

# GRADUATE AND PROFESSIONAL PROGRAMS

## College of Arts and Sciences

### DEGREES OFFERED

The College of Arts and Sciences offers the Master of Arts degree in English, the Master of Education degree in Educational Leadership and Reading Education, the Master of Science degree is offered in Mental Health Counseling, Marital, Couple and Family Counseling/Therapy, and School Counseling. Graduate degrees in Counselor Education and Teacher Education are also offered at the Stetson University Center at Celebration.

#### **Master of Arts (M.A.)**

The Master of Arts degree is offered in English. The minimum number of credits required is 30. Requirements include a thesis and competency in a modern language.

#### **Master of Education (M.Ed.)**

The Master of Education degree is designed for certified educators. Separate degree programs are available in Educational Leadership and Reading Education. This degree requires a minimum of 30 credits of coursework. Students must pass a comprehensive written examination and, in certain programs, internships in the field are required. Students in the Reading program must be certifiable in the area before the degree will be awarded. 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.

#### **Master of Science (M.S.)**

The Master of Science degree in counselor education is offered in three areas. The Master of Science in 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 oral defense of the portfolio prior to graduating from the program.

The Master of Science in Marital, Couple, and Family Counseling/Therapy 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 oral defense of the portfolio prior to graduating from the program.

The Master of Science degree in School Counseling is a 57-66 credit program. 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 oral defense of the portfolio prior to graduating from the program.

#### **Educational Specialist (Ed.S.)**

The Educational Specialist degree is offered in two areas: Educational Leadership, and Curriculum and Instruction. This degree requires a minimum of 30 credits of coursework beyond the master's degree. A comprehensive oral examination and/or an action research project (depending on the degree program) is required at the end of the student's program.

## **ADMISSION TO GRADUATE PROGRAMS IN THE COLLEGE OF ARTS AND SCIENCES**

Any student who holds a baccalaureate degree from an accredited college or university may apply for admission to graduate programs in the College of Arts and Sciences. Applicants must request that official copies of transcripts of all previous college or university credits (undergraduate and post baccalaureate) be sent to the Office of Graduate Studies. The Master of Arts in English degree program requires a typed or printed writing sample of approximately two-thousand words demonstrating the applicant's writing competence and analytical ability and submission of scores on the Graduate Record Exam (General). The applicant must also furnish the names and current addresses of three professional persons, including an immediate supervisor and at least one former professor, who are qualified to judge the applicant's ability. A medical report is required, and a recent photograph is requested. Finally, the applicant must furnish a statement regarding his or her professional goals. In order to be assured of consideration, applications should be submitted two months prior to the opening of the term. More time may be necessary if admission examinations (GRE or MAT) must be completed. There is a \$25.00 application fee.

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:

1. Have earned an undergraduate degree from a college or university accredited by the appropriate regional association.
2. Complete an application packet.
3. Admission to graduate programs requires at least one from each category. Students applying to the Department of English must submit scores for the verbal and analytical writing sections of the GRE. Students applying to any Teacher Education or School Counseling Program who are not fully certified teachers must submit passing scores on the General Knowledge Test (GK) or the CLAST exam.

#### **CATEGORY I**

- A composite score of at least 1000 on the Graduate Record Exam (verbal and quantitative). The Department of English requires that students submit scores for the verbal and analytical writing sections of the GRE. Based on the performance of past students, the Department of English looks for scores at or above the 50th percentile.
- A score of 410 or higher on the Miller Analogies Test. A score of at least 50 is required on tests taken before October 2004.
- An undergraduate grade point average of at least 3.0 in upper division courses
- The department of Teacher Education will accept 12 or more credits of post baccalaureate work at the 300 level or above with a GPA of 3.0 or better.

#### **CATEGORY II**

- National Board Certification
- Letters of recommendation
- Documentation of community and/or school leadership
- Group or individual interviews (required for all counselor education graduate programs)
- Written sample (Required for the M.A. in English)

The Graduate Council of Counselor Education sets the admissions standards for the Counselor Education Program based on standards from the program faculty, Florida

Department of Education, Florida Department of Health, and the Graduate Council of Arts and Sciences.

Admission to the Counselor Education Graduate Program requires the following listed in Category II of the Admission Process:

Letters of recommendation

Group interview

Applicants not meeting these 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.

### **Application**

Information and application forms may be obtained from the Office of Graduate Studies, College of Arts and Sciences, Box 8419, Stetson University, DeLand, FL 32723 or online. Students should apply prior to taking any graduate coursework in the College.

### **Enrollment as a Post-Baccalaureate Student (Non-degree status)**

In the Departments of Teacher Education and Counselor Education, students who do not wish to pursue a degree program may enroll as post-baccalaureate (non-degree) students for such purposes as satisfying certification requirements, licensure requirements, or obtaining credit for transfer to another university. Students must present evidence of good standing at the last institution they attended; a transient student must have a statement from his or her university that he or she is a regularly enrolled graduate student in good standing. No more than six credits taken as a non-degree-seeking student may be applied to a degree program subsequently entered. Students desiring admission to graduate programs will be required to meet admission standards for the particular degree. Counselor Education students may enroll in six credits of introductory coursework prior to admission to the graduate program. Only students who have earned a baccalaureate degree from an accredited institution may pursue programs in Teacher Education, Counselor Education, or English.

## **REGISTRATION AND COURSES**

At each registration, courses must be selected with advice from the student's program adviser. No course request form will be processed without the adviser's signature. (See Academic Calendar for deadlines.) Registration for a course obligates the student to pay the tuition for courses requested unless an official drop or withdrawal is accomplished. (See Registrar's Office Web site for deadlines and instructions on registration).

## **GRADUATE ACADEMIC 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 *Bulletin* (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.

## 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 Dean of Students (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 (five credits for M.A., M.S., M.Ed., Ed.S., and six credits for post-baccalaureate (post-bacc) students).

## ADVANCEMENT TO CANDIDACY

Admission to a degree program does not imply advancement to candidacy for a degree. A candidate in Teacher 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 completing degree programs in education must show satisfactory progress of the Field Evaluation I, Research Project I, and Curriculum I before advancement. The student is 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 by letter when advanced to candidacy. Failure to meet the requirement for advancement to candidacy may result in the student being dismissed from the graduate program.

### **MODERN LANGUAGE REQUIREMENT**

A reading knowledge of a modern language approved by the student's department is required for the M.A. program. Students may satisfy this requirement by making an acceptable score on the reading examination administered by the Department of Modern Languages and Literatures. Application for an examination should be made to the Chair of the Department of Modern Languages, Sampson Hall, who will report the student's score to the Office of Graduate Studies.

The modern language requirements must be satisfied before the student is allowed to register for his/her thesis.

### **THESIS**

In the Master of Arts in English program, before beginning work on the thesis course (ENGL 699), the candidate must file a form in the Office of Graduate Studies showing that the topic has been approved by the Director of the Thesis, the Department Chair, and the Dean of the College. Prior to the final typing of the thesis, the candidate must have the approval of his or her thesis committee. After securing that approval, he or she must submit for verification of correct form three copies of the thesis, typed and ready for binding, to the Thesis Director at least two weeks before the date set for the oral examination.

### **FINAL DEGREE EXAMINATION**

Application for the final degree examination must be made well in advance (see the Academic Calendar for deadlines). The final examination (whether written or oral) in a degree program may include a defense of the thesis (if a thesis is required), 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 Studies Committee.

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. Students in Counselor Education do not take a final degree examination.

