



FLORIDA STATE UNIVERSITY

BOARD OF TRUSTEES

Academic Affairs Committee



FLORIDA STATE UNIVERSITY

BOARD OF TRUSTEES

Academic Affairs Committee

MEETING AGENDA

Thursday, June 18, 2026

12:30 – 1:30 pm

Meeting via Zoom

The agenda will be followed in subsequent order and items may be heard earlier than the scheduled time.

- I. Call to Order and Welcome**
Trustee Kathryn Ballard
- II. Approval of Minutes**
February 24, 2026, Meeting Minutes
- III. Informational Items and Updates**
Dr. James Clark, Provost, and Executive Vice President for Academic Affairs
 - a) Anticipated New Academic Degree Programs for 2026-2027
 - b) MBA Task Force Update
- IV. Action Items for Consideration of Recommendation to the Board of Trustees**
Dr. James Clark, Provost and Executive Vice President for Academic Affairs
 - a) **Action Item I: Request for Approval:** 2027-2028 Institutional General Education Course Offerings
 - b) **Action Item II: Request for Approval:** Specialized Admissions Reaffirmation for Limited Resources Degree Programs
 - c) **Action Item III: Request for Approval:** Proposal to Implement M.S. in Marriage and Family Therapy
 - d) **Action Item IV: Request for Approval:** Proposal to Implement Ed.S. in Marriage and Family Therapy
 - e) **Action Item V: Request for Approval:** Proposal to Repeal Regulation FSU-5.003 University Undergraduate Admission Committee Procedures

- f) **Action Item VI: Request for Approval:** Proposal to Repeal Regulation FSU-5.008 Graduate and Post-Baccalaureate Professional Programs
- g) **Action Item VII: Request for Approval:** Regulation FSU-5.001 University Admissions
- h) **Action Item VIII: Request for Approval:** Tenure Upon Appointment
- i) **Action Item IX: Request for Approval:** Promotion and Tenure
- j) **Action Item X: Request for Approval:** Amendment to FSU's 2026 Accountability Plan

V. Open Forum for Trustees

Trustee Kathryn Ballard

VI. Adjournment

Trustee Kathryn Ballard



FLORIDA STATE UNIVERSITY
BOARD OF TRUSTEES
Academic Affairs Committee

MEETING MINUTES

February 24, 2026



FLORIDA STATE UNIVERSITY

BOARD OF TRUSTEES *Academic Affairs Committee*

MEETING MINUTES (DRAFT)

Tuesday, February 24, 2026
1:30 p.m. – 2:45 p.m.
Westcott Building, Room 201

Attended (committee): Trustee Vivian de las Cuevas-Diaz (Committee Chair and FSU Board of Trustees Vice Chair), Trustee Roxanne Hughes, Trustee Justin Roth, and Trustee Kathryn Ballard

Absent (committee): None

Staff: Provost Jim Clark

Others in attendance: President Richard McCullough, Chief of Staff Marissa Langston, General Counsel Carolyn Egan, and other Academic Affairs Staff

I. Call to Order and Welcome

Trustee Vivian de las Cuevas-Diaz, Chair

Trustee Vivian de las Cuevas-Diaz (Committee Chair) called the meeting to order at 1:30 p.m.

Chief of Staff to the Provost Leslie Reithmiller conducted roll call and confirmed quorum.

II. Approval of Minutes

October 30, 2025, Meeting Minutes

Trustee Roth moved to approve the committee meeting minutes from October 30, 2025, Trustee Hughes seconded the motion, and the minutes were approved unanimously by all present at the meeting.

III. Informational Items and Updates

A. Visitors Center Update

Associate Vice President for Academic Affairs for Budget and Finance Paul Harlacher presented a progress update on the new FSU Visitors Center. Moore Auditorium has been selected as the future location of the Visitors Center, and a professional design firm has been selected. The preliminary timeline for this project includes stakeholder meetings commencing in Spring 2026, and a potential construction phase beginning in summer 2027.

B. Social Media Policy

Vice President for Faculty Development and Advancement Jeanette Taylor presented an update on the development of a social media policy for FSU employees. Over the Fall 2025 semester, a Social Media Policy Advisory Committee comprised of 21 faculty members and co-chaired by VP Taylor and Trustee Roxanne Hughes, met and developed recommendations for consideration by Provost Clark. Their recommendations included clarifying existing policy language, developing a standalone policy on social media, and making the policy more accessible to employees. The committee also recommended the creation of a companion document that will emphasize best practices.

IV. Action Items for Consideration of Recommendation to the Board of Trustees

A. Action Item I: Request for Approval: Tenure Upon Appointment

Vice President Jeanette Taylor presented the list of newly hired faculty members that were recommended for tenure at the start of their appointment to FSU. The list included six (6) scholars, five of whom were hired from other universities, and one who was hired from Mayo Clinic. All 6 of the faculty members joined FSU as Associate or Full professors and have met FSU's rigorous standards for tenure and successfully passed reference and background checks.

Trustee Hughes moved to approve the roster of Tenure Upon Appointment candidates, Trustee Ballard seconded the motion, and the motion was unanimously approved by all present at the meeting.

B. Action Item II: Request for Approval: Tenure Report

Vice President Jeanette Taylor presented information about the promotion and tenure process at FSU, including its strategic importance to talent recruitment, retention, and the university's research enterprise, as well as tenure pathway requirements, evaluation, and metrics. The 2025-26 Tenure Report included the President's recommendation of forty (40) candidates for tenure, effective Fall 2026. All recommended tenure candidates met FSU's rigorous expectations for performance in teaching, research/creative activity, and service. One candidate withdrew themselves from the evaluation process, and two candidates were not recommended for tenure.

Trustee Hughes moved to approve the recommended candidates for tenure, Trustee Ballard seconded the motion, and the motion was unanimously approved by all present at the meeting.

C. Action Item III: Request for Approval: Proposal to Implement B.S. in Civics and Liberty Studies

Associate Vice President Amy Guerrette presented the proposal to implement the Bachelor of Science in Civics and Liberty Studies in the College of Social Sciences and Public Policy. The proposed degree will be implemented in Fall 2026. This degree will be in CIP Code 30.5101.

Trustee Roth moved to approve the proposal to implement the proposed BS in Civics and Liberty Studies, Trustee Ballard seconded the motion, and the motion was unanimously approved by all present at the meeting.

D. Action Item IV: Request for Approval: Proposal to Implement M.S. in Hospitality Management

Amy Guerrette presented the proposal to implement the Master of Science in Hospitality Management in the Deadman College of Hospitality. The proposed degree will be implemented in Fall 2027. This degree will be in CIP Code 52.0901.

Trustee Ballard moved to approve the proposal to implement the proposed MS in Hospitality Management, Trustee Hughes seconded the motion, and the motion was unanimously approved by all present at the meeting.

E. Action Item V: Request for Approval: Proposal to Implement Ph.D. in Hospitality Management

Amy Guerrette presented the proposal to implement the Ph.D. in Hospitality Management in the Dedman College of Hospitality. The proposed degree will be implemented in Fall 2027. This degree will be in CIP Code 52.0901.

Trustee Ballard moved to approve the proposal to implement the proposed Ph.D. in Hospitality Management, Trustee Hughes seconded the motion, and the motion was unanimously approved by all present at the meeting.

F. Action Item VI: Request for Approval: Proposal to Implement Ph.D. in Entrepreneurship

Amy Guerrette presented the proposal to implement the Ph.D. in Entrepreneurship in the Jim Moran College of Entrepreneurship. The proposed degree will be implemented in Fall 2026. The degree will be in CIP Code 52.0701.

Trustee Hughes moved to approve the proposal to implement the proposed Ph.D. in Entrepreneurship, Trustee Ballard seconded the motion, and the motion was unanimously approved by all present at the meeting.

G. Action Item VII: Request for Approval: Proposal to Terminate B.S. in STEM Teaching

Amy Guerrette presented the proposal to terminate the Bachelor of Science in STEM Teaching due to continued low student demand. Much of the degree content will be offered in the newly created FSU-Teach STEM Teaching undergraduate certificate program.

Trustee Ballard moved to approve the proposal to terminate the BS in STEM Teaching, Trustee Roth seconded the motion, and the motion was unanimously approved by all present at the meeting.

H. Action Item VIII: Request for Approval: Amended FSU Regulation 5.098

Amy Guerrette presented the proposal to amend FSU Regulation 5.098. The proposed amendments will bring FSU Regulation 5.098 into compliance with Board of Governors Regulation 8.003 and will require faculty to post course syllabi at least 45 days prior to the first day of classes for each term.

Trustee Roth moved to approve the proposed amendments to FSU Regulation 5.098, Trustee Ballard seconded the motion, and the motion was approved by a majority vote - 3 yea's (Ballard, Cuevas-Diaz, Roth) and 1 nay (Hughes).

V. Open Forum for Trustees

Trustee Vivian de las Cuevas-Diaz, Chair

Trustee Roth expressed interest in learning more about the university's strategic academic planning considerations as shifts occur in the professional landscape due to the increasing prevalence of artificial intelligence.

VI. Adjournment

Trustee Vivian de las Cuevas-Diaz, Chair

Trustee Hughes moved to adjourn the meeting, Trustee Roth seconded the motion, the meeting was adjourned at 2:25 p.m.



FLORIDA STATE UNIVERSITY
BOARD OF TRUSTEES
Academic Affairs Committee

ACTION ITEM

I



FLORIDA STATE UNIVERSITY

BOARD OF TRUSTEES

Academic Affairs Committee

ACTION ITEM I

June 18, 2026

SUBJECT: 2027-2028 Institutional General Education Course Offerings

PROPOSED COMMITTEE ACTION

Request to approve the Florida State University Academic Year 2027-2028 Institutional General Education Course Offerings

AUTHORITY FOR BOARD OF TRUSTEES ACTION

Florida Board of Governors Regulation 8.005: General Education Course Options

BACKGROUND INFORMATION

Board of Governors Regulation 8.005: General Education Course Options requires each university's President and Board of Trustees review and approve all general education offerings on an annual basis. The course offerings list must be approved at a public meeting and be submitted to the Articulation Coordinating Committee by September 1st of each year. General education courses must be reviewed and approved by the institution to be in compliance with Florida State Statutes 1007.24, 1007.25, and 1007.55.

The FSU 2027-2028 Institutional General Education Course Offerings list includes 162 courses, 6 of which are new courses added to the institution's offerings.

ADDITIONAL COMMITTEE CONSIDERATIONS

Approval by the Florida Board of Governors is required.

Supporting Documentation Included: FSU 2027-2028 General Education Course Offering Spreadsheet

Submitted by: Office of Faculty Development and Advancement

Florida State University
2027-2028 General Education Course Offerings

Prefix	Level	Course Number	Lab	Course Title	Credit	General Ed Core Discipline Area	General Ed Discipline Area	Course Review Status	Updates	SUS Offering Course	2026-27 Gen Ed List	Last Term Taught	Course Description	Learning Outcomes
ENC	1	101		FRESHMAN COMPOSITION AND RHETORIC	3	Communication	Communication	No Updates		40	Yes	2026 Fall	THIS COURSE INTRODUCES STUDENTS TO RHETORICAL CONCEPTS AND AUDIENCE-CENTERED APPROACHES TO WRITING INCLUDING COMPOSING PROCESSES, LANGUAGE CONVENTIONS AND STYLE, AND CRITICAL ANALYSIS AND ENGAGEMENT WITH WRITTEN TEXTS AND OTHER FORMS OF COMMUNICATION.	• STUDENTS WILL APPLY RHETORICAL KNOWLEDGE TO COMMUNICATE FOR A RANGE OF AUDIENCES AND PURPOSES. • STUDENTS WILL EMPLOY CRITICAL THINKING TO ANALYZE FORMS OF COMMUNICATION. • STUDENTS WILL ENGAGE IN WRITING PROCESSES THAT INVOLVE DRAFTING, REVISING, AND REFLECTING.
ENC	2	135		RESEARCH, GENRE, AND CONTEXT	3		Communication	No Updates		2	Yes	2026 Fall	EMPHASIZES WRITING AS A RECURSIVE PROCESS INVOLVING INVENTION, DRAFTING, COLLABORATION, REREADING, REVISION, AND EDITING TO COMPOSE IN A VARIETY OF GENRES CLEARLY AND EFFECTIVELY FOR SPECIFIC CONTEXTS, PURPOSES, OCCASIONS, AND AUDIENCES. THE CLASS TEACHES RESEARCH SKILLS THAT ALLOW STUDENTS TO EFFECTIVELY INCORPORATE OUTSIDE SOURCES IN THEIR WRITING.	1. COMPOSE THROUGH A PROCESS INVOLVING PRACTICE, DRAFTING, REVISION, AND EDITING; 2. READ AND COMPOSE CONTENT FOR SEVERAL GENRES, DEMONSTRATING HOW GENRE CONVENTIONS SHAPE AND ARE SHAPED BY READERS' AND WRITERS' PRACTICES AND PURPOSES; 3. COMPOSE FOR A VARIETY OF SITUATIONS AND CONTEXTS CALLING FOR PURPOSEFUL SHIFTS IN VOICE, TONE, LEVEL OF FORMALITY, DESIGN, MEDIUM, AND STRUCTURE; 4. LOCATE AND EVALUATE (FOR CREDIBILITY, SUFFICIENCY, ACCURACY, TIMELINESS, AND BIAS) RESEARCH MATERIALS SUCH AS ACADEMIC JOURNALS, BOOKS, DATABASES, POPULAR PRINT AND ONLINE NEWS SOURCES, AND PERSONAL CONTACTS; 5. APPLY CITATION CONVENTIONS SYSTEMATICALLY IN THEIR OWN WORK.
AMS	2	010		CIVIL DISCOURSE AND THE AMERICAN POLITICAL ORDER	3		Humanities	No Updates		5	Yes	2026 Fall	STUDENTS WILL EXPLORE THE CONCEPT OF CIVIL DISCOURSE ALONG WITH THE BASIC PRINCIPLES OF AMERICAN DEMOCRACY AND HOW THEY ARE APPLIED IN OUR REPUBLICAN FORM OF GOVERNMENT. THROUGH A REVIEW OF THE US CONSTITUTION, FOUNDING DOCUMENTS AND LANDMARK SUPREME COURT CASES, STUDENTS WILL UNDERSTAND HOW THE NATURE AND FUNCTIONS OF OUR INSTITUTIONS OF SELF-GOVERNANCE HAVE BEEN SHAPED. STUDENTS WILL THEN APPLY THESE LESSONS TO CASE STUDIES.	1. DEFINE AND EXPLAIN THE BASIC PRINCIPLES AND TERMINOLOGY OF CIVIL DISCOURSE. 2. REFLECT ON THE THEORIES AND EXPRESSIONS OF CIVIL DISCOURSE IN THE CONTEXT OF THE AMERICAN POLITICAL ORDER. 3. ANALYZE AND DISCUSS PRIMARY TEXTS AND SITUATE THEM IN HISTORICAL, PHILOSOPHICAL, RELIGIOUS AND LITERARY CONTEXTS. 4. COMPARE PRIMARY TEXTS WITH MODERN CONCEPTIONS OF THEM. 5. EVALUATE MULTIPLE PERSPECTIVES AND COMPETING CLAIMS OF CIVIL DISCOURSE AND HISTORICAL CONTEXTS.
ARH	2	000		ART, ARCHITECTURE, AND ARTISTIC VISION	3	Humanities	Humanities	No Updates		38	Yes	2026 Fall	IN THIS COURSE, STUDENTS WILL DEVELOP AN APPRECIATION OF AND THE ABILITY TO THINK CRITICALLY ABOUT CULTURE AND BE PROVIDED WITH THE TOOLS TO UNDERSTAND, ANALYZE, AND DISCUSS WORKS OF VISUAL ART AND MATERIAL CULTURE.	• STUDENTS WILL IDENTIFY AND DESCRIBE TERMS, CONCEPTS, AND METHODS USED IN THE DISCIPLINE OF ART HISTORY. • STUDENTS WILL APPLY TERMS, CONCEPTS, AND METHODS USED IN THE DISCIPLINE OF ART HISTORY TO WORKS OF VISUAL ART AND MATERIAL CULTURE. • STUDENTS WILL IDENTIFY AND DESCRIBE WORKS OF VISUAL ART AND MATERIAL CULTURE IN THE WORKS' CULTURAL CONTEXT, INCLUDING WORKS FROM OR INSPIRED BY THE WESTERN CANON AND OTHER CULTURAL TRADITIONS. • STUDENTS WILL ANALYZE WORKS OF VISUAL ART AND MATERIAL CULTURE IN THE WORKS' CULTURAL CONTEXT, INCLUDING WORKS FROM OR INSPIRED BY THE WESTERN CANON AND OTHER CULTURAL TRADITIONS. • STUDENTS WILL GENERATE AN ANALYTICAL RESPONSE TO WORKS OF VISUAL ART AND MATERIAL CULTURE IN THE WORKS' CULTURAL CONTEXT.
ARH	2	050		HISTORY AND CRITICISM OF ART I	3		Humanities	No Updates		35	Yes	2026 Fall	THIS COURSE IS AN INTRODUCTORY SURVEY FROM PREHISTORIC THROUGH LATE-MEDIEVAL ART HISTORY, INCLUDING SELECTIONS FROM THE WESTERN CANON. IN THIS COURSE, STUDENTS WILL DEVELOP AN APPRECIATION OF AND THE ABILITY TO THINK CRITICALLY ABOUT ART AND CULTURE AND BE PROVIDED WITH THE TOOLS TO UNDERSTAND, ANALYZE, AND DISCUSS WORKS OF VISUAL ART AND MATERIAL CULTURE.	Identify selected works of art by artist, title, date, historical period or culture, and geographic region. Analyze and describe works of art using appropriate art historical terms and concepts. Identify key artistic movements and styles, situating them within broader historical and geographic frameworks. Explain the historical and artistic significance of specific works of art and the circumstances surrounding their production. Discuss how artistic encounters – between people, places, and ideas – have shaped the development of art history.

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ARH	2	051		HISTORY AND CRITICISM OF ART II	3		Humanities	No Updates		33	Yes	2026 Fall	THIS COURSE IS AN INTRODUCTORY SURVEY FROM EARLY RENAISSANCE THROUGH MODERN ART HISTORY, INCLUDING KEY DEVELOPMENTS IN THE WESTERN CANON AND AMERICAN ART. IN THIS COURSE, STUDENTS WILL DEVELOP AN APPRECIATION OF AND THE ABILITY TO THINK CRITICALLY ABOUT ART AND CULTURE AND BE PROVIDED WITH THE TOOLS TO UNDERSTAND, ANALYZE, AND DISCUSS WORKS OF VISUAL ART AND MATERIAL CULTURE.	Identify selected works of art by artist, title, date, historical period or culture, and geographic region. Analyze and describe works of art using appropriate art historical terms and concepts. Identify key artistic movements and styles, situating them within broader historical and geographic frameworks. Explain the historical and artistic significance of specific works of art and the circumstances surrounding their production. Discuss how artistic encounters – between people, places, and ideas – have shaped the development of art history.
ARH	2	090		GREAT DISCOVERIES IN WORLD ARCHAEOLOGY	3		Humanities	No Updates		1	Yes	2026 Fall	IN THIS COURSE, STUDENTS WILL DISCOVER THE IMPORTANT ROLE ARCHAEOLOGY HAS PLAYED THROUGHOUT HISTORY IN UNCOVERING OUR PAST. THIS COURSE OFFERS A BROAD SURVEY OF THE HISTORY AND MATERIAL CULTURE OF SELECTED ANCIENT CIVILIZATIONS, INCLUDING THOSE OF THE WESTERN CANON. THROUGH THE STUDY OF ARCHAEOLOGICAL SITES, STUDENTS WILL GAIN NEW INSIGHTS INTO THESE CULTURES WHILE LEARNING TO THINK CRITICALLY ABOUT THEM.	1) STUDENTS WILL IDENTIFY KEY THEMES IN WORLD ARCHAEOLOGY. 2) STUDENTS WILL DISCOVER, EXAMINE, AND CRITICALLY EVALUATE A SELECTION OF ARCHAEOLOGICAL SITES FROM A BROAD RANGE OF ANCIENT CIVILIZATIONS, INCLUDING THOSE OF THE WESTERN CANON. 3) STUDENTS WILL IDENTIFY AND EXPLAIN THE FUNDAMENTAL VALUES, CONCERNS, AND IDEAS OF ANCIENT CULTURES AS REVEALED BY THEIR ARCHAEOLOGICAL SITES. 4) STUDENTS WILL DISCOVER THE METHODS USED BY ARCHAEOLOGISTS TO STUDY ANCIENT WESTERN AND WORLD CIVILIZATIONS
ART	2	003	C	CONTEMPORARY ART SCHOLARSHIP AND PRACTICE	3		Humanities	No Updates		1	Yes	2026 Spring	THIS CLASS PROVIDES AN INTRODUCTION INTO THE THEORIES AND CREATIVE PROCESSES THAT PROPEL CONTEMPORARY ART AND DESIGN. WE WILL EXPLORE A WIDE RANGE OF MEDIA AND METHODS USED BY VISUAL ARTISTS & DESIGNERS TO BUILD MEANING INTO THEIR IMAGES, OBJECTS, AND EXPERIENCES. OFFERED TO ALL NON-ART MAJORS. INCLUDES SELECTIONS FROM THE WESTERN CANON.	COMPARE AND INTERPRET A VARIETY OF INTELLECTUAL AND/OR ARTISTIC WORKS WITHIN THEIR CULTURAL MILIEU(X). COMPARE, INTERPRET, AND CREATE OR MODEL CULTURAL ARTIFACTS THAT FUNCTION AS WIDELY VARIED REFLECTIONS OF HUMAN PERSPECTIVES AND/OR PRACTICES. SELECT, CRITICALLY EVALUATE, AND APPLY RELEVANT AREAS OF SCHOLARSHIP TO PRODUCE AN ORIGINAL PROJECT. ARTICULATE THE PROCESS OF PRODUCING A WORK, FROM INITIAL PLAN, TO CRITIQUE, REVISION, AND COMPLETION. CRITIQUE EXISTING APPLICATIONS OF SCHOLARSHIP IN ORDER TO LEARN FROM PAST SUCCESS AND FAILURES.
CLT	2	374		CLASSICAL MYTHOLOGY	3		Humanities	No Updates		4	Yes	2026 Fall	IN THIS COURSE, STUDENTS WILL EXAMINE A SELECTION OF THE MYTHS, OR SACRED STORIES, OF THE ANCIENT GREEKS AND ROMANS. STUDENTS WILL LEARN TO RECOGNIZE THE NUMEROUS WAYS THE GREEKS AND ROMANS USED THESE STORIES, A PROCESS THAT WILL OFFER A BROAD INTRODUCTION TO THE HISTORY, LITERATURE, PHILOSOPHY, ART, AND ARCHITECTURE OF THE ANCIENT WORLD. ADDITIONALLY, STUDENTS WILL DISCOVER HOW THESE ASPECTS OF GREEK AND ROMAN CIVILIZATION HAVE BEEN FOUNDATIONAL IN THE DEVELOPMENT OF WESTERN CULTURE. STUDENTS WILL READ SELECTIONS FROM MAJOR WORKS OF THE WESTERN CANON AND WILL LEARN HOW TO ANALYZE AND THINK CRITICALLY ABOUT THEM AND THEIR SUBSEQUENT ADAPTATIONS.	1. STUDENTS WILL IDENTIFY KEY THEMES IN GREEK AND ROMAN MYTHOLOGY 2. STUDENTS WILL COMPARE AND CRITICALLY EVALUATE A SELECTION OF MYTHS 3. STUDENTS WILL IDENTIFY AND EXPLAIN THE FUNDAMENTAL VALUES, ISSUES, AND IDEAS EXPRESSED IN WORKS OF GREEK AND ROMAN CIVILIZATION WITHIN THEIR CULTURAL CONTEXTS 4. STUDENTS WILL DISCOVER THE FOUNDATIONAL SIGNIFICANCE OF GREEK AND ROMAN CULTURE FOR THE WESTERN CANON

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CLT	2	375		ANCIENT MYTHOLOGY, EAST AND WEST	3		Humanities	No Updates		1	Yes	2026 Fall	IN THIS COURSE, STUDENTS WILL EXAMINE A SELECTION OF THE MYTHS, OR SACRED STORIES, OF VARIOUS ANCIENT CULTURES, INCLUDING THOSE OF AFRICA, MESOPOTAMIA AND THE LEVANT, TURKEY, GREECE, ROME, NORTHERN EUROPE, INDIA, CHINA, AND THE AMERICAS. STUDENTS WILL LEARN TO RECOGNIZE THE NUMEROUS WAYS THESE CULTURES USED MYTHS, A PROCESS THAT WILL OFFER A BROAD INTRODUCTION TO THE HISTORY, LITERATURE, PHILOSOPHY, ART, AND ARCHITECTURE OF THESE CIVILIZATIONS. READINGS ARE ASSIGNED FROM IMPORTANT WORKS OF WORLD LITERATURE, INCLUDING SELECTIONS FROM THE WESTERN CANON. THROUGH THESE WORKS, STUDENTS WILL COMPARE AND CONTRAST THE MYTHS OF NUMEROUS CIVILIZATIONS AS THEY LEARN HOW TO ANALYZE AND THINK CRITICALLY ABOUT THE CULTURES THAT PRODUCED THEM.	1. STUDENTS WILL IDENTIFY KEY THEMES IN WORLD MYTHOLOGY 2. STUDENTS WILL COMPARE, CONTRAST, AND CRITICALLY EVALUATE A SELECTION OF MYTHS FROM A BROAD RANGE OF ANCIENT CIVILIZATIONS 3. STUDENTS WILL IDENTIFY AND EXPLAIN THE FUNDAMENTAL VALUES, ISSUES, AND IDEAS EXPRESSED IN WORKS OF LITERATURE WITHIN THEIR CULTURAL CONTEXTS 4. STUDENTS WILL DISCOVER THE METHODS USED BY SCHOLARS TO CLASSIFY AND COMPREHEND STORIES FROM DIFFERENT PLACES
DAN	2	100		DANCE APPRECIATION	3		Humanities	No Updates		12	Yes	2022 Summer	THIS COURSE SURVEYS THE DEVELOPMENT OF DANCE AS AN ART FORM WITHIN HUMAN CULTURE. THE COURSE FOCUSES ON SEMINAL DANCE WORKS, INCLUDING THE WESTERN CANON, WHILE CULTIVATING AN UNDERSTANDING OF DANCE'S HISTORICAL, ARTISTIC, AND CULTURAL SIGNIFICANCE. STUDENTS EXPLORE MAJOR PERIODS OF DANCE HISTORY, CHOREOGRAPHIC MASTERWORKS, CURRENT DANCE TRENDS, AND INFLUENTIAL CHOREOGRAPHERS AND PERFORMERS, ALL THROUGH READINGS, DISCUSSIONS, MEDIA PRESENTATIONS, LIVE PERFORMANCES, AND ACCESSIBLE MOVEMENT LABORATORIES. NO PRIOR DANCE EXPERIENCE IS REQUIRED.	1. IDENTIFY AND DESCRIBE MAJOR PERIODS IN THE HISTORY OF DANCE AND KEY CHOREOGRAPHIC PIECES, INCLUDING NOTABLE WORKS FROM THE WESTERN CANON. 2. ANALYZE THE CONTRIBUTIONS OF SIGNIFICANT CHOREOGRAPHERS AND PERFORMERS, EVALUATING THEIR IMPACT ON THE DEVELOPMENT OF DANCE AS AN ART FORM. 3. DEMONSTRATE AN UNDERSTANDING OF THE RELATIONSHIP BETWEEN DANCE, HUMAN CULTURE, AND THE BROADER HISTORICAL CONTEXT. 4. ENGAGE IN CRITICAL DISCUSSIONS ABOUT THE AESTHETIC, CULTURAL, AND SOCIAL RELEVANCE OF DANCE THROUGHOUT HISTORY. 5. APPLY CRITICAL THINKING SKILLS, MOVEMENT DESCRIPTION, AND APPROPRIATE HISTORICAL/AESTHETIC CONTEXTS TO EVALUATE DANCE PERFORMANCES, SUPPORTING INFORMED INTERPRETATIONS. 6. PARTICIPATE IN MOVEMENT LABORATORIES TO EXPERIENCE DANCE PRINCIPLES FIRSTHAND, FOSTERING AN APPRECIATION FOR THE FORM'S ARTISTIC AND PHYSICAL COMPONENTS.
DAN	2	140		CLASSICAL PERSPECTIVES ON DANCE	3		Humanities	No Updates		1	Yes	2026 Fall	THIS COURSE INTRODUCES STUDENTS TO THE HISTORY OF DANCE BY COMPARING BALLET WITH OTHER CLASSICAL FORMS, INCLUDING KEY WORKS FROM THE WESTERN CANON. IT EXPLORES WHAT MAKES A DANCE FORM "CLASSICAL," HOW THESE TRADITIONS CONTINUE TO INFLUENCE CULTURE, AND EXAMINES IMPORTANT PERFORMANCES ACROSS DIFFERENT STYLES. THE COURSE HIGHLIGHTS THE BALANCE BETWEEN TRADITION AND INNOVATION, AND HOW THESE DANCE FORMS BOTH REFLECT AND SHAPE SOCIETY. THROUGH READINGS, DISCUSSIONS, AND VIEWING PERFORMANCES, STUDENTS WILL EXPLORE HOW CLASSICAL DANCE HAS EVOLVED OVER TIME AND HOW CONTEMPORARY ARTISTS REIMAGINE THESE TRADITIONS TODAY.	1. IDENTIFY KEY HISTORICAL PERIODS, CHOREOGRAPHERS, AND SEMINAL WORKS WITHIN AN ARRAY OF CLASSICAL DANCE FORMS. 2. DESCRIBE THE KEY TECHNIQUES AND MOVEMENT STYLES OF VARIOUS CLASSICAL DANCE FORMS, UNDERSTANDING THEIR UNIQUE STRUCTURES AND ROLES WITHIN THEIR CULTURAL CONTEXTS. 3. EXPLAIN HOW CLASSICAL DANCE FORMS HAVE SHAPED AND REFLECTED SOCIETAL VALUES OVER TIME AND DISCUSS HOW THESE FORMS HAVE BEEN SUSTAINED AND ADAPTED IN RESPONSE TO CHANGING CULTURAL LANDSCAPES. 4. DISTINGUISH THE KEY DIFFERENCES, SIMILARITIES, AND CHARACTERISTICS BETWEEN CLASSICAL FORMS, PARTICULARLY IN TERMS OF TRADITION AND INNOVATION. 5. SUMMARIZE HOW CONTEMPORARY ARTISTS AND COMMUNITIES REINTERPRET CLASSICAL DANCE FORMS, CONTRIBUTING TO ONGOING CONVERSATIONS ABOUT CULTURAL HERITAGE AND ARTISTIC EXPRESSION. 6. DEVELOP SKILLS IN EVALUATING DANCE PERFORMANCES, APPLYING KNOWLEDGE OF DANCE HISTORY AND MOVEMENT DESCRIPTION TO SUPPORT INFORMED INTERPRETATIONS.

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ENL	2	022		BRITISH LITERATURE/CULTURE II	3		Humanities	No Updates		29	Yes	2026 Spring	SURVEY OF THE LITERATURE OF GREAT BRITAIN AS IT REFLECTED AND INFLUENCED CULTURE FROM THE EARLY ROMANTIC PERIOD THROUGH THE PRESENT DAY. READINGS INCLUDE BOTH CANONICAL AND MARGINAL TEXTS. THIS COURSE INCLUDES SELECTIONS FROM THE WESTERN CANON.	1) PERFORM ANALYSES OF WORKS FROM DIFFERENT GENRES AND HISTORICAL CONTEXTS. 2) GAIN AN UNDERSTANDING OF HOW LITERARY WORKS ARE DETERMINED BY AND HAVE AN INFLUENCE ON THEIR SPECIFIC HISTORICAL AND CULTURAL CONTEXTS. 3) COMPARE AND CONTRAST LITERARY WORKS FROM DIFFERENT PERIODS AND CONTEXTS. 4) ARTICULATE AND ENGAGE THE COMPLEX ISSUES PRESENTED IN WORKS OF LITERATURE AND CRITICISM IN THE FORM OF WRITTEN RESPONSES, EXAMS, AND CLASS DISCUSSION.
ENL	2	330		PLAYING WITH SHAKESPEARE	3		Humanities	No Updates		10	Yes	1995 Summer	THIS COURSE INTRODUCES STUDENTS TO AT LEAST SIX OF SHAKESPEARE'S PLAYS. THE COURSE WILL FOCUS ON ARTISTIC ELEMENTS OF THE PLAYS; THE POLITICAL, SOCIAL, AND INTELLECTUAL MILIEU OF THE PERIOD; AND CONTEMPORARY ISSUES IN SHAKESPEARE STUDIES. THIS COURSE AFFORDS STUDENTS THE ABILITY TO THINK CRITICALLY AND INCLUDES SELECTIONS FROM THE WESTERN CANON.	N/A
FIL	2	001		INTRODUCTION TO CINEMA STUDIES: ANALYSIS AND PRACTICE	3		Humanities	No Updates		4	Yes	2026 Fall	THIS COURSE INTRODUCES STUDENTS TO CINEMA STUDIES THEORIES AND TECHNIQUES (E.G. NARRATIVE STRUCTURE, CINEMATIC LANGUAGE, FORMAL ANALYSIS, CULTURAL ANALYSIS). THROUGH FILM SCREENINGS, DISCUSSION, AND FILM ANALYSIS EXERCISES, STUDENTS COMPARE AND INTERPRET FILMS REPRESENTING A VARIETY OF GENRES, AESTHETIC TRADITIONS, AND CULTURAL CONTEXTS. THE COURSE INCLUDES SELECTIONS FROM THE WESTERN CANON.	RECALL APPROPRIATE CINEMA STUDIES TERMS AND CONCEPTS WHEN ANALYZING FILMS. IDENTIFY HOW CINEMATIC LANGUAGE IS USED TO CONVEY MEANING IN FILM. ANALYZE THE RELATIONSHIP BETWEEN A FILM'S FORM (STYLE, AESTHETICS) AND CONTENT (STORY). DISCUSS THE CULTURAL AND SOCIAL ISSUES PORTRAYED IN A FILM.
FIL	2	860		FILM STYLES	3		Humanities	No Updates		1	Yes	2026 Fall	THIS COURSE ALLOWS STUDENTS TO DEVELOP DEEP UNDERSTANDING OF CINEMA AS A FORM OF CULTURAL EXPRESSION THROUGH CRITICAL ANALYSIS OF MOTION PICTURE FORM AND CONTENT. STUDENTS WILL CLOSELY ANALYZE A SELECTION OF FILMS FROM DIFFERENT CULTURAL AND HISTORICAL CONTEXTS AND DEVELOP FOUNDATIONAL KNOWLEDGE OF CINEMA THROUGH EXPLORATION OF GENRES, MOVEMENTS, AND OTHER TOPICS OF INTEREST. THE COURSE WILL INCLUDE SELECTIONS FROM THE WESTERN CANON, AS WELL AS FROM OTHER PARTS OF THE WORLD.	• RECOGNIZE KEYS WAYS IN WHICH CINEMA FUNCTIONS AS A FORM OF CULTURAL EXPRESSION. • IDENTIFY AND DISCUSS THE VISUAL AND NARRATIVE CHARACTERISTICS OF FILMS FROM DIVERSE HISTORICAL, CULTURAL, AND IDEOLOGICAL CONTEXTS. • IMPLEMENT CLOSE READING SKILLS WHEN DESCRIBING AND INTERPRETING FILMS.
FOW	2	100		LITERATURE AND THE WORLD: AN INVITATION TO READING ACROSS MODERN LANGUAGES	3		Humanities	No Updates		1	Yes	2026 Fall	THIS COURSE INVITES STUDENTS TO THINK ABOUT LITERATURE IN GLOBAL TERMS. STUDENTS WILL THINK CRITICALLY ABOUT TEXTS FROM DIFFERENT LANGUAGE TRADITIONS. STUDENTS WILL BE INTRODUCED TO VARIOUS CULTURAL-HISTORICAL CONTEXTS WHILE DEVELOPING THEIR SKILLS IN CLOSE LITERARY ANALYSIS AND WRITING. INCLUDES SELECTIONS FROM THE WESTERN CANON.	1. EVALUATE QUESTIONS OF ETHICS, JUSTICE, BEAUTY, AND VALUE AS THEY ARE RAISED IN LITERARY TEXTS; 2. ANALYZE THE ROLE THAT LANGUAGE AND IDENTITY PLAY IN LITERARY STUDIES; 3. DRAW INSIGHTFUL PARALLELS BETWEEN DIFFERENT CULTURAL AND HISTORICAL CONTEXTS; 4. COMPARE AND CONTRAST TEXTS IN A VARIETY OF GENRES AND ACROSS MEDIA (POETRY, PROSE, MEMOIR, VISUAL ARTS, MUSIC, COMMERCIAL ARTS, ETC.)
HUM	2	020		THE ART OF BEING HUMAN: EXAMINING THE HUMAN CONDITION THROUGH LITERATURE, ART AND FILM	3	Humanities	Humanities	No Updates		38	Yes	2026 Fall	IN THIS COURSE, STUDENTS WILL LEARN ABOUT THE CREATIVE IDEAS AND ACCOMPLISHMENTS OF VARIOUS CULTURES IN VARIOUS FIELDS OF HUMANITIES THAT MAY INCLUDE ART, ARCHITECTURE, DRAMA, HISTORY, MUSIC, LITERATURE, PHILOSOPHY, AND RELIGION. THE COURSE WILL INCLUDE CULTURAL EXPRESSIONS FROM THE WESTERN CANON AND MAY ALSO INCLUDE EXPRESSIONS FROM AROUND THE GLOBE.	• STUDENTS WILL DEMONSTRATE KNOWLEDGE OF ARTS AND IDEAS AND SYNTHESIZE INFORMATION FROM VARIOUS SOURCES. • STUDENTS WILL ANALYZE AND INTERPRET SELECTED EXPRESSIONS OF ARTS AND IDEAS. • STUDENTS WILL COMPARE AND CONTRAST SELECTED EXPRESSIONS OF ARTS AND IDEAS. • STUDENTS WILL IDENTIFY CONTEXTUAL INFLUENCES ON THE DEVELOPMENT OF INTERDISCIPLINARY ARTS AND IDEAS.

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IDS	2	170		MUSIC IN THE WORLD	3		Humanities	No Updates		1	Yes	2026 Fall	THIS COURSE PROVIDES AN INTRODUCTORY SURVEY OF VARIOUS MUSICAL TRADITIONS IN A GLOBAL PERSPECTIVE, EXPLORING MUSIC BOTH AS A PHENOMENON OF SOUND AND AS A PHENOMENON OF CULTURE. AS WE SURVEY MUSIC FROM AROUND THE WORLD, WE WILL EMPHASIZE THE SOCIAL CONTEXT OF MUSIC, INCLUDING SOCIAL STRUCTURE, GEOGRAPHY, GLOBALIZATION, MASS MEDIATION, CONCEPTS OF RELIGION, INSTRUMENTS, AESTHETIC PRIORITIES, AND CULTURAL BELIEFS THAT INFORM MUSIC WITHIN GIVEN CULTURAL CONTEXTS. THE FOCUS, THEREFORE, IS ON HOW MUSIC WORKS IN THE WORLD. THIS LEADS US TO ALSO ASK HOW THE WORLD WORKS WITHIN MUSIC. INCLUDES SELECTIONS FROM THE WESTERN CANON.	RECOGNIZE AND ANALYZE MUSIC AS A CULTURAL PHENOMENON THROUGH THE APPLICATION OF AN ETHNOMUSICOLOGICAL PERSPECTIVE; DEVELOP LISTENING SKILLS AND VOCABULARY TO DESCRIBE AND CRITIQUE MUSICAL SOUNDS, BOTH FAMILIAR AND OTHERWISE; IDENTIFY AND CONTEXTUALIZE A BROAD ARRAY OF MUSICAL SOUNDS, INSTRUMENTS, AND PRACTICES; QUESTION AND ARTICULATE IDEAS ON THE IMPORTANCE OF MUSIC AS A PHENOMENON OF HUMANKIND;S CREATIVITY; EVALUATE SLIPPERY TERMS LIKE "WORLD MUSIC" AND APPRAISE THE SIGNIFICANCE AND EXISTENCE OF DICHOTOMIES BETWEEN CONCEPTS LIKE "WESTERN" AND "NON-WESTERN" MUSICS; AND EXAMINE THE TRANSFORMATION OF MUSIC IN A CONTEMPORARY WORLD, IN THE FACE OF GLOBALIZATION, MASS MEDIATION, AND ELECTRONIC COMMUNICATIONS.
IDS	2	173		A SOCIAL HISTORY OF AMERICA'S POPULAR MUSIC	3		Humanities	No Updates		1	Yes	2026 Spring	THIS COURSE OFFERS A FOUNDATIONAL SURVEY OF AMERICAN MUSIC OF VARIOUS MUSICAL STYLES THAT HAVE BEEN INTEGRAL TO POPULAR CULTURE IN THE UNITED STATES. THROUGH READINGS, LISTENING EXERCISES, CONCERT ATTENDANCE, AND WRITTEN ASSIGNMENTS, YOU WILL DEVELOP CRITICAL LISTENING SKILLS AND LEARN HOW TO DISCUSS AND WRITE ABOUT MUSIC USING APPROPRIATE TERMINOLOGY. INCLUDES SELECTIONS FROM THE WESTERN CANON.	1) DEVELOP LISTENING SKILLS AND DEMONSTRATE AN ABILITY TO EMPLOY FUNDAMENTAL MUSIC TERMINOLOGY IN ORDER TO DESCRIBE MUSICAL SOUNDS. 2) PLACE DIFFERENT STYLES OF AMERICAN POPULAR MUSIC WITHIN THEIR AESTHETIC AND HISTORICAL (INCLUDING POLITICAL, SOCIAL, ARTISTIC) CONTEXTS. 3) RECOGNIZE THE MUSICAL FEATURES PERTAINING TO DIFFERENT STYLES OF AMERICAN POPULAR MUSIC. 4) WRITE ABOUT MUSIC IN A VARIETY OF FORMATS WITH CLARITY, DETAIL, AND INDEPENDENT CRITICAL ANALYSIS. INCORPORATING RESPONSIBLE RESEARCH WHEN NEEDED. 5) RELATE CONTEMPORARY POPULAR MUSIC TO ITS HISTORICAL INFLUENCES.
IDS	2	291		LANGUAGE BIRTH, LANGUAGE DEATH	3		Humanities	No Updates		1	Yes	2025 Spring	THIS COURSE EXPLORES HOW LANGUAGES ARE BORN, THE WAYS AND REASONS WHY THEY CHANGE, AND THE LIMITS OF LANGUAGE LEARNING AND TEACHING. THIS COURSE ALSO EXAMINES THE FACTORS LEADING TO LANGUAGE LOSS AND LANGUAGE DEATH, THE REASONS WHY WE, AS GLOBAL CITIZENS, SHOULD CARE, AND HOW LANGUAGE SPECIALISTS AND ACTIVISTS ATTEMPT TO BRING DYING LANGUAGES BACK TO LIFE. INCLUDES SELECTIONS FROM THE WESTERN CANON.	1) IDENTIFY, EXPLAIN AND PROVIDE EXAMPLES OF THE WAYS IN WHICH REAL AND CONSTRUCTED LANGUAGES VARY. 2) DESIGN A CULTURALLY-GROUNDED CONSTRUCTED LANGUAGE APPLYING LINGUISTIC CONCEPTS AND SKILLS. 3) COMPOSE FOR A SPECIFIC PURPOSE, OCCASION, AND AUDIENCE. 4) RECOGNIZE AND APPRECIATE THE MOTIVATIONS UNDERLYING LANGUAGE INVENTION 5) DISCUSS AND EVALUATE THE CAUSES AND EFFECTS OF LANGUAGE ENDANGERMENT AND DEATH, AND HOW IT CAN BE REVERSED OR MINIMIZED.
IDS	2	453		REALITY AND ILLUSION IN WORLD CINEMA	3		Humanities	No Updates		1	Yes	2026 Spring	EXAMINES WORLD CINEMA WITH A FOCUS ON THE ELUSIVE AND CONTINUALLY SHIFTING BOUNDARY BETWEEN REALITY AND ILLUSION. INVESTIGATES CREATIVE APPROACHES TO STORYTELLING AND THE CRAFT OF FILMMAKING NOT TYPICALLY SEEN IN TRADITIONAL HOLLYWOOD OR AMERICAN INDEPENDENT FILM PRODUCTIONS. INCLUDES SELECTIONS FROM THE WESTERN CANON.	1) RECOGNIZE FILMS FROM AROUND THE WORLD AS DYNAMIC AND MULTI-FACETED, SITUATED WITHIN COMPLEX CULTURAL, HISTORICAL, AND IDEOLOGICAL CONTEXTS; 2) DESCRIBE AND EVALUATE THE CINEMATIC TECHNIQUES OF REALISM, CLASSICISM AND FORMALISM AS USED IN WORLD CINEMA; 3) DESCRIBE SIGNIFICANT FILMMAKERS IN WORLD CINEMA, THEIR CONTRIBUTIONS TO THE FIELD, AND THEIR AESTHETIC APPROACHES TO THE REAL-WORLD CONTEXTS IN WHICH THEIR FILMS TAKE PLACE; 4) IDENTIFY AND USE WORLD CINEMA TO EXAMINE AND COMPARE DIVERSE CULTURES AND PERSPECTIVES WITHIN THE GLOBAL COMMUNITY; 5) PRACTICE COLLEGE-LEVEL WRITING ABOUT WORLD CINEMA THAT DEMONSTRATES CRITICAL READING, ANALYSIS, AND ARGUMENTATION SKILLS; 6) RECOGNIZE THE IMPACT AND INFLUENCE THAT RELEVANT HISTORICAL FILMS HAVE MADE UPON THE DEVELOPMENT OF CONTEMPORARY FILMS; AND, 7) CREATE AN ORIGINAL FILM PROJECT THAT MODELS CINEMATIC TECHNIQUES OF REALISM, CLASSICISM AND/OR FORMALISM AND ALSO EXPRESSES A PERSONAL AND ARTISTIC VISION.

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IDS	2	455		THE ROLE OF THE PUBLIC INTELLECTUAL	3		Humanities	No Updates		1	Yes	2026 Spring	IN THIS CLASS, STUDENTS WILL READ, DISCUSS, AND WRITE ABOUT TEXTS BY, TYPICALLY, GEORGE ORWELL, ALBERT CAMUS, SUSAN SONTAG, CAMILLE PAGLIA, GREIL MARCUS, AND CORNELL WEST, EACH OF WHOM IS A THINKER WHO, RATHER THAN MERELY CONTRIBUTING TO A PARTICULAR DISCIPLINE (THOUGH THEY HAVE CERTAINLY DONE THAT), HAS USED THAT DISCIPLINE TO EXPLICATE THE WORLD, THEREBY MAKING BOTH MORE ALIVE AND DYNAMIC.	STUDENTS WILL LEAVE THIS CLASS WITH THREE NEW TYPES OF KNOWLEDGE: (1) AN EXPOSURE TO IDEAS THEY HAVEN'T ENCOUNTERED YET, (2) A SENSE OF THEIR OWN HEIGHTENED ABILITY TO WORK WITH BIG IDEAS AND COMMUNICATE THEM, AND (3) A ROAD MAP FOR THEIR OWN PROGRESS TOWARD BECOMING A PUBLIC INTELLECTUAL.
IDS	2	461		MUSIC AND INTERNATIONAL HUMAN RIGHTS	3		Humanities	No Updates		1	Yes	2023 Spring	MUSIC IS EXTRAORDINARILY POWERFUL IN ITS ABILITY TO COMMUNICATE AND PERSUADE. BECAUSE OF THIS ABILITY, MUSIC IS ALSO INHERENTLY POLITICAL. THIS COURSE WILL INVESTIGATE THE DIALOGIC ROLE MUSIC PLAYS WORLDWIDE IN NEGOTIATING, CONSOLIDATING, AND QUESTIONING POWER BETWEEN POWERFUL MACRO-REACHING POLITICAL ENTITIES (CORPORATIONS, NATION-STATES) AND MICRO-LOCALES (VILLAGES, REGIONS, SUB-CULTURES). STUDENTS WILL ASSESS AND EXAMINE WHAT HUMAN RIGHTS ARE IN TERMS OF THEIR RELATIONSHIP TO MUSIC PRODUCTION AND PERFORMANCE AND WILL USE ANALYTICAL TOOLS TO EXAMINE PERTINENT CASE STUDIES AND RELEVANT GLOBAL TRENDS. THE COURSE WILL STRONGLY ENCOURAGE STUDENTS TO DISCUSS AND REFLECT UPON MUSICAL SELECTIONS FROM THE WESTERN CANON.	• ASSESS AND EXAMINE WHAT HUMAN RIGHTS ARE IN TERMS OF ITS RELATIONSHIP TO MUSIC PRODUCTION AND PERFORMANCE. • USE ANALYTICAL TOOLS TO EXAMINE PERTINENT CASE STUDIES AND RELEVANT GLOBAL TRENDS. • ENGAGE IN CRITICAL THINKING IN THEIR RESEARCH AND WRITING FROM SOCIAL, POLITICAL, AND MUSICOLOGICAL STANDPOINTS. • UNDERSTAND THE POWER OF MUSIC TO PRODUCE AND CONSTRUCT CONTEXTS OF REPRESSION AND SITES OF RESISTANCE. • ANALYZE AND LOGICALLY ADDRESS HR-RELATED ISSUES DRAWN FROM REAL WORLD SCENARIOS. • INTERPRET AND EVALUATE DATA AND INFORMATION RELATED TO MUSIC AND HR AS PRESENTED IN A VARIETY OF MODES (SUCH AS TABLES, GRAPHS, AND CHARTS) USING APPROPRIATE TECHNOLOGY AND CLEARLY COMMUNICATE A SUMMARY OF THEIR FINDINGS TO PEERS. • COMPARE AND INTERPRET A VARIETY OF INTELLECTUAL AND/OR ARTISTIC WORKS WITHIN THEIR CULTURAL MILIEU(X). • COMPARE, INTERPRET, AND CREATE OR MODEL CULTURAL ARTIFACTS THAT FUNCTION AS WIDELY VARIED REFLECTIONS OF HUMAN PERSPECTIVES AND/OR PRACTICES. • ARTICULATE VIEWS ON THE NATURE OF SOCIAL RESPONSIBILITY AND ITS IMPORTANCE. • RECOGNIZE AND ANALYZE DIFFERENCES BETWEEN INDIVIDUALS AND GROUPS OF PEOPLE; IDENTIFY AND EXPLAIN THE POTENTIAL BENEFITS AND/OR CONFLICTS ARISING FROM HUMAN DIFFERENCES WITHIN THE CURRENT NATIONAL AND/OR INTERNATIONAL LANDSCAPE. • EXAMINE AND COMPARE A VARIETY OF PERSPECTIVES IN THE GLOBAL COMMUNITY; DISTINGUISH ONE'S OWN CULTURAL PATTERNS; AND RESPOND FLEXIBLY TO MULTIPLE WORLDVIEWS. • ANALYZE AND SYNTHESIZE INFORMATION FROM WITHIN AND ACROSS DISCIPLINES TO EXAMINE
IDS	2	672		MUSIC AND FILM	3		Humanities	No Updates		1	Yes	2026 Summer	THIS COURSE IS AN OVERVIEW OF THE USES AND MEANINGS OF MUSIC IN THE DEVELOPMENT OF FILM DURING THE PAST 130 YEARS. THE TRADITION OF FILM MUSIC IS FIRMLY ROOTED IN WORKS FROM THE WESTERN CANON, AND THAT TRADITION WILL BE CENTRAL TO THIS COURSE. MORE RECENT DEVELOPMENTS, HOWEVER, HAVE INCORPORATED AN EXTRAORDINARY DIVERSITY OF MUSICAL INFLUENCES AND STYLES, FROM JAZZ, HIP HOP, AND NOISE ART TO EGYPTIAN POPULAR SONG AND INDIAN BHANGRA. WE WILL LOOK AT HOW THIS WIDE RANGE OF MUSIC HAS COME TO IMPACT THE FILM EXPERIENCE FOR DIRECTORS, COMPOSERS, MUSICIANS, AND AUDIENCES FROM THE TIME OF THE INTRODUCTION OF SOUND; WE WILL ADDITIONALLY CONSIDER NEWER, RELATED MEDIA, SUCH AS MUSIC AND SOUND IN TELEVISION AND VIDEO GAMES.	BY THE END OF THE COURSE, STUDENTS WILL DEMONSTRATE THE ABILITY TO CRITICALLY EXAMINE FILM AND ITS USES OF MUSIC AS SIGNIFICANT CULTURAL TEXTS, IN WHICH THE SYMBIOSIS BETWEEN IMAGE AND SOUND CAN BE SEEN AS BOTH ENHANCING PERSONAL AND EMOTIVE REACTIONS (AS, FOR EXAMPLE, IN JAMES CAMERON'S TITANIC) AND IN THE CHANGING HISTORICAL AND POLITICAL CONTEXTS OF THE TWENTIETH AND TWENTY-FIRST CENTURIES CAN ALSO BE USED FOR MANIPULATION AND PROPAGANDA (D.W. GRIFFITH, BIRTH OF A NATION, OR LENI RIEFENSTAH, TRIUMPH DES WILLENS). THROUGH THE COMPARISON AND ANALYSIS OF DIFFERENT FILMS, BY MEANS OF CLASS DISCUSSION AND WRITTEN AND REVIEWED ASSIGNMENTS, THIS COURSE WILL PROVIDE OPPORTUNITIES TO INTERPRET AND COMPARE HOW MUSIC AND FILM ARE USED IN MANY HISTORICAL, CULTURAL, AND MULTI-ETHNIC CONTEXTS.

