</td>
<td>834</td>
</tr>
<tr>
<td>Pre-Forestry and Environmental Studies Program</td>
<td>835</td>
</tr>
<tr>
<td>Pre-Law Advisory Program</td>
<td>835</td>
</tr>
<tr>
<td>Pre-Medical/Health Related Advisory Program</td>
<td>835</td>
</tr>
<tr>
<td>Pre-Professional Programs</td>
<td>833</td>
</tr>
<tr>
<td>Psychology</td>
<td>344</td>
</tr>
<tr>
<td>Public Health</td>
<td>397</td>
</tr>
<tr>
<td>Public Management</td>
<td>354</td>
</tr>
<tr>
<td>Public Safety</td>
<td>68</td>
</tr>
<tr>
<td>Records, Grades and Registration</td>
<td>643</td>
</tr>
<tr>
<td>Registration</td>
<td>717</td>
</tr>
<tr>
<td>Registration, Course Loads, and Course Enrollment</td>
<td>647</td>
</tr>
<tr>
<td>Religious Observation Policy</td>
<td>721</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>658</td>
</tr>
<tr>
<td>Russian, East European, and Eurasian Studies</td>
<td>371</td>
</tr>
<tr>
<td>Scholarships</td>
<td>77</td>
</tr>
<tr>
<td>School of Business</td>
<td>437</td>
</tr>
</tbody>
</table>