### **PORTFOLIO**

A comprehensive accountability portfolio based on program and/or state/national standards must be completed and defended in the student's last semester. It is the responsibility of the student to schedule the portfolio review team. The portfolio defense is commonly evaluated by at least two faculty members and one practicing professional. Candidates may have input into the selection of the portfolio defense committee members. A scheduling request form can be found in the Office of Graduate Studies.

Counselor Education determines the portfolio defense team and schedule and does not require a portfolio defense form; however, students who are eligible for their portfolio presentation must submit their portfolios two weeks prior to the portfolio presentation.

## THE GRADING SYSTEM

Graduate students are graded in accordance with the following plan: A (distinction); B (quality expected of a graduate student); C (not up to standards of graduate work); C- or D (not acceptable for graduate credit); and F (failure). A student who fails to maintain an academic average of B (3.0) in graduate coursework may be placed on academic probation or dropped from the graduate program. One C grade is allowed if it is balanced by an A or A+ grade in a course with equal credits. Two C grades or one C-, D, or F grade disqualifies the student. No student will be permitted to take more than nine credits beyond the number of credits originally specified in his or her program in order to present a B average for his or her total program.

### The Grade of Incomplete (I)

Students are expected to complete all assignments on time. On occasion, because of illness or other serious circumstances, the Dean of Arts and Sciences may approve an extension of time for the completion of a course by awarding an I. When an I is granted, the course requirements must be completed two weeks prior to the end of classes at the next academic session, excluding summer, in which the student is enrolled. If the I is not removed, a grade of F will then be issued. In the case of serious extenuating circumstances, an incomplete may be extended. An appeal must be made through the Graduate Office to the Dean of the College during the semester the incomplete is due for completion.

An incomplete earned in the thesis course (ENGL 699) is an exception to the rule above. An incomplete in this course will remain until the thesis 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 master's degree.

## COURSE REQUIREMENTS

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. The thesis for the Master of Arts in English program requires two courses of three credits each. Although they 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 nine credits in the fall and spring semesters, and six credits during the summer.

## TRANSFER OF CREDITS

Transfer of course credit is not automatic. An individual who holds the baccalaureate degree from a regionally accredited college or university may apply only 6 credits of graduate courses toward the graduate degree prior to admission to the program. 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.

## **TIME LIMITATIONS**

All work toward a master's degree, including transferred courses, must be completed within six years from the date of the first enrollment. The student who is unable to complete all degree requirements within this time may petition the Graduate Committee for a one-year extension.

## **FLORIDA DEPARTMENT OF EDUCATION CERTIFICATION REQUIREMENTS**

In order to graduate from a state-approved teacher education program, including school counseling, the student must present passing scores on all tests required for certification as a requirement for program completion. The tests required for certification and program completion include a basic skills/general knowledge test, a professional skills test, and a subject area test. Students in Reading Education are required to take a reading state examination to obtain certification in reading.

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. However, candidates who do not hold a valid Florida Professional Educator's Certificate will be required to pass all certification examinations (general knowledge, professional skills, and subject area tests).

## **APPLICATION FOR GRADUATION**

Degree candidates must file an application for graduation, with a \$125.00 fee, no later than the fourth week of the semester in which they expect to complete their degree requirements. Students failing to apply for graduation by this time are subject to a \$50.00 late fee. Students should file the form in the Office of the Registrar.

## **SEQUENCE OF EVENTS LEADING TO A GRADUATE DEGREE IN THE COLLEGE OF ARTS AND SCIENCES**

1. Admission to a graduate degree program. See the Admission Standards section near the beginning of the Graduate and Professional Programs in the College of Arts and Sciences and any additional requirements under specific degree programs.
2. Assignment of an adviser. Upon application for admission, each student is assigned an adviser. All programs of study and each term's registration must be approved by the adviser.
3. Advancement to candidacy. See the Advancement to Candidacy section in the Graduate and Professional Programs of the College of Arts and Sciences and any additional requirements under specific degree program. The student is responsible for completing all requirements for advancement before the specified deadline for his or her program. Failure to do so will require an interruption of the student's progress.
4. Filing of approved thesis topic. (Only applies to MA program). See the Thesis section in the Graduate and Professional Programs of the College of Arts and Sciences.
5. Application for graduation. See the Application for Graduation section in the Graduate and Professional Programs of the College of Arts and Sciences and Academic Calendar.
6. Application for examinations (written or oral) or portfolio defense. See appropriate Graduate Program Director. (Not applicable to Counselor Education).
7. Submission of thesis for approval. (Only applies to M.A. program). See the Thesis section in the Graduate and Professional Programs of the College of Arts and Sciences.
8. Final degree examination and/or portfolio defense. See the Final Degree Examination section in the Graduate and Professional Programs of the College of Arts and Sciences and any additional requirements under specific degree program. See also the Academic Calendar.

9. Submission of corrected thesis. See appropriate Graduate Program Director. (Only applies to M.A. program).
10. Ordering a cap and gown. To be done in conjunction with filing for the degree.
11. Commencement. Attendance expected.

## **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), the Southern Association of Colleges and Schools, and the National Council for the Accreditation of Teacher Education (NCATE).

### **Mission and Objectives of Counselor Education**

The mission of the Department of Counselor Education is to educate all students including those from diverse academic, geographic, religious/spiritual, ethnic, and cultural backgrounds, preparing them to accept their professional responsibilities with distinction. Students learn to behave ethically, become aware of their professional responsibilities and their own personal strengths and resiliency so that they apply their training and self-knowledge with 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 Education, Florida Department of Health, and the Graduate Council of the College of Arts & Sciences.

Admission to the Counselor Education Graduate Program requires an earned undergraduate degree from a college or university accredited by an appropriate regional association.

Admission to the Counselor Education Graduate Program requires at least one from Category I and all of the following in Category II:

#### CATEGORY I

- Composite score of 1000 on verbal and quantitative on the Graduate Record Examination (GRE)\*
- A score of at least 410 on the Miller's Analogy Test (MAT), or 50 on tests taken prior to October 2004
- A score of 550 (paper-based) or 213 (computer-based) on the TOEFEL
- Undergraduate grade point average of 3.0 in upper-division courses
- Earned master's degree from an accredited university\*\*

#### CATEGORY II

- Application
- Undergraduate transcripts
- Letters of recommendation

Group interview

Passing scores on the General Knowledge Test if applying for the School Counseling Program

\*Each student is required to submit scores from the Graduate Record Exam (GRE), Miller Analogy Test (MAT), or TOEFEL for admission into the program. 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, MAT, or TOEFEL).

### **Students Seeking Certification and Licensure**

Counselor Education accepts post-baccalaureate students for such purposes as satisfying certification or licensure.

### **Six (6) Credit Rule**

Students may enroll in six credits of introductory coursework prior to admission into the graduate program.

### **PROGRAM FACULTY**

Judith Burnett, Ph.D., University of Massachusetts at Amherst

David F. March, Ph.D., University of Central Florida

Brigid M. Noonan, Ph.D., (Chair), University of Maryland College Park

Leila F. Roach, Ph.D., University of Central Florida

Paige Thanasiu, Ph.D., University of Central Florida

### **CERTIFICATE ONLY PROGRAMS**

If a person holds a CACREP accredited master's degree in any area, he/she may receive a certificate for another specialty by completing a certificate only program.