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IDS	2	673		POPULAR MUSIC IN LITERATURE	3		Humanities	No Updates		1	Yes	2025 Fall	SURVEY OF THE LITERATURE AND CRITICISM CONCERNING AMERICAN POPULAR MUSIC IN THE 20TH AND 21ST CENTURIES. THE FOCUS IS ON THE RELATION BETWEEN POPULAR MUSIC AND LITERATURE.	STUDENTS WILL DEMONSTRATE THE ABILITY TO: -- IDENTIFY THE SOCIAL CATALYSTS AND CONTEXTS OF AMERICAN POPULAR MUSIC; --ANALYZE AND COMPARE THE CULTURAL AND HISTORICAL CONTEXTS OF MAJOR MUSICIANS, WRITERS, AND CRITICS; --COMPARE AND INTERPRET A VARIETY OF INTELLECTUAL AND/OR ARTISTIC WORKS WITHIN THEIR CULTURAL MILIEU; --COMPARE, INTERPRET, AND CREATE OR MODEL CULTURAL ARTIFACTS THAT FUNCTION AS WIDELY VARIED REFLECTIONS OF HUMAN PERSPECTIVES AND/OR PRACTICES; -- DIFFERENTIATE BETWEEN POPULAR AMERICAN MUSICAL GENRES; --RECOGNIZE KEY DOCUMENTS IN THE FIELD OF POPULAR MUSIC CRITICISM AND LEARN HOW TO USE THESE ARGUMENTS IN THEIR PERSONAL RESPONSE TO MUSIC; --ARTICULATE VIEWS ON THE SOCIAL AND CULTURAL SIGNIFICANCE OF BOTH MUSIC AND LITERATURE; --THINK CREATIVELY AND FLEXIBLY IN RESPONSE TO THEIR MEDIA AND MUSIC SATURATED ENVIRONMENTS.
IDS	2	674		ANIMATION AND IDENTITY	3		Humanities	No Updates		1	Yes	2023 Spring	EXAMINES THE MEDIUM OF ANIMATION AND THE CONTRIBUTIONS OF INFLUENTIAL ANIMATORS WITH A FOCUS ON HOW IDENTITY AND SOCIETAL MILIEU INFLUENCE ARTISTIC EXPRESSION IN ANIMATION. THROUGH ANIMATION SCREENINGS, DISCUSSION, AND HANDS-ON ANIMATION EXERCISES, STUDENTS WILL BE EXPOSED TO DIVERSE ANIMATION STYLES AND APPROACHES, CREATE ORIGINAL SHORT ANIMATIONS, AND COME TO BETTER UNDERSTAND THE CREATIVE PROCESS UTILIZED IN ANIMATION.	1) RECOGNIZE, DESCRIBE, AND EMPLOY DIVERSE METHODS AND ARTISTIC APPROACHES TO CREATING ANIMATION; 2) RECOGNIZE THE IMPACT AND INFLUENCE THAT INFLUENTIAL ANIMATORS HAVE MADE TO THE FIELD OF ANIMATION; 3) COMPARE AND INTERPRET TRADITIONS IN ANIMATION WITHIN THEIR SOCIETAL MILIEU AND CULTURAL CONTEXT; 4) DESCRIBE AND DISCUSS THE PURPOSE, ROLE, AND IMPACT OF ANIMATION; 5) DESIGN AND CREATE ORIGINAL ANIMATIONS THAT MODEL DIFFERENT APPROACHES TO ANIMATION AND EXPRESS PERSONAL ARTISTIC VISION AND STORY; AND, 6) PRACTICE COLLEGE-LEVEL WRITING ABOUT ANIMATION THAT DEMONSTRATES CRITICAL READING, ANALYSIS, AND ARGUMENTATION SKILLS.
IDS	2	677		FRIENDSHIP ALLIANCES IN SHAKESPEARE	3		Humanities	No Updates		1	Yes	2023 Fall	THIS COURSE FOCUSES ON ANALYZING HUMAN CULTURE AS DEPICTED IN LITERATURE FROM THE WESTERN CANON WRITTEN BY WILLIAM SHAKESPEARE. WILLIAM SHAKESPEARE WAS AN ENGLISH POET, PLAYWRIGHT, AND ACTOR WHO IS WIDELY REGARDED AS ONE OF THE GREATEST WRITERS IN THE WORLD. AS A RENOWNED DRAMATIST, SHAKESPEARE'S WORKS ARE FAMOUS FOR HIS USE OF SYMBOLISM, CHARACTER DEVELOPMENT, AND WRITTEN WORDS TO CHARACTERIZE HUMAN RELATIONSHIPS AND EXPERIENCES THROUGH DIALOGUE AND ACTION. IN THIS COURSE, STUDENTS WILL READ LITERARY WORKS OF WILLIAM SHAKESPEARE AND ENGAGE IN DISCUSSIONS AND ANALYSES OF THE FRIENDSHIPS DESCRIBED IN HIS WRITING. SHAKESPEARE OFTEN INCLUDED FRIENDSHIP ALLIANCES IN HIS PLAYS AND THIS COURSE WILL TEACH STUDENTS TO ANALYZE LITERARY WORKS FROM THE WESTERN CANON AND INTEGRATE PSYCHOLOGICAL PRINCIPLES OF HUMAN FRIENDSHIPS INTO THOSE ANALYSES THROUGH CRITICAL THINKING EXERCISES, CLASS DISCUSSIONS, WRITING ASSIGNMENTS, AND ORAL PRESENTATIONS.	-DEMONSTRATE CRITICAL THINKING THROUGH ASSESSMENTS OF HUMAN RELATIONSHIPS AND FRIENDSHIPS AS PORTRAYED IN LITERATURE OF THE WESTERN CANON. · ANALYZE HOW FRIEND GROUPS AFFECT THE PSYCHOLOGY OF SHAKESPEARE'S CHARACTERS. · INTERPRET COMPLEX LITERATURE AND REPRESENTATIONS OF MEANING. · DISSECT THE NARRATIVE STRUCTURE OF SHAKESPEARE'S PLAYS, INCLUDING EACH CHARACTER'S GOAL, MOTIVATIONS AND CONFLICTS. · DESCRIBE THE NARRATIVE STRUCTURE OF SHAKESPEARE READINGS INCLUDING PURPOSE, AUDIENCE AND USE OF LOGOS, PATHOS AND ETHOS. · IDENTIFY THE VARIOUS LENSES THROUGH WHICH WE VIEW INDIVIDUALS IN THE COURSE READINGS AND HOW POINTS OF VIEW AFFECT PERCEPTIONS OF CHARACTERS. · CONVEY IDEAS IN CLEAR, COHERENT, GRAMMATICALLY CORRECT PROSE ADAPTED TO THEIR PARTICULAR PURPOSE, OCCASION, AND AUDIENCE; AND UNDERSTAND THAT WRITING IS A PROCESS INVOLVING PRACTICE, REVISION, AND EDITING. · THINK CREATIVELY AND FLEXIBLY BY ENVISAGING NEW APPROACHES TO REAL-WORLD SCENARIOS OR QUESTIONS.

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LEI	2	318		EVENTS: LOVE THEM, THEN LEAVE THEM. WHATS MY FOOTPRINT?	3		Humanities	No Updates		1	Yes	2026 Fall	THIS COURSE WILL PROVIDE AN OVERVIEW OF ETHICS AND CORPORATE SOCIAL RESPONSIBILITY IN THE MEETINGS, CONVENTIONS, AND EVENTS INDUSTRY. STUDENTS WILL EVALUATE THE APPLICATION OF ETHICAL PRACTICES IN THE MEETING AND EVENTS INDUSTRY. THE CORRELATION BETWEEN ETHICAL BEHAVIOR AND CORPORATE SOCIAL RESPONSIBILITY WILL ALSO BE ANALYZED. STUDENTS WILL LEARN TO IDENTIFY AND DETERMINE WHEN SUSTAINABILITY-RELATED PRACTICES ARE APPLIED TO MEETINGS, CONVENTIONS, AND EVENTS.	1. EVALUATE AND DIFFERENTIATE BETWEEN VARIOUS CORPORATE SOCIAL RESPONSIBILITY, ETHICS, AND SUSTAINABILITY POSITIONS. (E-1) 2. DESCRIBE THE WAYS IN WHICH SOCIAL CONTEXTS SHAPE ETHICAL PERSPECTIVES OF CORPORATE SOCIAL RESPONSIBILITY AND ETHICS FOR INDIVIDUAL EVENTS AND ORGANIZATIONS AND FOR THE MEETINGS AND EVENTS INDUSTRY. (E-2) 3. DEMONSTRATE AND APPLY THE KNOWLEDGE REQUIRED OF MEETING AND EVENT PROFESSIONALS RELATED TO THE SOCIAL RESPONSIBILITIES OF PARTICIPANTS, WORKERS, AND COMMUNITIES 4. DEMONSTRATE THE ABILITY TO ASSESS THE EFFECT OF A VARIETY OF IMPACTS AS AN INDIVIDUAL ATTENDING EVENTS. 5. EFFECTIVELY COMMUNICATE SCIENTIFIC ASPECTS OF SUSTAINABILITY RELATED TO MEETINGS AND EVENTS.
LIN	2	004		WORLD LANGUAGES	3		Humanities	No Updates		3	Yes	2026 Fall	THIS COURSE PROVIDES AN OVERVIEW OF THE WIDE DIVERSITY OF THE LANGUAGES OF THE WORLD. IT WILL FAMILIARIZE YOU WITH THE MAIN CONCEPTS AND THEMES IN LINGUISTICS, AS WELL AS METHODS USED IN LINGUISTIC ANALYSIS	1. DESCRIBE AND ANALYZE LINGUISTIC DIVERSITY IN THE WORLD 2. EXPLAIN HOW LANGUAGES ENCODE DIFFERENT WAYS OF CONCEPTUALIZING THE WORLD 3. EXPLAIN THE PROCESS OF LANGUAGE ENDANGERMENT 4. EXPLAIN HOW LANGUAGES CHANGE INTERNALLY AND DUE TO CONTACT WITH OTHER LANGUAGES 5. ANALYZE LINGUISTIC DATA SETS OF A WIDE VARIETY OF LANGUAGES 6. COMPARE AND CONTRAST YOUR OWN LANGUAGE IN RELATION TO OTHER LANGUAGES
LIT	2	000		INTRODUCTION TO LITERATURE	3	Humanities	Humanities	No Updates		33	Yes	2026 Fall	IN THIS COURSE, STUDENTS WILL BE ASSIGNED READINGS REPRESENTATIVE OF A BROAD RANGE OF LITERARY GENRES AND CULTURES. THESE READINGS WILL COVER A VARIETY OF LITERARY MOVEMENTS AND HISTORICAL ERAS. THE READINGS WILL INCLUDE SELECTIONS FROM THE WESTERN CANON. WRITTEN ANALYSIS OF LITERARY WORKS MAY BE REQUIRED. STUDENTS WILL BE PROVIDED WITH OPPORTUNITIES TO PRACTICE CRITICAL INTERPRETATION.	* STUDENTS WILL IDENTIFY A VARIETY OF LITERARY MOVEMENTS, HISTORICAL ERAS, AND/OR CULTURAL CONTEXTS. * STUDENTS WILL DEMONSTRATE CRITICAL THINKING AND ANALYTICAL SKILLS.
LIT	2	010		INTERPRETATION OF FICTION	3		Humanities	No Updates		2	Yes	2026 Fall	AN INTRODUCTION TO CLOSE READING OF FICTION. INCLUDES CONTENT RELATED TO THE WESTERN CANON.	STUDENTS WILL: 1) RECOGNIZE DISTINCT NARRATIVE FORMS, STYLES, AND MOVEMENTS IN FICTION. 2. DESCRIBE KEY FEATURES OF FICTION SUCH AS PLOT, POINT OF VIEW, THEME, SYMBOLISM, AND CHARACTER. 3. CRITICALLY ANALYZE READINGS OF FICTION. 4. WRITE ESSAYS ANALYZING WORKS OF FICTION.
LIT	2	024		INTRODUCTION TO THE SHORT STORY	3		Humanities	No Updates		1	Yes	2026 Fall	THIS COURSE INTRODUCES STUDENTS TO THE FOUNDATIONAL LITERARY GENRE OF THE SHORT STORY. THIS COURSE IS AN INTRODUCTION TO THE HISTORY AND VARIETY OF THE SHORT STORY AS A FORM, INCLUDING SELECTIONS FROM THE WESTERN CANON, AND TEACHES STUDENTS TO UNDERSTAND, ANALYZE AND THINK CRITICALLY ABOUT THE FORMAL ASPECTS OF THE SHORT STORY (INCLUDING POINT OF VIEW, NARRATION, TONE, CHARACTERIZATION, AND THEME) THAT ARE ESSENTIAL TO ALL LITERARY STUDY.	1) DEMONSTRATE BROAD FOUNDATIONAL KNOWLEDGE AND ACHIEVE UNDERSTANDING OF HUMAN CULTURE THROUGH THE STUDY OF AN ESSENTIAL LITERARY GENRE 2) THINK CRITICALLY BY ACHIEVING MASTERY AND UNDERSTANDING OF A KEY FORM OF HUMAN CULTURE THROUGH THE STUDY OF AN IMPORTANT ASPECT OF HUMAN EXPERIENCE 3) DEFINE AND IDENTIFY THE FORMAL ASPECTS OF LITERATURE BY STUDYING THE SHORT STORY (INCLUDING POINT OF VIEW, NARRATION, TONE, CHARACTERIZATION, SYMBOLISM, AND THEME) 4) DEFINE, INTERPRET, COMPARE, AND CONTRAST LITERARY DEVICES AND LANGUAGE USING APPROPRIATE VOCABULARY, TERMS, AND CONCEPTS
LIT	2	030		INTRODUCTION TO POETRY	3		Humanities	No Updates		7	Yes	2026 Fall	A STUDY OF THE POEM AS LITERARY FORM; APPROACHED FROM A HISTORICAL PERSPECTIVE THOUGH NOT RESTRICTED TO ANY HISTORICAL PERIOD. WILL NOT BE COUNTED TOWARD THE ENGLISH MAJOR. THIS COURSE AFFORDS STUDENTS THE ABILITY TO THINK CRITICALLY AND INCLUDES SELECTIONS FROM THE WESTERN CANON.	STUDENTS WILL COMPREHENSIVELY EXPLORE ISSUES, IDEAS, ARTIFACTS, AND EVENTS BEFORE ACCEPTING OR FORMULATING AN OPINION OR CONCLUSION. STUDENTS WILL PRODUCE WELL-ORGANIZED, WELL-DEVELOPED COMMUNICATIONS THAT REFLECT APPROPRIATE USE OF LANGUAGE TO ACHIEVE A SPECIFIC PURPOSE AND ADDRESS SPECIFIC AUDIENCES.

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MUC	2	301		INTRODUCTION TO ELECTRONIC MUSIC	3		Humanities	No Updates		4	Yes	1980 Spring	A STUDY OF THE PAST CENTURYS TECHNOLOGICAL EXPLOSION, WHICH HAS AFFECTED THE WAY IN WHICH MUSIC IS PERFORMED, RECORDED, EDITED, COMPOSED, DISTRIBUTED, REPRODUCED, AND PERCEIVED WORLDWIDE. THIS COURSE AFFORDS STUDENTS THE ABILITY TO THINK CRITICALLY AND INCLUDES SELECTIONS FROM THE WESTERN CANON.	OBJECTIVES: THIS COURSE IS THE STUDY OF THE HISTORY OF ELECTRONIC MUSIC AS AN ART FORM, ITS TECHNOLOGY, THE BASICS OF TECHNOLOGY FOR PROCESSING SOUNDS THROUGH COMPUTERS, AND THE CONTINUUM OF ELECTRONIC LITERATURE STRETCHING BACK TO THE 1930S. THE STUDENT WILL 1) REVIEW THE HISTORY OF ELECTRO-ACOUSTIC MUSIC FROM ITS BEGINNINGS, THROUGH THE EMERGENCE OF THE WWII CLASSIC STUDIO ELECTRONIC MUSIC PERIOD, AND UP TO THE WIDE VARIETY OF PRESENT DAY INCARNATIONS. 2) UNDERSTAND THIS HISTORY AS A CONTINUOUS CONVERGENCE OF TECHNOLOGICAL AND ARTISTIC TRENDS. 3) DEVELOP A FUNDAMENTAL UNDERSTANDING OF THE SCIENCE OF SOUND AND THE TECHNOLOGY OF ELECTRONICS AS USED IN MUSIC. 4) BECOME FAMILIAR WITH THESE SOUNDS AND TECHNIQUES BY A) LISTENING TO THE REQUIRED (AND OTHER) MATERIALS ON RESERVE IN THE USF LIBRARY'S MEDIA CENTER (6TH FLOOR) B) COMPOSING AND PRODUCING A SHORT TAPE PIECE WITH WHATEVER EQUIPMENT IS AVAILABLE TO YOU. LEARNING OUTCOMES: FAMILIARITY WITH HISTORY, LITERATURE, AND TECHNOLOGY OF ELECTRONIC MUSIC AS EVIDENCED ON WRITTEN EXAMINATIONS AND IN THE CREATION OF A WORK OF ELECTRONIC MUSIC. MAJOR TOPICS: ACOUSTICS, AESTHETICS, ELECTRONICS, RECORDING TECHNOLOGY, ANALOG AND DIGITAL SOUND SYNTHESIS, DIGITAL SINGLE PROCESSING, AND OTHER APPLICATIONS OF ELECTRONICS IN MUSIC.
MUH	1	005		ARTISTIC REVELATION	3		Humanities	No Updates		2	Yes	Not Yet Taught	STUDENTS IN THIS COURSE WILL EXAMINE TEXTS THAT COMPOSERS SET TO MUSIC, IDENTIFY ELEMENTS IN THE TEXT THAT INFLUENCE THE WAY THE WORDS ARE SET TO MUSIC, EXPLORE WHAT THE POET AND COMPOSER/SONGWRITER WERE TRYING TO EXPRESS, AND EVALUATE WHETHER THE MUSICAL SETTINGS OF TEXT ARE SUCCESSFUL. THE REPERTOIRE SELECTED FOR STUDY IN THIS COURSE IS PRIMARILY FROM, BUT NOT EXCLUSIVE TO, THE WESTERN CANON. STUDENTS WILL LEARN HOW TO INTERPRET THE MEANING OF BOTH THE TEXT AND MUSIC, WHAT POETS AND MUSICIANS WERE ATTEMPTING TO CONVEY THROUGH THEIR ART, AND WHAT IT MEANS FOR US AS THE AUDIENCE OF THAT ART.	IDENTIFY, DESCRIBE, AND EXPLAIN HOW POETRY AND MUSIC PROVIDE PERSPECTIVES AND DRAW CONNECTIONS ABOUT THE HUMAN CONDITION; ANALYZE, EVALUATE, AND REFLECT CRITICALLY ON HOW POETRY AND MUSIC CAN EXPRESS COMPLEX LIFE SITUATIONS. FOSTERING EMPATHY AND COMPASSION FOR OTHERS. APPLY PRACTICES OF POETIC ANALYSIS AND ACTIVE LISTENING, SYNTHESIZE MATERIALS AND LIFE EXPERIENCES IN CLASSROOM DISCUSSIONS AND WRITTEN EXERCISES; DEVELOP AND PRESENT CLEAR, ORGANIZED, SUPPORTED ORAL AND WRITTEN RESPONSES TO CLASS DISCUSSIONS AND ASSIGNMENTS. CONNECT ONE'S OWN EXPERIENCES WITH THE STORIES AND EXPERIENCE OF OTHERS. EXAMINE ONE'S OWN INTELLECTUAL DEVELOPMENT. REFLECT ON THE IMPLICATIONS OF THE COURSE MATERIALS AS THEY PERTAIN TO PAST, CURRENT, AND FUTURE LIVES AND PROFESSIONS.
MUH	2	019		MODERN POPULAR MUSIC	3		Humanities	No Updates		7	Yes	2026 Fall	THIS COURSE SURVEYS THE DEVELOPMENT OF POPULAR MUSIC IN THE UNITED STATES AND INTERNATIONALLY FROM THE EARLY 20TH CENTURY TO THE PRESENT. IT COVERS GENRES INCLUDING BLUES, ROCK, PROG ROCK (INCLUDING ITS CLOSE ASSOCIATIONS WITH WORKS OF THE WESTERN CANON), POP, R&B, SOUL, COUNTRY, AND HIP HOP, WHILE CONSIDERING THE SOCIAL, ECONOMIC, AND TECHNOLOGICAL FACTORS THAT HELPED SHAPE THESE MUSICAL STYLES.	IT IS DESIGNED TO ACHIEVE FIVE OBJECTIVES. BY THE END, STUDENTS WILL: 1. DEVELOP LISTENING SKILLS AND VOCABULARY TO DESCRIBE AND APPRAISE MUSICAL SOUNDS, BOTH FAMILIAR AND OTHERWISE; 2. IDENTIFY THE MAJOR ERAS OF AMERICAN POPULAR MUSIC'S DEVELOPMENT IN BOTH ARTISTIC AND CONTEXTUAL TERMS; 3. ASSOCIATE MUSICAL PRODUCTS WITH BOTH MUSICAL AND EXTRAMUSICAL CONTEXTS; 4. RELATE CONTEMPORARY POPULAR MUSIC TO PREVIOUS INFLUENCES; AND 5. ASSESS THE GOALS, SUCCESSES, AND FAILURES OF MUSICIANS AND THEIR MUSIC IN TERMS OF THEIR HISTORICAL, SOCIAL, ECONOMIC, AND POLITICAL CONTEXTS.

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MUH	2	051		MUSIC IN WORLD CULTURES	3		Humanities	No Updates		4	Yes	2026 Fall	THIS COURSE OFFERS AN INTRODUCTORY SURVEY OF CONTEMPORARY AND HISTORICAL MUSIC TRADITIONS IN GLOBAL PERSPECTIVE. REGIONS AND STYLES COVERED INCLUDE A RANGE OF CLASSICAL, FOLK, INDIGENOUS, AND POPULAR GENRES OF NORTH AMERICA, SOUTH AMERICA, THE CARIBBEAN, AFRICA, ASIA, AUSTRALIA, OCEANIA, AND/OR EUROPE, INCLUDING WORKS FROM THE WESTERN CANON. THE COURSE IS DESIGNED SPECIFICALLY FOR NON-MUSIC MAJORS AND REQUIRES NO PRIOR MUSICAL TRAINING OR EXPERIENCE.	BY THE END OF THE COURSE, STUDENTS WILL DEMONSTRATE THE ABILITY TO: 1. RECOGNIZE AND ANALYZE MUSIC AS A CULTURAL PHENOMENON THROUGH THE APPLICATION OF AN ETHNOMUSICOLOGICAL PERSPECTIVE; 2. DEVELOP LISTENING SKILLS AND VOCABULARY TO DESCRIBE AND CRITIQUE MUSICAL SOUNDS, BOTH FAMILIAR AND OTHERWISE; 3. IDENTIFY AND CONTEXTUALIZE A BROAD ARRAY OF MUSICAL SOUNDS, INSTRUMENTS, AND PRACTICES; 4. QUESTION AND ARTICULATE IDEAS ON THE IMPORTANCE OF MUSIC AS A PHENOMENON OF HUMANKINDS CREATIVITY; 5. EVALUATE SLIPPERY TERMS LIKE WORLD MUSIC AND APPRAISE THE SIGNIFICANCE AND EXISTENCE OF DICHOTOMIES BETWEEN CONCEPTS LIKE WESTERN AND NON-WESTERN MUSICS; AND 6. EXAMINE THE TRANSFORMATION OF MUSIC IN A CONTEMPORARY WORLD, IN THE FACE OF GLOBALIZATION, MASS MEDIATION, AND ELECTRONIC COMMUNICATIONS.
MUH	2	054		AMERICAN ROOTS MUSIC	3		Humanities	No Updates		1	Yes	2026 Fall	A FOUNDATIONAL SURVEY OF THE MUSICS OF NORTH AMERICA WITH AN EMPHASIS ON THE HISTORICAL, ROOT TRADITIONS OF EUROPEAN AMERICAN, INDIGENOUS, AFRICAN AMERICAN, LATIN AMERICAN, AND ASIAN AMERICAN MUSICAL GENRES AND THEIR MODERN TRANSFORMATIONS. STUDENTS WILL LEARN TO THINK CRITICALLY ABOUT THE CONTEXT OF MUSIC AND MORE BROADLY ABOUT THE WAYS SOCIETIES INTERACT WITH EACH OTHER. INCLUDES SELECTIONS FROM THE WESTERN CANON.	1. DEVELOP CRITICAL THINKING ABOUT MUSIC WITHIN A RANGE OF STYLES, REGIONS, AND TRADITIONS. 2. COMPREHEND SPECIFIC MUSICAL CHARACTERISTICS AND IDENTIFY THEM WITHIN ALL TYPES OF MUSIC. 3. DISCUSS MUSIC WITH PEERS IN AN INFORMED AND CRITICAL MANNER. 4. WRITE CLEARLY, CRITICALLY, AND PERSUASIVELY ABOUT MUSIC IN SOCIETY.
MUH	2	512		MUSIC IN WORLD CULTURES	2		Humanities	No Updates		3	Yes	2026 Fall	THIS COURSE OFFERS AN INTRODUCTORY SURVEY OF CONTEMPORARY AND HISTORICAL MUSIC TRADITIONS IN GLOBAL CONTEXT. REGIONS AND STYLES COVERED INCLUDE A RANGE OF CLASSICAL, FOLK, INDIGENOUS, AND POPULAR GENRES OF NORTH AMERICA, SOUTH AMERICA, THE CARIBBEAN, AFRICA, ASIA, AUSTRALIA, OCEANIA, AND/OR EUROPE, INCLUDING WORKS FROM THE WESTERN CANON.	1. RECOGNIZE AND ANALYZE MUSIC AS A CULTURAL PHENOMENON THROUGH THE APPLICATION OF ETHNOMUSICOLOGICAL PRACTICES. 2. DEVELOP LISTENING SKILLS AND VOCABULARY TO DESCRIBE AND CRITIQUE MUSICAL SOUNDS, BOTH FAMILIAR AND OTHERWISE. 3. IDENTIFY AND CONTEXTUALIZE A BROAD ARRAY OF MUSICAL SOUNDS, INSTRUMENTS, AND PRACTICES. 4. QUESTION AND ARTICULATE IDEAS ON THE IMPORTANCE OF MUSIC AS A PHENOMENON OF HUMANKIND'S CREATIVITY. 5. EXAMINE THE TRANSFORMATION OF MUSIC IN A CONTEMPORARY WORLD, IN THE FACE OF GLOBALIZATION, MASS MEDIATION, AND ELECTRONIC COMMUNICATIONS.
MUL	2	010		MUSIC LITERATURE, LISTENING AND UNDERSTANDING	3	Humanities	Humanities	No Updates		38	Yes	2026 Fall	IN THIS COURSE, STUDENTS WILL SURVEY THE HISTORY OF CLASSICAL MUSIC FROM ANTIQUITY TO THE MODERN PERIOD, FOCUSING ON WESTERN MUSIC. THE CURRICULUM MAY ALSO INTEGRATE A VARIETY OF POPULAR AND GLOBAL STYLES WHERE APPROPRIATE.	• STUDENTS WILL DISCUSS AND ANALYZE MUSIC USING TERMINOLOGY APPROPRIATE FOR THE COURSE. • STUDENTS WILL DEMONSTRATE FUNDAMENTAL KNOWLEDGE OF THE WORKS OF SIGNIFICANT COMPOSERS. • STUDENTS WILL IDENTIFY CONNECTIONS BETWEEN MUSIC AND THE OTHER ARTS. • STUDENTS WILL IDENTIFY HISTORICAL STYLES AND PERIODS BASED ON INSTRUMENTS AND PERFORMANCE PRACTICES UTILIZED.
MUL	2	110		SURVEY OF MUSIC LITERATURE	2		Humanities	No Updates		2	Yes	2026 Fall	A SURVEY OF CORE REPERTOIRE OF WESTERN MUSIC. IN ADDITION TO THE WORKS THEMSELVES, THE COURSE INTRODUCES THE BROAD PERIODS OF WESTERN MUSIC HISTORY, AND IT DEVELOPS A SYSTEMATIC APPROACH TO THE ANALYSIS OF MUSICAL STYLE. STUDENTS WILL LEARN TO THINK CRITICALLY ABOUT MUSICAL STYLE ACROSS THE HISTORY OF WESTERN MUSIC FROM THE TENTH CENTURY TO THE PRESENT. INCLUDES SELECTIONS FROM THE WESTERN CANON.	1) COMPARE AND INTERPRET A VARIETY OF INTELLECTUAL AND/OR ARTISTIC WORKS WITHIN THEIR CULTURAL MILIEUX. 2) COMPARE CULTURAL ARTIFACTS THAT FUNCTION AS WIDELY VARIED REFLECTIONS OF HUMAN EXPERIENCES AND/OR PRACTICES. 3) DEFINE AND APPLY THE CONCEPT AND ELEMENTS OF MUSICAL STYLE. 4) KNOW AND RECOGNIZE THE GENERAL STYLE PERIODS ACROSS THE HISTORY OF WESTERN MUSIC FROM THE TENTH CENTURY TO THE PRESENT. 5) IDENTIFY A NUMBER OF STANDARD WORKS OF THE WESTERN 'CLASSICAL' MUSICAL REPERTOIRE WHICH SERVE AS TOUCHSTONES FOR LATER COMPARISON.

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MUN	1	130		SYMPHONIC BAND	1		Humanities	No Updates		6	Yes	2026 Fall	AN ENSEMBLE OF WIND AND PERCUSSION INSTRUMENTALISTS PERFORMING TRADITIONAL AND CONTEMPORARY WIND BAND AND CHAMBER ENSEMBLE REPERTOIRE, INCLUDING SELECTIONS FROM THE WESTERN CANON AS WELL AS NEWLY-COMMISSIONED WORKS.	TO EXPAND THE KNOWLEDGE OF EACH STUDENT IN REFERENCE TO THE WIND BAND REPERTOIRE AND TO ACHIEVE AN ARTISTIC LEVEL OF INDIVIDUAL AND ENSEMBLE PERFORMANCE.
MUN	1	320		WOMEN'S GLEE CLUB	1		Humanities	No Updates		6	Yes	2026 Fall	VOCAL TRAINING AND PUBLIC PERFORMANCES OF STANDARD FEMALE CHORUS REPERTOIRE, INCLUDING SELECTIONS FROM THE WESTERN CANON.	UPON SUCCESSFUL COMPLETION OF THIS COURSE, STUDENTS WILL BE ABLE TO: 1. DEMONSTRATE PROPER VOCAL TECHNIQUE - TO INCLUDE GOOD INTONATION AND CHARACTERISTIC TONE QUALITY; 2. DEMONSTRATE THEIR KNOWLEDGE OF MUSICAL STRUCTURES AND CONVENTIONS BY PERFORMING WITH APPROPRIATE PHRASING AND AN ENLIGHTENED SENSE OF SHAPE AND DIRECTION; 3. SYNTHESIZE A BROAD RANGE OF MUSICAL SKILLS BY PERFORMING VARIOUS REPERTOIRE WITH EXPRESSION, TECHNICAL ACCURACY, AND KINESTHETIC ENERGY; 4. ARTICULATE HOW THE CULTURAL AND HISTORICAL CONTEXTS OF THE REPERTOIRE IMPACT THEIR UNDERSTANDING OF THE WORLD, THEMSELVES, AND THEIR OWN EXPERIENCES; AND 5. DEMONSTRATE PROFESSIONAL BEHAVIORS INCLUDING THOSE UNIQUE TO PERFORMING ARTS CONTEXTS.
MUN	1	330		MEN'S GLEE CLUB	1		Humanities	No Updates		5	Yes	2026 Fall	VOCAL TRAINING AND PUBLIC PERFORMANCE OF TENOR-BASS CHORUS REPERTOIRE. COURSE LITERATURE IS DRAWN FROM A VARIETY OF HISTORICAL PERIODS (INCLUDING SELECTIONS FROM THE WESTERN CANON), CULTURES, AND MUSICAL STYLES, PRESENTING STUDENTS WITH VARIOUS PERSPECTIVES AND EXPERIENCES. STUDENTS EXPLORE THE KEY ELEMENTS OF THE LITERATURE INCLUDING THE ORIGIN, HISTORICAL CONTEXT, AND FORM OF SONG TEXTS, COMPOSITIONAL TECHNIQUES, AND PERFORMANCE PRACTICES.	VOCAL TRAINING AND PUBLIC PERFORMANCE OF STANDARD MALE CHORUS REPERTOIRE.
MUT	1	005		THE ART OF SONGWRITING	3		Humanities	No Updates		1	Yes	2026 Fall	A PRACTICAL, ANALYTICAL, AND PERFORMANCE-ORIENTED APPLICATION OF THE FUNDAMENTAL MATERIALS OF MUSIC THEORY TO SONG COMPOSITION; THE COURSE CULMINATES IN THE COMPOSITION AND PERFORMANCE OF AN ORIGINAL SONG, IN A STYLE BASED ON MODEL WORKS FROM THE WESTERN CANON, AND IN CORRECT MUSICAL NOTATION.	COMPOSE AN ORIGINAL SONG IN A STYLE OF THEIR CHOICE, WITH CORRECT MUSICAL NOTATION; BE ABLE TO LISTEN TO MUSIC MORE PERCEPTIVELY; DISCUSS MUSICAL EXAMPLES FROM THE WESTERN CANON.
PHI	2	010		INTRODUCTION TO PHILOSOPHY	3	Humanities	Humanities	No Updates		38	Yes	2026 Fall	IN THIS COURSE, STUDENTS WILL BE INTRODUCED TO THE NATURE OF PHILOSOPHY, PHILOSOPHICAL THINKING, MAJOR INTELLECTUAL MOVEMENTS IN THE HISTORY OF PHILOSOPHY, INCLUDING TOPICS FROM THE WESTERN PHILOSOPHICAL TRADITION, AND VARIOUS PROBLEMS IN PHILOSOPHY. STUDENTS WILL STRENGTHEN THEIR INTELLECTUAL SKILLS, BECOME MORE EFFECTIVE LEARNERS, AND DEVELOP BROAD FOUNDATIONAL KNOWLEDGE.	• STUDENTS WILL DEVELOP CRITICAL THINKING SKILLS. • STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF CLASSICAL WESTERN PHILOSOPHICAL VIEWS. • STUDENTS WILL ANALYZE, EXPLAIN, AND EVALUATE FOUNDATIONAL CONCEPTS OF EPISTEMOLOGY, METAPHYSICS, AND ETHICS.

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PHI	2	620		ENVIRONMENTAL ETHICS	3		Humanities	No Updates		4	Yes	2026 Spring	AN EXAMINATION OF ENVIRONMENTAL ISSUES PAST AND PRESENT, AND HOW THEY HAVE MADE AN IMPACT UPON CONTEMPORARY SOCIETY. ALSO ANALYZES THE HISTORICAL DEVELOPMENT OF ENVIRONMENTAL PERSPECTIVES AND THE ETHICAL THEORIES, FROM WESTERN AND OTHER TRADITIONS, THAT HAVE BEEN GENERATED BY THESE APPROACHES.	• IDENTIFY, COMPREHEND, AND RESOLVE ETHICAL PROBLEMS AND THEIR RAMIFICATIONS IN A THOROUGH AND RESPONSIBLE MANNER; AND EVALUATE ETHICAL POSITIONS. • RECOGNIZE AND EVALUATE THE HISTORICAL AND CULTURAL CONTEXTS THAT SHAPE ETHICAL PERSPECTIVES. • ARTICULATE VIEWS ON THE NATURE OF SOCIAL RESPONSIBILITY AND ITS IMPORTANCE. • ANALYZE THE ETHICAL DIMENSION OF ENVIRONMENTAL ISSUES. • FORMULATE THE ARGUMENTS BEHIND ENVIRONMENTALISM. • DEVELOP A DEEPER UNDERSTANDING OF THE RELATIONSHIP BETWEEN HUMANS AND THE ENVIRONMENT. • ARTICULATE THE RELATIONSHIP AND/OR OBLIGATIONS BETWEEN HUMANS AND THE NATURAL ENVIRONMENTS IN WRITTEN FORM. • EVALUATE THE MAJOR SCHOOLS OF THOUGHT IN ENVIRONMENTAL ETHICS.
PHI	2	630		ETHICAL ISSUES AND LIFE CHOICES	3		Humanities	Updated	Course Description	8	Yes	2026 Fall	<i>This course examines contemporary moral problems in light of philosophical theories of morality. Students are introduced to major philosophical works from the Western canon. Moral theories are brought to bear in assessing positions on contemporary moral problems.</i>	• Articulate important moral views advanced in the Western canon. • Identify considerations that are relevant to contemporary moral problems. • Evaluate arguments for various positions on moral issues.
PHI	2	635		INTRODUCTION TO BIOMEDICAL ETHICS	3		Humanities	No Updates		7	Yes	2026 Summer	THIS COURSE WILL FOCUS ON THE ETHICAL ISSUES ARISING FROM ADVANCES IN MEDICAL PRACTICE, DELIVERY OF HEALTH CARE, AND SCIENTIFIC RESEARCH. THIS COURSE AFFORDS STUDENTS THE ABILITY TO THINK CRITICALLY AND INCLUDES SELECTIONS FROM THE WESTERN CANON.	STUDENTS WILL BE ABLE TO: DEMONSTRATE CRITICAL THINKING SKILLS ABOUT CONTEMPORARY ETHICAL-POLITICAL ISSUES IN THE BIOMEDICAL SCIENCES. ANALYZE VARIOUS ETHICAL THEORIES AND THEIR RELEVANCE TO PARTICULAR ISSUES IN BIOMEDICAL ETHICS. EVALUATE ARGUMENTS FOR VARIOUS POSITIONS ON ISSUES RELATED TO BIOMEDICAL ETHICS AND THE ROLE OF SCIENCE IN ETHICAL ARGUMENTATION. TO UNDERSTAND THE HISTORICAL ROOTS AND DEVELOPMENT OF CONTEMPORARY BIOMEDICAL ISSUES. TO UNDERSTAND THE OBJECTIVE NATURE OF MORALITY. TO UNDERSTAND THAT REASONING CAN BE LOGICALLY VALID OR INVALID. TO UNDERSTAND THE VALUE OF A PHILOSOPHY OF LIFE (I.E., A REASONABLE AND COMPREHENSIVE WORLD VIEW). TO DEVELOP STUDENTS' ABILITY TO USE PHILOSOPHICAL CONCEPTS APPROPRIATELY AND ACCURATELY IN WRITTEN AND ORAL COMMUNICATION.
PHM	2	300		INTRODUCTION TO POLITICAL PHILOSOPHY	3		Humanities	No Updates		2	Yes	2026 Fall	THIS COURSE IS AN INTRODUCTION TO FOUNDATIONAL TEXTS AND IDEAS OF WESTERN POLITICAL PHILOSOPHY. IN THIS COURSE, STUDENTS WILL STUDY FOUNDATIONAL TEXTS AND LEARN TO THINK CRITICALLY ABOUT THEIR IMPACT ON CURRENT POLITICAL THEORY. SOURCES STUDIED INCLUDE SELECTIONS FROM THE WESTERN CANON AND MAY RANGE FROM CLASSICAL GREEK TO CONTEMPORARY.	AT THE END OF THIS COURSE, STUDENTS WILL BE ABLE TO: 1. ARTICULATE THE MAIN THEORIES IN POLITICAL PHILOSOPHY SET OUT IN THE WESTERN CANON. 2. CRITICALLY ASSESS AND EVALUATE POSITIONS ON ISSUES IN POLITICAL THEORY. 3. UNDERSTAND HOW FOUNDATIONAL WESTERN TEXTS HAVE SHAPED CONTEMPORARY POLITICAL THEORIES AND INSTITUTIONS.
REL	1	300		INTRODUCTION TO WORLD RELIGIONS	3		Humanities	No Updates		36	Yes	2026 Fall	A SURVEY OF THE MAJOR LIVING RELIGIOUS TRADITIONS FROM ALL REGIONS OF THE WORLD, WITH ATTENTION TO THEIR ORIGINS IN THE ANCIENT WORLD AND THEIR CLASSIC BELIEFS AND PRACTICES. STUDENTS WILL BE INTRODUCED TO FOUNDATIONAL TEXTS FROM THE MAJOR WORLD RELIGIONS INCLUDING SELECTIONS FROM THE WESTERN CANON.	BY THE END OF THIS COURSE, STUDENTS WILL: 1. GAIN THE ABILITY TO THINK CRITICALLY ABOUT RELIGIONS AS CENTRAL ASPECTS OF HUMAN CULTURE; 2. RECOGNIZE THE CULTURAL AND HISTORICAL CONTEXTS THAT GIVE RISE TO AND SHAPE RELIGIOUS TRADITIONS THROUGH READINGS FROM THE WESTERN AND ASIAN CANONS; 3. GAIN COMPETENCE IN CRITICALLY READING, HISTORICALLY CONTEXTUALIZING, AND INTERPRETING ARGUMENTS ABOUT RELIGIOUS HISTORY AND THE STUDY OF RELIGION; 4. GAIN FACILITY IN ARTICULATING THE VARIETY OF WAYS THAT RELIGIOUS COMMUNITIES CAN CONCEIVE OF THEIR OWN TRADITIONS; 5. UNDERSTAND AND EMPLOY BASIC TERMS COMMONLY USED IN THE DISCIPLINE OF RELIGIOUS STUDIES.

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REL	2	149		RELIGION AND SOCIETY	3		Humanities	No Updates		2	Yes	2026 Fall	THIS COURSE IS A SURVEY OF HOW MAJOR SOCIAL AND POLITICAL THEORISTS IN THE WESTERN CANON HAVE INTERPRETED RELIGIOUS PHENOMENA.	1. GAIN THE ABILITY TO THINK CRITICALLY ABOUT RELIGIONS, INCLUDING RELIGIOUS TRADITIONS IN THE WESTERN CANON, AS CENTRAL ASPECTS OF HUMAN CULTURE; 2. UNDERSTAND AND EMPLOY KEY CONCEPTS AND PRINCIPLES IN MODERN SOCIAL AND POLITICAL ANALYSES OF RELIGIOUS TRADITIONS; 3. GAIN COMPETENCE IN ASSESSING THINKERS IN THE MODERN WESTERN CANON ABOUT THE ROLE OF RELIGIOUS TRADITIONS IN SOCIAL AND POLITICAL LIFE; 4. IMPROVE YOUR SKILLS IN REFLECTION AND WRITING
REL	2	210		INTRODUCTION TO THE OLD TESTAMENT	3		Humanities	No Updates		13	Yes	2026 Fall	THE HISTORY, RELIGIOUS THOUGHT, AND SOCIAL INSTITUTIONS OF ANCIENT ISRAEL AS REFLECTED PRIMARILY IN ITS LITERATURE. INCLUDES SELECTIONS FROM THE WESTERN CANON.	*COMPARE AND INTERPRET INTELLECTUAL AND ARTISTIC EXPRESSIONS OF A VARIETY OF CULTURES. FOR THIS COURSE THAT MEANS THAT YOU WILL BE ABLE TO IDENTIFY AND EXPLAIN THE MAJOR HISTORICAL TRENDS, LITERARY GENRES, AND THEOLOGICAL THEMES OF THE HEBREW BIBLE/OLD TESTAMENT *COMPARE, INTERPRET, AND CREATE OR MODEL CULTURAL ARTIFACTS THAT FUNCTION AS WIDELY VARIED REFLECTIONS OF HUMAN PERSPECTIVES AND/OR PRACTICES. FOR THIS COURSE THAT MEANS THAT YOU WILL BE ABLE TO APPLY ACADEMIC INTERPRETIVE AND ANALYTICAL TECHNIQUES TO THE UNDERSTANDING OF THESE MATERIALS. *RECOGNIZE, ANALYZE, AND RESPECT DIFFERENCES BETWEEN INDIVIDUALS AND GROUPS OF PEOPLE; IDENTIFY AND EXPLAIN THE POTENTIAL RESOURCES AND/OR CONFLICTS ARISING FROM HUMAN DIFFERENCES ON THE CURRENT NATIONAL AND/OR INTERNATIONAL LANDSCAPE. *WRITE AND SPEAK CRITICALLY AND REFLECTIVELY FROM AN ACADEMIC PERSPECTIVE ABOUT THE HEBREW BIBLE AND RELATED LITERATURE FROM THE ANCIENT NEAR EAST. *LOCATE PRIMARY CITIES AND GEOGRAPHIC FEATURES OF ANCIENT ISRAEL AND SURROUNDING AREAS ON A MAP.
REL	2	211		THE LOST BOOKS OF THE BIBLE	3		Humanities	No Updates		1	Yes	2026 Spring	IN THIS CLASS STUDENTS WILL ENGAGE AND CONFRONT THE "LOST BOOKS OF THE BIBLE"—A CORPUS OF TEXTS THAT ARE IN THE OLD TESTAMENT IN THE CATHOLIC AND EASTERN ORTHODOX TRADITIONS BUT TODAY GENERALLY NOT PRINTED IN PROTESTANT BIBLES. MANY AMERICAN CHRISTIANS ARE NOT FAMILIAR WITH THESE TEXTS, EVEN THOUGH THEY WERE IN ALL CHRISTIAN FORMS OF THE BIBLE FOR WELL OVER A THOUSAND YEARS.	1) INTERPRET INTELLECTUAL OR ARTISTIC WORKS WITHIN THE CULTURAL CONTEXT OF PARTICULAR BIBLICAL TEXTS EXISTING OUTSIDE OF THE STANDARD PROTESTANT CANON 2) USE A CULTURAL, ARTISTIC, OR PHILOSOPHICAL APPROACH – IN THIS CASE THAT OF TEXTUAL CRITICISM IN BIBLICAL STUDIES – TO ANALYZE LITERARY ASPECTS OF HUMAN RELIGIOUS EXPERIENCE 3) COMPOSE FOR A SPECIFIC PURPOSE, OCCASION, AND AUDIENCE: A FORAY INTO BIBLICAL CRITICISM THAT JUSTIFIES TO A SCHOLARLY COMMUNITY THE STUDENT'S INTEREST IN THE TEXTS IN QUESTION 4) CONVEY IDEAS ABOUT BIBLICAL TEXTS IN CLEAR, COHERENT PROSE THAT USES THE CONVENTIONS OF STANDARD SCHOLARLY LANGUAGE IN BIBLICAL AND SCRIPTURAL STUDIES, CENTERED ON "CORE THEMES," "ISSUES," "KEY TERMS," "NARRATIVES," AND "MAIN EVENTS" OF PARTICULAR "PASSAGES" 5) DELIVER ORIGINAL ORAL MESSAGES FOR A SPECIFIC PURPOSE, OCCASION, AND TYPE OF AUDIENCE: A SEMINAR-FORMAT PRESENTATION APPROPRIATE FOR BEGINNING GRADUATE STUDENTS IN BIBLICAL STUDIES 6) MAKE EFFECTIVE USE OF BOTH VERBAL AND NON-VERBAL DELIVERY IN PRESENTATIONS, BEFITTING THE CONDUCT OF A BEGINNING GRADUATE STUDENT IN BIBLICAL STUDIES

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REL	2	334		RELIGIONS OF INDIA	3		Humanities	No Updates		2	Yes	2026 Fall	INTRODUCTORY COURSE FOCUSING ON THE RELIGIOUS TRADITIONS AND CULTURAL DIVERSITY SEEN IN THE INDIAN SUBCONTINENT AND THE ENGAGEMENT OF HINDU TEXTS WITH WESTERN PHILOSOPHY AND CLASSICS. USING HISTORICAL AND THEMATIC APPROACHES, THIS COURSE WILL FOCUS ON TEXTS, RITUALS, AND PHILOSOPHY OF HINDUISM, CHRISTIANITY, JUDAISM, AND ISLAM.	STUDENTS WILL DESCRIBE AND EXPLAIN THE WORLDVIEWS, RITUALS, AND BELIEFS OF RELIGIONS IN INDIA. STUDENTS WILL EXAMINE THE CROSS-CULTURAL ENGAGEMENT BETWEEN EASTERN AND WESTERN TRADITIONS, FOCUSING, AMONG OTHERS, ON THE CONNECTIONS BETWEEN GREEK AND INDIAN PHILOSOPHY AND THE INFLUENCE ON THINKERS LIKE EMERSON. STUDENTS WILL ANALYZE THE TRANSLATION AND TRANSMISSION OF KEY TEXTS AND EVALUATE THEIR CULTURAL IMPACT. STUDENTS WILL IDENTIFY AND ANALYZE THE SOCIAL AND CULTURAL FACTORS INVOLVED IN THE FORMATION AND UNDERSTANDING OF EACH RELIGION.
REL	2	240		INTRODUCTION TO THE NEW TESTAMENT	3		Humanities	No Updates		13	Yes	2026 Fall	AN INTRODUCTION TO THE WRITINGS OF THE NEW TESTAMENT IN THE CONTEXT OF THE HISTORICAL DEVELOPMENT OF EARLY CHRISTIANITY. INCLUDES SELECTIONS FROM THE WESTERN CANON.	BY THE END OF THIS COURSE, YOU WILL BE ABLE TO: •COMPARE AND INTERPRET INTELLECTUAL AND ARTISTIC EXPRESSIONS OF A VARIETY OF CULTURES. FOR THIS COURSE THAT MEANS THAT YOU WILL BE ABLE TO SUMMARIZE AND EXPLAIN THE CONTENTS, AS WELL AS THE HISTORICAL, SOCIAL, LITERARY, AND THEOLOGICAL CONTEXTS OF THE WRITINGS THAT COMPRISE THE NEW TESTAMENT. •COMPARE, INTERPRET, AND CREATE OR MODEL CULTURAL ARTIFACTS THAT FUNCTION AS WIDELY VARIED REFLECTIONS OF HUMAN PERSPECTIVES AND/OR PRACTICES. FOR THIS COURSE THAT MEANS THAT YOU WILL BE ABLE TO APPLY ACADEMIC INTERPRETIVE AND ANALYTICAL TECHNIQUES TO THE UNDERSTANDING OF THESE MATERIALS. •WRITE AND SPEAK CRITICALLY AND REFLECTIVELY ABOUT EARLY CHRISTIAN TEXTS IN RELATION TO THEIR LITERARY AND HISTORICAL CONTEXTS.
THE	2	000		INTRODUCTION TO THEATRE	3	Humanities	Humanities	No Updates		36	Yes	2026 Fall	IN THIS COURSE, STUDENTS WILL EXPLORE DRAMATIC STRUCTURE, TECHNIQUES, AND VARIOUS ORGANIZATIONAL ELEMENTS. THE COURSE PROVIDES AN INTRODUCTION TO THEATRE AS A COLLABORATIVE ART FORM THROUGH THE CRITICAL ANALYSIS OF ITS HISTORICAL CONTEXT, PRODUCTION, THEORY, AND CONNECTIONS TO THEATRICAL LITERATURE, INCLUDING THE WESTERN CANON.	• STUDENTS WILL IDENTIFY THE BASIC PRINCIPLES OF THEATRICAL PERFORMANCE, DESIGN, TECHNOLOGY, ORGANIZATION, AND MANAGEMENT • STUDENTS WILL ASSESS THE SIGNIFICANCE OF THE HUMAN CONDITION AS EXPRESSED THROUGH THE PERFORMING ARTS. • STUDENTS WILL EXPLORE AND INTERPRET WORKS OF ART UTILIZING CREATIVE AND CRITICAL THINKING SKILLS. • STUDENTS WILL DEMONSTRATE COLLEGE-LEVEL WRITING. • STUDENTS WILL DEFINE, COMPARE AND CONTRAST THEATER AS BOTH AN EXPRESSIVE ART FORM AND A COMMERCIAL INDUSTRY.
ISC	1	057		COMPUTATIONAL THINKING	3		Mathematics	No Updates		1	Yes	2026 Fall	THIS COURSE INTRODUCES STUDENTS TO THE PROCESS OF CREATING A REPRESENTATION OF A TASK SO THAT IT CAN BE PERFORMED BY A COMPUTER. THE COURSE INVESTIGATES STRATEGIES BEHIND POPULAR COMPUTATIONAL METHODS WHICH ARE SHAPING OUR DAILY LIVES AND OUR FUTURE. STUDENTS PRACTICE LOGICAL THINKING BY APPLYING VERSIONS OF THESE COMPUTATIONAL METHODS TO PROBLEMS IN SCIENCE AND SOCIETY.	ANALYZE PROBLEMS DRAWN FROM REAL-WORLD SCENARIOS BY INTERPRETING AND EVALUATING DATA AND APPLYING APPROPRIATE MATHEMATICAL, STATISTICAL, LOGICAL, AND/OR COMPUTATIONAL MODELS OR PRINCIPLES, USING APPROPRIATE TECHNOLOGY, AND EXPLAINING THE RESULTS; - USE COMPUTATIONAL THINKING TO FRAME QUESTIONS, LOOK AT DIFFERENT WAYS TO SOLVE PROBLEMS, AND DETERMINE WHAT INSIGHT CAN BE GAINED; - DEMONSTRATE HOW COMPUTATIONS CAN BE VIEWED AS AN ALTERNATIVE TO THEORY AND EXPERIMENTS IN SCIENTIFIC RESEARCH; - IDENTIFY CONCEPTS THAT MAKE COMPUTING COMPLICATED TASKS POSSIBLE; - EXPLAIN SOME OF THE LOGIC BEHIND EXISTING COMPUTATIONAL APPROACHES FOR VARIOUS PROBLEMS OF INTEREST TO SCIENCE AND SOCIETY.