### **Clinical Mental Health Counseling**

CERTIFICATE FOR CLINICAL MENTAL HEALTH COUNSELING

CSL 509 Individual, Marital & Family Psychotherapy and Psychopathology

CSL 514 Sexuality Counseling

CSL 516 Substance Abuse Counseling

CSL 517 Practicum: Clinical Mental Health Counseling

CSL 518 Internship I: Clinical Mental Health Counseling

CSL 519 Internship II: Clinical Mental Health Counseling

CSL 526 Foundations of Clinical Mental Health Counseling

CSL 527 Counseling in a Community Setting

### **Marriage, Couple & Family Counseling**

CERTIFICATE FOR MARRIAGE, COUPLE & FAMILY COUNSELING

CSL 509 Individual, Marital & Family Psychotherapy and Psychopathology

CSL 510 Marriage & Relationship Counseling and Therapy

CSL 511 Seminar: Marriage, Couple & Family Counseling

CSL 514 Sexuality Counseling

CSL 516 Substance Abuse Counseling

CSL 517 Practicum: Marriage, Couple & Family Counseling

CSL 518 Internship I: Marriage, Couple & Family Counseling

CSL 519 Internship II: Marriage, Couple & Family Counseling

CSL 521 Counseling Children and Adolescents

CSL 525 Advanced Family Therapy Theories and Techniques

## School Counseling

CERTIFICATE FOR SCHOOL COUNSELING FOR STUDENTS WHO ARE CERTIFICATION-ELIGIBLE AS TEACHERS IN THE STATE OF FLORIDA

CSL 517 Practicum: School Counseling  
CSL 518 Internship I: School Counseling  
CSL 519 Internship II: School Counseling  
CSL 521 Counseling Children and Adolescents  
CSL 522 Foundations of School Counseling  
CSL 524 Consultation

CERTIFICATE FOR SCHOOL COUNSELING FOR STUDENTS WHO ARE NOT CERTIFICATION-ELIGIBLE AS TEACHERS IN THE STATE OF FLORIDA

In addition to the courses listed above, the following courses are required:  
EN 505 Philosophy of Education  
EN 527 Teaching Reading in the Content Areas  
EN 530 Curriculum & Instruction Development  
EN 574 Educational Management of Diverse Populations

**Note: Some of the courses listed for each specialty may have been required in the program for which you received a master's degree. For example, students who have a master's degree in School Counseling and desire a certificate in Marriage, Couple & Family Counseling will already have completed CSL 521, Counseling Children and Adolescents. Likewise, students who have a master's degree in Marriage, Couple & Family Counseling and desire a certificate in clinical mental health counseling will already have completed CSL 509, Individual, Marital & Family Psychopathology and Psychotherapy, and CSL 516, Substance Abuse Counseling.**

## Internship Opportunities

A practicum or internship setting is a public or private community agency; elementary, middle, or secondary school; community or junior college; university; or 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 a variety of careers to choose from. From public to private agencies and schools; inpatient, outpatient and other treatment settings; as well as independent private settings, there is a myriad of choices that individuals can pursue.

## MASTER OF SCIENCE DEGREES

J. Burnett; D. March; B. Noonan (Chair); L. Roach; 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 Graduate Studies Office in 103 Davis Hall. 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 and defend an academic portfolio according to departmental guidelines for the three programs.

## MASTER OF SCIENCE IN CLINICAL MENTAL HEALTH COUNSELING

Judith Burnett- Program Coordinator

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 practice, as well as settings that provide human service consulting.

A minimum of 60 semester credits of coursework is required, 45 credits are considered core courses, 15 credits are earned in practicum and internship. Students pass the Counselor Preparation Comprehensive Examination and defend an academic portfolio of their learning experiences as the capstone project to complete the degree.

	Credits
Core Courses	
CSL 501 Evaluation and Assessment . . . . .	.3
CSL 502 Legal, Ethical, and Professional Issues in Counseling . . . . .	.3
CSL 503 Human Relations Methods & Skills . . . . .	.3
CSL 504 Group Counseling . . . . .	.3
CSL 505 Theories of Counseling . . . . .	.3
CSL 506 Human Development . . . . .	.3
CSL 507 Career Counseling . . . . .	.3
CSL 508 Family Systems . . . . .	.3
CSL 509 Individual, Marital, & Family Psychopathology and Psychotherapy .3	.3
CSL 513 Multicultural Counseling and Psychosocial Theory . . . . .	.3
CSL 514 Sexuality Counseling . . . . .	.3
CSL 515 Statistical Analysis and Research Design . . . . .	.3
CSL 516 Substance Abuse Counseling . . . . .	.3
CSL 526 Foundations of Clinical Mental Health Counseling . . . . .	.3
CSL 527 Counseling in a Community Setting . . . . .	.3
Total . . . . .	<u>.45</u>
Practicum and Internship	
CSL 517 Practicum: Clinical Mental Health Counseling . . . . .	.3
CSL 518 Internship I: Clinical Mental Health Counseling . . . . .	.6
CSL 519 Internship II: Clinical Mental Health Counseling . . . . .	.6
Total . . . . .	<u>.15</u>

## MASTER OF SCIENCE IN MARRIAGE, COUPLE AND FAMILY COUNSELING

Leila F. Roach - Program Coordinator

The M.S. in Marriage, Couple and Family Counseling is designed to train therapists for roles in community agencies, hospital, churches, businesses, family treatment centers, and private practice settings.

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 as the capstone project to complete the degree. Of the 60 credits, 51 are considered core courses, and 9 credits are earned in practicum and internship.

	Credits
Core Courses	
CSL 501 Evaluation and Assessment . . . . .	.3
CSL 502 Legal, Ethical, and Professional Issues in Counseling . . . . .	.3
CSL 503 Human Relations Methods & Skills . . . . .	.3

CSL 504 Group Counseling	.3
CSL 505 Theories of Counseling	.3
CSL 506 Human Development	.3
CSL 507 Career Counseling	.3
CSL 508 Family Systems	.3
CSL 509 Individual, Marital, & Family Psychopathology and Psychotherapy	.3
CSL 510 Marriage and Relationship Counseling	.3
CSL 511 Seminar in Marriage, Couple, & Family Counseling	.3
CSL 513 Multicultural Counseling and Psychosocial Theory	.3
CSL 514 Sexuality Counseling	.3
CSL 515 Statistical Analysis and Research Design	.3
CSL 516 Substance Abuse Counseling	.3
CSL 521 Counseling Children & Adolescents	.3
CSL 525 Advanced Family Therapy Theories & Techniques	.3
Total	.51

Practicum and Internship

CSL 517 Practicum: Marriage, Couple and Family Counseling	.3
CSL 518 Internship I: Marriage, Couple and Family Counseling	.3
CSL 519 Internship II: Marriage, Couple and Family Counseling	.3
Total	.9

## MASTER OF SCIENCE IN SCHOOL COUNSELING

Brigid M. Noonan – Program Coordinator

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 a family strength focused approach, a collaborative assessment and intervention model between parents and children and their school systems. Students must pass the Counselor Preparation Comprehensive Examination and defend an academic portfolio of their learning experiences as the capstone project to complete the degree.

For students who are teacher certification-eligible in the State of Florida, there are 57 required credits, 48 credits are considered core courses, and 9 credits are earned in practicum and internship experience:

	Credits
Core Courses	
CSL 501 Evaluation and Assessment	.3
CSL 502 Legal, Ethical, and Professional Issues in Counseling	.3
CSL 503 Human Relations Methods & Skills	.3
CSL 504 Group Counseling	.3
CSL 505 Theories of Counseling	.3
CSL 506 Human Development	.3
CSL 507 Career Counseling	.3
CSL 508 Family Systems	.3
CSL 513 Multicultural Counseling & Psychosocial Theory	.3
CSL 515 Statistical Analysis & Research Design	.3
CSL 521 Counseling Children & Adolescents	.3
CSL 522 Foundations of School Counseling	.3
CSL 524 Consultation	.3
CSL 528 Contemporary Issues in School Counseling I	.3
CSL 529 Contemporary Issues in School Counseling II	.3
CSL 530 Technology and the Counselor Educator	.3
Total	.48
Practicum & Internship	
CSL 517 Practicum: School Counseling	.3
CSL 518 Internship I: School Counseling	.3

CSL 519 Internship II: School Counseling .....	3
Total .....	9

For students who are not teacher certification-eligible in the State of Florida, the following additional courses are required:

EN 505 Philosophy of Education .....	3
EN 527 Teaching Reading in the Content Areas .....	3
EN 574 Educational Management of Diverse Populations .....	3

## Course Offerings

- CSL 501**                    **Evaluation and Assessment (3).** An introduction to individual, couple, family, group and environmental/community approaches to assessment and evaluation. Topics include the history and purpose of evaluation instruments used by counseling professionals; basic descriptive and inferential statistics, validity, reliability, and measurement concepts; relevant social and cultural contexts in assessment; and principles and ethics of diagnosis and formal and informal assessments. An overview is also provided to intelligence, aptitude, interest, achievement, personality, and cognitive status.
- CSL 502**                    **Legal, Ethical, & Professional Issues (3).** This course is designed to provide an 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.
- CSL 503**                    **Human Relations Methods and Skills (3).** This is a workshop-centered, practice-oriented course to provide 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.
- CSL 504**                    **Group Counseling (3).** This course is designed to provide 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, psychoeducational (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.
- CSL 505**                    **Theories of Counseling (3).** This course provides an 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.

- CSL 506**      **Human Development (3).** This course addresses major theories of human development across the lifespan, including learning and personality development, and understandings of neurobiological behavior. It is designed to examine human development issues from a multicultural perspective with attention to individual, cultural, and community resilience. The course addresses the cognitive, socio-emotional, spiritual, and physical nature and needs of individuals at all developmental levels, in addition to strategies for facilitating optimum development and wellness over the lifespan. Tasks related to normal development, prevention, early intervention, and counseling are addressed along with an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect behavior. Issues of family development and transitions are addressed from a systemic perspective.
- CSL 507**      **Career Counseling (3).** 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.
- CSL 508**      **Family Systems (3).** This course 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.
- CSL 509**      **Individual, Marital, & Family Psychopathology and Psychotherapy (3).** This course provides an 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 IV-TR 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.
- CSL 510**      **Marriage and Relationship Counseling (3).** This course 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.
- CSL 511**      **Marriage, Couple, and Family Counseling Seminar (3).** This course aims to introduce 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.
- CSL 513**      **Multicultural Counseling and Psychosocial Therapy (3).** This course 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.

- CSL 514**      **Sexuality Counseling (3).** This course is designed to explore 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.
- CSL 515**      **Statistical Analysis and Research Design (3).** This course is designed to provide an 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.
- CSL 516**      **Substance Abuse Counseling (3).** 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.
- CSL 517-30**      **Practicum: Clinical Mental Health Counseling (3).** This course is a multi-dimensional course designed to provide students with the opportunity to develop competencies in counseling skills in a practical setting. Students critique and receive feedback through peer interaction in a group setting, receive individual and group supervision and participate in weekly seminars. Students are expected to develop and demonstrate effective counseling skills based on personal strengths and ethical and professional principles. Students complete 200 hours of which 40 hours are direct client contact; the remaining hours are comprised of activities typically conducted by mental health counselors.
- CSL 517-31**      **Practicum: Marriage, Couple, and Family Counseling (3).** This course is a multi-dimensional course designed to provide students with the opportunity to develop competencies in counseling skills in a practical setting. Students critique and receive feedback through peer interaction in a group setting, receive individual and group supervision and participate in weekly seminars. Students are expected to develop and demonstrate effective counseling skills based on personal strengths and ethical and professional principles. Students complete 100 hours of which 40 hours are direct client contact; the remaining hours are comprised of activities typically conducted by marriage and family counselors.
- CSL 517-33**      **Practicum: School Counseling (3).** Supervised counseling practices involving both individuals and groups and emphasizing the use of video and audio tapes are the focus of this clinical experience. Students, under supervision, will implement theoretical knowledge about counseling, assessment, evaluation to the actual practice of a school setting. Opportunities to learn with and learn from diverse individuals will be offered. Students will begin to apply theoretical knowledge about counseling to actual practice by fostering constructive partnerships with parents, guardians, families, and communities in order to promote each student's academic, career, and personal/social success.
- CSL 518-30**      **Internship II: Clinical Mental Health Counseling (6).** 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.

**CSL 518-31**

**Internship I: Marriage, Couple, and Family Counseling (3).** Supervised field work in counseling. Internship is a multi-dimensional course including a counseling field experience on site at an agency or institution and an ongoing Analysis of Practice Seminar. The Seminar consists of two parts: supervision and analysis of on-site practice and a professional seminar. Students must complete **300** hours of which **120** hours are direct client contact; the remaining hours are comprised of a variety of activities conducted by marriage and family counselors.

**CSL 518-34**

**Internship I: School Counseling (3).** Supervised counseling practices and comprehensive guidance activities in an approved school setting are the core focus of the school counseling internship. Students, under supervision, will implement theoretical knowledge about counseling, assessment, and evaluation to the actual practice of a school setting. Students will be provided with opportunities to learn from and learn with diverse populations. Students will also have opportunities to apply the most comprehensive and up-to-date knowledge available in the field of counseling.

**CSL 519-30**

**Internship II: Clinical Mental Health Counseling (6).** 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** are direct client contact; the remaining hours are comprised of a variety of activities conducted by mental health counselors.

**CSL 519-31**

**Internship II: Marriage, Couple, and Family Counseling (3).** Supervised field work in counseling. Internship is a multi-dimensional course including a counseling field experience on site at an agency or institution and an ongoing Analysis of Practice Seminar. The Seminar consists of two parts: supervision and analysis of on-site practice and a professional seminar. Students must complete **300** hours of which **120** are direct client contact; the remaining hours are comprised of a variety of activities conducted by marriage and family counselors.

**CSL 519-33**

**Internship II: School Counseling (3).** Supervised counseling practices and comprehensive guidance activities in an approved school setting are the core focus of the school counseling internship. Students, under the supervision, 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 will also have opportunities to apply most comprehensive and up to date knowledge available in the field of counseling.

**CSL 521**

**Counseling Children and Adolescents (3).** This course provides an 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.

**CSL 522**

**Foundations of School Counseling (3).** This course is designed to provide 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.

- CSL 524**      **Consultation (3).** This course provides 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.
- CSL 525**      **Advanced Family Therapy Theory and Techniques (3).** This course provides advanced analysis of family systems theory, research in marriage, couple, and family counseling literature, study of current trends in the field and the application of these elements to innovative treatment strategies and interventions. Students will receive feedback on skills demonstrated in simulated counseling sessions as well as from live supervision in a clinical setting.
- CSL 526**      **Foundations of Clinical Mental Health Counseling (3).** This course 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. Sociocultural, 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.
- CSL 527**      **Counseling in a Community Setting (3).** This course 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.
- CSL 528**      **Contemporary Issues in School Counseling I (3).** This course will provide 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.
- CSL 529**      **Contemporary Issues in School Counseling II (3).** This course is designed to enable 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.
- CSL 530**      **Technology and the Counselor Educator (3).** This course will examine 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.