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MAC	1	105		COLLEGE ALGEBRA	3	Mathematics	Mathematics	No Updates		38	Yes	2026 Fall	IN THIS COURSE, STUDENTS WILL DEVELOP PROBLEM SOLVING SKILLS, CRITICAL THINKING, COMPUTATIONAL PROFICIENCY, AND CONTEXTUAL FLUENCY THROUGH THE STUDY OF EQUATIONS, FUNCTIONS, AND THEIR GRAPHS. EMPHASIS WILL BE PLACED ON QUADRATIC, EXPONENTIAL, AND LOGARITHMIC FUNCTIONS. TOPICS WILL INCLUDE SOLVING EQUATIONS AND INEQUALITIES, DEFINITION AND PROPERTIES OF A FUNCTION, DOMAIN AND RANGE, TRANSFORMATIONS OF GRAPHS, OPERATIONS ON FUNCTIONS, COMPOSITE AND INVERSE FUNCTIONS, BASIC POLYNOMIAL AND RATIONAL FUNCTIONS, EXPONENTIAL AND LOGARITHMIC FUNCTIONS, AND APPLICATIONS.	• STUDENTS WILL SOLVE AN EQUATION OR AN INEQUALITY USING AN APPROPRIATE TECHNIQUE. • STUDENTS WILL DEFINE AND DESCRIBE FUNCTIONS, THEIR PROPERTIES, AND GRAPHS. • STUDENTS WILL MANIPULATE FUNCTIONS TO SIMPLIFY EXPRESSIONS AND FIND NEW FUNCTIONS. • STUDENTS WILL USE TRANSFORMATIONS TO WRITE AN EQUATION FOR A FUNCTION AND TO GRAPH A FUNCTION. • STUDENTS WILL MODEL AND SOLVE REAL WORLD PROBLEMS USING FUNCTIONS.
MAC	1	114		ANALYTIC TRIGONOMETRY	3	Mathematics	Mathematics	No Updates		34	Yes	2026 Fall	THIS COURSE COVERS A REVIEW OF ALGEBRAIC TOPICS, TRIGONOMETRIC FUNCTIONS, INVERSE TRIGONOMETRIC FUNCTIONS AND THEIR GRAPHS; IDENTITIES AND CONDITIONAL EQUATIONS; SOLUTION OF TRIANGLES; TRIGONOMETRIC FORM OF COMPLEX NUMBERS; DEMOIVRE'S THEOREM AND NTH ROOTS; INTRODUCTION TO PLANE VECTORS. ADDITIONAL TOPICS AS TIME PERMITS.	• STUDENTS WILL DEFINE TRIG FUNCTION VALUES ON THE UNIT CIRCLE. • STUDENTS WILL DEFINE TRIG FUNCTION VALUES FOR RIGHT TRIANGLES. • STUDENTS WILL DISCOVER THE RELATIONSHIP BETWEEN THE UNIT CIRCLE DEFINITIONS AND THE RIGHT TRIANGLE DEFINITIONS. • STUDENTS WILL APPLY THE DEFINITIONS FROM THE UNIT CIRCLE IN ORDER TO DETERMINE THE FUNDAMENTAL IDENTITIES AND THE PYTHAGOREAN IDENTITIES. • STUDENTS WILL EVALUATE TRIG FUNCTION VALUES FOR ANY GIVEN ANGLE. • STUDENT WILL TRANSLATE SINE AND COSINE GRAPHS WITH VERTICAL AND HORIZONTAL STRETCHES AND COMPRESSION, WITH VERTICAL AND HORIZONTAL SHIFTS, AND WITH REFLECTIONS ACROSS THE X-AXIS. • STUDENTS WILL MODEL A REAL-WORLD SITUATION USING SINUSOIDAL CURVE FITTING. • STUDENTS WILL EVALUATE INVERSE TRIG FUNCTION VALUES. • STUDENTS WILL APPLY ALGEBRAIC TECHNIQUES TO SOLVING TRIG EQUATIONS. • STUDENTS WILL APPLY TRIG FORMULAS AND TRIG IDENTITIES TO EVALUATE TRIG FUNCTION VALUES. • STUDENTS WILL RELATE EXPRESSIONS TO TRIG FORMULAS IN ORDER TO SIMPLIFY STATEMENTS. • STUDENTS WILL CONSTRUCT PICTURES OF TRIANGLES THAT REPRESENT A WORD PROBLEM AND SOLVE FOR UNKNOWN VALUES. • STUDENTS WILL APPLY DEFINITIONS OF POLAR COORDINATES IN ORDER TO REWRITE RECTANGULAR COORDINATES IN POLAR FORM AND VICE VERSA. • STUDENTS WILL TRANSFORM RECTANGULAR EQUATIONS TO POLAR FORM AND VICE VERSA. • STUDENTS WILL DEFINE VECTORS. • STUDENTS WILL APPLY VECTORS TO BASIC PHYSICS PROBLEMS (WORK). • SELECT AND APPLY APPROPRIATE METHODS (I.E., MATHEMATICAL, STATISTICAL, LOGICAL, AND/OR COMPUTATIONAL MODELS OR PRINCIPLES) TO SOLVE REAL WORLD
MAC	1	140		PRECALCULUS ALGEBRA	3	Mathematics	Mathematics	No Updates		33	Yes	2026 Fall	THIS COURSE MAY BE TAKEN CONCURRENTLY WITH MAC 1114. THE COURSE COVERS FUNCTIONS AND GRAPHS, ESPECIALLY HIGH DEGREE POLYNOMIAL, RATIONAL, EXPONENTIAL, AND LOGARITHMIC FUNCTIONS; SYSTEMS OF EQUATIONS; SOLUTIONS OF LINEAR SYSTEMS; MATRIX METHODS; DETERMINANTS; SEQUENCES AND SERIES; INDUCTION; AND THE BINOMIAL THEOREM. THE COURSE ALSO EXPLORES APPLICATIONS, APPROXIMATION, AND METHODS OF PROOF.	GRAPH AND DETERMINE INFORMATION ABOUT POLYNOMIAL, RATIONAL AND EXPONENTIAL FUNCTIONS; TO SOLVE LOGARITHMIC AND EXPONENTIAL EQUATIONS; TO IDENTIFY CONICS INCLUDING THE PARABOLA, ELLIPSE AND HYPERBOLA; TO SOLVE SYSTEMS OF EQUATIONS USING MATRIX METHODS, INCLUDING DETERMINANTS; TO USE EXPLICIT AND RECURSIVE DEFINITIONS TO CONSTRUCT A SEQUENCE; TO APPLY NTH TERM AND SUM FORMULAS FOR ARITHMETIC AND GEOMETRIC SEQUENCES; TO RECOGNIZE PORTIONS OF A VALID PROOF USING THE PRINCIPLE OF MATH INDUCTION; TO APPLY THE BINOMIAL FORMULA.

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MAC	2	233		APPLIED CALCULUS	3		Mathematics	No Updates		38	Yes	2026 Fall	THIS COURSE INTRODUCES STUDENTS TO CALCULUS CONCEPTS THAT ARE USED IN APPLICATIONS IN BUSINESS, ECONOMICS, AND SOCIAL SCIENCES. THIS COURSE COVERS LIMITS, CONTINUITY, FIRST AND HIGHER DERIVATIVES, AND THE DIFFERENTIAL, WITH APPLICATIONS TO GRAPHING, RATES OF CHANGE, AND OPTIMIZATION METHODS; TECHNIQUES OF INTEGRATION AND APPLICATIONS.	1. FURTHER DEVELOP SKILLS IN USING FUNCTIONS AND OTHER MATHEMATICAL CONCEPTS FROM ALGEBRA 2. CALCULATE, USE, AND EXPLAIN THE CONCEPT OF LIMITS 3. EXPLAIN AND INTERPRET THE MEANING OF A DERIVATIVE OF A FUNCTION 4. USE FORMULAS TO CALCULATE DERIVATIVES EFFICIENTLY 5. USE DERIVATIVES TO SOLVE AUTHENTIC REAL-LIFE PROBLEMS 6. USE FORMULAS TO SOLVE INTEGRALS EFFICIENTLY 7. UNDERSTAND DEFINITE INTEGRALS 8. UNDERSTAND THE FUNDAMENTAL THEOREM OF CALCULUS 9. USE INTEGRATION TO FIND AREAS 10. USE INTEGRATION TO SOLVE AUTHENTIC REAL-LIFE PROBLEMS
MAC	2	311		CALCULUS WITH ANALYTIC GEOMETRY I	4	Mathematics	Mathematics	No Updates		40	Yes	2026 Fall	IN THIS COURSE, STUDENTS WILL DEVELOP PROBLEM SOLVING SKILLS, CRITICAL THINKING, COMPUTATIONAL PROFICIENCY, AND CONTEXTUAL FLUENCY THROUGH THE STUDY OF LIMITS, DERIVATIVES, AND DEFINITE AND INDEFINITE INTEGRALS OF FUNCTIONS OF ONE VARIABLE, INCLUDING ALGEBRAIC, EXPONENTIAL, LOGARITHMIC, AND TRIGONOMETRIC FUNCTIONS, AND APPLICATIONS. TOPICS WILL INCLUDE LIMITS, CONTINUITY, DIFFERENTIATION AND RATES OF CHANGE, OPTIMIZATION, CURVE SKETCHING, AND INTRODUCTION TO INTEGRATION AND AREA	• STUDENTS WILL CALCULATE A LIMIT, DERIVATIVE, OR INTEGRAL USING APPROPRIATE TECHNIQUES. • STUDENTS WILL DETERMINE THE CONTINUITY AND DIFFERENTIABILITY OF A FUNCTION. • STUDENTS WILL USE LIMITS AND DERIVATIVES TO ANALYZE RELATIONSHIPS BETWEEN THE EQUATION OF A FUNCTION AND ITS GRAPH. • STUDENTS WILL APPLY DIFFERENTIATION TECHNIQUES TO MODEL AND SOLVE REAL WORLD PROBLEMS. • STUDENTS WILL USE INTEGRALS AND THE FUNDAMENTAL THEOREM OF CALCULUS TO ANALYZE THE RELATIONSHIP BETWEEN THE INTEGRAL OF A FUNCTION AND THE RELATED AREA.
MAC	2	312		CALCULUS WITH ANALYTIC GEOMETRY II	4	Mathematics	Mathematics	No Updates		38	Yes	2026 Fall	THIS COURSE COVERS TECHNIQUES OF INTEGRATION; APPLICATIONS OF INTEGRATION; SERIES AND TAYLOR SERIES; DIFFERENTIAL EQUATIONS. THIS COURSE MUST BE TAKEN FOR REDUCED CREDIT BY STUDENTS WITH PRIOR CREDIT FOR SOME OF THE CONTENT.	THE PURPOSE OF THIS COURSE IS TO FURTHER EXPLORE THE METHODS OF CALCULUS AND SELECTED APPLICATIONS TO REAL-WORLD PROBLEMS. THE MATERIAL IN THIS COURSE SHOULD BE MASTERED BEFORE THE STUDENT PROCEEDS TO COURSES FOR WHICH IT IS A PREREQUISITE. STUDENTS WILL DEVELOP THEIR ABILITY TO ANALYZE PROBLEMS MATHEMATICALLY, ASSIGN VARIABLES, IDENTIFY APPROPRIATE FUNCTIONS, AND APPLY PROPER TOOLS TO FIND A SOLUTION. STUDENTS WILL ALSO IMPROVE THEIR ABILITY TO DESCRIBE PROBLEMS AND SOLUTIONS USING PROPER VOCABULARY. STUDENTS WILL DEMONSTRATE MASTERY THROUGH DISCUSSIONS, ACTIVITIES, PRESENTATIONS, AND PERFORMANCE ON HOMEWORK ASSIGNMENTS AND TESTS. IN PARTICULAR, THROUGH CALCULUS 2, STUDENTS WILL... • CALCULATE INTEGRALS USING ANTIDERIVATIVES AND NUMERICAL METHODS; • USE THE INTEGRAL TO CALCULATE VOLUMES, AREAS, AND ARCLNGTHS; • TEST THE CONVERGENCE OF SEQUENCES AND SERIES; • APPROXIMATE FUNCTIONS USING POWER SERIES; • MODEL REAL-WORLD PHENOMENA USING DIFFERENTIAL EQUATIONS; • WORK ALONE AND WITH CLASSMATES TO CREATE WELL WRITTEN SOLUTIONS; • DISCUSS AND EXPLAIN COURSE MATERIAL TO THEIR PEERS.
MAC	2	313		CALCULUS WITH ANALYTIC GEOMETRY III	5	Mathematics	Mathematics	No Updates		37	Yes	2026 Fall	THIS COURSE COVERS FUNCTIONS OF SEVERAL VARIABLES AND THEIR GRAPHICAL REPRESENTATIONS; VECTORS; PARTIAL DERIVATIVES AND GRADIENTS; OPTIMIZATION; MULTIPLE INTEGRATION; POLAR, SPHERICAL, AND CYLINDRICAL COORDINATE SYSTEMS; CURVES; VECTOR FIELDS; LINE INTEGRALS; FLUX INTEGRALS; DIVERGENCE THEOREM AND STOKES' THEOREM. THIS COURSE MUST BE TAKEN FOR REDUCED CREDIT BY STUDENTS WITH PRIOR CREDIT FOR SOME OF THE CONTENT.	UNDERSTAND AND APPLY VECTORS AND ALTERNATIVE COORDINATE SYSTEMS; DIFFERENTIATE AND INTEGRATE, IN APPROPRIATE CONTEXTS, FUNCTIONS OF SEVERAL VARIABLES; UNDERSTAND AND APPLY THEOREMS LIKE STOKES'S THEOREM AND THE DIVERGENCE THEOREM.

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MGF	1	130		MATHEMATICAL THINKING	3	Mathematics	Mathematics	No Updates		39	Yes	2026 Fall	IN THIS COURSE, STUDENTS WILL UTILIZE MULTIPLE MEANS OF PROBLEM SOLVING THROUGH STUDENT-CENTERED MATHEMATICAL EXPLORATION. THE COURSE IS DESIGNED TO TEACH STUDENTS TO THINK MORE EFFECTIVELY AND VASTLY INCREASE THEIR PROBLEM-SOLVING ABILITY THROUGH PRACTICAL APPLICATION AND DIVERGENT THINKING. THIS COURSE IS APPROPRIATE FOR STUDENTS IN A WIDE RANGE OF DISCIPLINES/PROGRAMS.	• STUDENTS WILL DETERMINE EFFICIENT MEANS OF SOLVING A PROBLEM THROUGH INVESTIGATION OF MULTIPLE MATHEMATICAL MODELS. • STUDENTS WILL APPLY LOGIC IN CONTEXTUAL SITUATIONS TO FORMULATE AND DETERMINE THE VALIDITY OF LOGICAL STATEMENTS USING A VARIETY OF METHODS. • STUDENTS WILL APPLY MATHEMATICAL CONCEPTS VISUALLY AND CONTEXTUALLY TO REPRESENT, INTERPRET AND REASON ABOUT GEOMETRIC FIGURES. • STUDENTS WILL RECOGNIZE THE CHARACTERISTICS OF NUMBERS AND UTILIZE NUMBERS ALONG WITH THEIR OPERATIONS APPROPRIATELY IN CONTEXT. • STUDENTS WILL ANALYZE AND INTERPRET REPRESENTATIONS OF DATA TO DRAW REASONABLE CONCLUSIONS.
MGF	1	131		MATHEMATICS IN CONTEXT	3		Mathematics	No Updates		35	Yes	2026 Spring	THIS COURSE COVERS TOPICS IN PERSONAL FINANCE, TAXES, GRAPH THEORY, GATHERING AND ORGANIZING DATA, VOTING METHODS, AND THE USE AND MIS-USE OF STATISTICS. COURSE IS NOT INTENDED FOR STUDENTS WHOSE PROGRAMS REQUIRE PRECALCULUS OR CALCULUS COURSES.	SURVEY, ANALYZE, AND CALCULATE STATISTICAL SURVEY DATA USING AVERAGES, VARIATIONS, CORRELATION, AND REGRESSION MEASURES. • APPLY MATHEMATICAL CONCEPTS VISUALLY AND CONTEXTUALLY TO REPRESENT, MAP, AND INTERPRET ABOUT NETWORKS. • DEMONSTRATE THE ABILITY TO ANALYZE PROBLEMS DRAWN FROM REAL-WORLD SCENARIOS BY INTERPRETING AND EVALUATING DATA. • USE APPROPRIATE TECHNOLOGY AND EXPLAIN RESULTS VARIOUS STATISTICAL CHARTS AND GRAPHS. • DETERMINE AND DESCRIBE FINANCIAL OUTCOMES IN REGARD TO BUDGETING, CREDIT CARD USAGE, MORTGAGES, SAVING & INVESTING, AND TAXES. 1. SELECT AND APPLY APPROPRIATE METHODS (I.E., MATHEMATICAL, STATISTICAL, LOGICAL, AND/OR COMPUTATIONAL MODELS OR PRINCIPLES) TO SOLVE REAL-WORLD PROBLEMS. 2. USE A VARIETY OF FORMS TO REPRESENT PROBLEMS AND THEIR SOLUTIONS. 1. USE FINANCIAL MATH TO CREATE AND INTERACT WITH PERSONAL BUDGETS USING LOANS, INVESTMENTS, AND TAXES. 2. CREATE GRAPHS USING MAPPING TECHNIQUES TO FIND PATHS AND CIRCUITS WORKING TOWARDS OPTIMAL SOLUTIONS THROUGH EULER AND HAMILTON METHODS. 3. GATHER AND ORGANIZE VOTING PREFERENCE TABLES TO APPLY VOTING METHODS OF PLURALITY, PLURALITY WITH ELIMINATION, AND APPROVAL. 4. USE STATISTICAL CALCULATIONS TO FIND AVERAGES, VARIATIONS, ANALYZE NORMAL DISTRIBUTIONS, CORRELATIONS, REGRESSIONS, AND THE MISUSE OF STATISTICAL DATA.
PHI	2	138		MAKING THE ARGUMENT: SYMBOLIC LOGIC AND THE FORMS OF GOOD REASONING	3		Mathematics	No Updates		1	Yes	2026 Fall	IN THIS COURSE, STUDENTS UTILIZE SEVERAL MEANS OF PROBLEM SOLVING THROUGH STUDENT-CENTERED MATHEMATICAL AND LOGICAL EXPLORATION. THE COURSE IS DESIGNED TO TEACH STUDENTS TO THINK MORE EFFECTIVELY AND INCREASE THEIR PROBLEM-SOLVING ABILITY THROUGH PRACTICAL APPLICATION AND DIVERGENT THINKING. THIS COURSE IS APPROPRIATE FOR STUDENTS IN A WIDE RANGE OF DISCIPLINES/PROGRAMS.	• DETERMINE EFFICIENT MEANS OF SOLVING A PROBLEM THROUGH INVESTIGATION OF MATHEMATICAL THINKING AND LOGICAL MODELS. • RECOGNIZE AND UNDERSTAND THE CHARACTERISTICS OF VALID ANALYTICAL ARGUMENTS. • REPRESENT ARGUMENTS, THEN INTERPRET THOSE REPRESENTATIONS TO DRAW CONCLUSIONS ABOUT WHETHER THE ARGUMENTS ARE VALID.

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STA	1	013		STATISTICS THROUGH EXAMPLES	3		Mathematics	No Updates		2	Yes	2026 Fall	THIS COURSE PROVIDES STUDENTS WITH A BACKGROUND IN APPLIED STATISTICAL REASONING. FUNDAMENTAL TOPICS ARE COVERED INCLUDING GRAPHICAL AND NUMERICAL DESCRIPTION OF DATA, UNDERSTANDING RANDOMNESS, CENTRAL TENDENCY, CORRELATION VERSUS CAUSATION, LINE OF BEST FIT, ESTIMATION OF PROPORTIONS, AND STATISTICAL TESTING. STATISTICAL THINKING, RELEVANT IDEAS, THEMES, AND CONCEPTS ARE EMPHASIZED OVER MATHEMATICAL CALCULATION. IN THIS CLASS STUDENTS LEARN MANY OF THE ELEMENTARY PRINCIPLES THAT UNDERLIE COLLECTING DATA, ORGANIZING IT, SUMMARIZING IT, AND DRAWING CONCLUSIONS FROM IT.	BY THE END OF THE COURSE, STUDENTS WILL DEMONSTRATE THE ABILITY TO: (1) SELECT AND APPLY APPROPRIATE METHODS (I.E., MATHEMATICAL, STATISTICAL, LOGICAL, AND/OR COMPUTATIONAL MODELS OR PRINCIPLES) TO SOLVE REAL-WORLD PROBLEMS. (2) USE A VARIETY OF FORMS TO REPRESENT PROBLEMS AND THEIR SOLUTIONS. THE ABOVE TWO COMPETENCIES WILL BE ASSESSED IN THE LIBERAL STUDIES QUANTITATIVE ASSESSMENT FOR STA 1013, WHICH INCLUDES A WRITTEN SUMMARY OF RESULTS. (3) APPLY SOUND CONCEPTS OF SAMPLE SELECTION AND EXPERIMENTAL DESIGN IN PRODUCING DATA. (4) USE STATISTICAL THINKING IN THE CONTEXT OF WORK PROCESSES, ACADEMIC ENDEAVORS, AND EVERYDAY LIFE. (5) DESCRIBE HOW INFERENCE STATISTICAL METHODS ARE USED TO MAKE VALID JUDGMENTS BASED ON THE DATA. (6) EVALUATE THE VALIDITY OF STATISTICAL RESULTS WITH SKEPTICISM BASED ON SENSIBLE CONSIDERATIONS.
STA	2	023		FUNDAMENTAL BUSINESS STATISTICS	3	Mathematics	Mathematics	No Updates		40	Yes	2026 Fall	IN THIS COURSE, STUDENTS WILL UTILIZE DESCRIPTIVE AND INFERENCE STATISTICAL METHODS IN CONTEXTUAL SITUATIONS, USING TECHNOLOGY AS APPROPRIATE. THE COURSE IS DESIGNED TO INCREASE PROBLEM-SOLVING ABILITIES AND DATA INTERPRETATION THROUGH PRACTICAL APPLICATIONS OF STATISTICAL CONCEPTS. THIS COURSE IS APPROPRIATE FOR STUDENTS IN A WIDE RANGE OF DISCIPLINES AND PROGRAMS.	• STUDENTS WILL VISUALIZE AND SUMMARIZE DATA USING DESCRIPTIVE STATISTICS. • STUDENTS WILL APPLY BASIC PROBABILITY CONCEPTS TO DRAW REASONABLE CONCLUSIONS. • STUDENTS WILL EMPLOY CONCEPTS OF RANDOM VARIABLES, SAMPLING DISTRIBUTIONS, AND CENTRAL LIMIT THEOREM TO ANALYZE AND INTERPRET REPRESENTATIONS OF DATA. • STUDENTS WILL CHOOSE AN APPROPRIATE METHOD OF INFERENCE STATISTICS, INCLUDING CONFIDENCE INTERVALS AND HYPOTHESIS TESTING. TO MAKE BROADER DECISIONS BASED ON SAMPLE DATA. • STUDENTS WILL MODEL LINEAR RELATIONSHIPS BETWEEN QUANTITATIVE VARIABLES USING CORRELATION AND LINEAR REGRESSION.
STA	2	122		INTRODUCTION TO APPLIED STATISTICS	3	Mathematics	Mathematics	No Updates		6	Yes	2026 Fall	THE COURSE COVERS NORMAL DISTRIBUTIONS, SAMPLING VARIATION, CONFIDENCE INTERVALS, HYPOTHESIS TESTING, ONE-WAY AND TWO-WAY ANALYSIS OF VARIANCE, CORRELATION, SIMPLE AND MULTIPLE REGRESSION, CONTINGENCY TABLES AND CHI-SQUARE TESTS, NON-PARAMETRIC STATISTICS. THE PURPOSE OF THIS COURSE IS TO PREPARE STUDENTS FOR FURTHER STUDY AND JOB PREPARATION IN THE FIELD OF NATURAL SCIENCES. IT WILL EMPHASIZE UNDERSTANDING OF DATA AND INTERPRETATION OF STATISTICAL ANALYSES. IT WILL REQUIRE STUDENTS TO THINK OF DATA, AND REPORT THE RESULTS OF THEIR ANALYSES, IN CONTEXT.	BY THE END OF THE COURSE, STUDENTS WILL DEMONSTRATE THE ABILITY TO: (1) SELECT AND APPLY APPROPRIATE METHODS (I.E., MATHEMATICAL, STATISTICAL, LOGICAL, AND/OR COMPUTATIONAL MODELS OR PRINCIPLES) TO SOLVE REAL-WORLD PROBLEMS. (2) USE A VARIETY OF FORMS TO REPRESENT PROBLEMS AND THEIR SOLUTIONS. THE ABOVE TWO COMPETENCIES WILL BE ASSESSED IN THE LIBERAL STUDIES QUANTITATIVE ASSESSMENT FOR STA 2122, WHICH INCLUDES A WRITTEN SUMMARY OF RESULTS. (3) USE DESCRIPTIVE STATISTICS AND GRAPHICAL METHODS TO SUMMARIZE DATA ACCURATELY. (4) USE INFERENCE STATISTICS TO MAKE VALID JUDGMENTS BASED ON THE DATA AVAILABLE. (5) SELECT THE APPROPRIATE STATISTICAL TOOLS TO ANALYZE A PARTICULAR PROBLEM. (6) DESCRIBE THE GOALS OF VARIOUS STATISTICAL METHODOLOGIES CONCEPTUALLY. (7) DEVELOP A HEALTHY SKEPTICISM TOWARD STATISTICAL STUDIES AND THEIR RESULTS BASED ON A SENSIBLE CONSIDERATION OF THE TECHNIQUES EMPLOYED.

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STA	2	171		STATISTICS FOR BIOLOGY	4	Mathematics	Mathematics	No Updates		1	Yes	2026 Fall	THIS COURSE PROVIDES AN INTRODUCTION TO STATISTICS EMPHASIZING APPLICATIONS IN BIOLOGY. IT PREPARES STUDENTS FOR FURTHER STUDY AND JOB PREPARATION IN MEDICINE, DENTISTRY, OTHER HEALTHCARE PROFESSIONS, VETERINARY MEDICINE, ZOOLOGY AND BOTANY. IT WILL EMPHASIZE UNDERSTANDING OF DATA AND INTERPRETATION OF STATISTICAL ANALYSES IN CONTEXT.	(1) SELECT AND APPLY APPROPRIATE METHODS (I.E. MATHEMATICAL, STATISTICAL, LOGICAL, AND/OR COMPUTATIONAL MODELS OR PRINCIPLES) TO SOLVE REAL-WORLD PROBLEMS. (2) USE A VARIETY OF FORMS TO REPRESENT PROBLEMS AND THEIR SOLUTIONS. (3) USE DESCRIPTIVE STATISTICS AND GRAPHICAL METHODS TO SUMMARIZE DATA ACCURATELY. (4) USE INFERENTIAL STATISTICS TO MAKE VALID JUDGMENTS BASED ON THE DATA AVAILABLE. (5) SELECT THE APPROPRIATE STATISTICAL TOOLS TO ANALYZE A PARTICULAR PROBLEM. (6) DESCRIBE THE GOALS OF VARIOUS STATISTICAL METHODOLOGIES CONCEPTUALLY. (7) DEVELOP A HEALTHY SKEPTICISM TOWARD STATISTICAL STUDIES AND THEIR RESULTS BASED ON A SENSIBLE CONSIDERATION OF THE TECHNIQUES EMPLOYED.
ANT	2	100		INTRODUCTION TO ARCHAEOLOGY	3		Natural Sciences	No Updates		11	Yes	2026 Fall	THIS COURSE IS AN INTRODUCTION TO MODERN ANTHROPOLOGICAL ARCHAEOLOGY. THE COURSE INTRODUCES STUDENTS TO THE INTER-DISCIPLINARY SCIENTIFIC APPROACHES EMPLOYED IN CONTEMPORARY ARCHAEOLOGICAL RESEARCH AND PROVIDES STUDENTS WITH AN OVERVIEW OF THE ORIGINS AND EVOLUTION OF HUMAN SOCIAL AND ECONOMIC SYSTEMS.	1. DISCUSS THE HISTORY AND DEVELOPMENT OF MODERN ANTHROPOLOGICAL ARCHAEOLOGY 2. UNDERSTAND THE MULTIDISCIPLINARY SCIENTIFIC FRAMEWORK THAT INFORMS THIS FIELD OF STUDY 3. DEMONSTRATE KNOWLEDGE OF THE GOALS OF ARCHAEOLOGY AND THE METHODOLOGY OF FIELD AND LABORATORY WORK, ANALYSIS, AND INTERPRETATION 4. COMPARE HUMAN ADAPTIVE STRATEGIES ACROSS A SPECTRUM OF DIFFERENT CULTURAL AND HISTORICAL ENVIRONMENTS 5. DEMONSTRATE AN UNDERSTANDING OF HOW ARCHAEOLOGICAL EVIDENCE HELPS US IDENTIFY DIFFERENT FORCES THAT INFLUENCE HUMAN CULTURAL AND SOCIAL INTERACTION AND ADAPTATION
ANT	2	100	L	INTRODUCTION TO ARCHAEOLOGY LABORATORY	1		Natural Sciences	No Updates		1	Yes	2026 Fall	THE COURSE IS CONDUCTED AS A HANDS-ON LABORATORY IN ARCHAEOLOGICAL METHODOLOGY. EACH WEEK, STUDENTS HAVE A SERIES OF LABORATORY EXERCISES DESIGNED TO TEACH SPECIFIC ANALYTICAL TECHNIQUES, INCLUDING PALEOZOOLOGICAL ANALYSIS, PALEOBOTANICAL ANALYSIS, GEOPHYSICAL PROSPECTING TECHNIQUES, AND GIS.	1. POSE QUESTIONS OR HYPOTHESES BASED ON ARCHAEOLOGICAL PRINCIPLES; AND APPLY ARCHAEOLOGICAL METHODOLOGY TO DEVELOP ACCURATE, OBJECTIVE INFORMATION ABOUT PAST SOCIETIES 2. USE APPROPRIATE SCIENTIFIC METHODS AND ARCHAEOLOGICAL DATA TO EVALUATE CLAIMS OR THEORETICAL ARGUMENTS ABOUT PAST HUMAN SOCIETIES 3. CONDUCT SYSTEMATIC ARCHAEOLOGICAL DATA COLLECTION AND TEST HYPOTHESES 4. ANALYZE AND INTERPRET ARCHAEOLOGICAL DATA USING MODERN QUANTITATIVE AND TECHNOLOGICAL TOOLS
ANT	2	511		INTRODUCTION TO BIOLOGICAL ANTHROPOLOGY	3		Natural Sciences	No Updates		15	Yes	2026 Fall	HUMAN EVOLUTION AND VARIATION WITH EMPHASIS ON PRINCIPLES OF EVOLUTION, PRIMATE BIOLOGY, FOSSIL RECORDS, VARIABILITY IN LIVING POPULATIONS, AND THE BIOLOGICAL FUNCTIONS OF HUMAN CULTURE CAPACITIES.	1. EVALUATE SCIENTIFIC INFORMATION USING APPROPRIATE TOOLS AND STRATEGIES OF THE DISCIPLINE. 2. OUTLINE HUMANS PLACE IN THE NATURAL WORLD FROM TAXONOMIC AND PHYLOGENETIC PERSPECTIVES 3. DESCRIBE THE BIOLOGICAL SIMILARITIES AND DIFFERENCES BETWEEN HUMANS AND OTHER LIVING ORGANISMS, ESPECIALLY PRIMATES 4. ARTICULATE THE PERCEIVED AND MEASURABLE DIFFERENCES AND SIMILARITIES BETWEEN MODERN HUMAN POPULATIONS (HOMO SAPIENS SAPIENS) FROM AN EVOLUTIONARY, BIOGEOGRAPHICAL AND GEOLOGICAL PERSPECTIVE. 5. DESCRIBE THE ROLE OF BIOANTHROPOLOGISTS IN RESEARCH INTO THE FIELD OF HUMAN ORIGINS, HUMAN VARIATION, EVOLUTION, AND PRIMATOLOGY . 6. SUMMARIZE THE HOMININ LINEAGE, MORPHOLOGICAL CHANGES WITHIN THE HOMININ LINEAGE, AND THE RELATIONSHIPS AMONG HOMININ TAXA, AND THE ORIGIN OF MODERN HUMANS. 7. DIFFERENTIATE THE SCIENTIFIC AND NON-SCIENTIFIC EXPLANATIONS AND SCIENTIFIC DATA FOR HUMAN EVOLUTION BASED ON FOSSIL EVIDENCE. 8. EXPLAIN HUMAN ADAPTATION TO ENVIRONMENTAL CHANGE.

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AST	1	002	L	PLANETS, STARS, AND GALAXIES LABORATORY	1		Natural Sciences	No Updates		14	Yes	2026 Fall	THIS COURSE, WHICH CONSISTS OF OUTDOOR AND INDOOR LABS, PROVIDES A HANDS-ON INTRODUCTION TO ASTRONOMY AS AN OBSERVATIONAL SCIENCE. IN THE OUTDOOR LABS YOU WILL LEARN HOW TO MAKE OBSERVATIONS AND MEASUREMENTS OF PLANETARY, STELLAR AND GALACTIC OBJECTS USING EITHER YOUR UNAIDED EYES, BINOCULARS OR A TELESCOPE. THE INDOOR LABS WILL ACQUAINT YOU WITH THE TELESCOPE, THE COORDINATE SYSTEM USED TO LOCATE ASTRONOMICAL OBJECTS ON THE SKY, THE MOTION OF OBJECTS IN THE SKY AND OTHER BASIC CONCEPTS OF ASTRONOMY. THIS COURSE PROVIDES A COMPREHENSIVE LOOK AT MODERN ASTRONOMY, EMPHASIZING THE USE OF THE SCIENTIFIC METHOD AND THE APPLICATION OF PHYSICAL LAWS TO UNDERSTAND THE UNIVERSE INCLUDING EARTH AND ITS ENVIRONMENT. THROUGHOUT THIS COURSE, STUDENTS WILL DEVELOP THE ABILITY TO DISCERN SCIENTIFIC KNOWLEDGE FROM NON-SCIENTIFIC INFORMATION BY USING CRITICAL THINKING.	BY THE END OF THE COURSE, STUDENTS WILL DEMONSTRATE THE ABILITY TO: * EXPLAIN THE PROCESS OF SCIENTIFIC REASONING AND APPLY SCIENTIFIC PRINCIPLES INSIDE AND OUTSIDE OF THE LABORATORY OR FIELD SETTING. * SYSTEMATICALLY EVALUATE EVIDENCE FOR ACCURACY, LIMITATIONS, AND RELEVANCE, AND IDENTIFY ALTERNATIVE INTERPRETATIONS OF EVIDENCE. * DESIGN AND CONDUCT EXPERIMENTS TO MAKE OBSERVATIONS AND TEST HYPOTHESES, AS WELL AS TO ANALYZE AND INTERPRET DATA USING QUANTITATIVE AND APPROPRIATE TECHNOLOGICAL TOOLS. * STUDENTS WILL DEFINE TERMS USED TO MEASURE AND DESCRIBE THE UNIVERSE. * STUDENTS WILL EXPLAIN THE PROCESSES INVOLVED IN THE FORMATION AND EVOLUTION OF CELESTIAL BODIES OVER ASTRONOMICAL TIME ACCORDING TO DIFFERENT MODELS AND THEORIES. * STUDENTS WILL DESCRIBE HOW SCIENTIFIC THEORIES EVOLVE IN RESPONSE TO NEW OBSERVATIONS AND CRITICALLY EVALUATE THEIR IMPACT ON SOCIETY. * STUDENTS WILL FORMULATE EMPIRICALLY TESTABLE HYPOTHESES DERIVED FROM THE STUDY OF PHYSICAL PROCESSES AND PHENOMENA. * STUDENTS WILL APPLY LOGICAL REASONING SKILLS THROUGH SCIENTIFIC CRITICISM AND ARGUMENT TO SEPARATE SCIENCE FROM NON-SCIENCE. * STUDENTS WILL GATHER AND ANALYZE ASTRONOMICAL DATA AND COMMUNICATE RESULTS IN GRAPHIC AND WRITTEN FORMS.
AST	1	002		PLANETS, STARS, AND GALAXIES	3	Natural Sciences	Natural Sciences	No Updates		36	Yes	2026 Fall	THIS COURSE PROVIDES A COMPREHENSIVE LOOK AT MODERN ASTRONOMY, EMPHASIZING THE USE OF THE SCIENTIFIC METHOD AND THE APPLICATION OF PHYSICAL LAWS TO UNDERSTAND THE UNIVERSE INCLUDING EARTH AND ITS ENVIRONMENT. THROUGHOUT THIS COURSE, STUDENTS WILL DEVELOP THE ABILITY TO DISCERN SCIENTIFIC KNOWLEDGE FROM NON-SCIENTIFIC INFORMATION BY USING CRITICAL THINKING.	* STUDENTS WILL DEFINE TERMS USED TO MEASURE AND DESCRIBE THE UNIVERSE. * STUDENTS WILL EXPLAIN THE PROCESSES INVOLVED IN THE FORMATION AND EVOLUTION OF CELESTIAL BODIES OVER ASTRONOMICAL TIME ACCORDING TO DIFFERENT MODELS AND THEORIES. * STUDENTS WILL DESCRIBE HOW SCIENTIFIC THEORIES EVOLVE IN RESPONSE TO NEW OBSERVATIONS AND CRITICALLY EVALUATE THEIR IMPACT ON SOCIETY. * STUDENTS WILL FORMULATE EMPIRICALLY TESTABLE HYPOTHESES DERIVED FROM THE STUDY OF PHYSICAL PROCESSES AND PHENOMENA. * STUDENTS WILL APPLY LOGICAL REASONING SKILLS THROUGH SCIENTIFIC CRITICISM AND ARGUMENT TO SEPARATE SCIENCE FROM NON-SCIENCE. * STUDENTS WILL GATHER AND ANALYZE ASTRONOMICAL DATA AND COMMUNICATE RESULTS IN GRAPHIC AND WRITTEN FORMS.

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BSC	1	005	L	GENERAL BIOLOGY LABORATORY FOR NONMAJORS	1		Natural Sciences	No Updates		24	Yes	2026 Fall	THIS COURSE APPLIES THE SCIENTIFIC METHOD TO CRITICALLY EXAMINE AND EXPLAIN THE NATURAL WORLD INCLUDING BUT NOT LIMITED TO CELLS, ORGANISMS, GENETICS, EVOLUTION, ECOLOGY, AND BEHAVIOR. THIS COURSE WILL EMPHASIZE THE DEVELOPMENT OF MULTIPLE ASPECTS OF SCIENCE PROFICIENCY FOR ALL STUDENTS: KNOWING, USING, AND INTERPRETING SCIENTIFIC EXPLANATIONS OF THE NATURAL WORLD; GENERATING AND EVALUATING SCIENTIFIC EVIDENCE AND EXPLANATIONS; UNDERSTANDING THE NATURE AND DEVELOPMENT OF SCIENTIFIC KNOWLEDGE; AND PARTICIPATING PRODUCTIVELY IN THE PRACTICES AND DISCOURSES OF SCIENCE. SPECIFICALLY, THIS COURSE INCLUDES MULTIPLE INVESTIGATIONS OF THE CORE CONCEPTS IN BIOLOGY THAT ENGAGE STUDENTS IN THE PRACTICES OF SCIENTIFIC INQUIRY. BIOLOGICAL SYSTEMS WILL BE ANALYZED THROUGH EXPERIMENTATION, DISSECTION, OBSERVATION, AND MODELING.	STUDENT LEARNING OUTCOMES: • STUDENTS WILL EVALUATE DATA REGARDING VALIDITY. • STUDENTS WILL READ AND INTERPRET A VARIETY OF SCIENTIFIC DATA. • STUDENTS WILL DESCRIBE THE NATURAL WORLD. • STUDENTS WILL ARTICULATE AND PRACTICE THE SCIENTIFIC METHOD. 1. POSE QUESTIONS OR HYPOTHESES BASED ON SCIENTIFIC PRINCIPLES 2. USE APPROPRIATE SCIENTIFIC METHODS AND EVIDENCE TO EVALUATE CLAIMS OR THEORETICAL ARGUMENTS ABOUT THE NATURAL WORLD 3. ANALYZE AND INTERPRET RESEARCH RESULTS USING APPROPRIATE METHODS
BSC	1	005		GENERAL BIOLOGY FOR NON-MAJORS	3	Natural Sciences	Natural Sciences	No Updates		32	Yes	2026 Fall	THIS COURSE APPLIES THE SCIENTIFIC METHOD TO CRITICALLY EXAMINE AND EXPLAIN THE NATURAL WORLD INCLUDING BUT NOT LIMITED TO CELLS, ORGANISMS, GENETICS, EVOLUTION, ECOLOGY, AND BEHAVIOR.	• STUDENTS WILL EVALUATE DATA REGARDING VALIDITY. • STUDENTS WILL READ AND INTERPRET A VARIETY OF SCIENTIFIC DATA. • STUDENTS WILL DESCRIBE THE NATURAL WORLD. • STUDENTS WILL ARTICULATE AND PRACTICE THE SCIENTIFIC METHOD.
BSC	2	010	L	BIOLOGICAL SCIENCE I LABORATORY	1		Natural Sciences	No Updates		26	Yes	2026 Fall	IN THIS COURSE STUDENTS WILL APPLY THE SCIENTIFIC METHOD TO CRITICALLY EXAMINE AND EXPLAIN THE NATURAL WORLD. THIS COURSE WILL COVER MOLECULAR BIOLOGY, CELLULAR BIOLOGY, GENETICS, METABOLISM, AND REPLICATION. THIS COURSE INTRODUCES BASIC CHEMISTRY, ENERGETICS, METABOLISM, AND CELLULAR ORGANIZATION; MOLECULAR GENETICS AND INFORMATION FLOW; ANIMAL AND PLANT FUNCTION.	STUDENT LEARNING OUTCOMES: • STUDENTS WILL DEMONSTRATE SCIENTIFIC LITERACY BY ARTICULATING AND PRACTICING THE SCIENTIFIC METHOD. • STUDENTS WILL EVALUATE DATA REGARDING VALIDITY. • STUDENTS WILL READ AND INTERPRET A VARIETY OF SCIENTIFIC DATA. • STUDENTS WILL IDENTIFY MAJOR MACROMOLECULES AND STATE THEIR IMPORTANCE TO LIVING ORGANISMS. • STUDENTS WILL EXPLAIN METABOLISM. • STUDENTS WILL COMPARE AND CONTRAST PROKARYOTIC AND EUKARYOTIC STRUCTURES AND PROCESSES OF CELL DIVISION AND REPLICATION. • STUDENTS WILL EXPLAIN GENE EXPRESSION. • STUDENTS WILL SOLVE PROBLEMS IN TRANSMISSION GENETICS. 1. PERFORM TASKS WITH TOOLS AND TECHNIQUES USED TO VISUALIZE, QUANTIFY, AND ANALYZE BIOLOGICAL SYSTEMS SUCH AS DILUTION, SPECTROPHOTOMETRY, PIPETTING, AND ELECTROPHORESIS 2. BE ABLE TO EXPLAIN THE THEORETICAL BASIS AND PRACTICAL APPLICATION OF THE EQUIPMENT USED IN THE LAB EXERCISES (SEE OBJECTIVE 1). 3. CRITICALLY INTERPRET BIOLOGICAL DATA PRESENTED IN GRAPHICAL, TABULAR, OR OTHER FORMS. 4. PERFORM STATISTICAL ANALYSIS ON DATA, EVALUATE THE SIGNIFICANCE AND RELEVANCE OF THE DATA, AND GENERATE GRAPHS AND TABLES 5. USE COMPUTER SOFTWARE TO ANALYZE DATA, INCLUDING COMPARISON OF DNA SEQUENCES 6. INTERPRET THE RESULTS OF BIOLOGICAL EXPERIMENTS AND DESIGN SIMPLE EXPERIMENTS TO ANSWER BIOLOGICAL QUESTIONS 7. MAKE USE OF FUNDAMENTAL PRINCIPLES OF CELLULAR AND MOLECULAR BIOLOGY IN ADVANCED COURSES.

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BSC	2	010		BIOLOGICAL SCIENCE I	3	Natural Sciences	Natural Sciences	No Updates		28	Yes	2026 Fall	IN THIS COURSE STUDENTS WILL APPLY THE SCIENTIFIC METHOD TO CRITICALLY EXAMINE AND EXPLAIN THE NATURAL WORLD. THIS COURSE WILL COVER MOLECULAR BIOLOGY, CELLULAR BIOLOGY, GENETICS, METABOLISM, AND REPLICATION.	• STUDENTS WILL DEMONSTRATE SCIENTIFIC LITERACY BY ARTICULATING AND PRACTICING THE SCIENTIFIC METHOD. • STUDENTS WILL EVALUATE DATA REGARDING VALIDITY. • STUDENTS WILL READ AND INTERPRET A VARIETY OF SCIENTIFIC DATA. • STUDENTS WILL IDENTIFY MAJOR MACROMOLECULES AND STATE THEIR IMPORTANCE TO LIVING ORGANISMS. • STUDENTS WILL EXPLAIN METABOLISM. • STUDENTS WILL COMPARE AND CONTRAST PROKARYOTIC AND EUKARYOTIC STRUCTURES AND PROCESSES OF CELL DIVISION AND REPLICATION. • STUDENTS WILL EXPLAIN GENE EXPRESSION. • STUDENTS WILL SOLVE PROBLEMS IN TRANSMISSION GENETICS.
BSC	2	011		BIOLOGICAL SCIENCE II	3		Natural Sciences	No Updates		27	Yes	2026 Fall	THIS IS THE SECOND PART OF A TWO-SEMESTER INTRODUCTORY BIOLOGY COURSE DESIGNED FOR THOSE INTERESTED IN PURSUING A CAREER IN LIFE SCIENCES. THIS COURSE PROVIDES AN OVERVIEW OF THE PROCESSES UNDERLYING ANIMAL EMBRYONIC DEVELOPMENT, INHERITANCE GENETICS, EVOLUTION AND ECOLOGY. THE DIVERSITY OF KNOWLEDGE GAINED IN BSC 2011 WILL AID UNDERSTANDING IN MORE ADVANCED BIOLOGY CLASSES.	UNIT I: IDENTIFY AND DESCRIBE THE SET OF PROCESSES THAT ALLOW A LINEAR SEQUENCE OF INFORMATION CONTAINED IN DNA TO DIRECT THE EMBRYONIC DEVELOPMENT OF A COMPLEX MULTICELLULAR EUKARYOTIC ORGANISM FROM A SINGLE CELL. UNIT II: EXPLAIN THE MECHANISMS THAT GOVERN THE PATTERNS BY WHICH TRAITS ARE INHERITED BY OFFSPRING FROM PARENTS AND SOLVE PROBLEMS BASED ON MENDELIAN INHERITANCE; DESCRIBE THE GENETIC BASIS OF VARIOUS EXAMPLAR HUMAN GENETIC DISORDERS.; AND PROVIDE AN EXAMPLE OF ENVIRONMENT-GENE INTERACTION. UNIT III: LIST TYPES OF EVIDENCE FOR EVOLUTION; DESCRIBE AND COMPARE THE MECHANISMS AND PROCESSES THAT RESULT IN CHANGES IN POPULATIONS OF ORGANISMS OVER EVOLUTIONARY TIME; CONTRAST MICRO- AND MACROEVOLUTION; EXPLAIN THE HARDY-WEINBERG PRINCIPLE AND APPLY THIS TO SOLVE PROBLEMS IN POPULATION GENETICS; EXPLAIN THE ROLE OF REPRODUCTIVE ISOLATION IN SPECIATION AND THE VARIOUS MEANS BY WHICH POPULATIONS MAY BECOME REPRODUCTIVELY ISOLATED; CONTRAST ALLOPATRIC AND SYMPATRIC MODES OF SPECIATION; AND INTERPRET PHYLOGENETIC TREES. UNIT IV: DESCRIBE INTERACTIONS AMONG ORGANISMS AT DIFFERENT ECOLOGICAL LEVELS; EXPLAIN HOW INTERACTIONS BETWEEN ORGANISMS AND THEIR PHYSICAL ENVIRONMENT DETERMINE PATTERNS OF DISTRIBUTION AND ABUNDANCE OF ORGANISMS ON EARTH; DESCRIBE THREATS TO EARTH'S BIODIVERSITY; AND RECOGNIZE THE IMPORTANCE OF CONSERVING BIODIVERSITY.
BSC	2	011	L	BIOLOGICAL SCIENCE II LAB	1		Natural Sciences	No Updates		26	Yes	2026 Fall	THIS COURSE FOCUSES ON REPRODUCTION AND DEVELOPMENT, TRANSMISSION (MENDELIAN) GENETICS, POPULATION BIOLOGY, ECOLOGY, AND EVOLUTION.	BY THE END OF THE COURSE, STUDENTS WILL BE ABLE TO: 1) GENERATE A HYPOTHESIS AND DESIGN AN EXPERIMENT TO TEST THAT HYPOTHESIS 2) USE DIGITAL TOOLS TO COLLECT AND STATISTICALLY ANALYZE DATA COLLECTED IN THEIR EXPERIMENTS 3) COMMUNICATE THEIR RESULTS IN FORMAL ORAL AND WRITTEN PRESENTATIONS, USING DIGITAL TOOLS TO ENHANCE THESE PRESENTATIONS 4) FIND, READ, AND CRITICALLY EVALUATE DIGITAL PRIMARY SCIENTIFIC LITERATURE APPROPRIATE TO THEIR DISCIPLINE 5) RECOGNIZE THE VALUE OF MODEL SYSTEMS IN BIOLOGICAL RESEARCH 6) CREATE NOVEL RESEARCH QUESTIONS EXPLORING FUNDAMENTAL CONCEPTS IN DEVELOPMENT, GENETICS, EVOLUTION, AND ECOLOGY

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BSC	2	085	L	ANATOMY & PHYSIOLOGY I LABORATORY	1		Natural Sciences	No Updates		23	Yes	2026 Fall	THIS COURSE IS THE FIRST OF A TWO-SEMESTER HUMAN ANATOMY/PHYSIOLOGY SEQUENCE EMPHASIZING THE CELL, STIMULUS-RESPONSE CONCEPT, AND THE SKELETAL-MUSCULAR AND FIRST HALF OF THE NERVOUS SYSTEMS. THIS COURSE IS THE FIRST PART OF A TWO-SEMESTER SEQUENCE IN WHICH STUDENTS EXAMINE HUMAN ANATOMY AND PHYSIOLOGY THROUGH A SYSTEMS APPROACH BASED ON THE INTERACTION BETWEEN FORM AND FUNCTION, FROM THE MICROSCOPIC COMPONENTS OF CELLS AND TISSUES TO THE ORGANISMAL LEVEL. EMPHASIS IS PLACED ON HISTOLOGY AND THE INTEGUMENTARY, SKELETAL, MUSCULAR, AND NERVOUS SYSTEMS.	STUDENT LEARNING OUTCOMES: • STUDENTS WILL IDENTIFY CELL STRUCTURES AND DESCRIBE THEIR FUNCTIONS. • STUDENTS WILL DISTINGUISH TISSUES BY STRUCTURE, LOCATION IN THE BODY, AND CONTRAST THEIR NORMAL PHYSIOLOGY. • STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF ANATOMICAL STRUCTURE, ORGANIZATION OF THE BODY, CAVITIES, PLANES, AND DIRECTIONAL TERMS. • STUDENTS WILL IDENTIFY AND DESCRIBE STRUCTURES OF INTEGUMENTARY, SKELETAL, MUSCULAR, AND NERVOUS SYSTEMS. • STUDENTS WILL INTERPRET THE FUNCTIONS OF THE INTEGUMENTARY, SKELETAL, MUSCULAR, AND NERVOUS SYSTEMS. • STUDENTS WILL EXPLAIN HOW THE COMPONENTS OF THE HUMAN BODY MAINTAIN HOMEOSTASIS. • STUDENTS WILL ANALYZE AND INTERPRET PHYSIOLOGICAL DATA. BY THE END OF THE COURSE, STUDENTS WILL DEMONSTRATE THE ABILITY TO: 1. DESCRIBE THE MAIN STRUCTURES AND FUNCTIONS OF THE INTEGUMENTARY, SKELETAL, MUSCULAR, AND NERVOUS SYSTEM. 2. PERFORM TASKS WITH TECHNIQUES SUCH AS MICROELECTRODE RECORDING AND ELECTRICAL MUSCLE STIMULATION USED TO VISUALIZE, QUANTIFY, AND ANALYZE PHYSIOLOGICAL PROCESSES. 3. BE ABLE TO EXPLAIN THE THEORETICAL BASIS AND PRACTICAL APPLICATION OF THE EQUIPMENT USED IN THE EXPERIMENTS (SEE OBJECTIVE 2). 4. GENERATE GRAPHS AND TABLES AND TO BE ABLE TO CRITICALLY INTERPRET DATA PRESENTED IN GRAPHICAL, TABULAR, OR OTHER FORMS. 5. USE COMPUTER SOFTWARE TO SIMULATE PHYSIOLOGICAL EXPERIMENTS, GATHER AND ANALYZE DATA, AND INTERPRET THE RESULTS OF THE COMPUTER SIMULATION EXPERIMENTS. LIBERAL STUDIES OBJECTIVES: 4. POSE QUESTIONS OF
BSC	2	085		ANATOMY AND PHYSIOLOGY I	3	Natural Sciences	Natural Sciences	No Updates		24	Yes	2026 Fall	THIS COURSE IS THE FIRST PART OF A TWO-SEMESTER SEQUENCE IN WHICH STUDENTS EXAMINE HUMAN ANATOMY AND PHYSIOLOGY THROUGH A SYSTEMS APPROACH BASED ON THE INTERACTION BETWEEN FORM AND FUNCTION, FROM THE MICROSCOPIC COMPONENTS OF CELLS AND TISSUES TO THE ORGANISMAL LEVEL. EMPHASIS IS PLACED ON HISTOLOGY AND THE INTEGUMENTARY, SKELETAL, MUSCULAR, AND NERVOUS SYSTEMS.	• STUDENTS WILL IDENTIFY CELL STRUCTURES AND DESCRIBE THEIR FUNCTIONS. • STUDENTS WILL DISTINGUISH TISSUES BY STRUCTURE, LOCATION IN THE BODY, AND CONTRAST THEIR NORMAL PHYSIOLOGY. • STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF ANATOMICAL STRUCTURE, ORGANIZATION OF THE BODY, CAVITIES, PLANES, AND DIRECTIONAL TERMS. • STUDENTS WILL IDENTIFY AND DESCRIBE STRUCTURES OF INTEGUMENTARY, SKELETAL, MUSCULAR, AND NERVOUS SYSTEMS. • STUDENTS WILL INTERPRET THE FUNCTIONS OF THE INTEGUMENTARY, SKELETAL, MUSCULAR, AND NERVOUS SYSTEMS. • STUDENTS WILL EXPLAIN HOW THE COMPONENTS OF THE HUMAN BODY MAINTAIN HOMEOSTASIS. • STUDENTS WILL ANALYZE AND INTERPRET PHYSIOLOGICAL DATA.