**GRADUATE EDUCATION  
IN THE DEPARTMENT OF ENGLISH**

JOEL B. DAVIS—PROGRAM COORDINATOR

Stetson’s Master of Arts program in English offers flexibility for students with a variety of goals, from personal enrichment to preparation for secondary or community college teaching or admission to doctoral studies. Candidates for the M.A. in English must complete 12 core credits (the Graduate Colloquium, which is an intensive study of critical methodology and professional issues; one course in Literary Theory/Criticism; a Directed Research project leading to the Master’s thesis; and a Master’s thesis of publishable length and quality), and 18 additional credits at the 500 or 600 level. Reading proficiency in a modern language must be demonstrated. Though the specific course of study is individualized, each candidate for the Master’s degree is expected to demonstrate advanced skill in reading literature, in responding to texts orally and in writing from informed theoretical perspectives, and in researching critical contexts.

**M.A. IN ENGLISH**

	Credits
ENGL 600 Graduate Colloquium .....	3
ENGL 698 Directed Research .....	3
ENGL 699 Thesis .....	3
One course in Criticism/Theory .....	3
Six additional courses at the 500 level or above .....	18
Total credits .....	30

Students must demonstrate reading skills in French, German, or Spanish. Students may apply to substitute another language to fulfill this requirement when appropriate to the student’s course of study.

After completing 9 credits, students will apply for candidacy by submitting a planned program of study. Before beginning work on the thesis course, students must submit certification of language proficiency.

**Course Offerings**

Graduate ENGL courses listed below at the 600 level will be taught at the 500 level if cross-listed with 300 or 400 level classes.

- ENGL 600**                    **Graduate Colloquium (3).** A required lecture/discussion foundations course designed to extend 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. Offered every third semester.
- ENGL 620**                    **Topics in Composition and Rhetoric (3).** 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).** Studies one or more questions in the history, structure, usage, acquisition, or grammar of English.
- ENGL 630**                    **Topics in Literature and Culture (3).** Considers relationships among literary texts, culture, and society.

- ENGL 635** **Film Studies (3).** 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).** Surveys major authors and representative works in British Literature from the seventh to the eighteenth century.
- ENGL 647** **Survey of British Literature II (3).** Surveys major authors and representative works in British Literature from the eighteenth century to the present.
- ENGL 648** **Survey of U.S. Literatures (3).** Surveys United States literatures from pre-Colonial times to the present.
- ENGL 650** **Topic in a Literary Period (3).** Offers an advanced historical approach to the study of literature in a single period.
- ENGL 660** **Topic in Genre Study (3).** Offers an advanced study of one or more genres in historically significant or typical examples.
- ENGL 665** **Topic in Author Study (3).** 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).** Offers advanced study of the literature of ethnically diverse populations in the U.S or the world.
- ENGL 672** **Topic in Gender Studies (3).** Offers advanced analysis of gender or sexuality as a theme in literary or extra-literary texts.
- ENGL 673** **Topic in Global Literature (3).** Examines representative works of world literature, both Western and non-Western, in English and in translation, with consideration of their aesthetic, cultural, historical, and literary contexts.
- ENGL 675** **Topic in Popular Culture (3).** Offers advanced study of popular cultural forms, including popular literary genres (detective fiction, romance novels, fantasy and science fiction), film and television, and material culture.
- ENGL 676** **Interdisciplinary Topic (3).** Offers advanced topical, focused study of literature in the context of other disciplines or forms of expression in the arts, humanities, or sciences.
- ENGL 681** **Topic in Theory (3).** Offers advanced study of one or more theorists, theoretical movements, or theoretical questions. Fulfills the Theory/Criticism requirement.
- ENGL 685** **Independent Study.**
- ENGL 698** **Directed Research (3).** One semester course of independent research under the guidance of the thesis committee leading to the thesis. Prerequisite: ENGL 600.
- ENGL 699** **Thesis (3).** 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.

Permission of instructor is required for all graduate-level ENCW classes. All graduate-level ENCW courses may be repeated for credit.

- ENCW 511** **Non-Fiction Workshop (3).** A workshop focusing 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).** A workshop helping students develop their skills in such fiction techniques as characterization, plot, setting, point of view, and style.

ENCW 513	<b>Poetry Workshop (3).</b> A workshop in which students develop their skills in poetry. Permission of instructor required.
ENCW 514	<b>Drama Workshop (3).</b> A workshop in which students develop their skills in playwriting and screenwriting. Permission of instructor required.
ENCW 518	<b>Major Project Workshop I (0).</b> Part one of a genre-specific year-long course in which students will begin and complete a major work.
ENCW 519	<b>Major Project Workshop II (3).</b> 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 518.

## GRADUATE EDUCATION IN THE DEPARTMENT OF TEACHER EDUCATION

### Graduate Degrees

Master of Education—Educational Leadership  
Master of Education— Reading Education

### Admission Requirements

Admission to a program of study requires evidence of ability to pursue graduate study and to complete the requirements for the specific degree program. An applicant may take up to six credits while seeking admission. To seek admission to a master's degree program, a student must have an acceptable baccalaureate degree. The following requirements should be met:

1. Earned undergraduate degree from a college or university accredited by the appropriate regional association
2. Admission to graduate programs requires at least one from each category below. Candidates with a GPA lower than 3.0 must submit scores on either the Miller Analogies Test (MAT) or the Graduate Record Exam (GRE).

#### Category I

A composite verbal & quantitative score of at least 1000 on the GRE. International students must submit a composite verbal and quantitative score of at least 1000 on the GRE.

A score of 50 on the MAT or 410 on tests beginning October 2004

An undergraduate grade point average of at least 3.0 in upper division courses

#### Category II

A group or individual interview

National Board Certification

Documentation of post graduate course success

Letters of recommendation

Documentation of community or school leadership

3. Present passing scores on GK (General Knowledge Test)
4. Completion of application packet

Presenting more than one item under each category is suggested. The Graduate Committee will determine whether an individual student will be admitted. The Committee may choose not to admit a student based on their skills and dispositions score averages as well as an interview even though other requirements have been satisfied.

## Admission Agreement Between the Department of Teacher Education and the Graduate Committee Concerning Stetson Graduates

Stetson University graduates who have successfully completed our undergraduate NCATE-approved teacher 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 Teacher Education faculty and one from outside the Department) will not be required to take the GRE or MAT and will be automatically accepted into our graduate education program. Students who do not meet these criteria may apply for admission in the normal fashion.

### Provisional Admissions

Students who do not meet admission requirements may, under special and unusual circumstances, be admitted. Students granted provisional admission will be notified of the conditions under which they are admitted. When these conditions have been satisfied, the student will be granted full admission. Students failing to meet any condition of their admission will not be allowed to continue in their degree program.

Graduate Council: Patrick Coggins; Glen Epley; Elizabeth Heins; Robert Leahy; Kathy Piechura-Couture, Debra Touchton

## MASTER OF EDUCATION (M.ED.) IN READING EDUCATION

This program has Florida Department of Education approval. Students seeking initial certification are required to complete additional credits. Students must complete and achieve a passing score on the K-12 reading examination to exit the program.

	Credits
Core Courses: Reading (30 credits)	
EDUC 524 Diagnosis & Treatment of Reading Problems I	3
EDUC 525 Diagnosis & Treatment of Reading Problems II	3
EDUC 526 Trends in the Teaching of Reading	3
EDUC 527 Teaching Reading in the Content Areas	3
EDUC 528 Practicum in Reading	3
EDUC 551 Curriculum & Supervision Problems in Reading	3
EDUC 552 Reading in Secondary & Post Secondary Education	3
EDUC 500 Technology & the Professional Educator	3
EDUC 501 Measurement, Evaluation, and Testing	3
EDUC 597 Applied Linguistics	3
EDUC 529* Cultural Diversity Education/Multicultural Education	3

\*Students who are not certified in ESOL will be required to take EN529 as part of their program.

# MASTER OF EDUCATION (M.ED.) IN EDUCATIONAL LEADERSHIP

Debra Touchton, Program Coordinator

The program outlined here assumes that the student is fully certified in either elementary or secondary education and has or will have completed a minimum of three years of successful teaching.

	Credits
Core Courses (24 credits)	
EDUC 530 Curriculum & Instructional Development . . . . .	3
EDUC 540 Educational Finance . . . . .	3
EDUC 542 Legal Aspects of School Operations . . . . .	3
EDUC 543 Instructional Leadership and Supervision . . . . .	3
EDUC 544 Educational Management & Systems Planning . . . . .	3
EDUC 546 Human Resource Development . . . . .	3
EDUC 566 Educational Technology . . . . .	3
EDUC 567 Communications & Research Analysis for Educational Leaders . . .	3
Required Courses (6 credits)	
EDUC 591 Internship in Educational Leadership . . . . .	3
EDUC 529 Cultural Diversity Education/Multicultural Education . . . . .	3

## Course Offerings

- EDUC 500**      **Technology and the Professional Educator (3).** Through the Integration of technology, students will examine professional standards of teaching (Accomplished Practices, INTASC, and Board Certification). Student will be required to develop an electronic professional portfolio, which addresses one set of standards.
- EDUC 501**      **Measurement, Evaluation, and Testing (3).** Basic descriptive and inferential statistics and measurement concepts. Principles and ethics of diagnosis, formal and informal assessment and overview of intelligence, aptitude, interest, and achievement tests relevant to the educational needs of diverse populations.
- EDUC 504**      **Human Development (3).** Study of biopsychosocial and personality factors in the growth and development of individuals across the life span.
- EDUC 505**      **Philosophy of Education (3).** Systematic study of current educational philosophies and their impact on American education.
- EDUC 514**      **Middle School Curriculum (3).** A study of the transitional school between the elementary and senior high school.
- EDUC 519**      **Fundamentals of Reading Instruction (3).** 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).** Functional application of various experimental designs, use of statistical packages, evaluation of written research.
- EDUC 523**      **High School Curriculum (3).** Principles of curriculum construction; pressures influencing change; current developments.
- EDUC 524**      **Diagnosis and Treatment of Reading Problems I (3).** 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).** Supervised practice in diagnosing and teaching children with reading difficulties. Prerequisite: EDUC 524.
- EDUC 526**      **Trends in the Teaching of Reading (3).** 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**      **Teaching Reading in the Content Areas (3).** Students are provided with a broad knowledge of best practice that is essential to increasing reading proficiency across the content areas.
- EDUC 528**      **Practicum in Reading (3).** 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, EDUC 526.
- EDUC 529**      **Cultural Diversity Education/Multicultural Education (3).** This course 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).** The course is designed to provide knowledge about the principles of curriculum development, implementation, and evaluation. The effective school literature is also explored.
- EDUC 531**      **Elementary Education Specialization (3-9).** Advanced methods courses in the various subjects taught in the elementary grades. 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).** This course gives a general introduction to 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).** 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).** Identification of problems; critical issues and trends; use of time, space, and resources to improve instruction.
- EDUC 536**      **Problems in Elementary School Curriculum (3).** Methods of dealing with various types of problems with suggested curriculum experiences to provide optimum learning.
- EDUC 538**      **Primary Education I: Curriculum (3).** The curriculum for primary children in relationship to their needs and development at various maturation levels.
- EDUC 539**      **Primary Education II: Special Methods (3).** Development of appropriate materials and teaching strategies for use in an early childhood program.
- EDUC 540**      **Educational Finance (3).** An introductory course dealing with the various methods of funding public education with particular emphasis upon Florida's funding program.
- EDUC 542**      **Legal Aspects of School Operations (3).** Legal basis for education; Constitutional and statutory laws; court cases; review of the School Code of Florida.

- EDUC 543** **Instructional Leadership and Supervision (3).** The course provides the knowledge and skills necessary for educational leaders to promote a positive school learning culture, develop an effective instructional program through data-driven decisionmaking, and apply best practices to the teaching and learning process.
- EDUC 544** **Educational Management and Systems Planning (3).** This course introduces the student to the purpose, function, and processes of educational leadership, organizational theory, and the role of the principal in the effective school. The knowledge required to be proficient in communication skills is introduced.
- EDUC 545** **Contemporary Problems in School Administration (3).** Analysis of the issues on the local, state and national levels that confront educators today.
- EDUC 546** **Human Resource Development (3).** This course provides an introduction to school personnel, administration and labor relations. Topics include recruitment, orientation, induction, and evaluation.
- EDUC 547** **Nature and Needs of Diverse Populations (3).** A cross-categorized course dealing with 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).** 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).** Examination of 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).** An examination of 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).** This course is designed to examine and explore 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).** This course will review 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).** 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 555** **Thesis (3).** The thesis demonstrates the MA candidates' ability to complete a significant research project. Candidates select an adviser and committee members to approve their topic and direct their research and writing process. The aim is to have candidates produce a scholarly paper of publishable quality. Prerequisites: EDUC 522, EDUC 521 or EDUC 665.
- EDUC 558** **Curricular Strategies for Diverse Learners (3).** This course focuses on curriculum materials including current innovations and trends for persons with mild handicaps and children who use English as a second language. Special emphasis will be placed on research-based strategies that foster academic and social/personal growth. Curriculum development, teaching strategies and identification, evaluation, and modification of commercial materials will be covered. Adherence to developmental benchmarks, and state and national standards will be addressed.

- EDUC 565**      **Effective Use of Instructional Media (3).** A variety of instructional tools such as video, slides, overheads, audio, and computer and digital images are available to teachers. Students will learn how to choose, create, and use these and other media effectively in the classroom.
- EDUC 566**      **Educational Technology (3).** This course is designed to provide an introduction to 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).** This course will focus on the theories and principles of education and communication. It will also explore 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 570**      **Consultation Collaboration: The Role of the Teacher (3).** An initial survey course, designed to understand 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).** 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).** 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).** This course focuses on specialized approaches to teaching academic skills. Instructional techniques using commercial as well as modified curriculum materials will be presented.
- EDUC 574**      **Educational Management of Diverse Populations (3).** This course will describe methods of classroom organization, behavior management strategies, and consultation skills for students with mild handicaps, and who have limited English Proficiency (LEP) students. (This course may be required to be taken in conjunction with EDUC 588, EDUC 590.)
- EDUC 575**      **Nature and Needs of Mentally Handicapped Students (3).** Analysis of the biological, psychological, and sociological bases of mental retardation. Attention given to the needs, characteristics, problems, families, and educational difficulties of the mentally handicapped.
- EDUC 576**      **Instructional Strategies for Teaching the Mentally Handicapped (3).** Instructional strategies for teaching functional and basic developmental skills will be given. Developing, implementing, and evaluating individual programs will be discussed with emphasis on data-based management.
- EDUC 577**      **Curriculum for Students with Mental Handicaps (3).** This course 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).** 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).** 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).** 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).** This course 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).** 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).** This course 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).** Treats 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, 586**      **Independent Study (2-6).** Exploration in greater depth of materials related to basic courses. Foundational courses cannot be taken independently.
- EDUC 587**      **Guidance and Counseling of Gifted Students (3).** Study of the theoretical basis of counseling and of the special tasks of counseling with gifted students and their parents.