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BSC	2	086		ANATOMY AND PHYSIOLOGY II	3		Natural Sciences	No Updates		23	Yes	2026 Fall	ANATOMY AND PHYSIOLOGY II IS THE SECOND OF A TWO-COURSE SEQUENCE. IT IS A STUDY OF THE STRUCTURE AND FUNCTION OF HUMAN BIOLOGY INCLUDING CELLS, TISSUES, ORGANS AND SYSTEMS. FOR NON-BIOLOGY MAJORS.	STUDENTS WILL : 1. RELATE BASIC CONCEPTS IN GENERAL BIOLOGY (INCLUDING CELL TRANSPORT, BIOCHEMISTRY AND METABOLISM) TO MORE COMPLEX BODY PROCESSES. 2. DESCRIBE THE MAJOR ORGAN SYSTEMS IN THE BODY AND KNOW THEIR LOCATION, STRUCTURE AND FUNCTION. INCLUDING: A. CIRCULATORY B. RESPIRATORY C. URINARY D. IMMUNE E. REPRODUCTIVE F. DIGESTIVE 3. RELATE WHAT YOU LEARNED IN BSC 2085 ABOUT CONTROL AND REGULATION TO MORE COMPLEX ORGAN SYSTEMS 4. USE KNOWLEDGE OF BASIC ORGAN SYSTEM ANATOMY AND APPLY IT TO MORE COMPLEX CONCEPTS SUCH AS SCALING, EPIDEMIOLOGY AND EXERCISE PHYSIOLOGY. MAJOR TOPICS: 1. THE MAIN CONCEPTS CONCERNING ANATOMY & PHYSIOLOGY 2. ENDOCRINE SYSTEM 3. THE STRUCTURE, FUNCTION AND CLINICAL CONSIDERATIONS OF THE HEART. 4. THE PHYSIOLOGICAL ASPECTS OF CARDIAC OUTPUT AND BLOOD FLOW. 5. THE STRUCTURE, FUNCTION AND CLINICAL CONSIDERATIONS OF THE LYMPHATIC SYSTEM. 6. THE STRUCTURE, FUNCTION AND CLINICAL CONSIDERATIONS OF THE IMMUNE SYSTEM. 7. THE STRUCTURE, FUNCTION AND CLINICAL CONSIDERATIONS OF THE RESPIRATORY SYSTEM. 8. THE STRUCTURE, FUNCTION AND CLINICAL CONSIDERATIONS OF THE DIGESTIVE SYSTEM. 9. THE METABOLISM OF MACROMOLECULES AND ENERGY REGULATION. 10. THE STRUCTURE, FUNCTION AND CLINICAL CONSIDERATIONS OF THE URINARY SYSTEM. 11. THE STRUCTURE, FUNCTION AND CLINICAL CONSIDERATIONS OF THE REPRODUCTIVE SYSTEM.
BSC	2	086	L	ANATOMY AND PHYSIOLOGY II LAB	1		Natural Sciences	No Updates		23	Yes	2026 Fall	ANATOMY AND PHYSIOLOGY II IS THE SECOND OF A TWO-COURSE SEQUENCE. IT IS A STUDY OF THE STRUCTURE AND FUNCTION OF HUMAN BIOLOGY INCLUDING CELLS, TISSUES, ORGANS AND SYSTEMS. FOR NON-BIOLOGY MAJORS.	LEARNING OUTCOMES: 1. APPLY APPROPRIATE SAFETY AND ETHICAL STANDARDS. 2. LOCATE AND IDENTIFY ANATOMICAL STRUCTURES. 3. APPROPRIATELY UTILIZE LABORATORY EQUIPMENT, SUCH AS MICROSCOPES, DISSECTION TOOLS, GENERAL LAB WARE, PHYSIOLOGY DATA ACQUISITION SYSTEMS, AND VIRTUAL SIMULATIONS. 4. WORK COLLABORATIVELY TO PERFORM EXPERIMENTS. 5. DEMONSTRATE THE STEPS INVOLVED IN THE SCIENTIFIC METHOD. 6. COMMUNICATE RESULTS OF SCIENTIFIC INVESTIGATIONS. ANALYZE DATA AND FORMULATE CONCLUSIONS. 7. USE CRITICAL THINKING AND SCIENTIFIC PROBLEM-SOLVING SKILLS, INCLUDING, BUT NOT LIMITED TO, INFERRING, INTEGRATING, SYNTHESIZING, AND SUMMARIZING, TO MAKE DECISIONS, RECOMMENDATIONS AND PREDICTIONS. MAJOR TOPICS: 1. THE MAIN CONCEPTS CONCERNING ANATOMY & PHYSIOLOGY 2. ENDOCRINE SYSTEM 3. THE STRUCTURE, FUNCTION AND CLINICAL CONSIDERATIONS OF THE HEART. 4. THE PHYSIOLOGICAL ASPECTS OF CARDIAC OUTPUT AND BLOOD FLOW. 5. THE STRUCTURE, FUNCTION AND CLINICAL CONSIDERATIONS OF THE LYMPHATIC SYSTEM. 6. THE STRUCTURE, FUNCTION AND CLINICAL CONSIDERATIONS OF THE IMMUNE SYSTEM. 7. THE STRUCTURE, FUNCTION AND CLINICAL CONSIDERATIONS OF THE RESPIRATORY SYSTEM. 8. THE STRUCTURE, FUNCTION AND CLINICAL CONSIDERATIONS OF THE DIGESTIVE SYSTEM. 9. THE METABOLISM OF MACROMOLECULES AND ENERGY REGULATION. 10. THE STRUCTURE, FUNCTION AND CLINICAL CONSIDERATIONS OF THE URINARY SYSTEM. 11. THE STRUCTURE, FUNCTION AND CLINICAL CONSIDERATIONS OF THE REPRODUCTIVE SYSTEM.

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CHM	1	020	C	CHEMISTRY FOR LIBERAL STUDIES	4	Natural Sciences	Natural Sciences	No Updates		6	Yes	2026 Fall	THIS COURSE PROVIDES STUDENTS WITH AN INTRODUCTION TO CHEMICAL PRINCIPLES AND APPLICATIONS FOR THE NON-SCIENCE MAJOR. STUDENTS WILL ENGAGE IN PROBLEM SOLVING AND CRITICAL THINKING WHILE APPLYING CHEMICAL CONCEPTS. TOPICS WILL INCLUDE THE SCIENTIFIC METHOD OF PROBLEM SOLVING, CLASSIFICATION OF MATTER, ATOMIC THEORY, THE PERIODIC TABLE, GASES, CHEMICAL REACTIONS, ENERGY, AND CHEMICAL BONDS.	1. STUDENTS WILL BE ABLE TO DISTINGUISH BETWEEN PHYSICAL AND CHEMICAL PROPERTIES AND CHANGES. 2. STUDENTS WILL RECOGNIZE COMPONENTS OF GASEOUS CHEMISTRY. 3. STUDENTS WILL RECOGNIZE COMPONENTS OF AQUEOUS CHEMISTRY INCLUDING PROPERTIES OF WATER, SOLUTIONS, AND ACIDS AND BASES. 4. STUDENTS WILL CORRELATE THE DESIGN OF THE PERIODIC TABLE TO PERIODIC TRENDS AND PHYSICAL AND CHEMICAL PROPERTIES OF ELEMENTS. 5. STUDENTS WILL WRITE AND INTERPRET CHEMICAL FORMULAE AND WRITE BALANCED CHEMICAL EQUATIONS.
CHM	1	045	L	GENERAL CHEMISTRY I LABORATORY	1		Natural Sciences	No Updates		32	Yes	2026 Fall	THIS LABORATORY OFFERS AN INTRODUCTION TO QUANTITATIVE TECHNIQUES AND TO THE CHEMICAL LABORATORY. TOPICS INCLUDE STOICHIOMETRY, ATOMIC SPECTRA, THERMODYNAMICS, GASES, AS WELL AS ACIDS AND BASES, CHEMICAL STRUCTURES AND REACTIVITY. SAFETY GOGGLES, A LAB COAT AND A SCIENTIFIC CALCULATOR ARE REQUIRED FOR EVERY CLASS. LAB MEETS THREE HOURS A WEEK. THIS COURSE IS DESIGNED FOR STUDENTS PURSUING CAREERS IN THE SCIENCES OR WHO NEED A MORE RIGOROUS PRESENTATION OF CHEMICAL CONCEPTS THAN IS OFFERED IN AN INTRODUCTORY COURSE. STUDENTS WILL ENGAGE IN PROBLEM SOLVING AND CRITICAL THINKING WHILE APPLYING CHEMICAL CONCEPTS. TOPICS WILL INCLUDE THE PRINCIPLES OF CHEMISTRY INCLUDING ATOMIC THEORY, ELECTRONIC AND MOLECULAR STRUCTURE, MEASUREMENT, STOICHIOMETRY, BONDING, PERIODICITY, THERMOCHEMISTRY, NOMENCLATURE, SOLUTIONS, AND THE PROPERTIES OF GASES.	• STUDENTS WILL APPLY THE LAW OF CONSERVATION OF MATTER AND ENERGY. • STUDENTS WILL IMPLEMENT RULES OF SIGNIFICANT NUMBERS TO ALL MEASUREMENTS. • STUDENTS WILL EXPLAIN THE FUNDAMENTAL PROPERTIES OF MATTER INCLUDING BUT NOT LIMITED TO ATOMIC AND ELECTRONIC STRUCTURE, AND PERIODICITY. • STUDENTS WILL APPLY IUPAC RULES OF NOMENCLATURE. • STUDENTS WILL PREDICT MOLECULAR GEOMETRY AND PROPERTIES FROM BONDING THEORIES • STUDENTS WILL PREDICT AND EXPLAIN THE PRODUCTS OF CHEMICAL REACTIONS (E.G., ACID-BASE, OXIDATION-REDUCTION, PRECIPITATION, DISSOCIATION). • EXPLAIN THE PROCESS OF SCIENTIFIC REASONING AND APPLY SCIENTIFIC PRINCIPLES INSIDE AND OUTSIDE OF THE LABORATORY OR FIELD SETTING. • SYSTEMATICALLY EVALUATE EVIDENCE FOR ACCURACY, LIMITATIONS, AND RELEVANCE, AND IDENTIFY ALTERNATIVE INTERPRETATIONS OF EVIDENCE. • DESIGN AND CONDUCT EXPERIMENTS TO MAKE OBSERVATIONS AND TEST HYPOTHESES, AS WELL AS TO ANALYZE AND INTERPRET DATA USING QUANTITATIVE AND APPROPRIATE TECHNOLOGICAL TOOLS. •USE A SPREADSHEET PROGRAM SUCH AS EXCEL® TO TABULATE AND ANALYZE NUMERICAL AND STATISTICAL DATA •USE A UV/VIS SPECTROMETER. •WRITE A SCIENTIFIC PAPER CONTAINING TRADITIONAL SECTIONS SUCH AS ABSTRACT, PROCEDURE, DATA, CALCULATIONS AND CONCLUSIONS. PERFORM SIMPLE ACID-BASE AND REDOX TITRATIONS •USE GAS LAW CONCEPTS TO DETERMINE DEW POINT PRESSURES AND GAS MASSES •USE AN ANALYTICAL BALANCE. •USE A MOLECULAR DRAWING PROGRAM SUCH AS MARVIN SKETCH®
CHM	1	045		GENERAL CHEMISTRY I	3	Natural Sciences	Natural Sciences	No Updates		31	Yes	2026 Fall	THIS COURSE IS DESIGNED FOR STUDENTS PURSUING CAREERS IN THE SCIENCES OR WHO NEED A MORE RIGOROUS PRESENTATION OF CHEMICAL CONCEPTS THAN IS OFFERED IN AN INTRODUCTORY COURSE. STUDENTS WILL ENGAGE IN PROBLEM SOLVING AND CRITICAL THINKING WHILE APPLYING CHEMICAL CONCEPTS. TOPICS WILL INCLUDE THE PRINCIPLES OF CHEMISTRY INCLUDING ATOMIC THEORY, ELECTRONIC AND MOLECULAR STRUCTURE, MEASUREMENT, STOICHIOMETRY, BONDING, PERIODICITY, THERMOCHEMISTRY, NOMENCLATURE, SOLUTIONS, AND THE PROPERTIES OF GASES.	• STUDENTS WILL APPLY THE LAW OF CONSERVATION OF MATTER AND ENERGY. • STUDENTS WILL IMPLEMENT RULES OF SIGNIFICANT NUMBERS TO ALL MEASUREMENTS. • STUDENTS WILL EXPLAIN THE FUNDAMENTAL PROPERTIES OF MATTER INCLUDING BUT NOT LIMITED TO ATOMIC AND ELECTRONIC STRUCTURE, AND PERIODICITY. • STUDENTS WILL APPLY IUPAC RULES OF NOMENCLATURE. • STUDENTS WILL PREDICT MOLECULAR GEOMETRY AND PROPERTIES FROM BONDING THEORIES • STUDENTS WILL PREDICT AND EXPLAIN THE PRODUCTS OF CHEMICAL REACTIONS (E.G., ACID-BASE, OXIDATION-REDUCTION, PRECIPITATION, DISSOCIATION).

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CHM	1	046		GENERAL CHEMISTRY II	3		Natural Sciences	No Updates		31	Yes	2026 Fall	TOPICS INCLUDE INTERMOLECULAR FORCES, CHEMICAL KINETICS, EQUILIBRIUM, ACIDS AND BASES; ELEMENTARY THERMODYNAMICS; AND ELECTROCHEMISTRY.	THINK CRITICALLY AND COGENTLY ABOUT CAUSAL RELATIONSHIPS WITH SCIENTIFIC REASONING. - ASSESS PREVIOUS EXPERIMENTATION AND PUBLISHED SCIENTIFIC RESULTS. - CRITICALLY EXAMINE AND EVALUATE SCIENTIFIC OBSERVATION, HYPOTHESIS OR MODEL CONSTRUCTION. - ARTICULATE A VARIETY OF ISSUES CREATED BY THE COMPLEX INTERACTIONS AMONG SCIENCE, TECHNOLOGY, AND SOCIETY. - USE SCIENTIFIC PERSPECTIVES TO EVALUATE CONTEMPORARY PROBLEMS FACING SOCIETY. - DEFINE AND UNDERSTAND THE TYPES OF INTERMOLECULAR FORCES PRESENT IN INORGANIC AND SIMPLE ORGANIC MOLECULES; DESCRIBE AND PREDICT THE INTERMOLECULAR FORCES FOR A PARTICULAR COMPOUND; PREDICT THE EFFECTS OF SUCH FORCES ON THE PHYSICAL AND CHEMICAL PROPERTIES OF THE COMPOUND. -PERFORM QUANTITATIVE ANALYSIS OF THE COLLIGATIVE EFFECTS OF A SOLUTE IN A SOLUTION, INCLUDING EFFECTS ON BOILING POINT, MELTING POINT AND OSMOTIC PRESSURE. - DESCRIBE THE VARIABLES WHICH AFFECT THE RATE OF A CHEMICAL REACTION; USE EXPERIMENTAL DATA TO DETERMINE A RATE LAW; USE RATE LAWS TO CALCULATE THE RELATIONSHIP BETWEEN CONCENTRATION AND TIME FOR A CHEMICAL REACTION. - DEFINE AND UNDERSTAND THE EQUILIBRIUM CONSTANT FOR A CHEMICAL REACTION, AND THE RELATED CONCEPTS OF LECHATLIER'S PRINCIPLE AND EQUILIBRIUM SHIFT. USE EXPERIMENTAL DATA TO CALCULATE VALUES FOR AN EQUILIBRIUM CONSTANT AND EQUILIBRIUM CONCENTRATIONS. - USE THE PH SCALE AND PH RELATIONSHIPS TO DETERMINE HYDROGEN ION CONCENTRATIONS, HYDROXIDE ION CONCENTRATIONS, PH OR POH FOR A SOLUTION, BASED ON EXPERIMENTAL DATA. PREPARED BY
CHM	1	046	L	GENERAL CHEMISTRY II LABORATORY	1		Natural Sciences	No Updates		31	Yes	2026 Fall	THIS LABORATORY OFFERS AN INTRODUCTION TO QUANTITATIVE TECHNIQUES AND TO THE CHEMICAL LABORATORY. TOPICS INCLUDE INTERMOLECULAR FORCES, SOLUTIONS, KINETICS, EQUILIBRIA, ACIDS AND BASES, BUFFERS, SOLUBILITY, THERMODYNAMICS AND ELECTROCHEMISTRY. SAFETY GOGGLES, A LAB COAT AND A SCIENTIFIC CALCULATOR ARE REQUIRED FOR EVERY CLASS. LAB MEETS THREE HOURS A WEEK.	1. EXPLAIN THE PROCESS OF SCIENTIFIC REASONING AND APPLY SCIENTIFIC PRINCIPLES INSIDE AND OUTSIDE OF THE LABORATORY OR FIELD SETTING. 2. SYSTEMATICALLY EVALUATE EVIDENCE FOR ACCURACY, LIMITATIONS, AND RELEVANCE, AND IDENTIFY ALTERNATIVE INTERPRETATIONS OF EVIDENCE. 3. DESIGN AND CONDUCT EXPERIMENTS TO MAKE OBSERVATIONS AND TEST HYPOTHESES, AS WELL AS TO ANALYZE AND INTERPRET DATA USING QUANTITATIVE AND APPROPRIATE TECHNOLOGICAL TOOLS. 4. USE A SPREADSHEET PROGRAM SUCH AS EXCEL® TO TABULATE AND ANALYZE NUMERICAL AND STATISTICAL DATA 5. USE A UV/VIS SPECTROMETER. 6. WRITE A SCIENTIFIC PAPER CONTAINING TRADITIONAL SECTIONS SUCH AS ABSTRACT, PROCEDURE, DATA, CALCULATIONS AND CONCLUSIONS. 7. PERFORM SIMPLE ACID-BASE AND REDOX TITRATIONS 8. CALIBRATE AND USE A PH METER. TITRATIONS 9. USE AN ANALYTICAL BALANCE. 10. USE A MOLECULAR DRAWING PROGRAM SUCH AS MARVIN SKETCH®
CHM	1	082		KITCHEN CHEMISTRY	3		Natural Sciences	No Updates		1	Yes	2026 Summer	THIS COURSE WILL INTRODUCE STUDENTS TO THE FUNDAMENTALS OF CHEMICAL SCIENCE BY USING A WEALTH OF EXAMPLES FROM OUR EVERYDAY EXPERIENCES IN THE KITCHEN. CHEMICAL REACTIONS WILL BE DISCUSSED AS RELEVANT TO THE FOOD PREPARATION AND FOOD AGING PROCESSES. THE CONCEPTS OF ATOMS AND MOLECULES, TEMPERATURE AND PRESSURE, ACIDS AND BASES, SOLUTIONS AND CONCENTRATIONS WILL BE COVERED USING THE FAMILIAR EVERYDAY ENVIRONMENT.	BY THE END OF THE COURSE, THE STUDENT WILL BE ABLE TO (1) IDENTIFY PRINCIPLES UNDERLYING BONDING AND STRUCTURE OF MOLECULES; (2) WRITE EQUATIONS OF SIMPLE CHEMICAL REACTIONS ASSOCIATED WITH EVERYDAY KITCHEN EXPERIENCES; (3) EXPLAIN DIFFERENT STATES OF MATTER AND TYPES OF CHEMICAL COMPOUNDS; (4) DISCUSS METHODS INVOLVED IN FOOD PREPARATION AND PRESERVATION AS RELATED TO THE MOST IMPORTANT CONCEPTS OF CHEMISTRY.

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CHM	1	020	L	CHEMISTRY FOR LIBERAL STUDIES LABORATORY	1		Natural Sciences	No Updates		7	Yes	2026 Summer	THIS COURSE PROVIDES STUDENTS WITH AN INTRODUCTION TO CHEMICAL PRINCIPLES AND APPLICATIONS FOR THE NON-SCIENCE MAJOR. STUDENTS WILL ENGAGE IN PROBLEM SOLVING AND CRITICAL THINKING WHILE APPLYING CHEMICAL CONCEPTS. TOPICS WILL INCLUDE THE SCIENTIFIC METHOD OF PROBLEM SOLVING, CLASSIFICATION OF MATTER, ATOMIC THEORY, THE PERIODIC TABLE, GASES, CHEMICAL REACTIONS, ENERGY, AND CHEMICAL BONDS. THIS LABORATORY EMPHASIZES MAJOR TOPICS FROM CHM 1020 RELATING CHEMISTRY CONCEPTS AND TECHNIQUES TO EVERYDAY LIFE EXPERIENCES. THIS LABORATORY-BASED COURSE MEETS TWO HOURS A WEEK. NO CREDIT ALLOWED AFTER TAKING CHM 1045.	STUDENT LEARNING OUTCOMES: • 1. STUDENTS WILL BE ABLE TO DISTINGUISH BETWEEN PHYSICAL AND CHEMICAL PROPERTIES AND CHANGES. • 2. STUDENTS WILL RECOGNIZE COMPONENTS OF GASEOUS CHEMISTRY. • 3. STUDENTS WILL RECOGNIZE COMPONENTS OF AQUEOUS CHEMISTRY INCLUDING PROPERTIES OF WATER, SOLUTIONS, AND ACIDS AND BASES. • 4. STUDENTS WILL CORRELATE THE DESIGN OF THE PERIODIC TABLE TO PERIODIC TRENDS AND PHYSICAL AND CHEMICAL PROPERTIES OF ELEMENTS. • 5. STUDENTS WILL WRITE AND INTERPRET CHEMICAL FORMULAE AND WRITE BALANCED CHEMICAL EQUATIONS. • EXPLAIN THE PROCESS OF SCIENTIFIC REASONING AND APPLY SCIENTIFIC PRINCIPLES INSIDE AND OUTSIDE OF THE LABORATORY OR FIELD SETTING. • SYSTEMATICALLY EVALUATE EVIDENCE FOR ACCURACY, LIMITATIONS, AND RELEVANCE, AND IDENTIFY ALTERNATIVE INTERPRETATIONS OF EVIDENCE. • DESIGN AND CONDUCT EXPERIMENTS TO MAKE OBSERVATIONS AND TEST HYPOTHESES, AS WELL AS TO ANALYZE AND INTERPRET DATA USING QUANTITATIVE AND APPROPRIATE TECHNOLOGICAL TOOLS. • DEVELOP SCIENTIFIC INQUIRY SKILLS, SUCH AS HYPOTHESIS GENERATION, OBSERVATION, DESCRIPTION, DATA MANIPULATION, AND EVALUATION OF RESULTS. • DEVELOP LABORATORY TECHNICAL SKILLS AND PROVIDE EXPERIENCE USING SCIENTIFIC INSTRUMENTATION. • TO IMPROVE SCIENTIFIC WRITING SKILLS THROUGH WEEKLY REPORTS.
CHM	1	020		CHEMISTRY FOR LIBERAL STUDIES	3	Natural Sciences	Natural Sciences	No Updates		26	Yes	2026 Spring	THIS COURSE PROVIDES STUDENTS WITH AN INTRODUCTION TO CHEMICAL PRINCIPLES AND APPLICATIONS FOR THE NON-SCIENCE MAJOR. STUDENTS WILL ENGAGE IN PROBLEM SOLVING AND CRITICAL THINKING WHILE APPLYING CHEMICAL CONCEPTS. TOPICS WILL INCLUDE THE SCIENTIFIC METHOD OF PROBLEM SOLVING, CLASSIFICATION OF MATTER, ATOMIC THEORY, THE PERIODIC TABLE, GASES, CHEMICAL REACTIONS, ENERGY, AND CHEMICAL BONDS.	1. STUDENTS WILL BE ABLE TO DISTINGUISH BETWEEN PHYSICAL AND CHEMICAL PROPERTIES AND CHANGES. 2. STUDENTS WILL RECOGNIZE COMPONENTS OF GASEOUS CHEMISTRY. 3. STUDENTS WILL RECOGNIZE COMPONENTS OF AQUEOUS CHEMISTRY INCLUDING PROPERTIES OF WATER, SOLUTIONS, AND ACIDS AND BASES. 4. STUDENTS WILL CORRELATE THE DESIGN OF THE PERIODIC TABLE TO PERIODIC TRENDS AND PHYSICAL AND CHEMICAL PROPERTIES OF ELEMENTS. 5. STUDENTS WILL WRITE AND INTERPRET CHEMICAL FORMULAE AND WRITE BALANCED CHEMICAL EQUATIONS.
ESC	1	000	L	INTRODUCTION TO EARTH SCIENCE LABORATORY	1		Natural Sciences	No Updates		11	Yes	2026 Fall	THIS COURSE IS A LABORATORY INTRODUCTION TO EARTH SCIENCE. USING THE SCIENTIFIC METHOD, CRITICAL THINKING SKILLS, DATA ANALYSIS, THIS COURSE WILL EXAMINE THE FUNDAMENTAL PROCESSES OF THE EARTH SYSTEM, COMPOSED OF AN ATMOSPHERE, HYDROSPHERE, LITHOSPHERE, BIOSPHERE, AND EXOSPHERE, THROUGH TIME. THE COURSE WILL ALSO EXPLORE INTERACTIONS BETWEEN THESE SPHERES, INCLUDING CRITICAL ANALYSIS OF SCIENTIFIC THEORIES AND EMPHASIZE EARTH'S CONNECTIONS WITH HUMANS. THE STUDY OF PLANET EARTH, SPECIFICALLY A STUDY OF MINERALS, ROCKS, MAPS, OCEANS AND THE ATMOSPHERE.	(1) POSE QUESTIONS OR HYPOTHESES BASED ON SCIENTIFIC PRINCIPLES. (2) USE APPROPRIATE SCIENTIFIC METHODS AND EVIDENCE TO EVALUATE CLAIMS OR THEORETICAL ARGUMENTS ABOUT THE NATURAL WORLD AND (3) ANALYZE AND INTERPRET RESEARCH RESULTS USING APPROPRIATE METHODS. THE LAB IS AN IMPORTANT SUPPLEMENT TO THE LECTURE AND WILL ENABLE STUDENTS TO APPLY INFORMATION FROM THE LECTURE TO EARTH SCIENCE PROBLEMS.
ESC	1	000		INTRODUCTION TO EARTH SCIENCE	3	Natural Sciences	Natural Sciences	No Updates		26	Yes	2026 Fall	USING THE SCIENTIFIC METHOD, CRITICAL THINKING SKILLS, AND DATA ANALYSIS, THIS COURSE WILL EXAMINE THE FUNDAMENTAL PROCESSES OF THE EARTH SYSTEM, COMPOSED OF AN ATMOSPHERE, HYDROSPHERE, LITHOSPHERE, BIOSPHERE, AND EXOSPHERE, THROUGH TIME. THE COURSE WILL ALSO EXPLORE INTERACTIONS BETWEEN THESE SPHERES, INCLUDING CRITICAL ANALYSIS OF SCIENTIFIC THEORIES AND EMPHASIZE EARTH'S CONNECTIONS WITH HUMANS.	• STUDENTS WILL USE CRITICAL THINKING TO RECOGNIZE THE RIGOROUS STANDARDS OF SCIENTIFIC THEORIES. • STUDENTS WILL ANALYZE AND SYNTHESIZE EARTH SCIENCE DATA TO DRAW SCIENTIFICALLY VALID CONCLUSIONS. • STUDENTS WILL RECOGNIZE THE DIFFERENT TIME SCALES ASSOCIATED WITH DIFFERENT EARTH PROCESSES. • STUDENTS WILL EFFECTIVELY DESCRIBE INTERACTIONS BETWEEN HUMANS AND THE EARTH'S SPHERES. • STUDENTS WILL APPLY THEIR UNDERSTANDING OF EARTH SCIENCE PRINCIPLES TO COMPLEX GLOBAL AND LOCAL ISSUES.

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EVR	1	001	L	INTRODUCTION TO ENVIRONMENTAL SCIENCE LABORATORY	1		Natural Sciences	No Updates		9	Yes	2026 Fall	THIS FULLY ON-LINE, VIRTUAL-REALITY LAB COURSE HAS 5 LAB MODULES COVERING VARIOUS ASPECTS OF ENVIRONMENTAL SCIENCE. STUDENTS SUBMIT LAB REPORTS ON-LINE FOR EACH MODULE THAT INCLUDE DATA ANALYSIS AND GRAPHICAL INTERPRETATION. THIS COURSE IS A SURVEY OF BASIC CHEMICAL, BIOLOGICAL, AND PHYSICAL PRINCIPLES OF ENVIRONMENTAL SCIENCE AND THEIR APPLICATIONS TO ENVIRONMENTAL ISSUES. THIS COURSE IS APPROPRIATE FOR STUDENTS IN A WIDE RANGE OF DISCIPLINES OR PROGRAMS.	• STUDENTS WILL APPLY CRITICAL THINKING TO ANALYSIS AND INTERPRETATION OF ENVIRONMENTAL INFORMATION AND MODEL OUTPUT. • STUDENTS WILL APPLY THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. • STUDENTS WILL EXPLAIN THE BASIC CHEMICAL, BIOLOGICAL, AND PHYSICAL PRINCIPLES OF ENVIRONMENTAL SCIENCE. • STUDENTS WILL USE EMPIRICAL EVIDENCE TO DESCRIBE THE HISTORICAL AND MODERN CONTEXT OF ENVIRONMENTAL PROBLEMS AND THEIR SOLUTIONS. • POSE QUESTIONS OR HYPOTHESES BASED ON SCIENTIFIC PRINCIPLES. • USE APPROPRIATE SCIENTIFIC METHODS AND EVIDENCE TO EVALUATE CLAIMS OR THEORETICAL ARGUMENTS ABOUT THE NATURAL WORLD. • ANALYZE AND INTERPRET RESEARCH RESULTS USING APPROPRIATE METHODS.
EVR	1	001		INTRODUCTION TO ENVIRONMENTAL SCIENCE	3	Natural Sciences	Natural Sciences	No Updates		31	Yes	2026 Fall	THIS COURSE IS A SURVEY OF BASIC CHEMICAL, BIOLOGICAL, AND PHYSICAL PRINCIPLES OF ENVIRONMENTAL SCIENCE AND THEIR APPLICATIONS TO ENVIRONMENTAL ISSUES. THIS COURSE IS APPROPRIATE FOR STUDENTS IN A WIDE RANGE OF DISCIPLINES OR PROGRAMS.	• STUDENTS WILL APPLY CRITICAL THINKING TO ANALYSIS AND INTERPRETATION OF ENVIRONMENTAL INFORMATION AND MODEL OUTPUT. • STUDENTS WILL APPLY THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. • STUDENTS WILL EXPLAIN THE BASIC CHEMICAL, BIOLOGICAL, AND PHYSICAL PRINCIPLES OF ENVIRONMENTAL SCIENCE. • STUDENTS WILL USE EMPIRICAL EVIDENCE TO DESCRIBE THE HISTORICAL AND MODERN CONTEXT OF ENVIRONMENTAL PROBLEMS AND THEIR SOLUTIONS.
GLY	1	000		DYNAMIC EARTH	3		Natural Sciences	No Updates		3	Yes	2023 Spring	INTRODUCTION TO GEOLOGY AS THE STUDY OF PLANET EARTH, ITS INTERNAL DYNAMICS AND ITS SURFICIAL WEATHERING, EROSION, AND SEDIMENTARY PROCESSES. COURSE CREDIT MAY NOT BE RECEIVED FOR THIS COURSE AND ALSO GLY 1892 OR 2010C.	EXPLAIN HOW TO USE THE SCIENTIFIC METHOD TO EXPLORE EARTH PROCESSES AND UNRAVEL EARTH HISTORY; ASSESS HOW PAST AND CURRENT GEOLOGICAL THEORIES ARE RELATED TO THE AVAILABLE DATA; AND ARTICULATE HOW EARTH RESOURCE DISTRIBUTION AND SURFACE PROCESSES AFFECT HUMANKIND. WHAT YOU WILL LEARN WILL GIVE YOU A BETTER UNDERSTANDING OF YOUR "HOME", HOW SCIENTISTS ARE DEVELOPING THIS UNDERSTANDING, AND YOUR ROLE AS THE EARTH'S STEWARD.
GLY	1	000	L	DYNAMIC EARTH LABORATORY	1		Natural Sciences	No Updates		2	Yes	2016 Fall	THIS COURSE IS A LABORATORY INTRODUCTION TO GEOLOGY AS THE STUDY OF PLANET EARTH, SPECIFICALLY A STUDY OF MINERALS, ROCKS, MAPS.	EXPLAIN THE PROCESS OF SCIENTIFIC REASONING AND APPLY ITS PRINCIPLES TO EARTH SCIENCE PROBLEMS; DESIGN AND CONDUCT EXPERIMENTS TO MAKE OBSERVATIONS AND TEST HYPOTHESES ABOUT EARTH SCIENCE MATERIALS AND PROCESSES; SYSTEMATICALLY EVALUATE THEIR OBSERVATIONS FOR ACCURACY, LIMITATIONS, AND RELEVANCE; AND CONSTRUCT ALTERNATIVE INTERPRETATIONS OF EVIDENCE.
GLY	1	030		ENVIRONMENTAL ISSUES IN GEOLOGY	3		Natural Sciences	No Updates		4	Yes	2026 Summer	ENVIRONMENTAL ISSUES AS THEY RELATE TO GEOLOGICAL PHENOMENA, WHICH INCLUDE VOLCANIC AND EARTHQUAKE HAZARDS, RESOURCE AND LAND-USE PLANNING, AIR AND WATER POLLUTION, WASTE DISPOSAL, GLACIATION AND SEA-LEVEL CHANGE, LANDSLIDES, FLOODING, SHORELINE EROSION, AND GLOBAL CHANGE ISSUES. COURSE CREDIT MAY NOT BE RECEIVED FOR THIS COURSE AND ALSO GLY 1000 OR 2010C. CREDIT CAN BE RECEIVED FOR TAKING GLY 1000L.	EXPLAIN HOW THE SCIENTIFIC METHOD IS APPLIED TO EARTH AND ENVIRONMENTAL SCIENCES; EVALUATE OBSERVATIONS AND PROPOSE EXPLANATORY HYPOTHESES; CRITICALLY EVALUATE HYPOTHESES AND MODELS IN ENVIRONMENTAL EARTH SCIENCE; DISCUSS SEVERAL IMPORTANT ENVIRONMENTAL ISSUES CURRENTLY IMPACTING SOCIETY AND THE SCIENTIFIC FRAMEWORK SURROUNDING THEM. STUDENTS WILL DEMONSTRATE THE ABILITY TO... THINK CRITICALLY AND COGENTLY ABOUT CAUSAL RELATIONSHIPS WITH SCIENTIFIC REASONING. ASSESS PREVIOUS EXPERIMENTATION AND PUBLISHED SCIENTIFIC RESULTS. CRITICALLY EXAMINE AND EVALUATE SCIENTIFIC OBSERVATION, HYPOTHESIS OR MODEL CONSTRUCTION. ARTICULATE A VARIETY OF ISSUES CREATED BY THE COMPLEX INTERACTIONS AMONG SCIENCE, TECHNOLOGY, AND SOCIETY. USE SCIENTIFIC PERSPECTIVES TO EVALUATE CONTEMPORARY PROBLEMS FACING SOCIETY.

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GLY	1	102		DINOSAURS AND DISASTERS ON AN EVOLVING EARTH	3		Natural Sciences	No Updates		4	Yes	2019 Fall	HISTORY OF THE EARTH AND ITS ORGANISMS AS RECORDED IN THE FOSSIL AND ROCK RECORD; PRINCIPLES OF GEOLOGICAL AND PALEONTOLOGICAL RESEARCH; EVOLUTION OF THE DINOSAURS, MASS EXTINCTIONS, AND EFFECTS OF PAST CONTINENTAL MOVEMENTS ON THE DIVERSITY OF LIFE. COURSE CREDIT MAY NOT BE RECEIVED FOR THIS COURSE AND ALSO GLY 2100.	STUDENTS WILL DEMONSTRATE THE ABILITY TO... * THINK CRITICALLY AND COGENTLY ABOUT CAUSAL RELATIONSHIPS WITH SCIENTIFIC REASONING. * ASSESS PREVIOUS EXPERIMENTATION AND PUBLISHED SCIENTIFIC RESULTS. * CRITICALLY EXAMINE AND EVALUATE SCIENTIFIC OBSERVATION, HYPOTHESIS OR MODEL CONSTRUCTION. * ARTICULATE A VARIETY OF ISSUES CREATED BY THE COMPLEX INTERACTIONS AMONG SCIENCE, TECHNOLOGY, AND SOCIETY. * USE SCIENTIFIC PERSPECTIVES TO EVALUATE CONTEMPORARY PROBLEMS FACING SOCIETY. THUS, STUDENTS SHOULD LEAVE WITH A SOLID BACKGROUND IN GEOLOGY AND THE EVOLUTION OF LIFE SO THAT THEY CAN TO BUILD UPON THIS FOUNDATION AND CONTINUE THEIR OWN LEARNING IN THESE SUBJECTS, PARTICULARLY DINOSAURS, THROUGHOUT THEIR LIFETIME. FOR THIS THEY WILL NEED A GOOD UNDERSTANDING OF OUR OWN SOLAR SYSTEM AND HOW OUR MOTHER EARTH DIFFERS IN ITS GEOLOGIC HISTORY FROM OUR NEIGHBORING PLANETS. THEY WILL NEED TO UNDERSTAND THE SCIENTIFIC METHOD AND HOW IT HAS BEEN APPLIED TO GEOLOGY, PARTICULARLY BY USING THE CONCEPT OF MULTIPLE WORKING HYPOTHESES. THEY WILL SEE REAL ROCKS IN OUTCROP IN THE FIELD DURING THEIR TRIP TO OUR LEON SINKS STATE PARK IN ORDER TO UNDERSTAND THE KARST TOPOGRAPHY THAT UNDERLIES MUCH OF FLORIDA. THIS WILL HELP THEM UNDERSTAND THE SEVERE GROUNDWATER POLLUTION IN THAT AREA. IT WILL ALSO ALLOW THEM TO BETTER APPRECIATE THE THREAT TO OUR FLORIDA HOMELAND POSED BY GLOBAL WARMING AND THE PREDICTED RISE OF SEA LEVELS DURING THE NEXT 50 TO 100 YEARS AND BEYOND.
GLY	2	010	C	PHYSICAL GEOLOGY	4		Natural Sciences	No Updates		13	Yes	2026 Fall	USING THE SCIENTIFIC METHOD, CRITICAL THINKING SKILLS, AND DATA ANALYSIS, THIS COURSE WILL EXAMINE THE FUNDAMENTAL PROCESSES OF THE EARTH SYSTEM, COMPOSED OF AN ATMOSPHERE, HYDROSPHERE, CRYOSPHERE, LITHOSPHERE, BIOSPHERE, AND EXOSPHERE THROUGH TIME. THE COURSE WILL ALSO EXPLORE INTERACTIONS BETWEEN THESE SPHERES, INCLUDING CRITICAL ANALYSIS OF SCIENTIFIC THEORIES AND EMPHASIZE LITHOSPHERIC CONNECTIONS WITH HUMANITY.	* STUDENTS WILL USE CRITICAL THINKING TO RECOGNIZE THE RIGOROUS STANDARDS OF SCIENTIFIC THEORIES. * STUDENTS WILL ANALYZE AND SYNTHESIZE GEOSCIENCE DATA TO DRAW SCIENTIFICALLY VALID CONCLUSIONS. * STUDENTS WILL RECOGNIZE THE DIFFERENT TIME SCALES ASSOCIATED WITH DIFFERENT GEOLOGIC PROCESSES. * STUDENTS WILL DESCRIBE INTERACTIONS BETWEEN HUMANS AND EARTH'S SPHERES. * STUDENTS WILL APPLY THEIR UNDERSTANDING OF GEOLOGIC PRINCIPLES TO COMPLEX ISSUES.
HUN	1	201		THE SCIENCE OF NUTRITION	3		Natural Sciences	No Updates		35	Yes	2026 Fall	THIS COURSE AFFORDS STUDENTS THE ABILITY TO CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD IN ANALYZING THE FACTORS THAT INFLUENCE NUTRITIONAL HEALTH. STUDENTS WILL UTILIZE SCIENTIFIC METHODS TO INVESTIGATE THE COMPLEX INTERACTIONS BETWEEN DIETARY COMPONENTS AND PHYSIOLOGICAL PROCESSES, DRAWING CONNECTIONS TO FOUNDATIONAL DISCIPLINES SUCH AS CHEMISTRY, BIOCHEMISTRY, ANATOMY, AND PHYSIOLOGY.	BY THE END OF THE COURSE, STUDENTS WILL BE ABLE TO: 1. CRITICALLY ANALYZE AND EVALUATE THE PRINCIPLES OF SCIENTIFIC METHODS THAT SPECIFICALLY APPLY TO THE FIELD OF NUTRITION. 2. RECALL SCIENTIFIC METHODOLOGIES EMPLOYED IN RESEARCH INVESTIGATIONS TO EXPLORE THE COMPLEX INTERACTIONS BETWEEN DIETARY COMPONENTS AND PHYSIOLOGICAL PROCESSES. 3. EXPLAIN THE BIOCHEMICAL PATHWAYS INVOLVED IN METABOLIZING MACRONUTRIENTS AND MICRONUTRIENTS AND THEIR CRITICAL ROLES IN ENERGY PRODUCTION AND OVERALL HEALTH. 4. APPLY SCIENTIFIC METHODS TO ANALYZE REAL-WORLD NUTRITIONAL SCENARIOS, ASSESSING THE IMPACT OF DIETARY INTAKE ON HEALTH OUTCOMES. 5. USE THE SCIENTIFIC METHOD TO EXPLAIN THE CONNECTIONS BETWEEN SCIENTIFIC NUTRITION RESEARCH AND DIETARY RECOMMENDATIONS MADE FOR THE PUBLIC, INCLUDING DIETARY REFERENCE INTAKES (DRIS), DAILY VALUES ON FOOD LABELS, AND DIETARY GUIDELINES FOR AMERICANS.

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IDS	2	473		PUTTING SCIENCE INTO ACTION: FIELD METHODS IN PLANT ECOLOGY	3		Natural Sciences	No Updates		1	Yes	2019 Spring	THIS COURSE ADDRESSES SCIENTIFIC RESEARCH DESIGN AND FIELD DATA COLLECTION, DRAWING ON PRINCIPLES IN BIOGEOGRAPHY AND ECOLOGY. WE WILL FOCUS ON SAMPLING DESIGN AND SURVEY METHODS FOR PLANTS AT THREE SCALES: POPULATIONS, COMMUNITIES, AND ECOSYSTEMS. YOU WILL GAIN INSIGHT INTO FIELD-BASED INQUIRY AND TECHNIQUES TO MONITOR AND ASSESS PLANT POPULATIONS, COMMUNITIES, AND ECOSYSTEMS. TWO QUESTIONS THIS COURSE WILL ADDRESS ARE: 1) HOW DO DIFFERENCES IN SCALE CHANGE OBSERVABLE PATTERNS AND 2) HOW CAN THESE PATTERNS INFORM UNDERLYING PROCESSES?	BY THE END OF THIS COURSE STUDENT WILL DEMONSTRATE THE ABILITY TO: 1. EXPLAIN THE PROCESS OF SCIENTIFIC REASONING AND APPLY SCIENTIFIC PRINCIPLES INSIDE AND OUTSIDE OF THE LABORATORY OR FIELD SETTING. 2. SYSTEMATICALLY EVALUATE EVIDENCE FOR ACCURACY, LIMITATIONS, AND RELEVANCE, AND IDENTIFY ALTERNATIVE INTERPRETATIONS OF EVIDENCE. 3. DESIGN AND CONDUCT EXPERIMENTS TO MAKE OBSERVATIONS AND TEST HYPOTHESES, AS WELL AS TO ANALYZE AND INTERPRET DATA USING QUANTITATIVE AND APPROPRIATE TECHNOLOGICAL TOOLS. FURTHERMORE, STUDENTS WILL BE FAMILIAR WITH: 1. USING A VARIETY OF METHODS (QUADRATS, LINE TRANSECTS, DISTANCE METHODS) TO SURVEY PLANT POPULATIONS AT DIFFERENT SPATIAL SCALES. 2. SAMPLING REPLICATION, VARIATION IN NATURAL POPULATIONS, ERRORS, BIASES, ACCURACY AND PRECISION. 3. EVALUATING DATA COLLECTED FROM THE FIELD THROUGH GRAPHS, TABLES, AND CHARTS. 4. USING MICROSOFT EXCEL AND POWERPOINT.
MET	1	010		INTRODUCTION TO THE ATMOSPHERE	3		Natural Sciences	No Updates		16	Yes	2026 Fall	STRUCTURE OF THE ATMOSPHERE; WEATHER PROCESSES AND WEATHER SYSTEMS, INCLUDING CLIMATIC PROCESSES; CREDIT MAY NOT BE RECEIVED IN THIS COURSE IF STUDENT HAS ALREADY RECEIVED CREDIT IN 2000-LEVEL OR HIGHER MET COURSES.	STUDENTS WILL BE ABLE TO: · THINK CRITICALLY AND COGENTLY ABOUT CAUSAL RELATIONSHIPS WITH SCIENTIFIC REASONING. · ASSESS PREVIOUS EXPERIMENTATION AND PUBLISHED SCIENTIFIC RESULTS. · CRITICALLY EXAMINE AND EVALUATE SCIENTIFIC OBSERVATION, HYPOTHESIS OR MODEL CONSTRUCTION. · ARTICULATE A VARIETY OF ISSUES CREATED BY THE COMPLEX INTERACTIONS AMONG SCIENCE, TECHNOLOGY, AND SOCIETY. · USE SCIENTIFIC PERSPECTIVES TO EVALUATE CONTEMPORARY PROBLEMS FACING SOCIETY. · RECOGNIZE THE BASIC PHYSICAL PROCESSES THAT GOVERN WEATHER AND CLIMATE. · IDENTIFY HOW WEATHER/CLIMATE OBSERVATIONS ARE MADE. · INTERPRET THE COMPONENTS OF A WEATHER REPORT AND FORECAST. · SELECT FACTORS THAT AFFECT CLIMATE AROUND THE WORLD. · POINT OUT FACTORS THAT CAN CAUSE CLIMATE CHANGE.
MET	1	050		NATURAL HAZARDS AND DISASTERS: FROM HURRICANES TO METEORITES	3		Natural Sciences	No Updates		1	Yes	2023 Spring	THIS COURSE PROVIDES A SURVEY OF EARTH, OCEAN, AND ATMOSPHERIC SCIENCES THROUGH AN EXAMINATION OF NATURAL HAZARDS AND DISASTERS. WE EXAMINE THE NATURE AND PHYSICAL PROCESSES THAT DRIVE THE HAZARDS, THE DANGERS ASSOCIATED WITH THEM, THE SCIENTIFIC METHODS OF FORECASTING SUCH EVENTS, AND APPROACHES TO THEIR MITIGATION.	THE STUDENTS WILL DISCOVER THE BASIC PRINCIPLES OF EARTH, OCEAN, AND ATMOSPHERIC SCIENCES AND THE METHODS USED TO PREDICT NATURAL HAZARDS; THIS INCLUDES THE REVIEW OF BASIC CONCEPTS OF MATHEMATICS, CHEMISTRY, PHYSICS, AND BIOLOGY AS APPLIED TO NATURAL HAZARDS AND DISASTERS. THE STUDENTS WILL BE ABLE TO ANALYZE HOW EARTH, OCEAN, AND ATMOSPHERIC PROCESSES AFFECT AND INTERACT WITH OUR CIVILIZATION. ANOTHER OBJECTIVE IS THE APPLICATION OF THE SCIENTIFIC METHOD. THAT IS, BY END OF THE COURSE THE STUDENTS WILL HAVE THE ABILITY TO POSE QUESTIONS OR HYPOTHESES BASED ON SCIENTIFIC PRINCIPLES AND USE EVIDENCE-BASED ARGUMENTS AND METHODS TO ANSWER QUESTIONS AND TO TEST HYPOTHESES.
MET	1	010	L	INTRODUCTION TO THE ATMOSPHERE LAB	1		Natural Sciences	No Updates		1	Yes	2026 Fall	THIS COURSE COVERS DATA ANALYSIS, INSTRUMENTS, AND WEATHER SYSTEM MODELS.	(1) POSE QUESTIONS OR HYPOTHESES BASED ON SCIENTIFIC PRINCIPLES. (2) USE APPROPRIATE SCIENTIFIC METHODS AND EVIDENCE TO EVALUATE CLAIMS OR THEORETICAL ARGUMENTS ABOUT THE NATURAL WORLD AND (3) ANALYZE AND INTERPRET RESEARCH RESULTS USING APPROPRIATE METHODS. THE LAB IS AN IMPORTANT SUPPLEMENT TO THE LECTURE AND WILL ENABLE STUDENTS TO APPLY INFORMATION FROM THE LECTURE TO PROBLEMS RELATED TO THE ATMOSPHERE.