### **The Student Teaching Block**

- EDUC 588**      **General Methods of Teaching (3).** 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).** Techniques of motivation; preparation, presentation, and evaluation of materials in particular subject fields. Microsimulation and interaction analysis.
- EDUC 590**      **Supervised Student Teaching (3-6).** A minimum of 210 hours in an elementary or secondary school; 100 hours of actual instruction.
- EDUC 591**      **Internship in Educational Leadership (1).** Leadership students work under the supervision of a school administrator to experience and perform administrative roles and responsibilities and participate in 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).** An 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).** This course is intended to provide 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).** This course 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, 596**      **Seminar (3).** Graduate seminars concentrating on content, skills, or materials in various subject fields.
- EDUC 597**      **Applied Linguistics (3).** This course is designed to provide 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).** This course gives an 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).** This course 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).** Attention is given to planning, site based management, school improvement, and Educational Goals 2000 and their 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).** Concerns practical communications needs of the working educator. Includes written, oral, and non-verbal communications.
- EDUC 650**      **Seminar: Education in an Era of Challenge (3).** A course focusing on 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).** Theory and practice of psychological principles and techniques to improve teaching and learning and classroom management.
- EDUC 665**      **Utilizing Educational Research (3).** 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).** This course deals in detail with all 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 (1-3).** In-depth study and research in selected areas of education.

# 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 M.B.A./J.D. program is available through cooperation with the Stetson University College of Law. The M.B.A. program is also offered at the Stetson University Center at Celebration in both part-time and Executive formats. Contact 386-822-7410 or email [jbosco@stetson.edu](mailto:jbosco@stetson.edu). For E.M.B.A. information, contact [smichels@stetson.edu](mailto:smichels@stetson.edu).

## ADMISSION CRITERIA

### Master of Business Administration (M.B.A.)

Graduates of accredited universities who have received the baccalaureate degree are eligible to apply for admission to graduate study in the School of Business Administration. Students must have earned an undergraduate degree from a college or university accredited by the appropriate regional association. The undergraduate 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.

### Master of Accountancy (M.Acc.)

Applicants for admission to the Master of Accountancy program must be graduates of an accredited university, and must have a baccalaureate degree in accounting (or, must have the equivalent in academic coursework). Students must have earned an undergraduate degree from a college or university accredited by the appropriate regional association.

### Admission Procedures

A completed application must include official transcripts of all undergraduate work, test scores on the GMAT, three letters of recommendation, and a completed Stetson University application accompanied by a twenty-five (\$25) nonrefundable application fee. A personal interview may be required. All application materials must be submitted to the Graduate Business Office, 421 N. Woodland Boulevard, Box 8398, Stetson University, DeLand, Florida 32723. Application may be made for admission for the fall, spring, or summer terms. 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 by the Graduate Committee of the School of Business Administration. Acceptance is based on the undergraduate academic performance, the score of the Graduate Management Aptitude Test (GMAT), 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 monthly basis.

### Transfer of Credits

The graduate business programs require a basic foundation in business administration courses. Foundation requirements may be satisfied by transfer credit from accredited institutions. 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 transfer of a comparable course credit from an AACSB accredited institution.

Advanced course requirements are ordinarily to be taken at Stetson. Transfer of credit for graduate course requirements may be granted only through special exception authorized by the Graduate Committee of the School of Business Administration.

### TIME LIMITATIONS

All courses toward the 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.

### THE GRADING SYSTEM

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. Foundation courses in which a grade of D or F is earned must be retaken. Students must complete the Advanced Level courses with an average grade of B. The grade of C can be counted as a graduate credit if the student is able to balance this mark with a grade of A in another course of equal credit. A student who completes all required Advanced Level courses with an average grade of less than B may petition the Graduate Business Programs Committee for permission to retake a maximum of two courses in which a C was earned. The new grade may replace the one originally earned. A grade of D in an advanced course is not acceptable, and the course must be repeated.

### GRADUATE ACADEMIC 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 *Bulletin* (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.

#### 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 Dean of Students (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 (five credits for M.A., M.S., M.Ed., Ed.S., and six credits for post-baccalaureate (post-bacc) students).

### **APPLICATION FOR GRADUATION**

Degree candidates must file an application for graduation, with a \$125.00 fee, no later than the fourth week of the semester in which they expect to complete their degree requirements. Students failing to apply for graduation by this time are subject to a \$50.00 late fee. Students should file the form in the Office of the Registrar.

### **ACADEMIC STANDING**

A student who maintains a B average or higher in all required foundation courses is considered to be in good academic standing. A student who fails to earn a C or better in each foundation course is considered to be on probation and may not be permitted to enroll in the advanced level courses.

A student enrolled in the advanced courses is expected to maintain a B average to be in good standing. A student who falls below a B average will be placed on academic probation. A student on probation who does not improve his/her cumulative G.P.A. to a minimum of 3.0 during the specified time of academic probation will be subject to academic suspension and will not be considered for readmission for one calendar year.

Graduate students enrolled in the M.Acc. program are expected to maintain at least a B average in all courses. Failure to maintain the necessary average will result in being placed on academic probation, and if the student does not improve his/her cumulative G.P.A. to a minimum of 3.0 during the specified time of academic probation the student will be subject to academic suspension.

## DEGREE PROGRAMS

### 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.

#### 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 four 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.

	Credits
The Business Foundation	
ECON 112 Economics-Macro .....	.3
ECON 102Q Economics-Micro .....	.3
DS 280 Statistics I .....	.3
DS 350 Statistics II .....	.3
ATG 211 Financial Accounting*	.3
BL 407 or BN 209 Business Law I or Ethics & Law .....	.3
MIS 191 Introduction to Information Technology** .....	.3
MGT 305 Principles of Management .....	.3
MKT 315 Principles of Marketing .....	.3
FIN 311 Business Finance .....	.3

\*Students wanting a stronger background in accounting may take ATG 211 and ATG 212.

\*\* Or technology proficiency examination

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 transfer credit.

	Credits
The Advanced Level Courses	
ATG 520 Advanced Accounting Seminar .....	.3
FIN 503 International Business & Finance .....	.3
FIN 511 Advanced Financial Management .....	.3
MIS 591 Technology for Business Transformation .....	.3
POM 507 Managerial Decision Analysis .....	.3
MGT 519 Organizational Theory & Behavior .....	.3
MKT 516 Marketing Decision-Making .....	.3
MGT 595 Strategic Management .....	.3
Business Electives .....	.6
Total .....	.30

**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 the importance of the candidate’s prior knowledge through 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. Admissions is a function of managerial background. The experiential mix of the “cohort” is also a major consideration in the process.