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OCE	1	001		ELEMENTARY OCEANOGRAPHY	3		Natural Sciences	No Updates		27	Yes	2026 Fall	USING THE SCIENTIFIC METHOD, CRITICAL THINKING SKILLS, AND DATA ANALYSIS, THIS COURSE WILL EXAMINE THE FUNDAMENTAL PROCESSES OF THE OCEAN SYSTEM, COMPOSED OF AN ATMOSPHERE, HYDROSPHERE, LITHOSPHERE, AND BIOSPHERE, THROUGH TIME. THE COURSE WILL ALSO EXPLORE INTERACTIONS BETWEEN THESE SPHERES, INCLUDING CRITICAL ANALYSIS OF SCIENTIFIC THEORIES AND EMPHASIZE OCEANIC CONNECTIONS WITH HUMANITY.	• STUDENTS WILL USE CRITICAL THINKING TO RECOGNIZE THE RIGOROUS STANDARDS OF SCIENTIFIC THEORIES. • STUDENTS WILL ANALYZE AND SYNTHESIZE OCEANOGRAPHIC DATA TO DRAW SCIENTIFICALLY VALID CONCLUSIONS. • STUDENTS WILL RECOGNIZE THE DIFFERENT TIME SCALES ASSOCIATED WITH DIFFERENT OCEAN PROCESSES. • STUDENTS WILL DESCRIBE INTERACTIONS BETWEEN HUMANS AND THE OCEAN REALM. • STUDENTS WILL APPLY THEIR UNDERSTANDING OF OCEANOGRAPHIC PRINCIPLES TO VARIOUS MARINE ISSUES.
PHY	1	020	L	PHYSICS AND TECHNOLOGY FOR FUTURE PRESIDENTS LABORATORY	1		Natural Sciences	No Updates		6	Yes	2024 Fall	THE LABORATORY COURSE IS DESIGNED TO ACCOMPANY OR FOLLOW THE 1020 LECTURE COURSE. ALTHOUGH THE LAB MATERIAL WILL GENERALLY FOLLOW THE LECTURE, SOME TOPICS MAY BE TREATED EARLIER OR LATER IN THE LAB SYLLABUS, SO IT IS ESSENTIAL TO READ OVER THE ASSIGNED LAB MATERIALS CAREFULLY BEFORE COMING TO THE LAB. THE PHY1020L IS DESIGNED TO SATISFY THE LIBERAL STUDIES SCIENCE LABORATORY REQUIREMENT FOR NON-SCIENCE MAJORS. THIS COURSE OFFERS A COMPREHENSIVE SURVEY OF PHYSICS, COVERING A WIDE RANGE OF TOPICS INCLUDING MOTION, NEWTON'S LAWS, ENERGY, SOUND, HEAT, ELECTRICITY, MAGNETISM, AND OPTICS. EMPHASIZING A CONCEPTUAL UNDERSTANDING OF PHYSICS, THE COURSE INTEGRATES CRITICAL THINKING SKILLS AND REAL-WORLD APPLICATIONS.	BY THE END OF THE COURSE, STUDENTS WILL DEMONSTRATE THE ABILITY TO: • EXPLAIN THE PROCESS OF SCIENTIFIC REASONING AND APPLY SCIENTIFIC PRINCIPLES INSIDE AND OUTSIDE OF THE LABORATORY OR FIELD SETTING. • SYSTEMATICALLY EVALUATE EVIDENCE FOR ACCURACY, LIMITATIONS, AND RELEVANCE, AND IDENTIFY ALTERNATIVE INTERPRETATIONS OF EVIDENCE. • DESIGN AND CONDUCT EXPERIMENTS TO MAKE OBSERVATIONS AND TEST HYPOTHESES, AS WELL AS TO ANALYZE AND INTERPRET DATA USING QUANTITATIVE AND APPROPRIATE TECHNOLOGICAL TOOLS. • STUDENTS WILL CRITICALLY EVALUATE EVERYDAY PHENOMENA USING THE SCIENTIFIC METHOD. • STUDENTS WILL EXPLAIN THE BASIS OF PHYSICAL PRINCIPLES (SUCH AS CONSERVATION LAWS) AND HOW THEY APPLY TO EVERYDAY PHENOMENA. • STUDENTS WILL INTERPRET INFORMATION CONVEYED IN DIAGRAMS AND GRAPHS. • STUDENTS WILL PERFORM SIMPLE CALCULATIONS RELEVANT TO REAL WORLD PROBLEMS.
PHY	1	020		FUNDAMENTALS OF PHYSICS	3	Natural Sciences	Natural Sciences	No Updates		25	Yes	2024 Fall	THIS COURSE OFFERS A COMPREHENSIVE SURVEY OF PHYSICS, COVERING A WIDE RANGE OF TOPICS INCLUDING MOTION, NEWTON'S LAWS, ENERGY, SOUND, HEAT, ELECTRICITY, MAGNETISM, AND OPTICS. EMPHASIZING A CONCEPTUAL UNDERSTANDING OF PHYSICS, THE COURSE INTEGRATES CRITICAL THINKING SKILLS AND REAL-WORLD APPLICATIONS.	• STUDENTS WILL CRITICALLY EVALUATE EVERYDAY PHENOMENA USING THE SCIENTIFIC METHOD. • STUDENTS WILL EXPLAIN THE BASIS OF PHYSICAL PRINCIPLES (SUCH AS CONSERVATION LAWS) AND HOW THEY APPLY TO EVERYDAY PHENOMENA. • STUDENTS WILL INTERPRET INFORMATION CONVEYED IN DIAGRAMS AND GRAPHS. • STUDENTS WILL PERFORM SIMPLE CALCULATIONS RELEVANT TO REAL WORLD PROBLEMS.
PHY	2	048	C	GENERAL PHYSICS A	5	Natural Sciences	Natural Sciences	No Updates		16	Yes	2026 Fall	THIS CALCULUS-BASED COURSE SERVES AS THE FIRST IN A TWO-PART SERIES, COVERING TOPICS LIKE KINEMATICS, DYNAMICS, ENERGY, MOMENTUM, ROTATIONAL MOTION, FLUID DYNAMICS, OSCILLATORY MOTION, AND WAVES. DESIGNED FOR SCIENCE AND ENGINEERING MAJORS, THE COURSE INTEGRATES CRITICAL THINKING, ANALYTICAL SKILLS, AND REAL-WORLD APPLICATIONS.	• STUDENTS WILL SOLVE ANALYTICAL PROBLEMS DESCRIBING DIFFERENT TYPES OF MOTION, INCLUDING TRANSLATIONAL, ROTATIONAL, AND SIMPLE HARMONIC MOTION. • STUDENTS WILL APPLY NEWTON'S LAWS, AND CONSERVATION LAWS TO SOLVE ANALYTICAL PROBLEMS OF MECHANICS. • STUDENTS WILL IDENTIFY AND ANALYZE RELEVANT INFORMATION PRESENTED IN VARIOUS FORMATS SUCH AS GRAPHS, TABLES, DIAGRAMS, AND/OR MATHEMATICAL FORMULATIONS. • STUDENTS WILL SOLVE REAL-WORLD PROBLEMS USING CRITICAL THINKING SKILLS AND KNOWLEDGE DEVELOPED FROM THIS COURSE.
PHY	2	049	C	CALCULUS-BASED PHYSICS II	5		Natural Sciences	No Updates		15	Yes	2026 Fall	CONTINUATION OF PHY 2048. ELECTROSTATICS AND MAGNETISM; BASIC ELECTRIC CIRCUITS; OPTICS; SELECTED TOPICS IN MODERN PHYSICS.	STUDENTS WILL: UTILIZE MODELS OF ELECTRIC AND MAGNETIC FIELDS, ELECTRIC AND MAGNETIC FORCES, ELECTRICAL CIRCUITS, AND ELECTROMAGNETIC RADIATION TO DESCRIBE THE NATURAL WORLD. MODEL REALITY IN TERMS OF ABSTRACT OBJECTS AND PHYSICAL LAWS. EXPRESS THESE MODELS VERBALLY, GRAPHICALLY, AND MATHEMATICALLY. EVALUATE SCIENTIFIC INFORMATION USING APPROPRIATE TOOLS AND STRATEGIES OF THE DISCIPLINE. TOPICS INCLUDE ELECTRIC FORCES AND FIELDS MAGNETIC FORCES AND FIELDS MICROSCOPIC AND MACROSCOPIC VIEW OF CIRCUIT ELEMENTS KIRCHOFF'S LAWS MAXWELL'S EQUATIONS RADIATION LIGHT OPTICS.

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PHY	2	053	C	COLLEGE PHYSICS A	4	Natural Sciences	Natural Sciences	No Updates		17	Yes	2026 Fall	THIS COURSE IS THE FIRST IN A TWO-PART SERIES INTENDED FOR NON-PHYSICS MAJORS, OFFERING AN ALGEBRA AND TRIGONOMETRY APPROACH TO TOPICS SUCH AS KINEMATICS, DYNAMICS, ENERGY, MOMENTUM, ROTATIONAL MOTION, FLUID DYNAMICS, OSCILLATORY MOTION, AND WAVES. THE COURSE FOSTERS ANALYTICAL AND CRITICAL THINKING SKILLS TO PROMOTE A SCIENTIFIC UNDERSTANDING OF THE REAL WORLD.	• STUDENTS WILL SOLVE ANALYTICAL PROBLEMS DESCRIBING DIFFERENT TYPES OF MOTION, INCLUDING TRANSLATIONAL, ROTATIONAL, AND SIMPLE HARMONIC MOTION USING ALGEBRA AND TRIGONOMETRY. • STUDENTS WILL APPLY NEWTON'S LAWS, AND CONSERVATION LAWS BY USING ALGEBRA AND TRIGONOMETRY TO SOLVE ANALYTICAL PROBLEMS OF MECHANICS. • STUDENTS WILL IDENTIFY AND ANALYZE RELEVANT INFORMATION PRESENTED IN VARIOUS FORMATS SUCH AS GRAPHS, TABLES, DIAGRAMS, AND/OR MATHEMATICAL FORMULATIONS. • STUDENTS WILL SOLVE REAL WORLD PROBLEMS USING CRITICAL THINKING SKILLS AND KNOWLEDGE DEVELOPED FROM THIS COURSE.
PSB	2	000		INTRODUCTION TO NEUROSCIENCE	3		Natural Sciences	No Updates		1	Yes	2026 Fall	THIS SURVEY COURSE INTRODUCES STUDENTS TO THE FUNDAMENTAL STRUCTURE AND FUNCTION OF THE NERVOUS SYSTEM, NEURAL MECHANISMS THAT UNDERLIE PHYSIOLOGICAL PHENOMENA, AND THE EFFECT OF EXPERIENCES ON NEURAL FUNCTION. EMPHASIS IS PLACED ON HOW THE SCIENTIFIC METHOD IS EMPLOYED ACROSS THE MANY DISCIPLINES WITHIN NEUROSCIENCE. THIS INTRODUCTORY COURSE IS APPROPRIATE FOR STUDENTS FROM ALL MAJORS.	1. EVALUATE THE STRENGTHS AND WEAKNESSES OF THE SCIENTIFIC TECHNIQUES USED IN NEUROSCIENCE RESEARCH. 2. DEMONSTRATE KNOWLEDGE OF BRAIN STRUCTURE AND FUNCTION AS IT RELATES TO PHYSIOLOGICAL AND BEHAVIORAL PHENOMENA (E.G., COGNITION, SENSORY SYSTEMS, STRESS RESPONSE, HUNGER, THIRST, SLEEP). 3. EVALUATE THE APPROPRIATENESS OF CAUSAL VERSUS CORRELATIONAL INTERPRETATIONS, IDENTIFYING PLAUSIBLE SCIENTIFIC EXPLANATIONS. 4. CRITICALLY EXAMINE NEUROSCIENCE RELATED TECHNOLOGIES (E.G., BRAIN IMAGING) AND MEDICAL TREATMENTS (E.G., ANTIDEPRESSANTS, ANXIOLYTICS, PSYCHOSTIMULANTS).
SPA	2	001		INTRODUCTION TO COMMUNICATION SCIENCES AND DISORDERS	3		Natural Sciences	No Updates		2	Yes	2026 Fall	THIS INTRODUCTORY COURSE PROVIDES AN OVERVIEW OF HUMAN COMMUNICATION DISORDERS WITH A FOCUS ON THE NEUROANATOMIC, ACOUSTIC, BIOLOGICAL, PSYCHOLOGICAL, DEVELOPMENTAL, AND LINGUISTIC PRINCIPLES UNDERLYING HUMAN COMMUNICATION DISORDERS. IT PROVIDES AN OVERVIEW OF THE FIELD OF SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY WITH AN EMPHASIS ON THE SCIENTIFIC ASPECTS OF CLINICAL ASSESSMENT AND REHABILITATION OF CLIENTS. INTENDED FOR NON-MAJORS.	1. THINK CRITICALLY AND COGENTLY ABOUT CAUSAL RELATIONSHIPS WITH SCIENTIFIC REASONING. 2. ASSESS PREVIOUS EXPERIMENTATION AND PUBLISHED SCIENTIFIC RESULTS. 3. CRITICALLY EXAMINE AND EVALUATE SCIENTIFIC OBSERVATION, HYPOTHESIS, OR MODEL CONSTRUCTION. 4. ARTICULATE A VARIETY OF ISSUES CREATED BY THE COMPLEX INTERACTIONS AMONG SCIENCE, TECHNOLOGY, AND SOCIETY. 5. USE SCIENTIFIC PERSPECTIVES TO EVALUATE CONTEMPORARY PROBLEMS FACING SOCIETY.
AFA	2	000		INTRODUCTION TO AFRICAN AMERICAN STUDIES	3		Social Sciences	No Updates		6	Yes	2026 Fall	THIS COURSE EXPLORES THE BROAD AND DEEP EXPERIENCES OF AFRICANS IN AMERICA, BEGINNING IN AFRICA, THE BIRTHPLACE OF CIVILIZATION AND HUMANITY. UTILIZING AN INTERDISCIPLINARY APPROACH, WE WILL EXAMINE THE POLITICAL, CULTURAL, ECONOMIC, ARTISTIC, AND SOCIAL THEMES THAT HAVE SHAPED AFRICAN AMERICAN REALITIES. THE CURRICULUM EMPHASIZES HIGH-LEVEL ACADEMIC AND CRITICAL THINKING SKILLS, ENSURING STUDENTS DEVELOP A BROAD FOUNDATIONAL KNOWLEDGE. IT INCLUDES HISTORICALLY ACCURATE CONTENT THAT PROMOTES AN UNDERSTANDING OF THE CONSTITUTIONAL REPUBLIC, THE HISTORICAL BACKGROUND, AND THE PHILOSOPHICAL FOUNDATIONS OF WESTERN CIVILIZATION, INCLUDING KEY DOCUMENTS SUCH AS THE DECLARATION OF INDEPENDENCE, THE UNITED STATES CONSTITUTION, AND THE FEDERALIST PAPERS. THIS COURSE MEETS THE GENERAL EDUCATION STANDARDS AND COMPETENCIES REQUIRED FOR INFORMED CITIZENSHIP AND LIFELONG LEARNING.	1. STUDENTS WILL UNDERSTAND THE HISTORICAL AND CULTURAL FOUNDATIONS OF AFRICAN AMERICAN EXPERIENCES AND CONTRIBUTIONS. 2. STUDENTS WILL ANALYZE THE SOCIAL, POLITICAL, AND ECONOMIC FACTORS THAT HAVE INFLUENCED AFRICAN AMERICAN HISTORY AND CULTURE. 3. STUDENTS WILL DEVELOP CRITICAL THINKING AND INTERDISCIPLINARY ANALYSIS SKILLS THROUGH ESSAYS, PROJECTS, AND CLASS DISCUSSIONS THAT REFLECT A COMPREHENSIVE UNDERSTANDING OF AFRICAN AMERICAN STUDIES.

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AFA	2	100		THE AFRICAN AMERICAN EXPERIENCE	3		Social Sciences	No Updates		2	Yes	Not Yet Taught	THIS COURSE UTILIZES AN INTERDISCIPLINARY APPROACH TO STUDY THE MAJOR TEXTS, EVENTS, POLITICAL, AND HISTORICAL MOVEMENTS OF AFRICAN AMERICANS SINCE THE BEGINNING OF THE SLAVE TRADE. IT EMPHASIZES HIGH-LEVEL ACADEMIC AND CRITICAL THINKING SKILLS, ENSURING STUDENTS DEVELOP A BROAD FOUNDATIONAL KNOWLEDGE. THE CURRICULUM INCLUDES HISTORICALLY ACCURATE CONTENT THAT PROMOTES AN UNDERSTANDING OF THE CONSTITUTIONAL REPUBLIC, THE HISTORICAL BACKGROUND, AND THE PHILOSOPHICAL FOUNDATIONS OF WESTERN CIVILIZATION, INCLUDING KEY DOCUMENTS SUCH AS THE DECLARATION OF INDEPENDENCE, THE UNITED STATES CONSTITUTION, AND THE FEDERALIST PAPERS. THIS COURSE MEETS THE GENERAL EDUCATION STANDARDS AND COMPETENCIES REQUIRED FOR INFORMED CITIZENSHIP AND LIFELONG LEARNING.	1. HISTORICAL UNDERSTANDING: STUDENTS WILL APPLY SUBJECT-SPECIFIC THEORIES, PARADIGMS, CONCEPTS, PRACTICES, AND PRINCIPLES OF VARIOUS SCHOLARS IN AFRICAN AMERICAN HISTORY. 2. CULTURAL AWARENESS: STUDENTS WILL COMMUNICATE ACCURATE KNOWLEDGE RELATED TO THE AFRICAN AMERICAN EXPERIENCE IN A COMPREHENSIBLE MANNER USING APPROPRIATE LANGUAGE AND STYLE. 3. CRITICAL THINKING: STUDENTS WILL USE SUBJECT MATTER KNOWLEDGE IN AFRICAN AMERICAN EXPERIENCE ACTIVITIES TO INTERRELATE TOPICS FROM A VARIETY OF PERSPECTIVES, INTERESTS, AND POINTS OF VIEW. STUDENTS WILL UTILIZE REFERENCES, MATERIALS, AND TECHNOLOGIES OF THE SUBJECT IN A MANNER APPROPRIATE TO THE DISCIPLINE. 4. RESEARCH SKILLS: STUDENTS WILL UNDERSTAND AND DEMONSTRATE FOUNDATIONAL STEPS IN THE RESEARCH PROCESS BY DEVELOPING A RESEARCH PROPOSAL AND ACTIVELY ENGAGING IN THE COLLECTION, ANALYSIS, AND PRESENTATION OF PRIMARY AND SECONDARY DATA. 5. COMMUNICATION SKILLS: STUDENTS WILL DEMONSTRATE SERVICE LEARNING RELATED TO THE DISCIPLINE THROUGH PROFESSIONAL DEVELOPMENT ACTIVITIES AND COLLABORATIVE WORK WITH VARIOUS STAKEHOLDERS.
AMH	2	010		A HISTORY OF THE UNITED STATES TO 1877	3	Social Sciences	Social Sciences	No Updates		40	Yes	2026 Fall	IN THIS COURSE, STUDENTS WILL EXAMINE UNITED STATES HISTORY FROM BEFORE EUROPEAN CONTACT TO 1877. TOPICS WILL INCLUDE BUT ARE NOT LIMITED TO INDIGENOUS PEOPLES, THE EUROPEAN BACKGROUND, THE COLONIAL PERIOD, THE AMERICAN REVOLUTION, THE ARTICLES OF CONFEDERATION, THE CONSTITUTION, ISSUES WITHIN THE NEW REPUBLIC, SECTIONALISM, MANIFEST DESTINY, SLAVERY, THE AMERICAN CIVIL WAR, AND RECONSTRUCTION.	• STUDENTS WILL DESCRIBE THE FACTUAL DETAILS OF THE SUBSTANTIVE HISTORICAL EPISODES UNDER STUDY. • STUDENTS WILL IDENTIFY AND ANALYZE FOUNDATIONAL DEVELOPMENTS THAT SHAPED AMERICAN HISTORY FROM BEFORE EUROPEAN CONTACT TO 1877 USING CRITICAL THINKING SKILLS. • STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE PRIMARY IDEAS, VALUES, AND PERCEPTIONS THAT HAVE SHAPED UNITED STATES HISTORY. • STUDENTS WILL DEMONSTRATE COMPETENCY IN CIVIC LITERACY.
AMH	2	020		A HISTORY OF THE UNITED STATES SINCE 1877	3	Social Sciences	Social Sciences	No Updates		40	Yes	2026 Fall	IN THIS COURSE, STUDENTS WILL TRACE THE HISTORY OF THE UNITED STATES FROM THE END OF THE RECONSTRUCTION ERA TO THE CONTEMPORARY ERA. TOPICS WILL INCLUDE BUT ARE NOT LIMITED TO THE RISE OF INDUSTRIALIZATION, THE UNITED STATES' EMERGENCE AS AN ACTOR ON THE WORLD STAGE, CONSTITUTIONAL AMENDMENTS AND THEIR IMPACT, THE PROGRESSIVE ERA, WORLD WAR I, THE GREAT DEPRESSION AND NEW DEAL, WORLD WAR II, THE CIVIL RIGHTS ERA, THE COLD WAR, AND THE UNITED STATES SINCE 1989.	• STUDENTS WILL DESCRIBE THE FACTUAL DETAILS OF THE SUBSTANTIVE HISTORICAL EPISODES UNDER STUDY. • STUDENTS WILL IDENTIFY AND ANALYZE FOUNDATIONAL DEVELOPMENTS THAT SHAPED AMERICAN HISTORY SINCE 1877 USING CRITICAL THINKING SKILLS. • STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE PRIMARY IDEAS, VALUES, AND PERCEPTIONS THAT HAVE SHAPED AMERICAN HISTORY. • STUDENTS WILL DEMONSTRATE COMPETENCY IN CIVIC LITERACY.
AMH	2	091		SURVEY OF AFRICAN AMERICAN HISTORY IN THE UNITED STATES	3		Social Sciences	No Updates		18	Yes	2025 Fall	THIS COURSE INTRODUCES STUDENTS TO A BROAD SWEEP OF THE HISTORY OF AFRICAN AMERICANS IN THE UNITED STATES FROM THE AFRICAN SLAVE TRADE TO PRESENT DAY. THIS COURSE CONTRIBUTES TO A STUDENT'S BROAD FOUNDATIONAL KNOWLEDGE ON THE HISTORICAL BACKGROUND AND PHILOSOPHICAL FOUNDATION OF THE DEVELOPMENT OF THE UNITED STATES OF AMERICA.	1. STUDENTS WILL BE ABLE TO DESCRIBE THE HISTORY OF AFRICAN AMERICANS IN THE UNITED STATES. 2. STUDENTS WILL BE ABLE TO THINK CRITICALLY THROUGH THE MASTERING OF SUBJECTS CONCERNED WITH AFRICAN AMERICAN CULTURE AND HISTORY. 3. STUDENTS WILL BE ABLE TO IDENTIFY INFLUENTIAL FIGURES WITHIN THE AFRICAN AMERICAN COMMUNITY WHO CONTRIBUTED TO THE DEVELOPMENT OF THE UNITED STATES SOCIALLY, POLITICALLY, AND ECONOMICALLY.
AMH	2	095		INTRODUCTION TO NATIVE AMERICAN HISTORY	3		Social Sciences	No Updates		2	Yes	2026 Spring	THIS COURSE PROVIDES AN OVERVIEW OF THE MAJOR SOCIAL, CULTURAL, AND POLITICAL TRENDS IN THE NATIVE AMERICAN HISTORY IN NORTH AMERICA. THIS COURSE CONTRIBUTES TO A STUDENT'S BROAD FOUNDATIONAL KNOWLEDGE ON THE HISTORICAL BACKGROUND AND PHILOSOPHICAL FOUNDATION OF THE DEVELOPMENT OF THE UNITED STATES OF AMERICA.	1. STUDENTS WILL BE ABLE TO IDENTIFY THE FOUNDATIONAL EVENTS, THEMES, AND INDIVIDUALS IN THE LONG HISTORY OF NATIVE NORTH AMERICA, FROM THE PEOPLING OF THE CONTINENT UNTIL THE PRESENT. 2. STUDENTS WILL BE ABLE TO TRACE THE MAJOR SOCIAL, CULTURAL, POLITICAL, RELIGIOUS, AND ECONOMIC TRENDS IN THE HISTORY OF NATIVE AMERICAN HISTORY.

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AMH	2	097		THE HISTORY OF IMMIGRATION TO THE UNITED STATES	3		Social Sciences	No Updates		2	Yes	2026 Fall	THIS COURSE SURVEYS THE ECONOMIC, POLITICAL, AND SOCIAL ISSUES THAT SHAPED IMMIGRATION TO THE UNITED STATES FROM THE SEVENTEENTH CENTURY TO THE PRESENT. THIS COURSE CONTRIBUTES TO A STUDENT'S BROAD FOUNDATIONAL KNOWLEDGE ON THE HISTORICAL BACKGROUND AND PHILOSOPHICAL FOUNDATION OF THE DEVELOPMENT OF THE UNITED STATES OF AMERICA.	STUDENTS WILL BE ABLE TO IDENTIFY KEY MOMENTS, THEMES, AND INDIVIDUALS IN THE HISTORY OF IMMIGRATION TO THE UNITED STATES FROM COLONIALISM TO THE PRESENT. STUDENTS WILL BE ABLE TO IDENTIFY HOW IMMIGRANTS HAVE SHAPED DIFFERENT ASPECTS OF UNITED STATES CULTURE, POLITICS, AND SOCIETY. STUDENTS WILL BE ABLE TO THINK CRITICALLY THROUGH THE MASTERING OF SUBJECTS CONCERNED WITH THE LEGAL, POLITICAL, ECONOMIC, RELIGIOUS, AND SOCIAL STRUCTURES THAT SHAPED THE MOVEMENT OF PEOPLE TO THE UNITED STATES.
ANT	2	000		INTRODUCTION TO ANTHROPOLOGY	3	Social Sciences	Social Sciences	No Updates		30	Yes	2026 Fall	IN THIS COURSE, STUDENTS WILL LEARN THE FOUNDATIONS OF ANTHROPOLOGY AS THE STUDY OF HUMAN VARIATION IN ITS BIOLOGICAL, SOCIAL, AND CULTURAL DIMENSIONS. STUDENTS WILL LEARN ABOUT ANTHROPOLOGICAL CONCEPTS, PRINCIPLES, AND METHODOLOGIES TO UNDERSTAND AND EXPLORE PAST AND PRESENT HUMAN BEHAVIOR. THEY WILL APPLY THE ANTHROPOLOGICAL APPROACH TO ANALYZE ISSUES PERTAINING TO PAST AND CONTEMPORARY CULTURES, AND DEVELOP INTELLECTUAL SKILLS AND HABITS TO UNDERSTAND BEHAVIORAL, SOCIAL, AND CULTURAL ISSUES FROM MULTIPLE DISCIPLINARY PERSPECTIVES.	• STUDENTS WILL EXPLAIN SCIENTIFIC APPROACHES TO THE STUDY OF HUMAN VARIATION AND HUMAN ORIGINS, INCLUDING PRIMATOLOGY, EXTINCT AND EXTANT HUMAN CULTURES, LANGUAGE, AND ETHNICITY. • STUDENTS WILL EXPLAIN THE ORIGINS OF ANTHROPOLOGY AS A FOUNDATION DISCIPLINE IN THE SOCIAL SCIENCES THAT EXAMINES THE NATURE AND DEFINITION OF CULTURE. • STUDENTS WILL APPLY ANTHROPOLOGICAL CONCEPTS, PRINCIPLES, AND METHODS TO THE SCIENTIFIC STUDY OF PAST AND PRESENT HUMAN BEHAVIOR. • STUDENTS WILL EXPLAIN HOW ANTHROPOLOGY INCORPORATES MULTIDISCIPLINARY KNOWLEDGE AND PERSPECTIVES. • STUDENTS WILL DESCRIBE CONTEMPORARY ANTHROPOLOGICAL CONTRIBUTIONS.
ANT	2	416		CHILDHOOD AROUND THE WORLD	3		Social Sciences	No Updates		1	Yes	2025 Fall	THIS COURSE EXAMINES THE VARIETY OF WAYS CHILDHOOD IS EXPERIENCED IN OTHER CULTURES, ALLOWING STUDENTS WITHOUT A BACKGROUND IN ANTHROPOLOGY TO DEVELOP AN APPRECIATION FOR THE NATURE OF CHILDHOOD AND THE PIVOTAL ROLE THIS STAGE PLAYS IN MAINTAINING CULTURAL CONTINUITY AND INFLUENCING CULTURAL EVOLUTION.	BY THE END OF THE COURSE, STUDENTS WILL BE ABLE TO: 1. DESCRIBE LIFESPAN CHANGES IN HUMANS WITH A FOCUS ON TRAITS THAT DISTINGUISH CHILDREN AND JUVENILES FROM OTHER LIFE STAGES. 2. DESCRIBE BIOLOGICAL EVOLUTION AND PROVIDE EXAMPLES OF HUMAN TRAITS WHICH DEMONSTRATE OUR SHARED STATUS AS MAMMALS, PRIMATES AND HOMINIDS. 3. PRESENT THE IMPORTANT TRAITS THAT DISTINGUISH HUMANS FROM ALL OTHER SPECIES. 4. EXPLAIN HOW CULTURE IN HUMANS CAN BE DISTINGUISHED FROM TRADITIONAL BEHAVIOR IN OTHER SPECIES. 5. EXPLAIN HOW CHILDREN FUNCTION AS AGENTS OF CULTURAL CONTINUITY AND CULTURAL CHANGE. 6. EXPLAIN HOW FEATURES OF MIDDLE CHILDHOOD MAKE THESE INDIVIDUALS ESPECIALLY GOOD AT CULTURAL ACQUISITION. 7. PRESENT EXAMPLES OF DIFFERENCES IN THE BEHAVIOR EXPECTED OF AND EXHIBITED BY CHILDREN IN DIFFERENT ENVIRONMENTS. 8. PRESENT EXAMPLES OF DIFFERENCES IN PARENTING BEHAVIOR. 9. PRESENT EXAMPLES OF THE DANGERS POSED BY THE GLOBAL EXPLOITATION OF CHILDREN AND THE NEED TO NURTURE CHILDREN ON A WORLDWIDE BASIS.

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APK	2	322		EXERCISE AS MEDICINE	3		Social Sciences	No Updates		2	Yes	Not Yet Taught	THIS COURSE UTILIZES THE DISCIPLINES OF APPLIED PHYSIOLOGY, HEALTH EDUCATION, MEDICINE, HEALTHCARE ECONOMICS, AND GOVERNMENT/PUBLIC POLICY TO EXPLORE THE CHALLENGES ASSOCIATED WITH EXERCISE AS AN EVERYDAY LIFESTYLE AMONG AMERICANS. IN THIS CLASS, WE WILL IDENTIFY AND INVESTIGATE THE ROLE VARIOUS ENTITIES (I.E. GOVERNMENT, HEALTHCARE PROVIDERS, INSURANCE AGENCIES, PHARMACEUTICAL COMPANIES) PLAY IN FOSTERING EXERCISE BEHAVIOR.	1) IDENTIFY AND DESCRIBE THE PHYSIOLOGICAL ROLE EXERCISE PLAYS IN PREVENTION AND TREATMENT OF CHRONIC DISEASE. 2) DESCRIBE THE BASIC PREMISE OF THE ECOLOGICAL PERSPECTIVE AS WELL AS HOW THE FIVE PRIMARY LEVELS OF HEALTH BEHAVIOR INFLUENCE RELATE TO EXERCISE AS MEDICINE. 3) EXPLAIN THE PROCESS BEHIND QUALITATIVE INVESTIGATION AND ITS USEFULNESS. 4) CRITICALLY ANALYZE YOUR OWN BELIEFS AND PERCEPTIONS RELATED TO EXERCISE AND ITS IMPACT ON HEALTH. 5) CONDUCT ANALYSIS AND FORM LOGICAL THEMATIC CONCLUSIONS OF QUALITATIVE DATA. 6) PROPOSE POTENTIAL FEASIBLE SOLUTIONS FOR FOSTERING EXERCISE BEHAVIOR IN OUR SOCIETY. 7) CREATE AND ORALLY PRESENT CLEAR AND EFFECTIVE QUALITATIVE RESEARCH INCLUDING DESIGN, ANALYSIS, AND INTERPRETATION OF FINDINGS. 8) COMMUNICATE IDEAS OF HOW YOU WILL USE EXERCISE AS MEDICINE RATIONALE TO IMPACT THE LIVES OF THOSE AROUND YOU. 9) REFLECT ON HOW YOU CAN UTILIZE EXERCISE AS MEDICINE NOW AND IN THE FUTURE, BOTH PERSONALLY AND PROFESSIONALLY.
ASH	1	044		A SURVEY OF MIDDLE EASTERN HISTORY	3		Social Sciences	No Updates		2	Yes	2026 Fall	THIS COURSE INTRODUCES STUDENTS TO THE SOCIAL, POLITICAL, AND ECONOMIC ISSUES THAT HAVE SHAPED THE HISTORIES OF THE REGION WE NOW CALL THE MIDDLE EAST FROM LATE ANTIQUITY TO THE LATER TWENTIETH CENTURY. THIS COURSE CONTRIBUTES TO A STUDENT'S BROAD FOUNDATIONAL KNOWLEDGE ON THE HISTORICAL BACKGROUND AND PHILOSOPHICAL FOUNDATION OF THE DEVELOPMENT OF WESTERN CIVILIZATION.	1. STUDENTS WILL BE ABLE TO IDENTIFY KEY MOMENTS, THEMES, AND INDIVIDUALS IN THE HISTORY OF THE MIDDLE EAST 2. STUDENTS WILL BE ABLE TO THINK CRITICALLY THROUGH THE MASTERING OF SUBJECTS CONCERNED WITH THE LEGAL, POLITICAL, ECONOMIC, RELIGIOUS, AND SOCIAL STRUCTURES THAT HAVE SHAPED THE REGION WE KNOW AS THE MIDDLE EAST
CCJ	2	020		INTRODUCTION TO CRIMINAL JUSTICE	3		Social Sciences	No Updates		30	Yes	2026 Fall	STUDENTS WILL GAIN AN UNDERSTANDING OF BASIC SOCIAL AND BEHAVIORAL CONCEPTS AND PRINCIPLES THROUGH THE STUDY OF THE CRIMINAL JUSTICE SYSTEM.	1. DISCUSS THE PROMINENT THEORIES OF CRIME CAUSATION, AS RELATED TO CRIMINAL JUSTICE POLICIES. 2. DESCRIBE THE HISTORY AND DEVELOPMENT OF THE AMERICAN CRIMINAL JUSTICE SYSTEM. 3. DESCRIBE THE CURRENT STRUCTURES AND OPERATIONS OF THE AMERICAN CRIMINAL JUSTICE SYSTEM. 4. IDENTIFY AND DESCRIBE DIFFERENT STRATEGIES FOR INTERVENTION AND PREVENTION OF CRIMINAL BEHAVIOR. 5. IDENTIFY THE PRIMARY CHALLENGES FACING CRIMINAL JUSTICE PROFESSIONALS. 6. EVALUATE THE EFFECTIVENESS OF THE AMERICAN CRIMINAL JUSTICE SYSTEM. 7. EXAMINE, INTERPRET, AND EXPLAIN HOW PERSONAL, POLITICAL, CULTURAL, AND SOCIAL EXPERIENCES AND/OR STRUCTURES SHAPE THE PAST AND THE PRESENT. 8. DISCUSS THE ROLE OF SOCIAL FACTORS IN CONTEMPORARY PROBLEMS OR PERSONAL EXPERIENCES. 9. ANALYZE CLAIMS ABOUT SOCIAL PHENOMENA.
CPO	2	002		INTRODUCTION TO COMPARATIVE GOVERNMENT AND POLITICS	3		Social Sciences	No Updates		15	Yes	2026 Fall	THIS COURSE USES BASIC SOCIAL AND POLITICAL SCIENCE CONCEPTS AND PRINCIPLES TO PROVIDE AN INTRODUCTORY SURVEY OF GOVERNMENT INSTITUTIONS AND CURRENT POLITICAL PARTIES THROUGHOUT THE WORLD, AS WELL AS THEORIES THAT EXPLAIN SIMILARITIES AND DIFFERENCES AMONG COUNTRIES. STUDENTS WILL BE EQUIPPED TO UNDERSTAND ALTERNATIVE ELECTORAL SYSTEMS, PARLIAMENTARY SYSTEMS, THE CAUSES OF POLITICAL CHANGE, DEMOCRATIZATION, POLITICAL CULTURE, IDEOLOGIES, AND THE DEVELOPMENT OF ECONOMIC AND SOCIAL POLICY. THE COURSE INTRODUCES EXAMPLES FROM WESTERN DEMOCRACIES AND DEVELOPING COUNTRIES.	* UTILIZE THE METHODOLOGICAL TOOLS OF POLITICAL SCIENCE TO SOLVE LOGIC PROBLEMS, EMPLOY SIMPLE GAME-THEORETIC MODELS, AND INTERPRET REGRESSION RESULTS; * COMPARE DEMOCRACIES AND DICTATORSHIP, RECOGNIZING HOW AUTHORITARIAN STATES TRANSITION TO DEMOCRACIES; AND * APPRAISE THE FORM AND FUNCTION OF INSTITUTIONS PRESENT IN DEMOCRATIC STATES.

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ECO	1	000		INTRODUCTION TO ECONOMICS	3		Social Sciences	Updated	Level Change	9	Yes	2026 Fall	THIS COURSE IS A SURVEY OF THE DISCIPLINE FOR PEOPLE TAKING ONLY ONE ECONOMICS COURSE. HISTORICAL PERSPECTIVE AND MAJOR PRINCIPLES OF THEORY ARE PRESENTED. NOT TO BE TAKEN BY STUDENTS WHO HAVE HAD OR WHO MUST TAKE ECO 2013 AND 2023. NOT APPLICABLE TO THE ECONOMICS MAJOR NOR THE ECONOMICS MINOR.	1. DEVELOP HOW CHANGES IN INCENTIVES IMPACT THE CHOICES OF PEOPLE 2. RECOGNIZE THE IMPORTANCE OF TRADE AS A SOURCE OF ECONOMIC PROGRESS 3. DISCUSS HOW MARKET PRICES DIRECT THE ACTIONS OF BUYERS AND SELLERS, AND BRING THEM INTO HARMONY 4. EXPLAIN HOW A MARKET ECONOMY WORKS 5. IDENTIFY THE ECONOMIC ROLE OF PRIVATE PROPERTY RIGHTS 6. EXPLAIN THE IMPORTANCE OF OPEN MARKETS AND THE COMPETITIVE PROCESS 7. DISCUSS WHY SOME NATIONS PROSPER WHILE OTHERS STAGNATE 8. EXAMINE HOW THE POLITICAL PROCESS HANDLES ECONOMIC ISSUES 9. EXAMINE CONDITIONS UNDER WHICH BOTH MARKET AND POLITICAL ALLOCATION WILL LEAD TO INEFFICIENT AND COUNTERPRODUCTIVE ACTIONS 10. DEMONSTRATE SOUND PERSONAL FINANCE DECISION-MAKING BY UNDERSTANDING KEY INGREDIENTS TO MAKE THESE DECISIONS 11. RELATE HOW BUDGETING CAN HELP YOU GET MORE VALUE FROM YOUR INCOME AND AVOID SERIOUS FINANCIAL PROBLEMS 12. EXPLAIN HOW AN ORDINARY PERSON CAN MAKE SOUND INVESTMENT DECISIONS THAT WILL EXPAND THEIR WEALTH
ECO	2	013		PRINCIPLES OF MACROECONOMICS	3	Social Sciences	Social Sciences	No Updates		39	Yes	2026 Fall	IN THIS COURSE, STUDENTS WILL LEARN THE FOUNDATIONS OF MACROECONOMICS AS THE BRANCH OF ECONOMICS CONCERNED WITH HOW DECISION-MAKING, IN AN ENVIRONMENT OF SCARCITY, MAPS ONTO THE AGGREGATE ECONOMY. STUDENTS WILL EXAMINE THEORIES AND EVIDENCE RELATED TO THE FOLLOWING CORE SET OF TOPICS: NATIONAL INCOME DETERMINATION, MONEY, MONETARY AND FISCAL POLICY, MACROECONOMIC CONDITIONS, INTERNATIONAL TRADE AND THE BALANCE OF PAYMENTS, AND ECONOMIC GROWTH AND DEVELOPMENT.	• STUDENTS WILL RECOGNIZE THAT ALL DECISIONS HAPPEN IN AN ENVIRONMENT OF SCARCITY. • STUDENTS WILL EXAMINE THEORIES AND EVIDENCE REGARDING HOW CHANGES IN AGGREGATE MEASUREMENTS ARE RELATED TO ECONOMIC PERFORMANCE. • STUDENTS WILL RECOGNIZE THE RELATIONSHIPS BETWEEN THE COMPONENTS OF THE NATIONAL INCOME ACCOUNTS. • STUDENTS WILL ANALYZE THEORY AND EVIDENCE REGARDING FISCAL AND MONETARY POLICIES AND HOW THEY AFFECT THE ECONOMY. • STUDENTS WILL IDENTIFY THEORIES OF LONG-TERM ECONOMIC GROWTH AND EXAMINE EVIDENCE FOR THOSE THEORIES.
ECO	2	023		PRINCIPLES OF MICROECONOMICS	3		Social Sciences	No Updates		40	Yes	2026 Fall	THIS COURSE COVERS CONSUMPTION, PRODUCTION, AND RESOURCE ALLOCATIONS CONSIDERED FROM A PRIVATE AND SOCIAL POINT OF VIEW; MICROECONOMIC PROBLEMS AND POLICY ALTERNATIVES; ECONOMICS OF INEQUALITY AND POVERTY; AND COMPARATIVE ECONOMIC SYSTEMS.	1. DEFINE AND IDENTIFY IN CONTEXT IMPORTANT ECONOMIC CONCEPTS SUCH AS OPPORTUNITY COST, COMPARATIVE ADVANTAGE, MARKET EQUILIBRIUM, EFFICIENCY, ELASTICITY, AND EXTERNALITY. 2. IDENTIFY THE EQUILIBRIUM OF THE SUPPLY AND DEMAND MODEL AND SHOW HOW ECONOMIC CHANGES AFFECT THE EQUILIBRIUM. 3. EXPLAIN THE IMPACT PRICE CONTROLS, TAXES, AND SUBSIDIES HAVE ON A MARKET. 4. STATE THE MAJOR SOURCES OF INEFFICIENCY IN A MARKET. 5. DISTINGUISH AMONG THE FOUR MAJOR TYPES OF INDUSTRIAL MARKET STRUCTURES.

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EUH	2	000		ANCIENT AND MEDIEVAL CIVILIZATIONS	3		Social Sciences	No Updates		17	Yes	2026 Fall	THIS COURSE PROVIDES A SURVEY OF WESTERN TRADITIONS FROM THE BEGINNINGS THROUGH THE END OF THE MIDDLE AGES. EMPHASIS IS ON PATTERNS OF THINKING AND ON THOSE INSTITUTIONS MOST DISTINCTIVE FOR THE WESTERN TRADITION. STUDENTS WHO HAVE PREVIOUS COLLEGE CREDIT IN WESTERN CIVILIZATION COURSES COVERING THE SAME GENERAL CHRONOLOGICAL PERIOD CANNOT RECEIVE CREDIT FOR EUH 2000. MAY NOT BE TAKEN BY STUDENTS WITH TEST CREDIT IN EUROPEAN HISTORY.	1.DISCUSS THE ROLE OF HISTORICAL FACTORS IN CONTEMPORARY PROBLEMS OR PERSONAL EXPERIENCES. 2.ANALYZE CLAIMS ABOUT HISTORICAL PHENOMENA OF IMPORTANCE IN ANCIENT OR MEDIEVAL HISTORY. 3.EXPLAIN THE BROAD DEVELOPMENT OF WESTERN CIVILIZATION DURING THE ANCIENT AND MEDIEVAL PERIODS. 4. PRODUCE A WRITTEN EVALUATION BASED ON EVIDENCE OF THE STRENGTHS AND WEAKNESSES OF THE ARGUMENTS OF HISTORIANS RELATING TO SOME ASPECTS OF CHANGE IN THE ANCIENT AND MEDIEVAL WORLD. THESE INCLUDE, FOR EXAMPLE, THE REASONS FOR THE DECLINE OF THE ROMAN EMPIRE OR THE REASONS FOR THE SUCCESS OF THE ARAB CONQUESTS. 5. EXPLAIN IN WRITING THE STRENGTHS AND WEAKNESSES OF SOME OF THE SOURCES, WRITTEN AND OTHERWISE, USED BY HISTORIANS TO GAIN AN UNDERSTANDING OF THE ANCIENT AND MEDIEVAL WORLDS. THESE INCLUDE, FOR EXAMPLE, EARLY EVIDENCE OF WRITING FROM THE NEAR EAST AND ACCOUNTS OF THE MOTIVATIONS OF EUROPEANS FIGHTING IN THE CRUSADES. 6. EXPLAIN IN WRITING THE WAYS IN WHICH THE CONCEPT OF "CIVILIZATION" HELPS AND HINDERS US IN UNDERSTANDING THE ANCIENT AND MEDIEVAL WORLDS AND THEIR RELEVANCE TO LONG-TERM HISTORICAL DEVELOPMENT.
FAD	2	230		FAMILY RELATIONSHIPS: A LIFE SPAN DEVELOPMENT APPROACH	3		Social Sciences	No Updates		1	Yes	2026 Fall	IN THIS COURSE, STUDENTS WILL EXPLORE THE INTERPERSONAL RELATIONSHIPS OVER THE LIFE SPACE WITH THE FAMILY UNIT. STUDENTS WILL GAIN AN UNDERSTANDING OF BASIC SOCIAL AND BEHAVIORAL CONCEPTS AND PRINCIPLES IN THIS COURSE. THE COURSE EMPHASIZES THE DEVELOPMENTAL TASKS, STRUCTURAL CHANGES, AND RELATIONAL PROCESSES WITHIN FAMILIES. STUDENTS WILL USE SOCIAL AND BEHAVIORS SCIENCE METHODOLOGIES TO EXPLAIN THESE PATTERNS AND TRENDS. BY THE END OF THE COURSE, STUDENTS WILL UNDERSTAND SOME OF THE COMPLEXITIES INFLUENCING INTERPERSONAL RELATIONSHIPS IN FAMILIES.	CRITICALLY EXAMINE THE CHANGING NATURE OF AMERICAN FAMILY LIFE, EMPHASIZING THE DEVELOPMENTAL TASKS, STRUCTURAL CHANGES, FAMILY COMMUNICATION AND RELATIONAL PROCESSES OF FAMILIES OVER THE LIFESPAN. EVALUATE THE PATTERNS, TIMING, AND TRENDS IN CRITICAL FAMILY EXPERIENCES AND PROCESSES RELATED TO PARTNERING/MARRIAGE, RELATIONSHIP DISSOLUTION/DIVORCE, RE-PARTNERING/REARRIAGE, CHILDBEARING AND REARING, HEALTH, STRESSFUL LIFE EVENTS, EMPLOYMENT, AND RELATIONAL INTERACTIONS THROUGH FAMILY COMMUNICATION. DEMONSTRATE THEIR ABILITY TO APPLY CONCEPTS AND ASSUMPTIONS FROM STANDARD SOCIAL AND BEHAVIORS PRINCIPLES TO ANALYZE AND EXPLAIN THE PATTERNS, TIMING AND TRENDS AND THEMES FOUND IN DATA COLLECTED ON FAMILY-RELATED PROCESSES.
GEA	1	000		WORLD GEOGRAPHY	3		Social Sciences	No Updates		21	Yes	2026 Fall	A REGIONAL SURVEY OF THE HUMAN OCCUPATION OF THE FACE OF THE EARTH, LOCAL CULTURES, POLITICAL SYSTEMS, AND DEVELOPMENT PROBLEMS.	CRITICALLY EXAMINE, INTERPRET, AND EXPLAIN HOW PERSONAL, POLITICAL, CULTURAL, ECONOMIC, AND SOCIAL EXPERIENCES AND/OR STRUCTURES SHAPE THE DIVERSITY AND DISSIMILARITY OF REGIONS AROUND THE WORLD. DEVELOP BASIC GEOGRAPHIC LITERACY—THAT IS, HAVE AN ELEMENTARY KNOWLEDGE OF THE EARTH'S PHYSICAL, POLITICAL AND CULTURAL REALMS AND REGIONS— THEIR LOCATION, SPATIAL DISTRIBUTION AND HOW THEY (AND THE PEOPLE AND CULTURES INVOLVED) INTERACT WITH OTHER PLACES AND PEOPLES. IDENTIFY ESSENTIAL ECONOMIC, ENVIRONMENTAL AND SPATIAL FACTORS THAT DIVIDE THE "HAVES" FROM THE "HAVE-NOTS" OF THE WORLD AND TO EXPLORE SOME OF THE FACTORS THAT SEEM TO EXPLAIN DIFFERENT LEVELS OF ECONOMIC AND SOCIAL DEVELOPMENT.

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GEO	1	330		ENVIRONMENTAL SCIENCE	3		Social Sciences	No Updates		1	Yes	2026 Fall	THE CAUSES OF LOCAL AND GLOBAL ENVIRONMENTAL PROBLEMS AND THEIR IMPACTS, INCLUDING RESOURCE USE, POLLUTION, ECOSYSTEMS, AND POPULATION GROWTH.	CRITICALLY EXAMINE, INTERPRET, AND EXPLAIN HOW PERSONAL, ENVIRONMENTAL, POLITICAL, CULTURAL, ECONOMIC, AND SOCIAL EXPERIENCES SHAPE THE DIVERSITY AND DISSIMILARITY OF ENVIRONMENTAL REGIONS AROUND THE WORLD. GATHER AND ANALYZE DATA USING SOCIAL SCIENCE METHODOLOGIES TO EVALUATE CAUSAL ARGUMENTS AND ANALYZE ASSERTIONS, ASSUMPTIONS AND EXPLANATORY EVIDENCE OF GLOBAL DEBATES ON ISSUES, SUCH AS POPULATION GROWTH, ENVIRONMENTAL DEGRADATION, NATURAL RESOURCE EXPLOITATION, UNEQUAL ECONOMIC DEVELOPMENT, POLLUTION, CLIMATE CHANGE AND SUSTAINABILITY. EVALUATE AND EMPLOY APPROPRIATE METHODS AND TECHNOLOGY IN THE COLLECTION AND ANALYSIS OF DATA THAT INVOLVE MAPS, OFFICIAL GOVERNMENT STATISTICS, AND NGOS. TO PROVIDE STUDENTS WITH THE FUNDAMENTAL SKILLS TO CRITICALLY EXAMINE AND EVALUATE THEIR PLACE IN SOCIETY AND, MORE GENERALLY, DEVELOP AN UNDERSTANDING OF THE CAUSAL LINK AND BALANCE BETWEEN HUMAN BEHAVIOR AND THE ENVIRONMENT. TO EXPLORE HUMAN BEHAVIOR AND ETHICAL DILEMMA WHEN FACED WITH LIFE CHOICES THAT CAN AFFECT THE ENVIRONMENT.
GEO	1	400		HUMAN GEOGRAPHY	3		Social Sciences	No Updates		4	Yes	2026 Fall	THIS COURSE IS AN INTRODUCTORY SURVEY OF GEOGRAPHIC THEORIES, ISSUES AND APPLICATIONS FROM THE HUMAN PERSPECTIVE. IN PARTICULAR, HOW PEOPLE INTERACT WITH EACH OTHER POLITICALLY, ECONOMICALLY, CULTURALLY AND SOCIALLY ACROSS DISTANCES, SCALES AND WITHIN VARIOUS PHYSICAL ENVIRONMENTS. IN ADDITION, GLOBAL CONTRASTS ARE EXAMINED USING URBAN VERSUS RURAL HABITATION, LOCAL VERSUS TRANSNATIONAL TRADE, AND UNEVEN ECONOMIC DEVELOPMENT.	CRITICALLY EXAMINE, INTERPRET, AND EXPLAIN HOW PERSONAL, POLITICAL, CULTURAL, ECONOMIC, AND SOCIAL EXPERIENCES AND/OR STRUCTURES SHAPE THE DIVERSITY AND DISSIMILARITY OF CITIES, REGIONS AND NATIONS AROUND THE WORLD. GATHER AND ANALYZE DATA USING SOCIAL SCIENCE METHODOLOGIES TO EVALUATE CAUSAL ARGUMENTS AND ANALYZE ASSERTIONS, ASSUMPTIONS AND EXPLANATORY EVIDENCE OF GLOBAL DEBATES ON ISSUES, SUCH AS POPULATION GROWTH, MIGRATION, URBANIZATION, URBAN SEGREGATION, ECONOMIC DEVELOPMENT, AND POLITICAL CONFLICT. EVALUATE AND EMPLOY APPROPRIATE METHODS AND TECHNOLOGY IN THE COLLECTION AND ANALYSIS OF DATA THAT INVOLVE MAPS, OFFICIAL GOVERNMENT STATISTICS, AND NGOS.
HIS	2	466		SURVEY OF THE HISTORY OF SCIENCE	3		Social Sciences	No Updates		1	Yes	2026 Fall	THIS SURVEY COURSE INTRODUCES STUDENTS TO THE SOCIAL AND POLITICAL ISSUES THAT SHAPE THE HISTORIES OF VARIOUS SCIENCES FROM THE AGE OF THE ENLIGHTENMENT IN THE 17TH CENTURY TO THE RISE OF ECOLOGY IN THE TWENTIETH CENTURY. THIS COURSE CONTRIBUTES TO A STUDENT'S BROAD FOUNDATIONAL KNOWLEDGE ON THE HISTORICAL BACKGROUND AND PHILOSOPHICAL FOUNDATION OF THE DEVELOPMENT OF WESTERN CIVILIZATION.	1. STUDENTS WILL BE ABLE TO IDENTIFY KEY MOMENTS, THEMES, AND INDIVIDUALS IN THE HISTORY OF SCIENCE. 2. STUDENTS WILL BE ABLE TO THINK CRITICALLY THROUGH THE MASTERING OF SUBJECTS CONCERNED WITH THE LEGAL, POLITICAL, ECONOMIC, RELIGIOUS, AND SOCIAL STRUCTURES THAT HAVE SHAPED THE HISTORY OF SCIENCE
IDS	2	180		Urban Futures	3		Social Sciences	Updated	Multiple Changes	1	Yes	2026 Fall	Using examples from the U.S. and abroad, students will explore urban problems, including poverty and housing crises, systematic decline, new suburban poverty, urban abandonment, etc. Students will also examine contemporary strategies designed to alleviate urban problems and create more sustainable urban futures.	1: STUDENTS WILL BE ABLE TO DISCUSS KEY THEORIES OF URBAN DECLINE. 2: STUDENTS WILL BE ABLE TO RECOGNIZE AND EVALUATE PATTERNS OF DECAY AND DECLINE, INCLUDING DIFFERENCES IN PATTERN BETWEEN SITES, REGIONS, AND ERAS. 3: STUDENTS WILL BE ABLE TO APPLY THEIR UNDERSTANDING OF URBAN DECAY AND DECLINE BY CHOOSING APPROPRIATE THEORIES FROM THE COURSE MATERIALS TO JUSTIFY SPECIFIC (HYPOTHETICAL) INTERVENTIONS.

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IDS	2	227		SUSTAINABLE SOCIETY	3		Social Sciences	No Updates		1	Yes	2026 Summer	STUDENTS WILL HAVE OPPORTUNITIES TO OBSERVE AND INQUIRE ABOUT SUSTAINABLE PRACTICES THROUGH FIELD STUDIES AT LOCAL ORGANIC FARM, HYDRO-POWER STATION, NEW URBANISM COMMUNITY, AND RECYCLING FACILITIES ETC. AS WELL AS THROUGH INTERACTIONS WITH COMMUNITY-BASED PROGRAMS. STUDENTS WILL BE ENGAGED IN CRITICAL THINKING ABOUT SUSTAINABILITY OF HUMAN SOCIETY AND ENVIRONMENT FROM VARIOUS ASPECTS THAT INCLUDE PRODUCERS, CONSUMERS, PUBLIC SERVICE SECTORS, AND POLICY MAKERS. THIS COURSE ALSO OFFERS OPPORTUNITIES TO LEARN AND USE QUALITATIVE AND QUANTITATIVE RESEARCH METHODS COMMONLY ADOPTED IN SOCIAL SCIENCE DISCIPLINES.	1) ANALYZE AND EVALUATE ISSUES ASSOCIATED WITH SUSTAINABILITY FROM BOTH ENVIRONMENTAL AND HUMAN PERSPECTIVES. 2) IDENTIFY CONFLICTING ASSUMPTIONS REGARDING SUSTAINABILITY BY DIFFERENT INDIVIDUALS OR GROUPS, ACKNOWLEDGE THESE CONFLICTS, AND COMMUNICATE EFFECTIVELY ACROSS BORDERS. 3) EMPLOY CREATIVE THINKING TO DEVICE SUSTAINABILITY STRATEGIES THAT ARE NOVEL, COMPREHENSIVE, AND ADDRESSING CONTRADICTIONARY PERSPECTIVES. 4) EVALUATE ALTERNATIVE APPROACHES TO A SUSTAINABILITY ISSUE THROUGH REASONING AND SCENARIO ANALYSIS, USING BOTH QUALITATIVE AND QUANTITATIVE APPROACHES. 5) WORK INDEPENDENTLY AS WELL AS IN TEAMS TO SOLVE PROBLEMS ASSOCIATED WITH SUSTAINABILITY. 6) TRANSFER THE KNOWLEDGE, SKILLS, CREATIVE THINKING, EFFECTIVE COMMUNICATION, AND COOPERATIVE PROBLEM SOLVING APPROACHES TO REAL-WORLD SUSTAINABILITY ISSUES IN LIFELONG TIME.
IDS	2	393		THE HUNGER GAMES TRILOGY: COLLECTIVE ACTION AND SOCIAL MOVEMENTS	3		Social Sciences	No Updates		1	Yes	2026 Fall	THIS COURSE IS AN INTRODUCTION TO THE SOCIOLOGICAL STUDY OF COLLECTIVE BEHAVIOR AND SOCIAL MOVEMENTS. THIS COURSE IS ORGANIZED TO HIGHLIGHT THEMES IN THE HUNGER GAMES SERIES BY SUZANNE COLLINS, WHICH STUDENTS WILL ANALYZE DURING THE SEMESTER. STUDENTS WILL HAVE AN OPPORTUNITY TO RESEARCH A MOVEMENT OF THEIR CHOOSING DURING THE SEMESTER.	1. TO UNDERSTAND HOW SOCIOLOGISTS THINK ABOUT SOCIAL MOVEMENTS AND EVALUATE THEIR INFLUENCE ON A SOCIETY. 2. TO APPLY THE THEORIES AND CONCEPTS RELATED TO THE STUDY OF COLLECTIVE BEHAVIOR AND SOCIAL MOVEMENTS. 3. USE THE HUNGER GAMES SERIES TO ANALYZE AND TO THINK CRITICALLY ABOUT COLLECTIVE BEHAVIOR AND SOCIAL MOVEMENTS AS WELL AS THEIR INFLUENCE ON SOCIETY AND OUR LIVES. 4. TO DISCUSS A MOVEMENT OF INTEREST USING THEORETICAL CONCEPTS WITH CONFIDENCE.
IDS	2	471		GLACIERS, GEYSERS AND GLADES: EXPLORING US NATIONAL PARKS	3		Social Sciences	No Updates		1	Yes	2024 Spring	EXPLORATION AND SUSTAINABILITY OF THE NATIONAL PARKS OF THE UNITED STATES, THEIR GEOGRAPHIC DISTRIBUTION, PHYSICAL STRUCTURE, ECONOMIC MANAGEMENT, AND CULTURAL RECREATION.	CRITICALLY EXAMINE, INTERPRET, AND EXPLAIN THE HISTORICAL DEVELOPMENT OF U.S. NATIONAL PARKS; EXAMINE THE SIGNIFICANT SCIENTIFIC COMPONENTS AND SCIENTIFIC STUDIES THAT ARE BEING CARRIED OUT ON EACH NATIONAL PARK AND ARGUE FOR THEIR PRESERVATION. GATHER AND ANALYZE DATA TO EVALUATE CAUSAL ARGUMENTS AND ANALYZE ASSERTIONS, ASSUMPTIONS AND EXPLANATORY EVIDENCE OF DEBATES ON ISSUES, SUCH AS PROTECTING ECONOMICALLY IMPORTANT LAND FROM EXPLOITATION, PROTECTING SPECIES THAT SOME MAY CONSIDER UNDESIRABLE, AND CLIMATE CHANGE. EXAMINE AND EVALUATE THE APPROPRIATENESS OF INDIVIDUAL NATIONAL PARKS; ACCESSIBILITY AND USAGE. INSPECT CURRENT AND PAST ENVIRONMENTAL CONCERNS WITHIN INDIVIDUAL U.S. NATIONAL PARKS AND HOW THE NPS HAS ADDRESSED THEM. ANALYZE AND SYNTHESIZE INFORMATION FROM WITHIN AND ACROSS SCIENCE DISCIPLINES WITHIN THE ASSIGNED NATIONAL PARK TO EXAMINE EXISTING QUESTIONS AND PROBLEMS FROM A VARIETY OF PERSPECTIVES. FORMULATE NOVEL QUESTIONS AND IDEAS, AND EXPLAIN THESE QUESTIONS AND IDEAS IN WRITTEN AND ORAL FORMATS. THINK CREATIVELY AND FLEXIBLY BY ENVISIONING NEW APPROACHES TO REAL-WORLD SCENARIOS OR QUESTIONS. LEARN, THINK, AND SOLVE PROBLEMS INDEPENDENTLY AND IN TEAMS, AS IS REQUIRED TO ENGAGE IN THE LIFE-LONG CONSIDERATION OF, AND THE FOSTERING OF COOPERATIVE SOLUTIONS TO, COMPLEX PROBLEMS.

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IDS	2	851		LANGUAGE: BODY, MIND, AND WORLD	3		Social Sciences	No Updates		1	Yes	2026 Summer	THIS COURSE PROVIDES AN EXAMINATION OF LANGUAGE FROM BIOLOGICAL, PSYCHOLOGICAL, AND SOCIAL PERSPECTIVES, AND CONSIDERS WAYS THAT OUR KNOWLEDGE OF LANGUAGE CAN BE DEPLOYED TO TACKLE REAL-WORLD ISSUES IN AREAS SUCH AS HEALTH, LAW, AND EDUCATION.	1) ARTICULATE THE CONTRIBUTIONS OF DIFFERENT DISCIPLINES (NEUROSCIENCE, COGNITIVE SCIENCE, LINGUISTICS, SOCIOLINGUISTICS, EDUCATION) TO THE STUDY OF LANGUAGE, AND UNDERSTAND THE WAYS THAT THESE APPROACHES TO LANGUAGE FIND COMMON GROUND (OR, NOT). 2) THINK CRITICALLY ABOUT THE WAYS THAT DIFFERENT APPROACHES TO LANGUAGE CAN BE USED TO SOLVE REAL-WORLD PROBLEMS. 3) WRITE ABOUT SCIENTIFIC RESEARCH IN A WAY THAT IS CLEAR AND INTERESTING TO A BROAD AUDIENCE. 4) THINK CRITICALLY ABOUT THE WAYS THAT INDIVIDUAL AND CULTURAL EXPERIENCES AFFECT THE USE OF LANGUAGE, AND THE WAYS THAT LANGUAGE USE CAN BE STUDIED TO UNDERSTAND THE DYNAMICS OF INDIVIDUAL AND CULTURAL EXPERIENCES. 5) APPRECIATE THE DIFFERENT RESEARCH METHODS THAT CAN BE APPLIED TO THE STUDY OF LANGUAGE, KNOW HOW TO USE THESE METHODS, AND KNOW HOW TO APPLY THEM TO REAL-WORLD PROBLEMS. 6) CONDUCT RESEARCH IN AN INDEPENDENT MANNER, AND COMMUNICATE THE RESULTS OF THEIR RESEARCH IN CLEAR, CONCISE WRITING THAT IS ACCESSIBLE TO A BROAD AUDIENCE.
INR	2	002		INTRODUCTION TO INTERNATIONAL RELATIONS	3		Social Sciences	No Updates		28	Yes	2026 Fall	THIS COURSE INTRODUCES STUDENTS TO THE STUDY OF INTERNATIONAL RELATIONS. USING INTERNATIONAL RELATIONS AS THE FOCUS, STUDENTS WILL UNDERSTAND BASIC POLITICAL AND SOCIAL SCIENCE PRINCIPLES. STUDENTS WILL DEVELOP A FOUNDATIONAL UNDERSTANDING OF THE DIFFERENT ACTORS THAT PARTICIPATE IN INTERNATIONAL RELATIONS AND THE DIFFERENT GOALS THEY PURSUE, THE PROCESSES OF CONFLICT AND COOPERATION, AND RECENT TRENDS IN INTERNATIONAL POLITICS.	1. UNDERSTAND CURRENT AND HISTORICAL EVENTS IN WORLD POLITICS AND THE IMPACT ON INTERNATIONAL RELATIONS PRACTICES. 2. EXPLAIN HOW THEORIES OF INTERNATIONAL RELATIONS CAN EXPLAIN THE CAUSES OF CONFLICT. 3. EXPLAIN WHY COUNTRIES ENGAGE IN INTERNATIONAL ECONOMIC EXCHANGE. 4. DEMONSTRATE HOW INTERNATIONAL LAW IS FORMED AND ITS EFFECTS ON INTERNATIONAL RELATIONS AND DOMESTIC POLICY.
MUH	2	111		SURVEY OF MUSIC HISTORY: ANTIQUITY TO 1750	3		Social Sciences	No Updates		4	Yes	2026 Fall	THIS COURSE WILL FOCUS ON THE DEVELOPMENT OF MUSICAL STYLES IN THE WESTERN TRADITION FROM ANTIQUITY TO 1750, IN ADDITION TO MUSIC IN THE CONTEXT OF HISTORY AND CULTURE. THROUGH THIS EXAMINATION OF THE LITERATURE, STUDENTS WILL CRITICALLY EXAMINE, INTERPRET, AND EXPLAIN HOW PERSONAL, POLITICAL, CULTURAL, ECONOMIC, AND SOCIAL EXPERIENCES AND STRUCTURES SHAPE THE PAST AND PRESENT. THIS COURSE WILL DEVELOP RESEARCH, ANALYTICAL, CRITICAL THINKING, AND TECHNICAL WRITING SKILLS.	1) CRITICALLY EXAMINE, INTERPRET, AND EXPLAIN HOW PERSONAL, POLITICAL, CULTURAL, ECONOMIC, AND SOCIAL EXPERIENCES AND STRUCTURES SHAPE THE PAST AND THE PRESENT. 2) GATHER AND ANALYZE DATA USING HISTORICAL METHODOLOGIES TO EVALUATE CASUAL ARGUMENTS AND ANALYZE ASSERTIONS, ASSUMPTIONS, AND EXPLANATORY EVIDENCE. 3) EVALUATE AND EMPLOY APPROPRIATE METHODS AND TECHNOLOGY IN THE COLLECTION AND ANALYSIS OF DATA.
PAD	1	000		INTRODUCTION TO PUBLIC ADMINISTRATION	3		Social Sciences	No Updates		3	Yes	2026 Fall	THIS COURSE PROVIDES STUDENTS WITH A BROAD UNDERSTANDING OF PUBLIC ADMINISTRATION AND ITS ROLE IN GOVERNANCE. THROUGH A FOUNDATIONAL UNDERSTANDING OF PUBLIC ADMINISTRATION, STUDENTS WILL LEARN THE BASIC CONCEPTS AND PRINCIPLES USED TO ANALYZE SOCIAL, POLITICAL, AND ECONOMIC ISSUES, BOTH PAST AND PRESENT. STUDENTS WILL EXPLORE THE MANAGEMENT OF PUBLIC INSTITUTIONS, THE IMPLEMENTATION OF GOVERNMENT POLICIES, AND THE ROLE OF PUBLIC ADMINISTRATORS IN DELIVERING PUBLIC SERVICES. STUDENTS WILL GAIN A FOUNDATIONAL UNDERSTANDING OF HOW PUBLIC ORGANIZATIONS OPERATE AND THE CRITICAL ISSUES FACING THE PUBLIC SECTOR.	BY THE END OF THIS COURSE, STUDENTS WILL BE ABLE TO: 1. IDENTIFY KEY CONCEPTS, TERMINOLOGY, AND STRUCTURES RELATED TO PUBLIC ADMINISTRATION (E.G., PUBLIC AGENCIES, BUDGETING, AND POLICYMAKING). 2. EXPLAIN THE ROLE OF PUBLIC ADMINISTRATORS IN THE IMPLEMENTATION OF GOVERNMENT POLICIES AND THE PROVISION OF PUBLIC SERVICES. 3. COMPARE DIFFERENT TYPES OF GOVERNMENT STRUCTURES AND AGENCIES TO UNDERSTAND HOW THEY INFLUENCE THE POLICY PROCESS AND DELIVERY OF PUBLIC SERVICES.

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POS	1	041		AMERICAN NATIONAL GOVERNMENT	3	Social Sciences	Social Sciences	No Updates		40	Yes	2026 Fall	IN THIS COURSE, STUDENTS WILL INVESTIGATE HOW THE NATIONAL GOVERNMENT IS STRUCTURED AND HOW THE AMERICAN CONSTITUTIONAL REPUBLIC OPERATES. IT COVERS THE PHILOSOPHICAL AND HISTORICAL FOUNDATIONS OF AMERICAN GOVERNMENT, INCLUDING BUT NOT LIMITED TO THE DECLARATION OF INDEPENDENCE, THE UNITED STATES CONSTITUTION AND ALL ITS AMENDMENTS, AND THE FEDERALIST PAPERS. THE COURSE EXAMINES THE BRANCHES OF GOVERNMENT AND THE GOVERNMENT'S LAWS, POLICIES, AND PROGRAMS. IT ALSO EXAMINES THE WAYS IN WHICH CITIZENS PARTICIPATE IN THEIR GOVERNMENT AND WAYS THEIR GOVERNMENT RESPONDS TO CITIZENS.	STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE BASIC PRINCIPLES AND PRACTICES OF AMERICA'S CONSTITUTIONAL REPUBLIC. • STUDENTS WILL DEMONSTRATE KNOWLEDGE OF THE NATION'S FOUNDING DOCUMENTS, INCLUDING THE DECLARATION OF INDEPENDENCE, THE U.S. CONSTITUTION AND ITS AMENDMENTS, AND THE FEDERALIST PAPERS. • STUDENTS WILL DEMONSTRATE KNOWLEDGE OF LANDMARK U.S. SUPREME COURT CASES, LANDMARK LEGISLATION, AND LANDMARK EXECUTIVE ACTIONS. • STUDENTS WILL DEMONSTRATE KNOWLEDGE OF THE HISTORY AND DEVELOPMENT OF THE AMERICAN FEDERAL GOVERNMENT AND ITS IMPACT ON LAW AND SOCIETY. • STUDENTS WILL DEMONSTRATE AN ABILITY TO APPLY COURSE MATERIAL TO CONTEMPORARY POLITICAL ISSUES AND DEBATES. • STUDENTS WILL DEMONSTRATE THE ABILITY TO ENGAGE IN DISCUSSION AND CIVIL DEBATE ON AMERICAN POLITICS THAT ARE ASSOCIATED WITH MULTIPLE POINTS OF VIEW.
PSY	2	012		GENERAL PSYCHOLOGY	3	Social Sciences	Social Sciences	No Updates		39	Yes	2026 Fall	IN THIS COURSE, STUDENTS WILL GAIN AN INTRODUCTION TO THE SCIENTIFIC STUDY OF HUMAN BEHAVIOR AND MENTAL PROCESSES. TOPICS MAY BE DRAWN FROM HISTORICAL AND CURRENT PERSPECTIVES IN PSYCHOLOGY.	• STUDENTS WILL BE ABLE TO IDENTIFY BASIC PSYCHOLOGICAL THEORIES, TERMS, AND PRINCIPLES FROM HISTORICAL AND CURRENT PERSPECTIVES. • STUDENTS WILL BE ABLE TO RECOGNIZE REAL-WORLD APPLICATIONS OF PSYCHOLOGICAL THEORIES, TERMS, AND PRINCIPLES. • STUDENTS WILL BE ABLE TO RECOGNIZE BASIC STRATEGIES USED IN PSYCHOLOGICAL RESEARCH. • STUDENTS WILL BE ABLE TO DRAW LOGICAL CONCLUSIONS ABOUT BEHAVIOR AND MENTAL PROCESSES BASED ON EMPIRICAL EVIDENCE.
REL	2	121		RELIGION IN THE UNITED STATES	3		Social Sciences	No Updates		6	Yes	2026 Fall	THIS COURSE EXAMINES THE SCOPE AND NATURE OF RELIGIOUS MOVEMENTS, TRENDS, AND FIGURES IN AMERICAN RELIGIOUS HISTORY, WITH AN EMPHASIS ON THE ROLE THAT RELIGIOUS GROUPS AND INSTITUTIONS HAVE PLAYED IN CONCEPTIONS OF AMERICA AND FORMATIONS OF AMERICAN IDENTITY.	1. CRITICALLY EXAMINE, INTERPRET, AND EXPLAIN HOW PERSONAL, ECONOMIC, POLITICAL, AND CULTURAL STRUCTURES ARE EMBEDDED IN AMERICAN RELIGIOUS LIFE, AND HOW THEY SHAPE PAST AND PRESENT IDEAS. 2. GATHER AND ANALYZE DATA USING HISTORICAL METHODOLOGIES TO ANALYZE CLAIMS, CAUSAL ARGUMENTS, ASSERTIONS, AND ASSUMPTIONS ABOUT RELIGION IN THE CONTEXT OF THE UNITED STATES. 3. EVALUATE AND EMPLOY APPROPRIATE METHODS AND TECHNOLOGY IN THE COLLECTION AND ANALYSIS OF DATA ABOUT RELIGION IN THE UNITED STATES. 4. ACCURATELY DESCRIBE A VARIETY OF DIFFERENT RELIGIOUS GROUPS IN AMERICA, AND EXPLAIN HOW THEY HAVE CHANGED OVER TIME. 5. RECOGNIZE DIFFERENCES AMONG RELIGIOUS INDIVIDUALS AND AMONG RELIGIOUS GROUPS, ANALYZING THE ROLES THAT RELIGION PLAYS IN CONFLICT AMONG DIFFERENT GROUPS WITHIN THE UNITED STATES, AND IN INTERNATIONAL CONFLICT INVOLVING THE UNITED STATES.
SYO	2	101		FAMILIES IN THE UNITED STATES	3		Social Sciences	No Updates		4	Yes	2026 Fall	IN THIS COURSE, STUDENTS WILL EXPLORE THE FAMILY AS A FUNDAMENTAL SOCIAL UNIT IN AMERICAN SOCIETY. STUDENTS WILL EXAMINE THE MACRO HISTORICAL PROCESSES THAT HAVE SHAPED FAMILIES OVER TIME WITHIN THE CONTEXT OF AMERICAN CULTURE. AS THEY DO SO, STUDENTS WILL DEVELOP AN UNDERSTANDING OF BASIC SOCIAL AND BEHAVIORAL CONCEPTS AND WELL-ESTABLISHED SCIENTIFIC METHODS USED BY SOCIAL SCIENTISTS TO INVESTIGATE SOCIAL PHENOMENA.	1. SUMMARIZE FOUNDATIONAL CONCEPTS RELEVANT FOR UNDERSTANDING AND ANALYZING THE FAMILY AS AN IMPORTANT SOCIAL UNIT IN SOCIETY. 2. IDENTIFY WELL-ESTABLISHED METHODOLOGICAL TOOLS USED TO STUDY THE FAMILY AS AN IMPORTANT SOCIAL UNIT IN SOCIETY. 3. EXPLAIN THE MACRO-LEVEL DYNAMICS OF FAMILY CHANGE IN THE U.S. BY SITUATING THE FAMILY IN A HISTORICAL AND CONTEMPORARY CONTEXT.

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URS	1	006		WORLD CITIES: QUALITY OF LIFE	3		Social Sciences	No Updates		1	Yes	2026 Fall	MAJOR WORLD CITIES ARE EXAMINED IN TERMS OF THEIR NATURAL, SOCIAL, AND BUILT ENVIRONMENTS IN ORDER TO ASSESS THOSE FACTORS THAT PROMOTE QUALITY-OF-LIFE AND SUSTAINABILITY. PROSPECTS FOR FUTURE GROWTH AND CHANGE ARE CONSIDERED IN LIGHT OF DEMOGRAPHIC, CULTURAL, ECONOMIC AND POLITICAL TRENDS.	1) DISCUSS THE ECONOMIC, DEMOGRAPHIC, CULTURAL AND SOCIAL FACTORS CAUSING AND SHAPING THE GROWTH AND DEVELOPMENT OF URBAN AREAS 2) DEMONSTRATE THE KEY INFLUENCES ON HISTORICAL DEVELOPMENT PATTERNS IN SELECTED CITIES AROUND THE WORLD 3) ANALYZE ECONOMIC, SOCIAL AND ENVIRONMENTAL FACTORS AFFECTING THE LIVELIHOODS OF URBAN DWELLERS AROUND THE WORLD 4) IDENTIFY KEY URBAN PROBLEMS RELATED TO THE GROWTH OF CITIES AND HIGHLIGHT POTENTIAL PLANNING SOLUTIONS FOR SOME OF THESE CHALLENGES. 5) ILLUSTRATE THE WAYS THAT BASIC CONCEPTS OF GLOBALIZATION AND SUSTAINABILITY RELATE TO URBAN DEVELOPMENT AND CULTURAL EXCHANGE.
WOH	2	023		THE MODERN WORLD TO 1815	3		Social Sciences	No Updates		2	Yes	2026 Fall	THIS COURSE DEALS WITH THE ORIGINS AND DEVELOPMENT OF THE ECONOMIC, INTELLECTUAL, POLITICAL, AND RELIGIOUS FEATURES OF THE MODERN WORLD FROM 1450-1815. STUDENTS WHO HAVE PREVIOUS COLLEGE CREDIT IN WESTERN CIVILIZATION COURSES COVERING THE SAME GENERAL CHRONOLOGICAL PERIOD CANNOT RECEIVE CREDIT FOR THIS COURSE. MAY NOT BE TAKEN BY STUDENTS WITH TEST CREDIT IN EUROPEAN HISTORY.	1. DISCUSS THE ROLE OF HISTORICAL FACTORS IN CONTEMPORARY PROBLEMS OR PERSONAL EXPERIENCES. 2. ANALYZE CLAIMS ABOUT HISTORICAL PHENOMENA. 3. CRITICALLY EXAMINE, INTERPRET, AND EXPLAIN HOW PERSONAL, POLITICAL, CULTURAL, ECONOMIC, AND RELIGIOUS EXPERIENCES AND/OR STRUCTURES SHAPED THE MODERN WORLD TO 1815. 4. IDENTIFY THE IMPACT OF KEY MOMENTS, THEMES, AND INDIVIDUALS IN THE HISTORY OF THE MODERN WORLD TO 1815.
WOH	2	030		THE MODERN WORLD SINCE 1815	3		Social Sciences	No Updates		3	Yes	2026 Fall	THIS LIBERAL STUDIES COURSE DEALS WITH THE ORIGINS AND DEVELOPMENT OF POLITICAL, ECONOMIC, SOCIAL, AND INTELLECTUAL ANTECEDENTS IN THE MODERN WORLD SINCE 1815. STUDENTS WHO HAVE PREVIOUS COLLEGE CREDIT IN WESTERN CIVILIZATION COURSES COVERING THE SAME GENERAL CHRONOLOGICAL PERIOD CANNOT RECEIVE CREDIT FOR WOH 2030. MAY NOT BE TAKEN BY STUDENTS WITH TEST CREDIT IN EUROPEAN HISTORY.	1. DISCUSS THE ROLE OF HISTORICAL FACTORS IN CONTEMPORARY PROBLEMS OR PERSONAL EXPERIENCES. 2. ANALYZE CLAIMS ABOUT HISTORICAL PHENOMENA. 3. CRITICALLY EXAMINE, INTERPRET, AND EXPLAIN HOW PERSONAL, POLITICAL, CULTURAL, ECONOMIC, AND SOCIAL EXPERIENCES AND/OR STRUCTURES SHAPED THE MODERN WORLD SINCE 1815. 4. IDENTIFY THE IMPACT OF KEY MOMENTS, THEMES, AND INDIVIDUALS IN THE HISTORY OF THE MODERN WORLD SINCE 1815.
CLA	2	XXX		Introduction to the Ancient World	3		Humanities	Addition to GE for 27-28 Academic Year		New	No	Not Yet Taught	This course provides an introduction to the ancient world through a survey of the Greeks and Romans from 1200 BCE to the 4th century CE. Students will discover how Greek and Roman civilization have been foundational in the development of western culture. In addition, students will read selections from major works of the western canon and will learn how to examine and think critically about them.	1. identify key information about the ancient Greek and Roman worlds; 2. recognize the foundational significance of Greek and Roman culture to the western canon; 3. interpret works of art and literature from the western canon within their ancient contexts; 4. analyze ancient Greek and Roman experiences through specific cultural lenses (such as religious, philosophical, and artistic approaches).
CHT	1	XXX		The Chinese Language	3		Social Sciences	Addition to GE for 27-28 Academic Year		New	No	Not Yet Taught	This course introduces students to core concepts in general linguistics, Chinese linguistics, and the social factors that shape the development, structure, and use of languages. Students will engage in comparative analysis between English and Chinese, enabling them to understand how linguistic systems reflect broader cultural and social dynamics. In addition, the course serves as an entry point for students to pursue further study in Chinese language, literature, and linguistics.	1. Use the Chinese language, its history, and structure to reflect on the food, thought, society, and culture. 2. Collect linguistic data, analyze them using basic descriptive statistics, and report findings in ways that align with social science standards. 3. Talk about the origins and historical development of Chinese and Chinese writing system as outcomes of social, cultural, and historical processes. 4. Describe Mandarin sounds and tones as features of human language that shape communication and social interaction. 5. Compare certain Mandarin and English constructions.
EUH	2	001		Europe 1600 to Present	3		Social Sciences	Addition to GE for 27-28 Academic Year		16	No	Not Yet Taught	This course is a survey of European history from 1600 to the present. This will include the major political developments including the French Revolution and the world wars of the twentieth century, economic and social change including the Industrial Revolution and cultural changes such as the Enlightenment.	1. Explain the broad development of Europe from c. 1600 to the present. 2. Construct arguments concerning the cause and impact of major developments in European history. 3. Demonstrate an understanding of some of the sources used by historians to understand early modern and modern European history.

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LIN	1	XXX		Language and Computation	3		Mathematics	Addition to GE for 27-28 Academic Year		New	No	Not Yet Taught	In this course, students learn how basic mathematical and computational models power everyday language technology. Students solve problems using algebra, tables, formulas, and small graphs to visualize results. Guided mini-labs and short, structured exams emphasize selecting an appropriate method, computing correctly, and explaining results clearly.	1. Identify and apply simple mathematical and computational models to solve small, well-defined language problems, and express their solutions in numerical and graphical form. 2. Calculate and interpret numerical measures used in language technology, including word distances, probabilities and count-based representations of meaning. 3. Construct and analyse tables of correct and incorrect results to evaluate system performance using measures such as accuracy, precision, and recall. 4. Select and adjust decision cut-offs (thresholds) to optimize a stated goal, such as improving recall or balancing precision and recall, and explain the trade-offs. 5. Justify modelling or design choices by citing quantitative evidence drawn from their own calculations. 6. Communicate results clearly in words and numbers, linking quantitative findings to real-world language applications.
MUH	1	XXX		Musicology in Action	3		Humanities	Addition to GE for 27-28 Academic Year		New	No	Not Yet Taught	This course provides a thorough introduction to the purpose, scope, and creative possibilities of the discipline of musicology. Students will explore the methodologies of the field through guided practice, using musicological tools to situate musical phenomena and sound within their cultural and historical contexts, and will acquire a foundational vocabulary for describing and interpreting musical sound in a variety of genres, cultures, and historical periods. Includes selections from the Western canon.	1. Recognize and identify elements and features of music across time, space, and place. 2. Develop listening skills and apply them in a variety of contexts. 3. Apply concepts and methods from the course to describing, interpreting, and analyzing music. 4. Communicate about music in various spoken and written formats to a variety of audiences. 5. Use primary and secondary sources to develop critically informed understandings of music. 6. Experience and value music as an embodied practice and form of knowledge. 7. Explain the core concerns and methods of musicology as a discipline.
MUH	2	XXX		Music in Global and Historical Perspectives, Pre-1800	3		Social Sciences	Addition to GE for 27-28 Academic Year		New	No	Not Yet Taught	This course is the first in a sequence of two in which students engage closely with music of the past, exploring repertoires from prehistory to 1800. Students will be introduced to key concepts and methods in music history, developing historically and globally informed listening, research, and analytical skills. Through listening, interpretation, and applying relevant methods, students will refine a critically informed understanding of the music of the past, from the Western canon and beyond.	1. Describe and recognize features of music from specific pre-1800 contexts. 2. Identify and contextualize pre-1800 key repertoire from the course through appropriate listening skills. 3. Identify how musical practices are a product of their time, place, and culture. 4. Create descriptive, analytical, and interpretive writing about music. 5. Find and interpret relevant sources and apply appropriate methods for exploring musics of the past. 6. Interpret music of the past in terms of how people make and experience it, while acknowledging that interpretation and meaning making are subjective but not arbitrary. 7. Write for specific audiences.



FLORIDA STATE UNIVERSITY
BOARD OF TRUSTEES
Academic Affairs Committee

ACTION ITEM

II



FLORIDA STATE UNIVERSITY

BOARD OF TRUSTEES

Academic Affairs Committee

ACTION ITEM II

June 18, 2026

SUBJECT: Specialized Admissions Reaffirmation for Limited Resources Degree Programs

PROPOSED COMMITTEE ACTION

Request to approve Board of Governors Specialized Admissions Status Reaffirmation Applications

AUTHORITY FOR BOARD OF TRUSTEES ACTION

Florida Board of Governors Regulation 8.013

BACKGROUND INFORMATION

Board of Governors Regulation 8.013: Specialized Admissions requires each university's Board of Trustees review and approve all applications for Bachelor's Degrees seeking the status of Specialized Admissions. This status allows a university to establish additional criteria for admissions to undergraduate programs meeting one of several criteria. This action item pertains to the reaffirmation of Specialized Admissions Status for nine undergraduate degree programs meeting the criteria of Limited Resources. The applications to these degree programs received are in excess of available resources including space, equipment, clinical placements, student to faculty ratios, and number of faculty. Each of these degree programs were granted Specialized Admissions for Limited Resources in Summer 2023 and must be reaffirmed through application to the Board of Governors in July 2026.

This action item includes reaffirmation applications for the following degree programs:

1. Professional Communication (College of Communication and Information)
2. Sport Management (College of Education, Health, and Human Sciences)
3. Social Work (College of Social Work)
4. Athletic Training (College of Education, Health, and Human Sciences)
5. Nursing (College of Nursing)

6. Management (Herbert Wertheim College of Business)
7. Marketing (Herbert Wertheim College of Business)
8. Real Estate (Herbert Wertheim College of Business)
9. Risk Management and Insurance (Herbert Wertheim College of Business)

ADDITIONAL COMMITTEE CONSIDERATIONS

Approval by the Florida Board of Governors is required.

Supporting Documentation Included: Florida BOG Specialized Admissions Status Reaffirmation Applications (9)

Submitted by: Office of Faculty Development and Advancement

Specialized Admissions Status Reaffirmation

In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

Institution: Florida State University
Degree Program: Professional Communication (Advertising and Public Relations)
CIP Code: 09.0900
Total Number of Credit Hours for the Degree: 120
Effective Academic Year: 2027-2028
1. Does the proposed program qualify as a Program of Strategic Emphasis?
[Programs of Strategic Emphasis List](#)

- Yes
 No

Does the program fall under one of the CIP codes listed below that qualify for the Programs of Strategic Emphasis Waiver?

CIP CODE	CIP TITLE
11.0101	Computer and Information Sciences
11.0103	Information Technology
13.1001	Special Education and Teaching
13.1202	Elementary Education and Teaching
14.0801	Civil Engineering
14.0901	Computer Engineering
14.1001	Electrical and Electronics Engineering
14.1901	Mechanical Engineering
27.0101	Mathematics
52.0301	Accounting
52.0801	Finance
52.1201	Management Information Systems

- Yes. If yes, the program is not eligible for specialized admissions per [Regulation 8.013](#).
 No

2. Identify the program, major(s), or track(s) initially approved for specialized admissions status and for which reaffirmation is requested.

Majors in the Degree:

2. Advertising
3. Public Relations

3. What are the requirements for admission to this program?

Admission to the Professional Communication Program is competitive and selective, as the number of qualified applicants exceeds available capacity.

Minimum Requirements

Applicants must:

- Have a minimum cumulative GPA of 3.0, demonstrating academic readiness
- Submit a personal statement outlining interest in advertising and public relations and career goals
- Submit a portfolio including writing samples and creative work
- Provide official college or university transcript(s)

Review Process

Applications are evaluated independently by three full-time Professional Communication faculty members with doctoral-level training and professional experience in advertising and public relations.

The review evaluates:

- Writing ability
- Creative and strategic thinking
- Evidence of commitment to the field
- Readiness for team-based, project-driven coursework

Only applicants who demonstrate sufficient preparation across these areas are recommended for admission.

Purpose of Requirements

The program requires students to produce and revise complex written and creative work, collaborate in teams, and respond to continuous faculty feedback.

These requirements establish a baseline level of skill and preparation necessary for success. Applicants who do not meet this standard are unlikely to succeed in the program.

Effectiveness

These criteria have been in place for several years and have consistently supported student success in completing the program and meeting its academic and professional expectations.

Impact of Specialized Admissions Programs on Alumni Career Success

Alumni of the School have consistently praised the specialized admissions program as an effective framework for supporting their career preparedness. One graduate of the Advertising program, now the owner of a marketing agency, described how beneficial it was to be part of a smaller cohort, which allowed for closer engagement with faculty and provided opportunities to better understand how to develop her own business.

Another alumna, currently working at an international agency in New York, noted that participation in a specialized admissions program enabled extensive group work, made possible by smaller class sizes. This experience helped her become well accustomed to team dynamics, which she was able to leverage during the interview process and in her professional role.

Finally, an alumna based in Tallahassee shared that the smaller program size was particularly valuable, as it allowed faculty to provide meaningful mentorship and connect students with local opportunities.

4. Which criteria for specialized admissions status does the program meet?

- Limited Resources (If approved, the status will last a maximum of four years)
- Minimal Skills (If approved, the status will last a maximum of five years)
- Accreditation Requirements (If checked, either limited resources or minimal skills must be selected)

5. If the specialized admissions criteria is based on limited resources, describe the specific limitations, such as: space, equipment, or other instructional facilities; clinical facilities; required student-faculty ratios; fiscal or other resource limitations. Since obtaining specialized admissions status, what has the institution done over the past four years to meet the student's demand for the program?

The Professional Communication Program prepares graduates to enter advertising and public relations roles through team-based, project-driven instruction.

Students work in small groups to develop and present integrated communication projects, such as advertising concepts, messaging strategies, and media plans.

They are known by name, mentored by faculty, and held accountable for both individual and team performance while combining writing, creative development, and strategic thinking. Through multiple rounds of feedback and revision, and structured engagement with external clients and industry professionals, students develop the skills required for immediate contribution to the workforce.

This model depends on sustained faculty interaction, small-group collaboration, and continuous evaluation of complex student work. The program admits 76 students annually, supported by 7 faculty, maintaining an approximate 22:1 student-to-faculty ratio required to ensure adequate faculty to meet acceptable student–faculty ratios. The program is currently operating at full instructional capacity, with all faculty time, course sections, and instructional space fully utilized and unable to be expanded within existing resource constraints.

An increase in enrollment will require larger class sizes, can impact faculty feedback, limit students' ability to complete assignments, and be evaluated on collaborative work since project-based work required by the curriculum.

Resource Limitations

Consistent with Board of Governors Regulation 8.013(1)(a), the number of qualified applicants exceeds available resources. All available instructional resources are fully utilized and cannot be expanded within current allocations. Enrollment is limited by three factors: faculty capacity, instructional space, and the requirements of a project-based instructional model.

Faculty

The program is supported by 7 tenured faculty, several of whom hold leadership roles that reduce teaching capacity. Most faculty have both advanced academic training and relevant professional experience required to deliver instruction that integrates writing, strategy, and applied project work.

Instruction requires ongoing evaluation of written, creative, and strategic deliverables, as well as supervision of team-based projects. To ensure adequate student–faculty ratios, the program maintains an approximate 22:1 student-to-faculty ratio.

At current teaching loads and section structure, faculty fully support all course sections required to serve 76 students annually. Additional enrollment would require additional faculty and course sections.

Instructional Space

Courses are delivered in face-to-face, workshop-based formats that emphasize discussion, collaboration, and active participation.

Classrooms and instructional spaces are fully scheduled, and no additional sections can be accommodated within existing facilities.

Applied learning activities, including client-based projects and site visits to industry settings, are integrated into courses and require coordinated scheduling and faculty supervision. These activities cannot be expanded without additional space, time, and instructional support. Planned facility changes will not provide sufficient additional capacity to support enrollment growth.

Instructional Model

The curriculum is structured around team-based projects in which students develop communication solutions through writing, design, and strategic planning. Students are known by name and evaluated on both individual contributions and team outcomes. Faculty provide continuous, individualized feedback and guide students through multiple rounds of revision, while overseeing structured interactions with external clients and industry professionals.

This model requires small groups, direct faculty interaction, and continuous evaluation of complex student work. As enrollment increases, group size and section size increase, reducing faculty interaction and limiting the ability to complete and assess collaborative projects.

Because each project includes multiple components, faculty workload increases with each additional student. This workload cannot be expanded without reducing feedback, limiting project scope, or changing how courses are delivered.

Fiscal and Resource Limitations

No additional faculty positions, instructional space, or support resources have been allocated. Expansion would require additional faculty lines and instructional space, neither of which are currently available.

Institutional Actions Over the Past Four Years

- Maintained enrollment at maximum capacity (76 students annually)
- Adjusted course scheduling and sequencing to ensure required courses are offered and support timely graduation
- Updated curriculum to align with workforce expectations
- Integrated applied learning opportunities within existing course structures.

- 6. If the specialized admissions criteria include accreditation requirements, include the name of the accrediting body and a direct link to the specific standard(s) that require the requested status.**

NA

7. List other System institutions that offer the degree and indicate if the degree has been approved for specialized admissions status in the table below. Add more rows as needed.

Institution	Specialized Admissions Status (Yes/No)
FIU	Yes
USF	No

8. Do the program’s prerequisite courses align with prerequisites at other System institutions offering the same degree program? If not, describe.

- Yes
- No

9. Workforce Demand

If the program for which reaffirmation is being requested is on the Programs of Strategic Emphasis list, skip question 9 and go directly to question 10.

Complete the labor market demand table below using data from the Search by CIP or SOC Employment Projection Data Tool in the Academic Review Tracking System.

Labor Market Demand, CIP Code 09.0900

Occupations	Percent Change in Job Openings		Annual Average Job Openings		Total # of New Jobs		Florida Median Annual Wage	Education Level Needed for Entry
	FL 2025-2033	U.S. 2024-2034	FL 2025-2033	U.S. 2024-2034	FL 2025-2033	U.S. 2024-2034		
Chief Executives	9.6%	4.3%	2,624	22,200	2,226	13,300	NA	B
General and Operations Managers	10%	4.4%	21,294	308,700	20,622	164,000	\$100,755	B

Legislators	5%	3.4%	55	2,200	91	900	\$46,906	B
Advertising and Promotions Managers	3.3%	-2.2%	42	21,000	111	-600	\$98,987	B
Marketing Mangers	11%	6.6%	2,052	34,300	1,789	26,700	\$130,499	B
Public Relation Managers	9.9%	5%	364	6,600	306	4,100	\$112,715	B
Fundraising Managers	10.8%	4.2%	96	3,600	75	1,900	\$119,600	B
Emergency Management Directors	5.3%	3%	33	1,000	51	400	\$95,368	B
Agents and Business Managers of Artists, Performers, and Athletes.	9.3%	8.7%	77	2,200	95	1,900	NA	B
Meeting, Convention, and Event Planners	8.9%	4.8%	780	15,500	1,019	7,500	\$58,822	B
Fundraisers	9.4%	4.3%	509	10,200	472	5,800	\$62,566	B
Market Research Analysts and Marketing Specialists	11.2%	6.7%	6,664	87,200	6,256	63,000	\$77,480	B
Web and Digital Interface Designers	11.1%	7%	453	9,100	343	9,000	\$75,483	B
Health Education Specialists	6.7%	4.5%	224	3,200	365	7,900	\$53,456	B
Art Directors	8.9%	4.2%	501	12,300	565	5,700	\$93,642	B
Commercial and Industrial Designers	9.3%	3.2%	215	2,500	182	1,000	\$66,206	B

Graphic Designers	6.8%	2.1%	1,132	20,000	1,440	5,700	\$57,907	B
Designers, All Other	6.1%	2%	61	2,200	85	600	\$50,232	B
Public Relations Specialists	9.4%	4.8%	2,106	27,600	2,133	15,000	\$60,216	B
Editors	0.1%	0.6%	3	9,800	345	700	\$64,376	B
Technical Writers	8.1%	0.9%	243	4,500	272	500	\$80,829	B
Writers and Authors	8.4%	3.6%	670	13,400	855	4,900	\$65,832	B

Sources:

Date Retrieved: 04/15/26

U.S. Bureau of Labor Statistics - <https://data.bls.gov/projections/occupationProj>

Florida Department of Economic Opportunity - <http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>

10. Provide the total number of applications received and the total number of students accepted in the degree program for each academic year in the table below.

	2022-2023 AY	2023-2024 AY	2024-2025 AY	2025-2026 AY
# of Applications Received	122	138	130	117
# of Students Accepted	73	76	76	77

11. Provide the enrollment and degrees awarded for the degree program in the table below.

	2022-2023 AY	2023-2024 AY	2024-2025 AY	2025-2026 AY
Enrollment	Fall 2022 132	Fall 2023 129	Fall 2024 130	Fall 2025 136
# of Degrees Awarded	84	98	81	21*

Required Signatures

Provost's Signature _____ Date _____

Board of Trustees Chair's Signature _____ Date _____

Date Approved by the Board of Trustees _____

Specialized Admissions Status Reaffirmation

In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

Institution: Florida State University
Degree Program: Sport Management
CIP Code: 31.0504
Total Number of Credit Hours for the Degree: 120
Effective Academic Year: 2027-2028
1. Does the proposed program qualify as a Program of Strategic Emphasis?
[Programs of Strategic Emphasis List](#)

- Yes
 No

Does the program fall under one of the CIP codes listed below that qualify for the Programs of Strategic Emphasis Waiver?

CIP CODE	CIP TITLE
11.0101	Computer and Information Sciences
11.0103	Information Technology
13.1001	Special Education and Teaching
13.1202	Elementary Education and Teaching
14.0801	Civil Engineering
14.0901	Computer Engineering
14.1001	Electrical and Electronics Engineering
14.1901	Mechanical Engineering
27.0101	Mathematics
52.0301	Accounting
52.0801	Finance
52.1201	Management Information Systems

- Yes. If yes, the program is not eligible for specialized admissions per [Regulation 8.013](#).
 No

2. Identify the program, major(s), or track(s) initially approved for specialized admissions status and for which reaffirmation is requested.

Major in the Degree: Sport Management

3. What are the requirements for admission to this program?

2. Minimum cumulative 2.75 GPA in all attempted college coursework
3. Admitted to Florida State University
4. Completion of at least 60 credit hours of college coursework
5. Completion of CoreFSU requirements or an AA degree from a Florida public college
6. Completion of 9 credit hours of electives, across three areas:
7. Completion of 3 credit hours in any of the following prefixes: HFT, RMI, ECO, SDS, or COM
8. Completion of 3 credit hours in any of the following prefixes: MAN, BUL, CGS, ACG, REE, or STA
9. Completion of 3 credit hours in any of the following prefixes: FIN, MAR, or GEB

4. Which criteria for specialized admissions status does the program meet?

- Limited Resources (If approved, the status will last a maximum of four years)
- Minimal Skills (If approved, the status will last a maximum of five years)
- Accreditation Requirements (If checked, either limited resources or minimal skills must be selected)

5. If the specialized admissions criteria is based on limited resources, describe the specific limitations, such as: space, equipment, or other instructional facilities; clinical facilities; required student-faculty ratios; fiscal or other resource limitations. Since obtaining specialized admissions status, what has the institution done over the past four years to meet the student demand for the program?

Space and Instructional Facilities

The primary academic facility for the Sport Management program is Tully Gymnasium, originally constructed in 1956. This space is shared with FSU Athletics and Campus Recreation. Currently, the program has access to only four traditional classrooms. These classrooms are scheduled near full capacity, with course sections averaging approximately 40 students, despite maximum room capacities ranging from 45 to 49 seats.

The University has made repeated efforts to secure state funding to renovate and expand the program's physical space. The 2025–2026 budget included a proposed project (SF 1548/HF 1360) to remodel and expand the existing facility; however, this funding was ultimately vetoed by the Governor. The 2026–2027 budget remains under review.

Although the program remains committed to supporting student academic success, current space limitations necessitate class sizes of 40 or more students, with no capacity to add additional sections or reduce class sizes.

Internship Opportunities

One key component of the program is the ability to provide internship opportunities for students with sporting organizations. While we have made efforts to gradually increase our undergraduate enrollment over time, as resources allowed, we will not be able to accommodate all the students who may apply each year due to our relatively isolated location from major sport internship opportunities in Tallahassee.

Faculty

The department currently includes five specialized faculty members and eleven tenured or tenure-track faculty. While this represents an increase since the program was last granted specialized admission status in Fall 2023 (five specialized faculty and eight tenure-stream faculty), instructional capacity remains constrained. Specifically, one tenured faculty member serves as department chair, one as associate department chair, and one as associate dean, collectively reducing available instructional capacity.

In addition, the department, college, and university have placed increased emphasis on graduate education. As of Fall 2025, the department enrolls 305 bachelor's, 147 master's, and 25 doctoral students. The department is also in the process of developing an online master's degree program, which is expected to attract significant enrollment and generate additional self-supported graduate credit hours. Existing faculty expertise and effort must be allocated to this initiative to ensure its success.

Furthermore, tenured and tenure-track faculty in the department has been highly successful over the past decade, increasing funded research productivity by more than 60%. Continued progress in this area will require sustained investment of faculty time and expertise to secure external research funding and maintain, or further improve, this level of achievement.

Staff

Recruitment, admissions, and student advising are currently shared responsibilities between the department and the college. Upper-division undergraduate advising is primarily the responsibility of a single specialized faculty member within the department. Any expansion in enrollment would place an unsustainable burden on this role and require the allocation of additional resources to maintain effective program support.

Summary

The program consistently receives more than 300 applications annually. Given that admission criteria are clearly communicated, it is highly likely that application volume would increase substantially if specialized admission requirements were removed. An applicant pool exceeding 450 students would place significant strain on critical program resources, including physical space, clinical placement opportunities, and faculty and staff capacity.

Current resources are not sufficient to support this level of growth without compromising the quality of instruction, access to experiential learning opportunities, and the overall student experience. Without appropriate limits on enrollment, the program would be unable to maintain the high academic standards and individualized support that are essential to ensuring student success and strong professional outcomes.

6. If the specialized admissions criteria include accreditation requirements, include the name of the accrediting body and a direct link to the specific standard(s) that require the requested status.