	Credits
EMB 501 Management and Leadership .....	.3
EMB 503 Strategic Accounting Systems .....	.3
EMB 505 Financial Economics .....	.3
EMB 507 Decision Support Systems .....	.3
EMB 509 Strategic Financial Analysis .....	.3
EMB 511 Marketing Concepts and Strategy .....	.3
MGT 595 Strategic Management .....	.3
FIN 503 International Business and Finance .....	.3
POM 507 Managerial Decision Analysis .....	.3
ATG 520 Advanced Accounting Seminar .....	.3
FIN 511 Advanced Financial Management .....	.3
MKT 516 Marketing Decision Making .....	.3
MGT 519 Organizational Theory and Behavior .....	.3
MIS 591 Technology for Business Transformation .....	.3
BN 585 Integrated Business Strategy (Business Project I) .....	.3
BN 590 Business Plan Development (Business Project II) .....	.3
Total .....	<u>.48</u>

**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, the Center at Celebration (a weekend program), and on the internet.

Since the Master of Accountancy requires an undergraduate degree and coursework equivalent to a major in accounting, candidates will normally have completed, as undergraduates, the equivalent of the M.B.A. Foundation courses. If the student’s undergraduate record indicates any deficiency in the Foundation areas or in accounting preparation, the Graduate Committee may require additional Foundation or Accounting coursework before the Advanced Level courses are attempted.

	Credits
Business Foundation	
ECON 112 Macro-economics .....	.3
ECON 102Q Micro-economics .....	.3
DS 280 Statistics I .....	.3
ATG 211 Financial Accounting .....	.3
MGT 305 *Principles of Management .....	.3
MKT 315 *Principles of Marketing .....	.3
MIS 191 Introduction to Information Technology** .....	.3
FIN 311 *Business Finance .....	.3
DS 350 *Statistics II .....	.3
Total Foundation Courses .....	<u>.27</u>

\*Must be taken at a 4-year institution  
 \*\* Or technology proficiency examination

Accounting Foundation Courses*	
ATG 303 Financial Accounting I .....	.3
ATG 304 Financial Accounting II .....	.3
ATG 410 Accounting Information Systems .....	.3
ATG 421 Managerial Cost Accounting .....	.3
Accounting electives – (ATG 310, 402, 406, 407) .....	.6

Total Accounting Foundation Courses	.18
Total	.45

\*Accounting foundation courses must be taken at a 4-year institution.

Advanced Accounting Courses	
ATG 508 Government and Not-for-Profit	.3
ATG 511 Current Issues in Accounting	.3
ATG 516 Advanced Auditing	.3
ATG 563 Advanced Accounting Theory	.3
Total	.12

#### MASTER OF ACCOUNTANCY ELECTIVES

Choose six courses (18 credits) from the following list, no more than two of which may be at the 400-level, and at least 6 credits must be graduate accounting courses:

ATG 400 Accounting Internship	.3
ATG 402 Taxation of Entities	.3
ATG 406 Auditing I	.3
ATG 407 Financial Accounting III	.3
ATG 502 Taxation of Entities	.3
ATG 503 Tax Research	.3
ATG 507 Financial Accounting II	.3
ATG 509 Cases in Financial Accounting and Reporting	.3
ATG 510 Contemporary Issues in Information Systems and Controls	.3
ATG 521 Contemporary Issues and Cases in Managerial Accounting	.3
ATG 530 Estates, Fiduciary and Gift Taxation	.3
ATG 585 Special Topics	.3
MIS 461 Business Process Management	.3
MIS 591 Technology for Business Transformation *	.3
FIN 411 Financial Management II	.3
FIN 412 Multinational Finance	.3
FIN 415 Financial Risk Management	.3
FIN 503 International Business and Finance	.3
FIN 511 Advanced Financial Management	.3
MGT 519 Organizational Theory & Behavior	.3
MGT 595 Strategic Management	.3
POM 507 Managerial Decision Analysis	.3
BL 407 Business Law I	.3
BL 408 Business.Law.II	.3
BL 507 Contemporary Issues in Business Law	.3
Total	.18
Total Credits for Degree	.30

\* Not an elective for undergraduate AIS majors.

**Program Details**—Specific requirements and other details for M.B.A. and M.Acc., are available on request from the Graduate Business Office of the School of Business (386-822-7410).

Course descriptions appear in the section on the School of Business Administration in this *Bulletin*. Graduate-level courses are numbered 500 or higher.

# CONTINUING EDUCATION

BILL O'CONNOR, DIRECTOR

Continuing Education is committed to engaging learners in a process of lifelong learning. Offerings are designed to meet three educational priorities: professional development, personal enrichment, and community service. Courses and workshops utilize the expertise of Stetson University faculty as well as external experts. Courses and workshops are generally offered on a fee basis. CEU credit may be awarded in designated Continuing Education offerings.

## ONGOING PROGRAMS

### **Elderhostel**

Offered year-round, this program provides courses to senior citizens for study and personal growth. Programs are offered in DeLand, Daytona Beach, St. Augustine, Cocoa Beach, a Golf and Tennis Academy in Daytona Beach, China Program in Kissimmee, and at Walt Disney World in Orlando. About 80 weeks are offered annually.

### **Senior Art Institute**

Offers classes to the local senior community in the area of visual arts, theater art, religion, history, and creative writing.

### **Leadership DeLand**

A program offered annually in collaboration with the DeLand Area Chamber of Commerce designed to strengthen community leadership.

### **Mental Health, Counseling, Marriage and Family Therapy, and Health-Related Conferences**

A one-day conference for area professionals who require continuing education hours or CEUs for licensure purposes in the field of marriage and family counseling and psychology. Continuing Education holds a provider status from the Florida Department of Business and Professional Regulation.

### **Florida Winter Pastors' School**

Held the first week in February, this annual event allows pastors from Canada and the United States to interact with nationally-known speakers on various theological topics.

### **Test Prep Classes**

Preparatory classes are offered to students preparing to take the LSAT and MCAT. Classes are taught by professional training educators.

### **Certified Nursing Assistant Program**

Provides state mandated training to students interested in sitting for the state Nursing Assistance test.

### **Business Management Classes**

Classes are offered to the private sector and government offices on the latest trends in business management. Classes are instructed by both University professors and outside professionals.

### **Supervisory Management Certificate Program**

A 12-week program that enhances participants' understanding of what is needed to become a more effective supervisor or manager. Modules on communication, team building, coaching, performance evaluations, conflict resolution, leadership skills, hiring, and firing will help enhance professional development. This program can be tailored to individual organizations.

### **Computer Business Series**

Classes are scheduled introducing businesses to the newest means of marketing their products, the Internet. Classes will explain how the Internet and World Wide Web can be used as a marketing tool to increase sales and profitability. Classes are also available on a variety of popular software including Windows and Microsoft Office products. Customized training packages available.

### **Personal Finance Programs**

Seminars are offered on a variety of personal financial topics including "Investing in Mutual Funds," "Managing Your Money," and "Financial Strategies for Successful Retirement."

### **Microsoft Academy**

Training in a variety of Microsoft software such as: MCSA, MCSE, A+, Network and Security, and CCNA. Programs are geared for active duty and retired military personnel and are approved by the Veterans Administration.

### **Destination Science**

A summer day camp offering a variety of interactive science programs which feature hands-on activities for young people ages 5-11 years. Camp staff consists of local educators and students who challenge campers to engage in critical thinking, problem solving and team building while learning about science.

### **Dale Carnegie Training**

Dale Carnegie courses develop the performance of people for business. Skills designed to enhance leadership such as: time management, delegation, communication, problem analysis and motivation prepare confident professionals for the business community.

### **Summer Conferences and Camps**

Summer Conferences and Camps has responsibility for coordinating and contracting all camp and conference groups on our campus including athletics, music, religious organizations and more, who utilize our facilities during the summer. Our goal is to provide a high quality experience during their stay arranging an inclusive package customized to the needs of each group.