N/A

7. List other System institutions that offer the degree and indicate if the degree has been approved for specialized admissions status in the table below. Add more rows as needed.

Institution	Specialized Admissions Status (Yes/No)
UCF	No
UF	No
UNF	No
UWF	No

8. Do the program's prerequisite courses align with prerequisites at other System institutions offering the same degree program? If not, describe.

Yes

No

9. Workforce Demand

If the program for which reaffirmation is being requested is on the Programs of Strategic Emphasis list, skip question 9 and go directly to question 10.

Complete the labor market demand table below using data from the Search by CIP or SOC Employment Projection Data Tool in the Academic Review Tracking System.

Labor Market Demand, CIP Code 31.0504

Occupations	Percent Change in Job Openings		Annual Average Job Openings		Total # of New Jobs		Florida Median Annual Wage	Education Level Needed for Entry
	FL 2025-2033	U.S. 2024-2034	FL 2025-2033	U.S. 2024-2034	FL 2025-2033	U.S. 2024-2034		
Sport and Fitness Administration/Management	14.2%	6.4%	2,069	41,800	2,162	19,500	\$46,676	B

Sources:

Date Retrieved: 04/15/26

U.S. Bureau of Labor Statistics - <https://data.bls.gov/projections/occupationProj>

Florida Department of Economic Opportunity - <http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>

10. Provide the total number of applications received and the total number of students accepted in the degree program for each academic year in the table below.

	2022-2023 AY	2023-2024 AY	2024-2025 AY	2025-2026 AY
# of Applications Received	295	308	288	265
# of Students Accepted	174	186	181	193

11. Provide the enrollment and degrees awarded for the degree program in the table below.

	2022-2023 AY	2023-2024 AY	2024-2025 AY	2025-2026 AY
Enrollment	Fall 2022 287	Fall 2023 298	Fall 2024 275	Fall 2025 259
# of Degrees Awarded	144	146	161	19*

Required Signatures

Provost's Signature _____ Date _____

Board of Trustees Chair's Signature _____ Date _____

Date Approved by the Board of Trustees _____



Specialized Admissions Status Reaffirmation

In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

Institution: Florida State University

Degree Program: Social Work

CIP Code: 44.0701

Total Number of Credit Hours for the Degree: 120

Effective Academic Year: 2027-2028

1. Does the proposed program qualify as a Program of Strategic Emphasis?
[Programs of Strategic Emphasis List](#)

- Yes
 No

Does the program fall under one of the CIP codes listed below that qualify for the Programs of Strategic Emphasis Waiver?

CIP CODE	CIP TITLE
11.0101	Computer and Information Sciences
11.0103	Information Technology
13.1001	Special Education and Teaching
13.1202	Elementary Education and Teaching
14.0801	Civil Engineering
14.0901	Computer Engineering
14.1001	Electrical and Electronics Engineering
14.1901	Mechanical Engineering
27.0101	Mathematics
52.0301	Accounting
52.0801	Finance
52.1201	Management Information Systems

- Yes. If yes, the program is not eligible for specialized admissions per [Regulation 8.013](#).
 No



2. Identify the program, major(s), or track(s) initially approved for specialized admissions status and for which reaffirmation is requested.

Major in Degree: Social Work

3. What are the requirements for admission to this program?

The admissions requirements include:

- Completed BSW Program Application (includes personal statement and resume)
- A cumulative GPA of 3.0 or higher
- The completion of the prerequisite courses with a B- or better (American National Government; Economics; Human Biology; Psychology; and Sociology)
- Completion of all General Education Requirements (minimum 60 hours)

4. Which criteria for specialized admissions status does the program meet?

- Limited Resources (If approved, the status will last a maximum of four years)
- Minimal Skills (If approved, the status will last a maximum of five years)
- Accreditation Requirements (If checked, either limited resources or minimal skills must be selected)

5. If the specialized admissions criteria is based on limited resources, describe the specific limitations, such as: space, equipment, or other instructional facilities; clinical facilities; required student-faculty ratios; fiscal or other resource limitations. Since obtaining specialized admissions status, what has the institution done over the past four years to meet the student demand for the program?

Field Placement Capacity Constraints:

Social work is an applied profession that requires students to complete a full semester of field education, consisting of 512 contact hours, under the supervision of master's-level field educators.

This internship requirement is mandated by the Council on Social Work Education (CSWE), the program's accrediting body. As defined by CSWE, field education serves as the distinguishing pedagogy of social work education, setting it apart from other helping professions (Appendix A).

Bachelor of Social Work (BSW) students are placed in social service agencies that meet CSWE standards in Tallahassee and the surrounding area. These agencies also serve students from other social work programs, including FAMU and Thomas University, as well as students enrolled in online social work programs from other



institutions while residing in Tallahassee. In addition, the College of Social Work offers a Master of Social Work (MSW) program, which also requires completion of a field internship. On the Tallahassee campus, annual BSW enrollment is approximately 150 students, while MSW enrollment is approximately 250 students. The emphasis on higher graduate enrollment is intentional, as the MSW is required to obtain the Licensed Clinical Social Worker (LCSW) credential administered by the Department of Health. LCSW professionals provide a higher level of specialization and expertise in social work practice.

Unlike other State University System (SUS) social work programs located in larger metropolitan areas, Florida State University is situated in a city of approximately 200,000 residents, surrounded by rural communities. As a result, the scale and availability of mental health and social service providers in the region are inherently limited.

The College employs three faculty members dedicated to field operations, whose responsibilities include actively cultivating new placement opportunities for the BSW Program through ongoing outreach to prospective agencies. While these efforts have helped sustain existing placement opportunities, continued growth has been constrained by intense competition for available sites, as noted previously. Consequently, the number of viable field placement options remains limited and insufficient to fully meet student demand.

Agency Capacity and Student Placement Demand:

Currently, the College maintains active agreements with one hundred twenty-three (123) agencies serving both the BSW and MSW programs. During the Spring 2026 semester, the BSW program placed forty-six (46) students, while the MSW program placed ninety-five (95) students, for a total of one hundred forty-one (141) students. Although some larger agencies accommodated more than one student, these figures demonstrate that any expansion in enrollment would place additional strain on both students and the agencies supporting social work field placements.

Graduation Rate and Requirements:

Students are unable to graduate without completing the required field placement, and delays in placement may result in delayed graduation. Managing enrollment and student progression through specialized admissions helps ensure the availability of high-quality internship opportunities and supports timely degree completion.

The number of high-quality field placements for BSW students is limited by the availability of qualified partner agencies in Tallahassee and the surrounding area.



This constraint is beyond the control of the College of Social Work and Florida State University.

Summary:

Specialized admission status will ensure that program growth does not outpace field placement resources in the area and will help to ensure timely graduation for BSW students admitted into the program.

6. If the specialized admissions criteria include accreditation requirements, include the name of the accrediting body and a direct link to the specific standard(s) that require the requested status.

The BSW Program is accredited by the Council on Social Work Education. The 2022 Educational Policy and Accreditation Standards:

<https://www.cswe.org/accreditation/policies-process/2022epas/>. As specified by CSWE, field education is the distinguishing pedagogy of social work education, differentiating it from other helping professions. Appendix A outlines the specific standards related to field education.



7. List other System institutions that offer the degree and indicate if the degree has been approved for specialized admissions status in the table below. Add more rows as needed.

Institution	Specialized Admissions Status (Yes/No)
FAMU	No
FAU	No
USF	No
UWF	No
FGCU	No
FIU	Yes
UCF	Yes
UNF	Yes

8. Do the program's prerequisite courses align with prerequisites at other System institutions offering the same degree program? If not, describe.

Yes

No

9. Workforce Demand

If the program for which reaffirmation is being requested is on the Programs of Strategic Emphasis list, skip question 9 and go directly to question 10.

Complete the labor market demand table below using data from the Search by CIP or SOC Employment Projection Data Tool in the Academic Review Tracking System.

Labor Market Demand, CIP Code 44.0701



Occupations	Percent Change in Job Openings		Annual Average Job Openings		Total # of New Jobs		Florida Median Annual Wage	Education Level Needed for Entry
	FL 2025 - 2033	U.S. 2024- 2034	FL 2025- 2033	U.S. 2024- 2034	FL 2025- 2033	U.S. 2024- 2034		
Social and Community Service Managers	11.2%	6.4%	998	18,600	857	14,100	\$69,867	B
Child, Family, and School Social Workers	9.2%	3.4%	1,368	35,100	1398	13,400	\$52,354	B
Social Workers, All other	1.8%	3.9%	97	7,000	449	3,100	\$57,200	B
Probation Officers and correctional Treatment Specialists	-2.4%	2.6%	-114	7,900	345	2,400	\$50,544	B

Sources:

Date Retrieved: 04/15/2026

U.S. Bureau of Labor Statistics - <https://data.bls.gov/projections/occupationProj>

Florida Department of Economic Opportunity - <http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>

10. Provide the total number of applications received and the total number of students accepted in the degree program for each academic year in the table below.

	2022-2023 AY	2023-2024 AY	2024-2025 AY	2025-2026 AY
# of Applications Received	89	109	102	79
# of Students Accepted	81	103	102	78



11. Provide enrollment and degrees awarded for the degree program in the table below.

	2022-2023 AY	2023-2024 AY	2024-2025 AY	2025-2026 AY
Enrollment	Fall 2022 109	Fall 2023 130	Fall 2024 120	Fall 2025 119
# of Degrees Awarded	75	67	87	32*

Required Signatures

Provost's Signature _____ Date _____

Board of Trustees Chair's Signature _____ Date _____

Date Approved by the Board of Trustees _____



Appendix A

CSWE Accreditation Standards for Field Education

2022 Educational Policy and Accreditation Standards: <https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-EPAS.pdf>

Accreditation Standard 3.3: Field Education

3.3.1 The field education program ensures generalist practice opportunities for all students to demonstrate the nine social work competencies (and any additional competencies added by the program) with all system levels: individuals, families, groups, organizations, and communities in field settings.

a. The program describes how its field education program ensures that generalist practice opportunities are provided to all students to demonstrate the nine social work competencies in field settings with all system levels:

- i. individuals,***
- ii. families,***
- iii. groups,***
- iv. organizations, and***
- v. communities.***

b. The program addresses all program options.

3.3.5 The field education program has a process for orienting students, placing students, monitoring and supporting student learning, implementing student safety protocols, and evaluating student learning congruent with the nine social work competencies (and any additional competencies added by the program).

a. The program describes the field education program's process for:

- i. orienting students;***
- ii. placing students;***
- iii. monitoring and supporting student learning;***
- iv. implementing student safety protocols; and***
- v. evaluating student learning congruent with the nine social work competencies (and any additional competencies added by the program).***

b. The program describes how these processes are articulated to students and field personnel.

c. The program addresses all program options.

B3.3.6 The program ensures that all baccalaureate students receive field supervision from an individual who holds a baccalaureate or master's degree in social work from a CSWE accredited program and who has at least two years of post-social work degree practice experience in social work.

a. The program describes its process for ensuring that field supervision is provided by an individual with the required degree and practice experience.

b. The program describes its process for assigning a qualified field instructor to provide supervision when an individual with the required degree and practice experience is unavailable in the field setting.

c. The program describes how these processes are articulated to students and field personnel.

d. The program addresses all program options.

M3.3.6 The program ensures that all master's students receive field supervision from an individual who holds a master's degree in social work from a CSWE-accredited program and who has at least two years of post-master's social work degree practice experience in social work.

a. The program describes its process for ensuring that field supervision is provided by an individual with the required degree and practice experience.

b. The program describes its process for assigning a qualified field instructor to provide supervision when an individual with the required degree and practice experience is unavailable in the field setting.

c. The program describes how these processes are articulated to students and field personnel.

d. The program addresses all program options.

3.3.7 The program has a policy documenting whether it permits field placements in an organization in which the student is also employed. If permitted, student assignments and employee tasks may qualify as field hours when directly linked to the nine social work competencies (and any additional competencies added by the program) and level of practice (generalist or specialized). Field education supervision may be provided by the same supervisor if field education supervision is distinct from employment supervision and the supervisor meets the requirements of Accreditation Standard 3.3.6. The policy documents how the program assists students with field education continuation or change in situations where a student becomes unemployed in an organization where field education has co-occurred with employment.

a. The program provides its policy related to field placements in an organization in which the student is also employed. If permitted, the program's policy includes:

i. how the program ensures that student assignments are directly linked to the nine social work competencies (and any additional competencies added by the program) and level of practice (generalist or specialized);

ii. how field education supervision is distinct from employment supervision time, even when provided by the same supervisor; and

iii. how the program assists students with field education continuation or change in situations where a student becomes unemployed in an organization where field education has co-occurred with employment.

b. The program describes how these policies are articulated to students and field personnel.

c. The program addresses all program options.

Specialized Admissions Status Reaffirmation

In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

Institution: Florida State University
Degree Program: Athletic Training
CIP Code: 51.0913
Total Number of Credit Hours for the Degree: 120
Effective Academic Year: 2027-2028
1. Does the proposed program qualify as a Program of Strategic Emphasis?
[Programs of Strategic Emphasis List](#)

- Yes
 No

Does the program fall under one of the CIP codes listed below that qualify for the Programs of Strategic Emphasis Waiver?

CIP CODE	CIP TITLE
11.0101	Computer and Information Sciences
11.0103	Information Technology
13.1001	Special Education and Teaching
13.1202	Elementary Education and Teaching
14.0801	Civil Engineering
14.0901	Computer Engineering
14.1001	Electrical and Electronics Engineering
14.1901	Mechanical Engineering
27.0101	Mathematics
52.0301	Accounting
52.0801	Finance
52.1201	Management Information Systems

- Yes. If yes, the program is not eligible for specialized admissions per [Regulation 8.013](#).
 No

2. Identify the program, major(s), or track(s) initially approved for specialized admissions status and for which reaffirmation is requested.

Program Name: Athletic Training

3. What are the requirements for admission to this program?

2. Minimum cumulative 2.50 GPA in all attempted college coursework
3. Admitted to Florida State University
4. Completion of at least 60 credit hours of college coursework
5. Completion of CoreFSU requirements or an AA degree from a Florida public college
6. Completion of prerequisite coursework
 7. PSY2012 General Psychology
 8. BSC2085/L or BSC2094 Anatomy and Physiology I
 9. BSC2086/L Anatomy and Physiology II
 10. HUN1201 The Science of Nutrition
 11. STA2023 Statistics
 12. BSC2010/L Biological Science I

4. Which criteria for specialized admissions status does the program meet?

- Limited Resources (If approved, the status will last a maximum of four years)
- Minimal Skills (If approved, the status will last a maximum of five years)
- Accreditation Requirements (If checked, either limited resources or minimal skills must be selected)

5. If the specialized admissions criteria is based on limited resources, describe the specific limitations, such as: space, equipment, or other instructional facilities; clinical facilities; required student-faculty ratios; fiscal or other resource limitations. Since obtaining specialized admissions status, what has the institution done over the past four years to meet the student demand for the program?

Space and Instructional Facilities

The Athletic Training Degree Program is held in a primary instructional space that's considered as a clinical style classroom and holds the capacity of 37 students in the William Johnston Building. The clinical-style classroom in the William Johnston Building is unique as far as the primary instructional space, since it contains therapy treatment tables, infrared modalities, acoustic modalities, electromagnetic modalities, hydrotherapy modalities, acute care equipment, orthopedic assessment equipment, anatomical models, and bracing/taping equipment. It is imperative that Athletic Training degree students have access to this equipment to ensure high-quality daily instruction and effective laboratory experiences. A lack of funding and resources for additional clinical-style classrooms may negatively impact the program's ability to increase student admissions.

Internship Opportunities

Students formally admitted to the Florida State University Athletic Training Degree Program may select a specialty subplan, including Pre-Athletic Training (AT), Pre-Physician Assistant (PA), Pre-Physical Therapy (PT), or Pre-Medical Doctor (MD). These subplans are designed to prepare graduates for their intended career paths and/or admission into related graduate or professional programs following completion of the Bachelor of Science in Athletic Training.

Students enrolled in the Athletic Training (AT) subplan are required to complete four semesters of clinical rotations under the direct supervision of a certified and licensed athletic training preceptor within the university's athletic department. Each student is evaluated twice per semester by their assigned clinical preceptor. Due to the limited number of qualified, credentialed preceptors available to supervise clinical internship experiences, the program has experienced a decline in student applications in recent years.

Faculty

The Athletic Training Program currently includes 3 Specialized Teaching Faculty and typically employs five adjunct instructors who provide both didactic and clinical instruction to more than 120 students annually. This data reflects an increase from two Specialized Teaching Faculty members four years ago. As one of the Specialized Teaching Faculty also serves as the Associate Department Chair, this results in a reduction in overall instructional capacity.

Additionally, a recent review by the Southern Association of Colleges and Schools Commission on Colleges (ACSCOC) identified disproportionate student-to-faculty ratios within the Athletic Training Program. As a result of this finding, the program was allocated an additional faculty line for the 2025–2026 academic year. Following the addition of this faculty line, the number of admitted students increased from 50 to 74. However, any further expansion in admissions would require additional faculty lines.

Further, there are several required Athletic Training Degree courses that include a laboratory component. It is encouraged for the laboratory sessions to maintain a low faculty to student ratio to ensure clinical skill proficiency. While specific "gold standard" ratios are rarely mandated by a single overarching body, accreditation standards and educational research typically suggest ranges between 1:8 and 1:15 for effective instruction and safety. The suggested ratio may have the greatest impact on the Doctor of Physical Therapy (DPT) according to a survey of DPT programs in the United States that found 68% of programs maintain an instructor-to-student ratio of 1:15 or smaller ([Mitchell et al., 2022](#)). With regard to practice-based or clinical rotations, evidence suggests that a 2:1 (two students to one preceptor) ratio is often the most effective balance for meeting the needs of both the learners and the healthcare organization ([Loewen et al., 2016](#)). The inability to increase the number of faculty

members can impact the students' exposure to the necessary program's laboratory experiences.

Summary

The Athletic Training Program on average receives approximately 100 applications annually. If the specialized admission conditions would be removed, it would have impacted a vast majority of applicants who are currently accommodated with the existing resources. Lastly, significant financial support to hire additional faculty members and clinical preceptors as well as to expand instructional spaces, would be required to ensure academic safety, uphold quality standards, and support student success.

- 6. If the specialized admissions criteria include accreditation requirements, include the name of the accrediting body and a direct link to the specific standard(s) that require the requested status.**

N/A

7. List other System institutions that offer the degree and indicate if the degree has been approved for specialized admissions status in the table below. Add more rows as needed.

Institution	Specialized Admissions Status (Yes/No)
FGCU	Yes
UCF	NO
UF	Yes
UNF	Yes
USF	Yes
UWF	Yes

8. Do the program’s prerequisite courses align with prerequisites at other System institutions offering the same degree program? If not, describe.

- Yes
- No

9. Workforce Demand

If the program for which reaffirmation is being requested is on the Programs of Strategic Emphasis list, skip question 9 and go directly to question 10.

Complete the labor market demand table below using data from the Search by CIP or SOC Employment Projection Data Tool in the Academic Review Tracking System.

Labor Market Demand, CIP Code 51.0913

Occupations	Percent Change in Job Openings		Annual Average Job Openings		Total # of New Jobs		Florida Median Annual Wage	Education Level Needed for Entry
	FL 2025-2033	U.S. 2024-2034	FL 2025-2033	U.S. 2024-2034	FL 2025-2033	U.S. 2024-2034		

Sources:

Date Retrieved: 04/15/26

U.S. Bureau of Labor Statistics - <https://data.bls.gov/projections/occupationProj>

Florida Department of Economic Opportunity - <http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>

10. Provide the total number of applications received and the total number of students accepted in the degree program for each academic year in the table below.

	2022-2023 AY	2023-2024 AY	2024-2025 AY	2025-2026 AY
# of Applications Received	89	88	93	97
# of Students Accepted	49	48	50	74

11. Provide the enrollment and degrees awarded for the degree program in the table below.

*Spring 2026 Degrees Awarded data are not yet available.

	2022-2023 AY	2023-2024 AY	2024-2025 AY	2025-2026 AY
Enrollment	Fall 2022 120	Fall 2023 108	Fall 2024 104	Fall 2025 120
# of Degrees Awarded	56	54	56	6*

Required Signatures

Provost's Signature _____ Date _____

Board of Trustees Chair's Signature _____ Date _____

Date Approved by the Board of Trustees _____

Specialized Admissions Status Reaffirmation

In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

Institution: Florida State University (FSU)
Degree Program: Nursing
CIP Code: 51.3801
Total Number of Credit Hours for the Degree: 120
Effective Academic Year: 2027-2028
1. Does the proposed program qualify as a Program of Strategic Emphasis?
[Programs of Strategic Emphasis List](#)
 Yes

 No

Does the program fall under one of the CIP codes listed below that qualify for the Programs of Strategic Emphasis Waiver?

CIP CODE	CIP TITLE
11.0101	Computer and Information Sciences
11.0103	Information Technology
13.1001	Special Education and Teaching
13.1202	Elementary Education and Teaching
14.0801	Civil Engineering
14.0901	Computer Engineering
14.1001	Electrical and Electronics Engineering
14.1901	Mechanical Engineering
27.0101	Mathematics
52.0301	Accounting
52.0801	Finance
52.1201	Management Information Systems

 Yes. If yes, the program is not eligible for specialized admissions per [Regulation 8.013](#).

 No

2. Identify the program, major(s), or track(s) initially approved for specialized admissions status and for which reaffirmation is requested.

Major in the degree: Nursing

3. What are the requirements for admission to this program?

- Minimum cumulative 3.0 GPA in all attempted college coursework
- Admitted to Florida State University
- Completion of at least 60 credit hours of college coursework
- Completion of CoreFSU requirements or an AA degree from a Florida public college
- Completion of Nursing Common Prerequisite courses
- Completion of the HESI A2 Entrance Exam

4. Which criteria for specialized admissions status does the program meet?

- Limited Resources (If approved, the status will last a maximum of four years)
- Minimal Skills (If approved, the status will last a maximum of five years)
- Accreditation Requirements (If checked, either limited resources or minimal skills must be selected)

5. If the specialized admissions criteria is based on limited resources, describe the specific limitations, such as: space, equipment, or other instructional facilities; clinical facilities; required student-faculty ratios; fiscal or other resource limitations. Since obtaining specialized admissions status, what has the institution done over the past four years to meet the student demand for the program?

Space

Enrollment capacity is constrained by available physical space, including classrooms, simulation centers, and skills laboratories. While the College of Nursing currently maintains more than 18,700 square feet of simulation and laboratory space across multiple facilities, existing infrastructure is operating at or near capacity. To address this limitation, the State of Florida has allocated \$2 million in 2024 and \$10 million in 2025 to support planning and design of a new College of Nursing facility. In addition, the College will be integrated into the \$125 million FSU Health Academic Health Center, which will include 13,000 square feet of dedicated simulation and teaching space scheduled to open in Fall 2026.

These expansions are expected to significantly increase instructional capacity; however, current space limitations continue to restrict enrollment growth.

The most recent accreditation review identified a compliance concern related to [CCNE Standard II.B. \(2024\)](#), specifically regarding physical resources. The evaluation noted limitations in access to large-capacity classrooms, which constrains the College's ability to accommodate current enrollment and limits opportunities for program expansion.

Equipment

Nursing education requires access to specialized simulation equipment, skills laboratory resources, and emerging technologies to support competency-based training. The College has invested in high-fidelity simulation environments, standardized patient rooms, and a Virtual Reality Suite to enhance student learning. Despite these advancements, equipment availability remains a limiting factor, as simulation resources must be scheduled across cohorts and programs, reducing flexibility to expand enrollment without additional investment in equipment and maintenance.

Clinical Facilities

Clinical placement capacity remains one of the most significant constraints on enrollment. The College relies on partnerships with three major healthcare systems in the region, which also support twelve competing healthcare education programs. This creates a highly competitive environment for securing sufficient and appropriate clinical placements. Availability of clinical sites, preceptors, and specialty experiences limits the number of students who can be placed in required clinical rotations each term, directly impacting program capacity.

Student-Faculty Ratios

Florida Statute 464.019: Approval of Nursing Education Programs establishes required faculty-to-student ratios in clinical education, mandating one faculty member for every 12 students, with a maximum of 18 students permitted under specific written agreements. Many of our clinical partners require one faculty member per 8 students. These regulatory requirements place direct limits on enrollment, as each additional cohort requires proportional increases in qualified faculty. The College is actively recruiting faculty and expanding its pool of qualified adjunct clinical instructors; however, faculty availability remains a critical constraint in scaling enrollment.

Within the didactic environment, the current faculty-to-student ratio is approximately 1:150. This ratio presents challenges related to instructional quality, student engagement, timely feedback, and effective assessment in large-enrollment courses. Ongoing discussions have focused on reducing class size and improving faculty-to-student ratios; however, these efforts are constrained by the availability of qualified didactic faculty.

The College continues to actively recruit additional faculty and explore workload and course delivery models to better align instructional capacity with enrollment demand. However, current limitations in faculty availability remain a significant constraint on expanding enrollment while maintaining academic quality.

Other Resource Limitations

Additional constraints include fiscal resources, availability of qualified faculty, and administrative capacity to support program operations, student progression, and accreditation requirements. Demand for the program continues to exceed available resources, with recent years averaging approximately 500+ applicants expressing interest compared to approximately 400 students enrolled annually.

The College has implemented strategic planning efforts, including enrollment modeling, faculty recruitment, and expansion of academic and clinical partnerships, to responsibly increase capacity toward a long-term goal of approximately 400 student enrollments per year. However, current resource limitations necessitate the continued use of specialized admissions to ensure program quality, student success, and compliance with accreditation and regulatory standards.

6. If the specialized admissions criteria include accreditation requirements, include the name of the accrediting body and a direct link to the specific standard(s) that require the requested status.

<https://www.aacnnursing.org/Portals/0/PDFs/CCNE/CCNE-Education-Standards-2024.pdf>

Commission of Collegiate Nursing Education (CCNE) is the national accrediting agency for nursing education programs in the United States. The College underwent our 10-year reaccreditation site visit March 9-11, 20026.

II-B. Physical resources enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of physical resources is reviewed periodically, and resources are modified as needed. Elaboration: Physical space and facilities (e.g., faculty and staff workspace, classrooms, laboratories, meeting areas) are sufficient and configured in ways that enable the program to achieve its mission, goals, and expected outcomes. Equipment and supplies (e.g., computing, laboratory, and teaching-learning materials) are sufficient to achieve the program's mission, goals, and expected outcomes. The institution is responsible for providing adequate physical resources.

II-C. Clinical sites enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of clinical sites is reviewed periodically, and resources are modified as needed.

II-F. Faculty are: sufficient in number to accomplish the mission, goals, and expected program outcomes; academically prepared for the areas in which they teach; and experientially prepared for the areas in which they teach.

II-G. Preceptors (e.g., mentors, guides, coaches), if used by the program as an extension of faculty, are academically and experientially qualified for their role.

Accreditation by the American Association of Colleges of Nursing Commission on Collegiate Nursing Education (CCNE) reflects confidence in the overall integrity of the program, achievement of program outcomes, and the program's commitment to continuous quality improvement. Maintaining specialized admissions status ensures that enrollment remains aligned with available faculty, clinical placements, and instructional resources, thereby supporting compliance with regulatory and accreditation standards while preparing competent, practice ready graduates.

7. List other System institutions that offer the degree and indicate if the degree has been approved for specialized admissions status in the table below. Add more rows as needed.

Institution	Specialized Admissions Status (Yes/No)
FAMU	Yes
FAU	Yes
FGCU	Yes
FIU	Yes
UCF	Yes
UF	Yes
UNF	Yes
USF	Yes
UWF	Yes

8. Do the program's prerequisite courses align with prerequisites at other System institutions offering the same degree program? If not, describe.

Yes

No

9. Workforce Demand

If the program for which reaffirmation is being requested is on the Programs of Strategic Emphasis list, skip question 9 and go directly to question 10.

Complete the labor market demand table below using data from the Search by CIP or SOC Employment Projection Data Tool in the Academic Review Tracking System.

Labor Market Demand, CIP Code 51.3801

Occupations	Percent Change in Job Openings		Annual Average Job Openings		Total # of New Jobs		Florida Median Annual Wage	Education Level Needed for Entry
	FL 2025 - 2033	U.S. 2024 - 2034	FL 2025 - 2033	U.S. 2024 - 2034	FL 2025 - 2033	U.S. 2024 - 2034		

Sources:

Date Retrieved: 4/15/26

U.S. Bureau of Labor Statistics - <https://data.bls.gov/projections/occupationProj>

Florida Department of Economic Opportunity - <http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>

10. Provide the total number of applications received and the total number of students accepted in the degree program for each academic year in the table below.

*BSN Program through Spring 2026

	2022-2023 AY	2023-2024 AY	2024-2025 AY	2025-2026 AY
# of Applications Received	395	593	646	777*
# of Students Accepted	217	360	407	303*

11. Provide the enrollment and degrees awarded for the degree program in the table below.

*Number of degrees awarded Fall 2026

	2022-2023 AY	2023-2024 AY	2024-2025 AY	2025-2026 AY*
Enrollment	Fall 2022 352	Fall 2023 361	Fall 2024 504	Fall 2025 555
# of Degrees Awarded	141	178	348	251*

Required Signatures

Provost's Signature _____ Date _____

Board of Trustees Chair's Signature _____ Date _____

Date Approved by the Board of Trustees _____

Specialized Admissions Status Reaffirmation

In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

Institution: Florida State University

Degree Program: Business Administration & Management

CIP Code: 52.0201

Total Number of Credit Hours for the Degree: 120

Effective Academic Year: 2027-2028

1. Does the proposed program qualify as a Program of Strategic Emphasis?

[Programs of Strategic Emphasis List](#)

- Yes
 No

Does the program fall under one of the CIP codes listed below that qualify for the Programs of Strategic Emphasis Waiver?

CIP CODE	CIP TITLE
11.0101	Computer and Information Sciences
11.0103	Information Technology
13.1001	Special Education and Teaching
13.1202	Elementary Education and Teaching
14.0801	Civil Engineering
14.0901	Computer Engineering
14.1001	Electrical and Electronics Engineering
14.1901	Mechanical Engineering
27.0101	Mathematics
52.0301	Accounting
52.0801	Finance
52.1201	Management Information Systems

- Yes.** If yes, the program is not eligible for specialized admissions per [Regulation 8.013](#).
 No

2. Identify the program, major(s), or track(s) initially approved for specialized admissions status and for which reaffirmation is requested.

Major in the degree include:

3. Management
4. Human Resources Management

5. What are the requirements for admission to this program?

6. Overall GPA of 3.0
7. Admission to Florida State University
8. Completion of at least 52 semester hours
9. Completion the following prerequisite courses with a grade of C- or better in each course (or its equivalent)
 10. ACG 2021
 11. ACG 2071
 12. CGS 2100 or CGS2518
 13. ECO 2013
 14. ECO 2023
 15. MAC 2233
 16. STA 2023, STA 3014, or QMB 2100

4. Which criteria for specialized admissions status does the program meet?

- Limited Resources (If approved, the status will last a maximum of four years)
- Minimal Skills (If approved, the status will last a maximum of five years)
- Accreditation Requirements (If checked, either limited resources or minimal skills must be selected)

5. If the specialized admissions criteria is based on limited resources, describe the specific limitations, such as: space, equipment, or other instructional facilities; clinical facilities; required student-faculty ratios; fiscal or other resource limitations. Since obtaining specialized admissions status, what has the institution done over the past four years to meet the student demand for the program?

Strategic measures have been implemented to secure additional resources, optimize course offerings to support student success, and maintain capacity for highly qualified management degree students. This section highlights the potential limitations the Herbert Wertheim College of Business faces for the management degree if the Specialized Admissions status were to be removed.

Space and Instructional Facilities

The Wertheim College has worked with the university to increase space allocations and resources in the last four years. With respect to space, we have moved into the new Wertheim Center for Business Excellence. The Wertheim Center represents a 67 percent increase in square footage which allows the space for student collaboration, industry interaction, and access to increased services related to student success. The expansion includes a 55 percent increase in student space, 24 percent increase in faculty space, and 21 percent increase in student space. The Wertheim Center was designed when the College's enrollment was 5,404 undergraduate students¹ factored in historic growth rate of two percent giving the College years of growth with ample class space. Currently, the Wertheim College supports 7,684 undergraduate students². This data represents a 42.2% increase in undergraduate students since fall 2018.

Over the past two years, Wertheim College has made a strong effort to increase the percentage of in-person offerings to help ensure a continued increase in student success. While face-to-face course offerings have increased, available instructional space has not kept pace with increased demand. Based on Spring 2026 enrollments, large classroom capacity remains highly constrained, with 97% of rooms with capacities above 60 fully occupied.

Faculty

In collaboration with the Provost and the President, additional faculty lines in healthcare administration have been secured to support FSU Health. We were able to add 6 lines to our faculty. However, most of these faculty members are primarily responsible for the online master's degree major of Business Administration in Healthcare Administration. Additionally, these faculty members teach undergraduate class sections associated with the various undergraduate degree programs.³ The cost associated with 12 new faculty lines is approximately \$3,500,000 recurring to cover base salary and fringe and \$2,700,000 to cover start-up costs including summer salary and fringe.⁴ Given these substantial financial and resource constraints, the program's capacity to further expand instructional offerings remains limited. As a result, the implementation of a special admission process is necessary to effectively manage enrollment, maintain instructional quality, and ensure student success.

¹ 3,140 upper division majors and 2,264 business intent students not yet certified to upper division.

² 4,973 upper division majors and 2,711 business intent students not yet certified to upper division.

³ A seventh line is currently being hired for in this effort.

⁴ The figures represent the mix of faculty needed. For reference, the average starting 9-month salary for new tenure track faculty by area is Accounting \$240,200, Finance, \$258,500, Management \$195,200, Marketing \$198,000, Management Information Systems \$194,400, and Risk Management and Insurance \$258,500. These numbers do not include, start up, summer support and fringe. Average starting salaries for non-tenure track faculty before fringe and summer support is about \$150,000.

Since the initial approval of Specialized Admissions status, the Wertheim College has received two significant gifts. An earlier naming gift established by the Persis Rockwood School of Marketing, supported named professorships, and provided resources to enhance student support. More recently, the College received a major naming gift, resulting in its designation as the Herbert Wertheim College of Business. This gift includes a \$50 million endowment upon full realization. While these funds strengthen the student's experience and augment faculty support, they do not fund additional faculty lines.

Enrollment in the college has increased over the past year while the number of faculty lines have remained nearly the same. Additionally, smaller face to face undergraduate course sections have replaced some large online sections. The table below includes data related to lower-division undergraduate students, upper-division undergraduate students, graduate students, and faculty FTE.⁵

	Lower-Division Undergraduate Headcount (Spring of Academic Year)	Upper-Division Undergraduate Headcount (Spring of Academic Year)	Graduate Student Headcount (Spring of Academic Year)	Faculty (FTE)*
Spring 2026	2,590	4,510	836	119
Spring 2026	2,711	4,973	985	121.5
Percent Increase	4.6%	10.3%	17.8%	2.1%

Based on the data and conservative growth estimates, the Wertheim College anticipates needing 12 additional faculty lines to meet the increased demand for the degree and teach the face-to-face course sections. The nature and topics of the courses as well as the need to develop students' analytical and presentation skills make it impossible to merely increase class sizes or switch to online delivery methods to accommodate the increased student headcounts. Larger size classes and online delivery methods would not permit the level of in-depth instruction and student support (e.g., office hours, mentoring, etc.) that is expected. Further, drastic increases in class sizes and student-to-faculty ratios would severely impact several academic metrics critical to college accreditation.

Staff

In addition to faculty lines, the Wertheim College also can benefit from additional staff lines to meet the needs in the areas of student advising, student engagement, internship placement, and professional development to meet the increased demand for student support services. The college's current student-to-advisor ratio (approximately 600:1) exceeds the university goal of 250:1. The College Academic Retention Team (CART) has been assisting our college with supporting students who struggle academically so that they can navigate policies and procedures. However, the size of this team will need

⁵ Students outside the Wertheim College taking business classes are not accounted for in this table.

to grow in order to meet the needs of all students. Another resource that will need expansion is our Wertheim College's professional development team. This team plays a vital role in meeting the demand for career preparation ⁶ The role of this team includes identifying and working with employers to provide internship opportunities and full-time employment.

In consideration of these factors, estimated staffing costs are approximately \$1,200,000, inclusive of fringe benefits. However, the Wertheim College's existing facilities are insufficient to adequately accommodate additional personnel or to meet student needs for in-person advising and professional development. This space limitation presents a significant constraint on the College's ability to support anticipated growth and maintain a high level of service.

Impact on Student Success

Challenges around student success are speculated if the Specialized Admissions status were to be removed. Admission to the program does not ensure that students will academically succeed. Also, it does not ensure that students will succeed in post-graduation. Below are some of the concerns related to student success.

Time to Degree

The prerequisite classes, mapping, and GPA guidelines for the Wertheim College have been created by the faculty to ensure that admitted students are able to successfully complete the requirements for the degree in a timely manner. Based on the 2021 cohort of FTIC students, the college reported a 4-year graduation rate of 82%. For the most recent cohorts of transfer students, the 2-year graduation rate was 63%, and 3-year graduation rate was 90%. Removing the GPA threshold for the college may cause students to repeat classes more frequently. Repeat classes can cause a delay in time to stay on track of the suggested degree path. Coupled with the facts outlined above, Wertheim College would have difficulty offering enough classes to accommodate the repeated courses. The combination of these factors could cause a financial strain on students and families and additionally impact the university's retention and graduation rates.

Opportunities for Leadership, Internships, Networking, and Post-Graduate Success

A fundamental objective for both students and their families is securing strong placement in full-time employment and/or admission to graduate programs. Graduate schools, as well as an increasing number of employers, place significant emphasis on academic performance, particularly GPA, when evaluating candidates. Many employers, in fact, use minimum GPA thresholds of 3.0 or higher as a screening criterion. The removal of

⁶ This team includes staff for the career planning course, internships, student engagement, employer recruiting and networking events, and career related skills workshops.

this standard would place a greater number of students at a disadvantage, limiting their ability to secure competitive internships, full-time employment, and admission to graduate programs, thereby negatively impacting overall placement and graduate outcomes.

Given the resource constraints outlined above, the Wertheim College would face increased challenges in providing targeted professional development and career planning services necessary to support student success. A defining strength of the Wertheim College is its emphasis on individualized attention and comprehensive career counseling, which has contributed to consistently strong placement outcomes. From an employer perspective, any decline in the level of professional development and career preparation would make it more difficult to identify and recruit candidates who align with organizational needs.

Over time, if graduates do not consistently meet employer expectations, this could adversely affect both current and future hiring of FSU graduates. In addition to employment outcomes, post-graduate performance on key industry benchmarks, such as the CPA exam and other professional certifications, may also decline. Ultimately, this would limit students' ability to achieve their professional goals, with some graduates potentially accepting positions outside their field of study or at compensation levels below those commensurate with their education.

Summary

17. The current admissions standards for the management degree have helped to increase the preeminence of the Wertheim College and foster student success. This can be seen in many ways, for example:
18. 82% of Wertheim College FTIC students graduate in four years.
19. 90% of FCS transfers into the Wertheim College graduate in three years.
20. 86% of Wertheim College graduates who applied for employment after graduation received a job offer.
21. 93% of Wertheim College graduates who applied to graduate school after graduation received an admission offer.

Removing the ability to have admission criteria for this degree without a corresponding increase in resources would adversely affect the educational quality of the program, and, in turn, students' academic and professional success. As students' demands increase, it becomes challenging to meet the needs of all students.

- 6. If the specialized admissions criteria include accreditation requirements, include the name of the accrediting body and a direct link to the specific standard(s) that require the requested status.**

NA

7. List other System institutions that offer the degree and indicate if the degree has been approved for specialized admissions status in the table below. Add more rows as needed.

Institution	Specialized Admissions Status (Yes/No)
FAMU	No
FAU	No
FGCU	No
FIU	No
UCF	No
UNF	No
USF	No
UWF	No

8. Do the program's prerequisite courses align with prerequisites at other System institutions offering the same degree program? If not, describe.

- Yes
- N

9. Workforce Demand

If the program for which reaffirmation is being requested is on the Programs of Strategic Emphasis list, skip question 9 and go directly to question 10.

Complete the labor market demand table below using data from the Search by CIP or SOC Employment Projection Data Tool in the Academic Review Tracking System.

Labor Market Demand, CIP Code: 52.0201

Occupations	Percent Change in Job Openings		Annual Average Job Openings		Total # of New Jobs		Florida Median Annual Wage	Education Level Needed for Entry
	FL 2025-2033	U.S. 2024-2034	FL 2025-2033	U.S. 2024-2034	FL 2025-2033	U.S. 2024-2034		
Chief Executives	9.6%	4.3%	2,624	22,200	2,226	13,300	NA	B
General and operations Managers	10%	4.4%	21,294	308,700	20,622	164,000	100,755	B
Sales Managers	8.8%	4.7%	2,730	49,000	20,622	29,000	126,402	B
Administrative Services Managers	10.3%	4.6%	1,188	23,200	1,115	12,600	88,733	B
Facilities Managers (11-3013)	9.1%	3.8%	717	13,200	726	5,700	90,854	B
Financial Manager (11-3031)	18%	14.8%	8,179	74,600	4,361	128,800	\$143,104	B
Industrial Production Managers	6.8%	1.9%	539	17,100	642	4,600	\$109,054	B
Compensation and Benefits Managers	8.3%	0.2%	95	1,500	88	0	\$114,026	B
Human Resources Managers	11.1%	5%	1,194	17,900	996	11,100	\$124,946	B

Training and Development Managers	10.8%	5.8%	287	3,800	244	2,700	\$112,715	B
Construction Managers	13.1%	8.7%	5,792	46,800	4,267	48,100	\$103,314	B
Entertainment and Recreation Managers, Except Gambling	12.2%	7.7%	323	5,500	368	3,300	\$73,798	B
Social and Community Service Managers	11.2%	6.4%	998	18,600	857	14,100	\$69,867	B
Managers, All Other	9.1%	4.5%	5,805	106,700	5,702	59,800	\$102,669	B
Cost Estimators	3.8%	-4.2%	576	16,900	1,373	-9,300	\$71,906	B
Human Resources Specialists	13.1%	6.2%	8,400	81,800	6,589	58,400	\$63,960	B
Logisticians	21.4%	16.7%	2,620	26,400	1,453	40,300	\$68,994	B
Project Management Specialists	11.3%	5.6%	7,612	78,200	5,905	58,700	\$96,990	B
Management Analysts	12%	8.8%	9,896	98,100	8,146	94,500	\$83,117	B
Compensation, Benefits, and Job Analysis Specialists	11.5%	5.3%	840	8,500	647	5,600	\$63,274	B
Business Operations Specialists, All Other	9.6%	3%	7,200	108,200	7,428	36,300	\$77,938	B

Sources:

Date Retrieved: 04/15/2026

U.S. Bureau of Labor Statistics - <https://data.bls.gov/projections/occupationProj>

Florida Department of Economic Opportunity - <http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>

10. Provide the total number of applications received and the total number of students accepted in the degree program for each academic year in the table below.

	2022-2023 AY	2023-2024 AY	2024-2025 AY	2025-2026 AY
# of Applications Received	372	433	502	422
# of Students Accepted	282	334	402	350

11. Provide the enrollment and degrees awarded for the degree program in the table below.

	2022-2023 AY	2023-2024 AY	2024-2025 AY	2025-2026 AY
Enrollment	Fall 2022 464	Fall 2023 491	Fall 2024 500	Fall 2025 495
# of Degrees Awarded	256	248	272	83*

Required Signatures

Provost's Signature _____ Date _____

Board of Trustees Chair's Signature _____ Date _____

Date Approved by the Board of Trustees _____

Specialized Admissions Status Reaffirmation

In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

Institution: Florida State University

Degree Program: Marketing

CIP Code: 52.1401

Total Number of Credit Hours for the Degree: 120

Effective Academic Year: 2027-2028

**1. Does the proposed program qualify as a Program of Strategic Emphasis?
[Programs of Strategic Emphasis List](#)**

Yes

No

Does the program fall under one of the CIP codes listed below that qualify for the Programs of Strategic Emphasis Waiver?

CIP CODE	CIP TITLE
11.0101	Computer and Information Sciences
11.0103	Information Technology
13.1001	Special Education and Teaching
13.1202	Elementary Education and Teaching
14.0801	Civil Engineering
14.0901	Computer Engineering
14.1001	Electrical and Electronics Engineering
14.1901	Mechanical Engineering
27.0101	Mathematics
52.0301	Accounting
52.0801	Finance
52.1201	Management Information Systems

Yes. If yes, the program is not eligible for specialized admissions per [Regulation 8.013](#).

No

2. Identify the program, major(s), or track(s) initially approved for specialized admissions status and for which reaffirmation is requested.

Major in the degree include:

3. Marketing
4. Professional Sales

5. What are the requirements for admission to this program?

6. Overall GPA of 3.0
7. Admission to Florida State University
8. Completion of at least 52 semester hours
9. Completion the following prerequisite courses with a grade of C- or better in each course (or its equivalent)
 10. ACG 2021
 11. ACG 2071
 12. CGS 2100 or CGS2518
 13. ECO 2013
 14. ECO 2023
 15. MAC 2233
 16. STA 2023, STA 3014, or QMB 2100

4. Which criteria for specialized admissions status does the program meet?

- Limited Resources (If approved, the status will last a maximum of four years)
- Minimal Skills (If approved, the status will last a maximum of five years)
- Accreditation Requirements (If checked, either limited resources or minimal skills must be selected)

5. If the specialized admissions criteria are based on limited resources, describe the specific limitations, such as: space, equipment, or other instructional facilities; clinical facilities; required student-faculty ratios; fiscal or other resource limitations. Since obtaining specialized admissions status, what has the institution done over the past four years to meet the student's demand for the program?

Strategic measures have been implemented to secure additional resources, optimize course offerings to support student success, and maintain capacity for highly qualified management degree students. This section highlights the potential limitations the Herbert Wertheim College of Business faces for the management degree if the Specialized Admissions status were to be removed.

The Division of Undergraduate Studies and the Wertheim College work with lower-division students who cannot obtain the minimum GPA to find new options for majors outside the college to ensure timely graduation.

Space and Instructional Facilities

The Wertheim College has worked with the university to increase space allocations and resources in the last four years. With respect to space, we have moved into the new Wertheim Center for Business Excellence. The Wertheim Center represents a 67 percent increase in square footage which allows the space for student collaboration, industry interaction, and access to increased services related to student success. The expansion includes a 55 percent increase in student space, 24 percent increase in faculty space, and 21 percent increase in student space. The Wertheim Center was designed when the College's enrollment was 5,404 undergraduate students¹ factored in historic growth rate of two percent giving the College years of growth with ample class space. Currently, the Wertheim College supports 7,684 undergraduate students². This data represents a 42.2% increase in undergraduate students since fall 2018.

Over the past two years, Wertheim College has made a strong effort to increase the percentage of in-person offerings to help ensure a continued increase in student success. While face-to-face course offerings have increased, available instructional space has not kept pace with increased demand. Based on Spring 2026 enrollments, large classroom capacity remains highly constrained, with 97% of rooms with capacities above 60 fully occupied.

Faculty

In collaboration with the Provost and the President, additional faculty lines in healthcare administration have been secured to support FSU Health.

We were able to add 6 lines to our faculty. However, most of these faculty members are primarily responsible for the online master's degree major of Business Administration in Healthcare Administration. Additionally, these faculty members teach undergraduate class sections associated with the various undergraduate degree programs.³ The cost associated with 12 new faculty lines is approximately \$3,500,000 recurring to cover base salary and fringe and \$2,700,000 to cover start-up costs including summer salary and fringe.⁴ Given these substantial financial and resource constraints, the program's capacity to further expand instructional offerings remains limited. As a result, the implementation of a special admission process is necessary to effectively manage enrollment, maintain instructional quality, and ensure student success.

Since the initial approval of Specialized Admissions status, the Wertheim College has received two significant gifts. An earlier naming gift established by the Persis Rockwood School of Marketing, supported named professorships, and provided resources to enhance student support. More recently, the College received a major naming gift, resulting in its

designation as the Herbert Wertheim College of Business. This gift includes a \$50 million endowment upon full realization. While these funds strengthen the student's experience and augment faculty support, they do not fund additional faculty lines.

Enrollment in the college has increased over the past year while the number of faculty lines have remained nearly the same. Additionally, smaller face to face undergraduate course sections have replaced some large online sections. The table below includes data related to lower-division undergraduate students, upper-division undergraduate students, graduate students, and faculty FTE.⁵

	Lower-Division Undergraduate Headcount (Spring of Academic Year)	Upper-Division Undergraduate Headcount (Spring of Academic Year)	Graduate Student Headcount (Spring of Academic Year)	Faculty (FTE)*
Spring 2026	2,590	4,510	836	119
Spring 2025	2,711	4,973	985	121.5
Percent Increase	4.6%	10.3%	17.8%	2.1%

Based on the data and conservative growth estimates, the Wertheim College anticipates needing 12 additional faculty lines to meet the increased demand for the degree and teach the face-to-face course sections. The nature and topics of the courses as well as the need to develop students' analytical and presentation skills make it impossible to merely increase class sizes or switch to online delivery methods to accommodate the increased student headcounts. Larger size classes and online delivery methods would not permit the level of in-depth instruction and student support (e.g., office hours, mentoring, etc.) that is expected. Further, drastic increases in class sizes and student-to-faculty ratios would severely impact several academic metrics critical to college accreditation.

Staff

In addition to faculty lines, the Wertheim College also can benefit from additional staff lines to meet the needs in the areas of student advising, student engagement, internship placement, and professional development to meet the increased demand for student support services. The college's current student-to-advisor ratio (approximately 600:1) exceeds the university goal of 250:1. The College Academic Retention Team (CART) has been assisting our college with supporting students who struggle academically so that they can navigate policies and procedures. However, the size of this team will need to grow in order to meet the needs of all students. Another resource that will need expansion is our Wertheim College's professional development team. This team plays a vital role in meeting the demand for career preparation ^{608J}. The role of this team includes identifying and working with employers to provide internship opportunities and full-time employment.

In consideration of these factors, estimated staffing costs are approximately \$1,200,000,

inclusive of fringe benefits. However, the Wertheim College's existing facilities are insufficient to adequately accommodate additional personnel or to meet student needs for in-person advising and professional development. This space limitation presents a significant constraint on the College's ability to support anticipated growth and maintain a high level of service.

Impact on Student Success

Challenges around student success are speculated if the Specialized Admissions status were to be removed. Admission to the program does not ensure that students will academically succeed. Also, it does not ensure that students will succeed in post-graduation. Below are some of the concerns related to student success.

Time to Degree

The prerequisite classes, mapping, and GPA guidelines for the Wertheim College have been created by the faculty to ensure that admitted students are able to successfully complete the requirements for the degree in a timely manner. Based on the 2021 cohort of FTIC students, the college reported a 4-year graduation rate of 82%. For the most recent cohorts of transfer students, the 2-year graduation rate was 63%, and 3-year graduation rate was 90%. Removing the GPA threshold for the college may cause students to repeat classes more frequently. Repeat classes can cause a delay in time to stay on track of the suggested degree path. Coupled with the facts outlined above, Wertheim College would have difficulty offering enough classes to accommodate the repeated courses. The combination of these factors could cause a financial strain on students and families and additionally impact the university's retention and graduation rates.

Opportunities for Leadership, Internships, Networking, and Post-Graduate Success

A fundamental objective for both students and their families is securing strong placement in full-time employment and/or admission to graduate programs. Graduate schools, as well as an increasing number of employers, place significant emphasis on academic performance, particularly GPA, when evaluating candidates. Many employers, in fact, use minimum GPA thresholds of 3.0 or higher as a screening criterion. The removal of this standard would place a greater number of students at a disadvantage, limiting their ability to secure competitive internships, full-time employment, and admission to graduate programs, thereby negatively impacting overall placement and graduate outcomes.

Given the resource constraints outlined above, the Wertheim College would face increased challenges in providing targeted professional development and career

planning services necessary to support student success. A defining strength of the Wertheim College is its emphasis on individualized attention and comprehensive career counseling, which has contributed to consistently strong placement outcomes. From an employer perspective, any decline in the level of professional development and career preparation would make it more difficult to identify and recruit candidates who align with organizational needs.

Over time, if graduates do not consistently meet employer expectations, this could adversely affect both current and future hiring of FSU graduates. In addition to employment outcomes, post-graduate performance on key industry benchmarks, such as the CPA exam and other professional certifications, may also decline. Ultimately, this would limit students' ability to achieve their professional goals, with some graduates potentially accepting positions outside their field of study or at compensation levels below those commensurate with their education.

Summary

17. The current admissions standards for the management degree have helped to increase the preeminence of the Wertheim College and foster student success. This can be seen in many ways, for example:
18. 82% of Wertheim College FTIC students graduate in four years.
19. 90% of FCS transfers into the Wertheim College graduate in three years.
20. 86% of Wertheim College graduates who applied for employment after graduation received a job offer.
21. 93% of Wertheim College graduates who applied to graduate school after graduation received an admission offer.

Removing the ability to have admission criteria for this degree without a corresponding increase in resources would adversely affect the educational quality of the program, and, in turn, students' academic and professional success. As students' demands increase, it becomes challenging to meet the needs of all students.

- 6. If the specialized admissions criteria include accreditation requirements, include the name of the accrediting body and a direct link to the specific standard(s) that require the requested status.**

NA

7. List other System institutions that offer the degree and indicate if the degree has been approved for specialized admissions status in the table below. Add more rows as needed.

Institution	Specialized Admissions Status (Yes/No)
FAU	No
FGCU	No
FIU	No
UCF	No
UF	No
UNF	No
USF	No
UWF	No

8. Do the program's prerequisite courses align with prerequisites at other System institutions offering the same degree program? If not, describe.

- Yes
- No

9. Workforce Demand

If the program for which reaffirmation is being requested is on the Programs of Strategic Emphasis list, skip question 9 and go directly to question 10.

Complete the labor market demand table below using data from the Search by CIP or SOC Employment Projection Data Tool in the Academic Review Tracking System.

Labor Market Demand, CIP Code 52.1401

Occupations	Percent Change in Job Openings		Annual Average Job Openings		Total # of New Jobs		Florida Median Annual Wage	Education Level Needed for Entry
	FL 2025-2033	U.S. 2024-2034	FL 2025-2033	U.S. 2024-2034	FL 2025-2033	U.S. 2024-2034		

Sources:

Date Retrieved: 04/15/2026

U.S. Bureau of Labor Statistics - <https://data.bls.gov/projections/occupationProj>

Florida Department of Economic Opportunity - <http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>

10. Provide the total number of applications received and the total number of students accepted in the degree program for each academic year in the table below.

	2022-2023 AY	2023-2024 AY	2024-2025 AY	2025-2026 AY
# of Applications Received	574	673	682	583
# of Students Accepted	448	588	584	507

11. Provide the enrollment and degrees awarded for the degree program in the table below.

	2022-2023 AY	2023-2024 AY	2024-2025 AY	2025-2026 AY
Enrollment	Fall 2022 887	Fall 2023 880	Fall 2024 947	Fall 2025 884
# of Degrees Awarded	574	473	567	114*

Required Signatures

Provost’s Signature _____ Date _____

Board of Trustees Chair’s Signature _____ Date _____

Date Approved by the Board of Trustees _____

Specialized Admissions Status Reaffirmation

In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

Institution: Florida State University
Degree Program: Real Estate
CIP Code: 52.1501
Total Number of Credit Hours for the Degree: 120
Effective Academic Year: 2027-2028

- Does the proposed program qualify as a Program of Strategic Emphasis?

[Programs of Strategic Emphasis List](#)

- Yes
 No

Does the program fall under one of the CIP codes listed below that qualify for the Programs of Strategic Emphasis Waiver?

CIP CODE	CIP TITLE
11.0101	Computer and Information Sciences
11.0103	Information Technology
13.1001	Special Education and Teaching
13.1202	Elementary Education and Teaching
14.0801	Civil Engineering
14.0901	Computer Engineering
14.1001	Electrical and Electronics Engineering
14.1901	Mechanical Engineering
27.0101	Mathematics
52.0301	Accounting
52.0801	Finance
52.1201	Management Information Systems

- Yes. If yes, the program is not eligible for specialized admissions per [Regulation 8.013](#).
 No

2. Identify the program, major(s), or track(s) initially approved for specialized admissions status and for which reaffirmation is requested.

Major in the Degree: Real Estate

3. What are the requirements for admission to this program?

- Overall GPA of 3.0
- Admission to Florida State University
- Completion of at least 52 semester hours
- Completion the following prerequisite courses with a grade of C- or better in each course (or its equivalent)
 - ACG 2021
 - ACG 2071
 - CGS 2100 or CGS2518
 - ECO 2013
 - ECO 2023
 - MAC 2233
 - STA 2023, STA 3014, or QMB 210

4. Which criteria for specialized admissions status does the program meet?

- Limited Resources (If approved, the status will last a maximum of four years)
- Minimal Skills (If approved, the status will last a maximum of five years)
- Accreditation Requirements (If checked, either limited resources or minimal skills must be selected)

5. If the specialized admissions criteria is based on limited resources, describe the specific limitations, such as: space, equipment, or other instructional facilities; clinical facilities; required student-faculty ratios; fiscal or other resource limitations. Since obtaining specialized admissions status, what has the institution done over the past four years to meet the student demand for the program?

Strategic measures have been implemented to secure additional resources, optimize course offerings to support student success, and maintain capacity for highly qualified management degree students. This section highlights the potential limitations the Herbert Wertheim College of Business faces for the management degree if the Specialized Admissions status were to be removed.

Space and Instructional Facilities

The Wertheim College has worked with the university to increase space allocations and resources in the last four years. With respect to space, we have moved into the new Wertheim Center for Business Excellence. The Wertheim Center represents a 67 percent increase in square footage which allows the space for student collaboration, industry interaction, and access to increased services related to student success. The expansion includes a 55 percent increase in student space, 24 percent increase in faculty space, and 21 percent increase in student space. The Wertheim Center was designed when the College's enrollment was 5,404 undergraduate students¹ factored in historic growth rate of two percent, giving the College years of growth with ample class space. Currently, the Wertheim College supports 7,684 undergraduate students². This data represents a 42.2% increase in undergraduate students since fall 2018.

Over the past two years, Wertheim College has made a strong effort to increase the percentage of in-person offerings to help ensure a continued increase in student success. While face-to-face course offerings have increased, available instructional space has not kept pace with increased demand. Based on Spring 2026 enrollments, large classroom capacity remains highly constrained, with 97% of rooms with capacities above 60 fully occupied.

Faculty

In collaboration with the Provost and the President, additional faculty lines in healthcare administration have been secured to support FSU Health. We were able to add 6 lines to our faculty. However, most of these faculty members are primarily responsible for the online master's degree major of Business Administration in Healthcare Administration. Additionally, these faculty members teach undergraduate class sections associated with the various undergraduate degree programs.³ The cost associated with 12 new faculty lines is approximately \$3,500,000 recurring to cover base salary and fringe and \$2,700,000 to cover start-up costs including summer salary and fringe.⁴ Given these substantial financial and resource constraints, the program's capacity to further expand instructional offerings remains limited. As a result, the implementation of a special admission process is necessary to effectively manage enrollment, maintain instructional quality, and ensure student success.

Since the initial approval of Specialized Admissions status, the Wertheim College has received two significant gifts. An earlier naming gift established by the Persis Rockwood School of Marketing, supported named professorships, and provided resources to enhance student support. More recently, the College received a major naming gift, resulting in its designation as the Herbert Wertheim College of Business. This gift includes a \$50 million endowment upon full realization. While these funds strengthen the student's experience and augment faculty support, they do not fund additional faculty

lines.

Enrollment in the college has increased over the past year while the number of faculty lines have remained nearly the same. Additionally, smaller face to face undergraduate course sections have replaced some large online sections. The table below includes data related to lower-division undergraduate students, upper-division undergraduate students, graduate students, and faculty FTE.⁵

	Lower-Division Undergraduate Headcount (Spring of Academic Year)	Upper-Division Undergraduate Headcount (Spring of Academic Year)	Graduate Student Headcount (Spring of Academic Year)	Faculty (FTE)*
Spring 2026	2,590	4,510	836	119
Spring 2025	2,711	4,973	985	121.5
Percent Increase	4.6%	10.3%	17.8%	2.1%

Based on the data and conservative growth estimates, the Wertheim College anticipates needing 12 additional faculty lines to meet the increased demand for the degree and teach the face-to-face course sections. The nature and topics of the courses as well as the need to develop students' analytical and presentation skills make it impossible to merely increase class sizes or switch to online delivery methods to accommodate the increased student headcounts. Larger size classes and online delivery methods would not permit the level of in-depth instruction and student support (e.g., office hours, mentoring, etc.) that is expected. Further, drastic increases in class sizes and student-to-faculty ratios would severely impact several academic metrics critical to college accreditation.

Staff

In addition to faculty lines, the Wertheim College also can benefit from additional staff lines to meet the needs in the areas of student advising, student engagement, internship placement, and professional development to meet the increased demand for student support services. The college's current student-to-advisor ratio (approximately 600:1) exceeds the university goal of 250:1. The College Academic Retention Team (CART) has been assisting our college with supporting students who struggle academically so that they can navigate policies and procedures. However, the size of this team will need to grow in order to meet the needs of all students. Another resource that will need expansion is our Wertheim College's professional development team. This team plays a vital role in meeting the demand for career preparation ⁶. The role of this team includes identifying and working with employers to provide internship opportunities and full-time employment.

In consideration of these factors, estimated staffing costs are approximately \$1,200,000, inclusive of fringe benefits. However, the Wertheim College's existing facilities are insufficient to adequately accommodate additional personnel or to meet student needs

for in-person advising and professional development. This space limitation presents a significant constraint on the College's ability to support anticipated growth and maintain a high level of service.

Impact on Student Success

Challenges around student success are speculated if the Specialized Admissions status were to be removed. Admission to the program does not ensure that students will academically succeed. Also, it does not ensure that students will succeed in post-graduation. Below are some of the concerns related to student success.

Time to Degree

The prerequisite classes, mapping, and GPA guidelines for the Wertheim College have been created by the faculty to ensure that admitted students are able to successfully complete the requirements for the degree in a timely manner. Based on the 2021 cohort of FTIC students, the college reported a 4-year graduation rate of 82%. For the most recent cohorts of transfer students, the 2-year graduation rate was 63%, and 3-year graduation rate was 90%. Removing the GPA threshold for the college may cause students to repeat classes more frequently. Repeat classes can cause a delay in time to stay on track of the suggested degree path. Coupled with the facts outlined above, Wertheim College would have difficulty offering enough classes to accommodate the repeated courses. The combination of these factors could cause a financial strain on students and families and additionally impact the university's retention and graduation rates.

Opportunities for Leadership, Internships, Networking, and Post-Graduate Success

A fundamental objective for both students and their families is securing strong placement in full-time employment and/or admission to graduate programs. Graduate schools, as well as an increasing number of employers, place significant emphasis on academic performance, particularly GPA, when evaluating candidates. Many employers, in fact, use minimum GPA thresholds of 3.0 or higher as a screening criterion. The removal of this standard would place a greater number of students at a disadvantage, limiting their ability to secure competitive internships, full-time employment, and admission to graduate programs, thereby negatively impacting overall placement and graduate outcomes.

Given the resource constraints outlined above, the Wertheim College would face increased challenges in providing targeted professional development and career planning services necessary to support student success. A defining strength of the Wertheim College is its emphasis on individualized attention and comprehensive career counseling, which has contributed to consistently strong placement

outcomes. From an employer perspective, any decline in the level of professional development and career preparation would make it more difficult to identify and recruit candidates who align with organizational needs.

Over time, if graduates do not consistently meet employer expectations, this could adversely affect both current and future hiring of FSU graduates. In addition to employment outcomes, post-graduate performance on key industry benchmarks, such as the CPA exam and other professional certifications, may also decline. Ultimately, this would limit students' ability to achieve their professional goals, with some graduates potentially accepting positions outside their field of study or at compensation levels below those commensurate with their education.

Summary

The current admissions standards for the management degree have helped to increase the preeminence of the Wertheim College and foster student success. This can be seen in many ways, for example:

- 82% of Wertheim College FTIC students graduate in four years.
- 90% of FCS transfers into the Wertheim College graduate in three years.
- 86% of Wertheim College graduates who applied for employment after graduation received a job offer.
- 93% of Wertheim College graduates who applied to graduate school after graduation received an admission offer.

Removing the ability to have admission criteria for this degree without a corresponding increase in resources would adversely affect the educational quality of the program, and, in turn, students' academic and professional success. As students' demands increase, it becomes challenging to meet the needs of all students.

6. If the specialized admissions criteria include accreditation requirements, include the name of the accrediting body and a direct link to the specific standard(s) that require the requested status.

NA

7. List other System institutions that offer the degree and indicate if the degree has been approved for specialized admissions status in the table below. Add more rows as needed.

Institution	Specialized Admissions Status (Yes/No)
FAU	No
FIU	No
UCF	NO
UF	NO

8. Do the program’s prerequisite courses align with prerequisites at other System institutions offering the same degree program? If not, describe.

- Yes
- No

9. Workforce Demand

If the program for which reaffirmation is being requested is on the Programs of Strategic Emphasis list, skip question 9 and go directly to question 10.

Complete the labor market demand table below using data from the Search by CIP or SOC Employment Projection Data Tool in the Academic Review Tracking System.

Labor Market Demand, CIP Code 52.1501

Occupations	Percent Change in Job Openings		Annual Average Job Openings		Total # of New Jobs		Florida Median Annual Wage	Education Level Needed for Entry
	FL 2025-2033	U.S. 2024-2034	FL 2025-2033	U.S. 2024-2034	FL 2025-2033	U.S. 2024-2034		
Property, real Estate, and Community Association Managers	NA	3.6%	NA	39,000	NA	17,000	NA	NA
Appraisers of Personal and Business Property	NA	NA	NA	NA	NA	NA	NA	NA
Appraisers and Assessors of Real Estate	NA	NA	NA	NA	NA	NA	NA	NA
Real Estate Brokers	7.7%	3.3%	715	9,700	879	3,700	63,440	HS
Real Estate Sales Agents	7.9%	3.1%	4,924	36,600	5,928	12,800	50,749	HS

Sources:

Date Retrieved: 04/15/2026

U.S. Bureau of Labor Statistics - <https://data.bls.gov/projections/occupationProj>

Florida Department of Economic Opportunity - <http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>

10. Provide the total number of applications received and the total number of students accepted in the degree program for each academic year in the table below.

	2022-2023 AY	2023-2024 AY	2024-2025 AY	2025-2026 AY
# of Applications Received	111	109	102	114
# of Students Accepted	92	89	86	100

11. Provide the enrollment and degrees awarded for the degree program in the table below.

	2022-2023 AY	2023-2024 AY	2024-2025 AY	2025-2026 AY
Enrollment	Fall 2022 148	Fall 2023 153	Fall 2024 137	Fall 2025 175
# of Degrees Awarded	88	98	101	12*

Required Signatures

Provost's Signature _____ Date _____

Board of Trustees Chair's Signature _____ Date _____

Date Approved by the Board of Trustees _____

Specialized Admissions Status Reaffirmation

In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

Institution: Florida State University
Degree Program: Risk Management and Insurance
CIP Code: 52.1701
Total Number of Credit Hours for the Degree: 120
Effective Academic Year: 2027-2028
1. Does the proposed program qualify as a Program of Strategic Emphasis?
[Programs of Strategic Emphasis List](#)
 Yes

 No

Does the program fall under one of the CIP codes listed below that qualify for the Programs of Strategic Emphasis Waiver?

CIP CODE	CIP TITLE
11.0101	Computer and Information Sciences
11.0103	Information Technology
13.1001	Special Education and Teaching
13.1202	Elementary Education and Teaching
14.0801	Civil Engineering
14.0901	Computer Engineering
14.1001	Electrical and Electronics Engineering
14.1901	Mechanical Engineering
27.0101	Mathematics
52.0301	Accounting
52.0801	Finance
52.1201	Management Information Systems

 Yes. If yes, the program is not eligible for specialized admissions per [Regulation 8.013](#).

 No

2. Identify the program, major(s), or track(s) initially approved for specialized admissions status and for which reaffirmation is requested.

Major in the Degree: Risk Management and Insurance

3. What are the requirements for admission to this program?

4. Overall GPA of 3.0
5. Admission to Florida State University
6. Completion of at least 52 semester hours
7. Completion the following prerequisite courses with a grade of C- or better in each course (or its equivalent)
8. ACG 2021
9. ACG 2071
10. CGS 2100 or CGS2518
11. ECO 2013
12. ECO 2023
13. MAC 2233
14. STA 2023, STA 3014, or QMB 2100

4. Which criteria for specialized admissions status does the program meet?

- Limited Resources (If approved, the status will last a maximum of four years)
- Minimal Skills (If approved, the status will last a maximum of five years)
- Accreditation Requirements (If checked, either limited resources or minimal skills must be selected)

5. If the specialized admissions criteria are based on limited resources, describe the specific limitations, such as: space, equipment, or other instructional facilities; clinical facilities; required student-faculty ratios; fiscal or other resource limitations. Since obtaining specialized admissions status, what has the institution done over the past four years to meet the student's demand for the program?

Strategic measures have been implemented to secure additional resources, optimize course offerings to support student success, and maintain capacity for highly qualified management degree students. This section highlights the potential limitations the Herbert Wertheim College of Business faces for the management degree if the Specialized Admissions status were to be removed.

Space and Instructional Facilities

The Wertheim College has worked with the university to increase space allocations and resources in the last four years. With respect to space, we have moved into the new Wertheim Center for Business Excellence. The Wertheim Center represents a 67 percent increase in square footage which allows the space for student collaboration, industry interaction, and access to increased services related to student success. The expansion includes a 55 percent increase in student space, a 24 percent increase in faculty space, and a 21 percent increase in student space. The Wertheim Center was

designed when the College's enrollment was 5,404 undergraduate students¹ factored in historic growth rate of two percent, giving the College years of growth with ample class space. Currently, the Wertheim College supports 7,684 undergraduate students². This data represents a 42.2% increase in undergraduate students since fall 2018.

Over the past two years, Wertheim College has made a strong effort to increase the percentage of in-person offerings to help ensure a continued increase in student success. While face-to-face course offerings have increased, available instructional space has not kept pace with increased demand. Based on Spring 2026 enrollments, large classroom capacity remains highly constrained, with 97% of rooms with capacities above 60 fully occupied.

Faculty

In collaboration with the Provost and the President, additional faculty lines in healthcare administration have been secured to support FSU Health. We were able to add 6 lines to our faculty. However, most of these faculty members are primarily responsible for the online master's degree major of Business Administration in Healthcare Administration. Additionally, these faculty members teach undergraduate class sections associated with the various undergraduate degree programs.³ The cost associated with 12 new faculty lines is approximately \$3,500,000 recurring to cover base salary and fringe and \$2,700,000 to cover start-up costs including summer salary and fringe.⁴ Given these substantial financial and resource constraints, the program's capacity to further expand instructional offerings remains limited. As a result, the implementation of a special admission process is necessary to effectively manage enrollment, maintain instructional quality, and ensure student success.

Since the initial approval of Specialized Admissions status, the Wertheim College has received two significant gifts. An earlier naming gift established by the Persis Rockwood School of Marketing, supported named professorships, and provided resources to enhance student support. More recently, the College received a major naming gift, resulting in its designation as the Herbert Wertheim College of Business. This gift includes a \$50 million endowment upon full realization. While these funds strengthen the student's experience and augment faculty support, they do not fund additional faculty lines.

Enrollment in the college has increased over the past year while the number of faculty lines have remained nearly the same. Additionally, smaller face to face undergraduate course sections have replaced some large online sections. The table below includes data related to lower-division undergraduate students, upper-division undergraduate students, graduate students, and faculty FTE.⁵

	Lower-Division Undergraduate Headcount (Spring of Academic Year)	Upper-Division Undergraduate Headcount (Spring of Academic Year)	Graduate Student Headcount (Spring of Academic Year)	Faculty (FTE)*
Spring 2026	2,590	4,510	836	119
Spring 2026	2,711	4,973	985	121.5
Percent Increase	4.6%	10.3%	17.8%	2.1%

Based on the data and conservative growth estimates, the Wertheim College anticipates needing 12 additional faculty lines to meet the increased demand for the degree and teach the face-to-face course sections. The nature and topics of the courses as well as the need to develop students' analytical and presentation skills make it impossible to merely increase class sizes or switch to online delivery methods to accommodate the increased student headcounts. Larger size classes and online delivery methods would not permit the level of in-depth instruction and student support (e.g., office hours, mentoring, etc.) that is expected. Further, drastic increases in class sizes and student-to-faculty ratios would severely impact several academic metrics critical to college accreditation.

Staff

In addition to faculty lines, the Wertheim College also can benefit from additional staff lines to meet the needs in the areas of student advising, student engagement, internship placement, and professional development to meet the increased demand for student support services. The college's current student-to-advisor ratio (approximately 600:1) exceeds the university goal of 250:1. The College Academic Retention Team (CART) has been assisting our college with supporting students who struggle academically so that they can navigate policies and procedures. However, the size of this team will need to grow in order to meet the needs of all students. Another resource that will need expansion is our Wertheim College's professional development team. This team plays a vital role in meeting the demand for career preparation ^{6(COJ)}. The role of this team includes identifying and working with employers to provide internship opportunities and full-time employment.

In consideration of these factors, estimated staffing costs are approximately \$1,200,000, inclusive of fringe benefits. However, the Wertheim College's existing facilities are insufficient to adequately accommodate additional personnel or to meet student needs for in-person advising and professional development. This space limitation presents a significant constraint on the College's ability to support anticipated growth and maintain a high level of service.

Impact on Student Success

Challenges around student success are speculated if the Specialized Admissions status were to be removed. Admission to the program does not ensure that students will academically succeed. Also, it does not ensure that students will succeed in post-graduation. Below are some of the concerns related to student success.

Time to Degree

The prerequisite classes, mapping, and GPA guidelines for the Wertheim College have been created by the faculty to ensure that admitted students are able to successfully complete the requirements for the degree in a timely manner. Based on the 2021 cohort of FTIC students, the college reported a 4-year graduation rate of 82%. For the most recent cohorts of transfer students, the 2-year graduation rate was 63%, and 3-year graduation rate was 90%. Removing the GPA threshold for the college may cause students to repeat classes more frequently. Repeat classes can cause a delay in time to stay on track of the suggested degree path. Coupled with the facts outlined above, Wertheim College would have difficulty offering enough classes to accommodate the repeated courses. The combination of these factors could cause a financial strain on students and families and additionally impact the university's retention and graduation rates.

Opportunities for Leadership, Internships, Networking, and Post-Graduate Success

A fundamental objective for both students and their families is securing strong placement in full-time employment and/or admission to graduate programs. Graduate schools, as well as an increasing number of employers, place significant emphasis on academic performance, particularly GPA, when evaluating candidates. Many employers, in fact, use minimum GPA thresholds of 3.0 or higher as a screening criterion. The removal of this standard would place a greater number of students at a disadvantage, limiting their ability to secure competitive internships, full-time employment, and admission to graduate programs, thereby negatively impacting overall placement and graduate outcomes.

Given the resource constraints outlined above, the Wertheim College would face increased challenges in providing targeted professional development and career planning services necessary to support student success. A defining strength of the Wertheim College is its emphasis on individualized attention and comprehensive career counseling, which has contributed to consistently strong placement outcomes. From an employer perspective, any decline in the level of professional development and career preparation would make it more difficult to identify and recruit candidates who align with organizational needs.

Over time, if graduates do not consistently meet employer expectations, this could adversely affect both current and future hiring of FSU graduates. In addition to employment outcomes, post-graduate performance on key industry benchmarks, such as the CPA exam and other professional certifications, may also decline. Ultimately, this would limit students' ability to achieve their professional goals, with some graduates potentially accepting positions outside their field of study or at compensation levels below those commensurate with their education.

Summary

- 15. The current admissions standards for the management degree have helped to increase the preeminence of the Wertheim College and foster student success. This can be seen in many ways, for example:
- 16. 82% of Wertheim College FTIC students graduate in four years.
- 17. 90% of FCS transfers into the Wertheim College graduate in three years.
- 18. 86% of Wertheim College graduates who applied for employment after graduation received a job offer.
- 19. 93% of Wertheim College graduates who applied to graduate school after graduation received an admission offer.

Removing the ability to have admission criteria for this degree without a corresponding increase in resources would adversely affect the educational quality of the program, and, in turn, students' academic and professional success. As students' demands increase, it becomes challenging to meet the needs of all students.

6. If the specialized admissions criteria include accreditation requirements, include the name of the accrediting body and a direct link to the specific standard(s) that require the requested status.

NA

7. List other System institutions that offer the degree and indicate if the degree has been approved for specialized admissions status in the table below. Add more rows as needed.

Institution	Specialized Admissions Status (Yes/No)
FIU	No
UF	No
USF	NO

8. Do the program's prerequisite courses align with prerequisites at other System institutions offering the same degree program? If not, describe.

- Yes
- No

9. Workforce Demand

If the program for which reaffirmation is being requested is on the Programs of Strategic Emphasis list, skip question 9 and go directly to question 10.

Complete the labor market demand table below using data from the Search by CIP or SOC Employment Projection Data Tool in the Academic Review Tracking System.

Labor Market Demand, CIP Code 52.1701

Occupations	Percent Change in Job Openings		Annual Average Job Openings		Total # of New Jobs		Florida Median Annual Wage	Education Level Needed for Entry
	FL 2025-2033	U.S. 2024-2034	FL 2025-2033	U.S. 2024-2034	FL 2025-2033	U.S. 2024-2034		

Sources:

Date Retrieved: 04/15/26

U.S. Bureau of Labor Statistics - <https://data.bls.gov/projections/occupationProj>

Florida Department of Economic Opportunity - <http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>

10. Provide the total number of applications received and the total number of students accepted in the degree program for each academic year in the table below.

	2022-2023 AY	2023-2024 AY	2024-2025 AY	2025-2026 AY
# of Applications Received	50	82	67	119
# of Students Accepted	45	76	61	107

11. Provide the enrollment and degrees awarded for the degree program in the table below.

	2022-2023 AY	2023-2024 AY	2024-2025 AY	2025-2026 AY
Enrollment	Fall 2022 156	Fall 2023 132	Fall 2024 144	Fall 2025 192
# of Degrees Awarded	83	91	80	15*

Required Signatures

Provost's Signature _____ Date _____

Board of Trustees Chair's Signature _____ Date _____

Date Approved by the Board of Trustees _____



FLORIDA STATE UNIVERSITY
BOARD OF TRUSTEES
Academic Affairs Committee

ACTION ITEMS

III and IV



FLORIDA STATE UNIVERSITY

BOARD OF TRUSTEES

Academic Affairs Committee

ACTION ITEM III

June 18, 2026

SUBJECT: Proposal to Implement M.S. in Marriage and Family Therapy

PROPOSED COMMITTEE ACTION

Request to approve the Marriage and Family Therapy M.S. - Request to Offer a New Degree Program

AUTHORITY FOR BOARD OF TRUSTEES ACTION

Florida Board of Governors Regulation 8.011

BACKGROUND INFORMATION

The proposed master's degree will be offered by the College of Education, Health, and Human Sciences department of Human Development and Family Science. The purpose of the Marriage and Family Therapy degree is to train individuals to become highly qualified mental health professionals equipped to serve individuals, couples, and families. This degree is essential in an environment of increased awareness of the impact of relationships and family systems on overall well-being. Labor Market Demand data for this occupation documents a 13.4% increase in job openings in Florida and 16.2% at the national level, leading to 12,300 new jobs openings nationally between 2022 and 2032.

The Master's of Science (MS) degree will be completed by students concurrently with the Educational Specialist (EdS) degree also being requested. The total 60 credit hour curriculum is due to the curricular and clinical placement standards of the national accrediting body, Commission on the Accreditation for Marriage and Family Therapy Education

ADDITIONAL COMMITTEE CONSIDERATIONS

Proposal will be submitted to the Florida Board of Governors for technical review prior to offering.

Supporting Documentation Included: Florida BOG Request to Offer a New Degree Program – Marriage and Family Therapy M.S.

Submitted by: Office of Faculty Development and Advancement



FLORIDA STATE UNIVERSITY

BOARD OF TRUSTEES

Academic Affairs Committee

ACTION ITEM IV

June 18, 2026

SUBJECT: Proposal to Implement Ed.S. in Marriage and Family Therapy

PROPOSED COMMITTEE ACTION

Request to approve the Marriage and Family Therapy Ed.S. - Request to Offer a New Degree Program

AUTHORITY FOR BOARD OF TRUSTEES ACTION

Florida Board of Governors Regulation 8.011

BACKGROUND INFORMATION

The proposed specialist degree will be offered by the College of Education, Health, and Human Sciences department of Human Development and Family Science. The purpose of the Marriage and Family Therapy degree is to train individuals to become highly qualified mental health professionals equipped to serve individuals, couples, and families. This degree is essential in an environment of increased awareness of the impact of relationships and family systems on overall well-being. The mission of the new degree program aligns with FSU Health and FSU ASPIRE (A Strategic Plan to Inspire Research Excellence) Impact Area 5.1: Healthy Florida - Mental and Behavioral Health.

The Educational Specialist (EdS) degree will be completed by students concurrently with the Master's of Science (MS) degree being requested. The 60 credit hour total curriculum is due to the curricular and clinical placement standards of the national accrediting body, Commission for the Accreditation for Marriage and Family Therapy Education.

ADDITIONAL COMMITTEE CONSIDERATIONS

Proposal will be submitted to the Florida Board of Governors for technical review prior to offering.

Supporting Documentation Included: Florida BOG Request to Offer a New Degree Program – Marriage and Family Therapy Ed.S.

Submitted by: Office of Faculty Development and Advancement



Request to Offer a New Degree Program

In accordance with Board of Governors Regulation 8.011,
Academic Degree Program Coordination and Approval

Florida State University

Institution Submitting Proposal

Anne Spencer Daves College of
Education, Health, and Human Sciences

Name of College(s) or School(s)

Marriage and Family Therapy

Academic Specialty or Field

51.1505

Proposed CIP Code (2020 CIP)

Fall 2027

Proposed Implementation Term

Human Development and Family
Science

Name of Department(s)/Division(s)

Marriage and Family Therapy

Complete Name of Degree

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met before the program's initiation.

**Date Approved by the University
Board of Trustees**

President's Signature

Date

**Board of Trustees Chair's
Signature**

Date

Provost's Signature

Date



Request to Offer a New Degree Program

In accordance with Board of Governors Regulation 8.011,
Academic Degree Program Coordination and Approval

Florida State University
Institution Submitting Proposal

Fall 2027
Proposed Implementation Term

Anne Spencer Daves College of
Education, Health, and Human Sciences
Name of College(s) or School(s)

Human Development and Family
Science
Name of Department(s)/Division(s)

Marriage and Family Therapy
Academic Specialty or Field

Marriage and Family Therapy
Complete Name of Degree

51.1505
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The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met before the program's initiation.

**Date Approved by the University
Board of Trustees**

President's Signature **Date**

**Board of Trustees Chair's Date
Signature**

Provost's Signature **Date**

I. Overview

A. Briefly describe the proposed program in the following table.

Purpose	The purpose of the Marriage and Family Therapy M.S. & Ed.S. degree is to train highly competent mental health professionals equipped to serve individuals, couples, and families across multiple clinical and community settings. As the demand for relational and systemic approaches to mental health care continues to grow, there is an increasing need for therapists trained to address complex interpersonal dynamics and family systems. This program responds to the rising awareness of how couples and family health impacts overall well-being, particularly in the context of trauma, substance use, parenting, and chronic illness. Graduates will be trained to assess, diagnose, and treat a wide range of emotional and behavioral issues, with a strong foundation in evidence-based practices and cultural competence as Licensed Marriage and Family Therapists. The program also supports the development of skills necessary for collaboration with interdisciplinary teams, contributing to integrated care models and community-based interventions.
Degree Level(s):	Master of Science (M.S.) & Education Specialist (Ed.S.)
Majors, Concentrations, Tracks, or Specializations	Marriage and Family Therapy
Total Number of Credit Hours	30 hours- Master of Science & 30 hours- Education Specialist
Program Type	<input checked="" type="checkbox"/> E&G Program <input type="checkbox"/> Market Tuition Rate Program* <input type="checkbox"/> Self-Supporting Program* <small>*Refer to Board Regulation 8.002, Self Supporting and Market Tuition Rate Program and Course Offerings, for additional details.</small>
Possible Career Outcomes	Marriage and Family Therapist, Play Therapist

B. Does the proposed program qualify as a Program of Strategic Emphasis, as described in the Florida Board of Governors 2025 System Strategic Plan?
[Programs of Strategic Emphasis List](#)

- Yes, it does qualify as a Program of Strategic Emphasis.
 No, it does not qualify as a Program of Strategic Emphasis.

- C. Does the program fall under one of the CIP codes listed below that qualifies for the Programs of Strategic Emphasis Waiver? *(for baccalaureate programs only)*

CIP CODE	CIP TITLE
11.0101	Computer and Information Sciences
11.0103	Information Technology
13.1001	Special Education and Teaching
13.1202	Elementary Education and Teaching
14.0801	Civil Engineering
14.0901	Computer Engineering
14.1001	Electrical and Electronics Engineering
14.1901	Mechanical Engineering
27.0101	Mathematics
52.0301	Accounting
52.0801	Finance
52.1201	Management Information Systems

Yes. If yes, students in the program will be eligible for the Programs of Strategic Emphasis waiver. Refer to Board Regulation 7.008 and the Programs of Strategic Emphasis Waiver Guidance.

No

Not Applicable

II. Institutional and State-Level Accountability

A. Describe how the proposed program directly or indirectly supports the following.

1. The State University System's Strategic Plan goals.
2. The institution's strategic plan and goals the program will directly advance.
3. The university's mission.
4. The benefit to the university, the local community, and the state.

1. The proposed program aligns with the State University System's strategic goals of Excellence, Productivity, and Strategic Priorities for a Knowledge Economy as follows:

Excellence

a) The program will ensure rigorous academic standards, providing students with a strong foundation in systemic therapy models, clinical techniques, and ethical practice. This will prepare graduates to excel as licensed marriage and family therapists.

b) Seeking and maintaining accreditation from the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) will ensure that the program meets national standards of excellence.

c) The program will attract and retain distinguished faculty who will be leaders in the field of marriage and family therapy, enhancing the educational experience through research, clinical supervision, and community engagement.

Productivity

a) The program will leverage existing resources within FSU, including the Center for Couple and Family Therapy and faculty expertise from the COAMFTE-accredited doctoral MFT program, to deliver a comprehensive educational experience without significant additional costs.

b) The program will emphasize student support, clinical readiness, and licensure preparation to achieve high graduation rates and strong employment outcomes, contributing to the productivity of the university and the state.

c) The program will support faculty and student research in family systems, mental health, and relational therapy, contributing to innovation and evidence-based clinical practice in marriage and family therapy.

Strategic Priorities for a Knowledge Economy

a) The program will address the growing demand for licensed marriage and family therapists, a critical profession in the behavioral health workforce, thereby supporting the development of a skilled mental health workforce in Florida as well as in the United States.

b) Graduates of the program will contribute to Florida's economy by working in healthcare, education, private practice, and nonprofit sectors, improving the mental health and well-being of individuals and families.

c) The program will support public mental health initiatives and will align with state and national priorities to expand access to mental health care that is family-centered and accessible.

2. The proposed program will advance Florida State University's strategic plan goals across the five domains as follows:

Expanding Research and Academic Excellence

a) The program will offer a rigorous curriculum that includes advanced coursework in systemic theory, clinical practice, and ethics, positioning FSU as a leader in MFT education.

b) The program will foster faculty and student research in relational therapy, trauma, and family systems, serving as a behavioral health partner within the FSU Health ecosystem, and promoting innovations that will contribute to academic excellence. Collaborative research projects will bridge the gamut of mental health and physical health care delivery, leveraging FSU Health's infrastructure to study clinical outcomes through data-driven practices (including machine learning and artificial intelligence) to improve clinical outcomes.

c) By promoting partnerships with departments such as Nursing, Medicine, and Public Health under the FSU Health banner, the program will enhance interdisciplinary research opportunities that address the holistic health needs of Florida's diverse populations.

Ensuring Student Success on Campus and Beyond

a) The program will provide extensive clinical training through the Center for Couple and Family Therapy and community placements, ensuring graduates will be well-prepared for licensure and professional success.

b) In alignment with FSU ASPIRE: A Strategic Plan to Inspire Research Excellence, the program will provide intensive clinical training that emphasizes student retention and career mobility. Through personalized supervision and academic advising, we ensure that students—particularly those from underrepresented backgrounds—have a clear, supported pathway to professional licensure and leadership roles.

c) This program is a direct contributor to ASPIRE Strategic Goal 5.1: Healthy Florida – Mental and Behavioral Health. By increasing the number of high-quality MFT graduates, we directly address the state's healthcare provider shortage. Graduates are prepared to enter high-need, rural, and underserved clinical settings, fulfilling FSU's commitment to improving the health and well-being of all Floridians.

Nurturing and Inspiring Entrepreneurial Spirit

a) The program encourages students to engage in innovative clinical projects, fostering an entrepreneurial mindset in mental health service delivery. This includes developing integrative medicine models and digital health platforms in collaboration with FSU Health's innovation initiatives.

b) By partnering with FSU's innovation and entrepreneurship initiatives, students and faculty will explore opportunities to develop new therapeutic tools, clinical approaches, digital health platforms, and community-based interventions.

c) Through workshops on private practice management and telehealth entrepreneurship, the program supports students' goals to build sustainable clinical businesses. This not only benefits the local economy but also expands the network of private providers contributing to a Healthy Florida.

Committing to Inclusive Excellence and Civil Discourse

a) The program will create a curriculum that prepares students to serve individuals from the whole of society and address deficits in mental health care.

b) The program will actively recruit students highly-qualified students and provide support services to foster a learning environment geared towards excellence.

c) The program will promote open dialogue in therapy, preparing students to engage in civil discourse and navigate complex clinical scenarios with couples and families from various communities and backgrounds.

Enhancing FSU Brand to Reflect Institutional Excellence

a) The degree programs will achieve and maintain accreditation from the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) that will enhance the program's credibility and FSU's reputation as a premier institution for MFT education.

b) Highlighting faculty and student accomplishments in clinical innovation, research, and community service will elevate FSU's profile nationally and internationally.

c) Working with regional mental health providers and public health initiatives, the program will enhance FSU's visibility as a leader in behavioral health education and professional clinical service delivery.

3. The proposed program will comprehensively support Florida State University's mission by fostering excellence across teaching, research, creative endeavors, and service, while also nurturing essential qualities for lifelong learning and community engagement.

Achieving Excellence in Teaching

a) The program's modern curriculum will integrate the latest advancements in systemic therapy, trauma-informed care, and ethical practice, using active learning strategies such as role-plays, simulations, and case-based instruction.

b) Led by experienced faculty and licensed clinicians, the program will provide students with mentorship and expert instruction that will bridge evidence-based theory and effective clinical practice.

Advancing Research and Creative Endeavors

a) The program will encourage interdisciplinary research in areas such as family resilience, mental health disparities, relational dysfunction, and teletherapy, contributing to innovation in behavioral health.

b) Students will have opportunities to engage in research projects alongside faculty and MFT doctoral students utilizing creative clinical initiatives, fostering their development as scholar-practitioners and contributors to the field.

Commitment to Service

a) The program will partner with local clinics, schools, and community agencies to provide students with service-oriented clinical opportunities that will benefit the public.

b) Students will participate in public mental health initiatives, addressing disparities and improving access to care in underserved communities through various outreach activities.

c) The program will promote advocacy for mental health awareness and family well-being, aligning with FSU's mission of community engagement.

Instilling Strength, Skill, and Character

a) The program will emphasize professional identity development and clinical judgment, preparing graduates for ethical, competent, and compassionate practice.

b) Through coursework and supervision, students will develop the skills to navigate ethical dilemmas and work effectively in complex situations.

c) The program will foster a commitment to lifelong learning and professional growth, equipping graduates to adapt to evolving clinical and societal needs.

4. The proposed program will bring numerous benefits to Florida State University, the local community, and the state of Florida.

Benefits to Florida State University

The proposed degree in Marriage and Family Therapy will significantly enhance Florida State University's leadership in behavioral health education. By offering a specialized graduate program in MFT, FSU will attract high-achieving students who are passionate about relational and systemic approaches to mental health care. This influx of talent will enrich the academic environment and contribute to a vibrant learning community. The program will also serve as a powerful recruitment and retention tool for faculty, particularly those with expertise in family systems, trauma-informed care, and culturally responsive therapy. Furthermore, the interdisciplinary nature of MFT will foster



collaboration across departments such as psychology, social work, education, medicine, and public health—advancing FSU Health and ASPIRE missions in both research and community service.

Benefits to the Local Community

The MFT program will directly address the mental health needs of Tallahassee and surrounding region by preparing graduates to deliver high-quality, accessible therapy services. These clinicians will be equipped to support individuals, couples, and families facing a wide range of challenges, including trauma, parenting stress, substance use, and relationship conflict. The program will also partner with local agencies, schools, and health providers to support initiatives in family wellness, crisis intervention, and mental health education. Using cutting-edge teletherapy technology for service delivery, students will be able to reach couples and families who often can not benefit from therapy. Through practicum placements and community-based projects, students will contribute to improving the well-being of underserved populations and strengthening the region's behavioral health infrastructure.

Benefits to the State of Florida

At the state level, the MFT program will help meet a critical workforce demand for licensed marriage and family therapists. Florida continues to face shortages in mental health professionals, particularly those trained to work with families. Graduates of the program will be well-positioned to serve in schools, clinics, hospitals, integrated medical practices and private practices across the state. Their work will support Florida's broader goals of expanding access to culturally competent, family-centered care and reducing disparities in mental health outcomes. Additionally, the program's emphasis on evidence-based practice and integrated care will contribute to innovation in behavioral health services and support the state's economic and public health development.

- B. Provide the date the pre-proposal was presented to the Council of Academic Vice Presidents Academic Program Coordination (CAVP ACG). Specify any concerns raised and provide a narrative explaining how each has been addressed in this proposal or will be addressed before the proposed program is implemented.

The university presented the Marriage and Family M.S. & Ed.S. pre-proposal to the CAVP ACG on September 3, 2025, where no concerns were expressed.

III. Student and Workforce Demand

If the proposed program is a baccalaureate or master's degree on the Programs of Strategic Emphasis list, skip III-A.

- A. Describe the Florida and national workforce demand for the proposed program. The response should, at a minimum, include the current state workforce data from Florida's Department of Commerce and national workforce data from the U.S. Department of Labor's Bureau of Labor Statistics. Additional documentation for workforce needs may include letters of program support by employers and job postings for program graduates, as well as a description of any specific needs for research and service that the program would fulfill.

Complete the table below using data from the Search by CIP or SOC Employment Projections Data Tool in the Academic Review Tracking System.

Labor Market Demand, CIP Code 51.1505

Occupations	Percent Change in Job Openings		Annual Average Job Openings		Total # of New Jobs		Education Level Needed for Entry
	FL 2024-2032	U.S. 2022-2032	FL 2024-2032	U.S. 2022-2032	FL 2024-2032	U.S. 2022-2032	
Marriage and Family Therapists	13.4%	16.2%	328	7,500	523	12,300	Masters Degree

Sources:

Date Retrieved: 06/25/2025

U.S. Bureau of Labor Statistics - <https://data.bls.gov/projections/occupationProj>

Florida Department of Economic Opportunity - <http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>

https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fmsresources.labormarketinfo.com%2Flibrary%2Fep%2F2024_2032%2Fstw32.xlsx&wdOrigin=BROWSELINK

<https://www.bls.gov/ooh/community-and-social-service/marriage-and-family-therapists.htm#tab-6>

Florida and national labor market projections indicate sustained and growing demand for Marriage and Family Therapists (MFTs), supporting the need for the proposed joint M.S./Ed.S. in Marriage and Family Therapy (CIP 51.1505). In Florida, Department of Commerce employment projections (as reported through the Academic Review Tracking System) indicate that Marriage and Family Therapists are projected to grow by 13.4% from 2024–2032, with an estimated 328 annual average job openings and 523 total new jobs during the projection period (see table above). Nationally, U.S. Department of Labor projections show 16.2% growth from 2022–2032, with approximately 7,500 annual average job openings and 12,300 total new jobs. A master's degree is the standard entry-level education requirement for the occupation,

aligning directly with the proposed program.

In addition to projected labor market growth, the proposed program aligns with Florida's strategic degree-production priorities. CIP 51.1505 (Marriage and Family Therapy/Counseling) appears on the State University System's Board of Governors-approved Programs of Strategic Emphasis (PSE) list for master's degree programs (effective 2024–25), reflecting statewide workforce priorities for high-need fields.

Statewide workforce gap analyses further reinforce the need to expand clinical graduate training capacity. The Florida Center for Behavioral Health Workforce (FCBHW)—legislatively commissioned in July 2024 under Florida Statutes s. 1004.44(6)—reports annually to state leadership; its 2025 Annual Report was submitted to the Governor and legislative leadership. The report documents that in 2024 Florida had 42,106 actively licensed behavioral health providers, and with an estimated population of ~23.37 million, this equated to about 180 providers per 100,000 residents (a population-to-provider ratio of 555:1). Despite workforce growth, FCBHW estimates that in 2024 the licensed workforce met only 75.76% of statewide demand, leaving nearly 14,000 additional providers needed to close the gap—demonstrating that supply remains insufficient relative to demand.

Taken together, the state and national employment projections, the program's alignment with the PSE list, and Florida's most recent workforce gap and retention findings reported to state leadership provide strong evidence of workforce demand for master's-prepared MFT clinicians. The proposed joint M.S./Ed.S. degree directly responds to this need by expanding the pipeline of well-prepared graduates positioned for licensure and employment across Florida's behavioral health system of care.

B. If the occupations do not currently appear in the most recent version of the Search by CIP or SOC Employment Projections Data Tool provided by Board staff, provide occupational linkages or jobs graduates will be qualified to perform based on the training provided to students in the proposed program in the table below. Contact the institutional representative working with you on the degree proposal for more information about possible occupations.

Occupational Linkages for the Proposed Program

SOC Code (XX-XXXX)	Occupation Title	Source / Reason for Inclusion
21-1018	Substance Abuse, Behavioral Disorder, and Mental Health Counselors	SOC Employment Projections Data Tool/ Included because employment data is similar to the proposed degree program.
21-1012	Educational, Guidance, and Career Counselors and Advisors	SOC Employment Projections Data Tool/ Included because employment data is similar to the proposed degree program.

C. Describe the student demand for the proposed program. The response should, at a minimum, include the following.

1. Projected headcount for Year 1 through Year 5.
2. Data that supports student interest or demand for the proposed program. Include questions asked, results, and other communications with prospective students.

Projected Headcount:

The projected headcount for Year 1 is 20 students. We will enroll yearly cohorts of 20 students each. By Year 5, we estimate that there will be 60 students.

	Headcount
Year 1 (2027-2028)	20
Year 2 (2028-2029)	40
Year 3 (2029-2030)	60
Year 4 (2030-2031)	60
Year 5 (2031-2032)	60

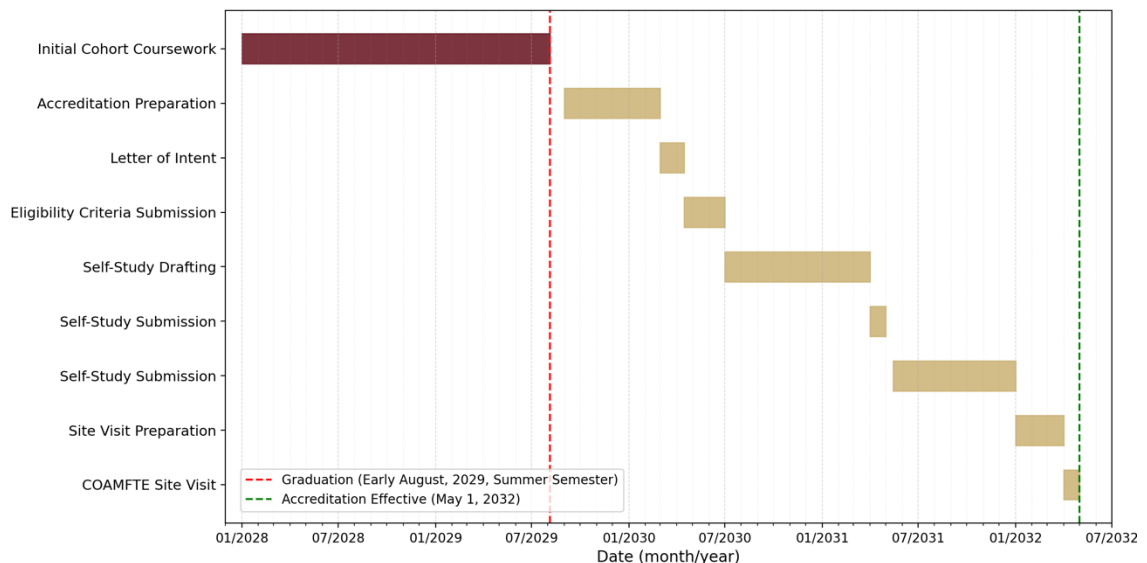
Student Demand:

A recent survey of over 400 undergraduate students in the Human Development and Family Science (HDFS) degree program at FSU revealed that 60% of respondents are “Interested” or “Very Interested” in pursuing a Master’s in Marriage and Family Therapy (MFT) at FSU. This strong interest indicates a solid foundation of potential applicants from within the university.

Demand for related graduate programs at FSU further supports the viability of an MFT program. The Master of Social Work program received nearly 1,500 applications last year, enrolling only 491 students. Similarly, the Clinical Mental Health Counseling program in the College of Education, Health, and Human Sciences had over 200 applicants and enrolled approximately 30 students. These figures suggest that a well-positioned MFT program at FSU would attract a competitive applicant pool without affecting other programs at FSU.

The demand for Marriage and Family Therapists is currently high, with projections of growth in Florida over the next 10 years of 13% and nationally 16%, exceeding most other professions. While other State University System (SUS) institutions offer MFT programs, enrollment remains modest—97 students enrolled and 50 graduated last year. FSU’s existing COAMFTE-accredited Ph.D. program in MFT and the Center for Couples and Family Therapy provide a unique infrastructure that would allow the proposed MS program to launch quickly and efficiently. Additionally, aligning the M.S. & Ed.S. in MFT degree program with the FSU Health initiative would distinguish it from other SUS offerings and justifies its addition to the system.

To ensure graduates are eligible for licensure, the program will seek accreditation from the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) as early as possible. COAMFTE does not accredit programs until a first cohort of students have graduated. The figure below illustrates the projected timeline from the graduation of our initial cohort, though the development of a self-study, submission of an application for accreditation, COAMFTE site-visit, and finally accreditation. At the latest, we estimate this happening by July, 2032, though it may be accomplished at an earlier date. Currently, COAMFTE accreditation is required for students obtaining licensure in Florida as well as in other U.S. states.



IV. Duplication of Existing Programs

- A. If the program duplicates another degree program at a private or public state university in Florida with a substantially similar curriculum, provide evidence that the university has investigated the potential impact on the existing program, has discussed opportunities for collaboration with the affected university, and can justify the need for duplication. Additionally, summarize the outcome(s) of communication with appropriate personnel (e.g., department chairs, program coordinators, deans) at the affected institutions regarding the potential impact on enrollment and any opportunities for collaboration in the areas of instruction and research.

In the state of Florida, there are 3 SUS institutions that have Marriage and Family Therapy degree programs. Discussion of these will be broken out by Masters/Specialist degree programs and Masters (only) degree programs, followed by a report of consultations with these programs and an analysis of Private institutions with MFT programs in Florida.

Masters/Specialist Degree Programs in the SUS:

The University of Florida (UF) has a joint M.S. & Ed.S. program in Marriage and Family Counseling that is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Distinct from UF, which has the only other SUS MFT Ed.S. program (CIP 51.1505), FSU's program will be accredited by the Commission on Accreditation of Marriage and Family Therapy Education (COAMFTE), and will uniquely align with the FSU Health initiative to integrate behavioral health into primary care.

Masters (only) Degree Programs in the SUS:

The University of Central Florida (UCF) has an M.A. program in Marriage and Family Therapy. This is also accredited by CACREP. FSU's proposed MS in MFT program (CIP 51.1505) will be distinct from UCF's MA program as it will be accredited by the Commission on Accreditation of Marriage and Family Therapy Education (COAMFTE).

Lastly, The University of South Florida (USF) has an M.S. degree program in Marriage and Family Therapy. FSU's will differ from USF's COAMFTE accredited masters degree program, by uniquely aligning with the FSU Health initiative to integrate behavioral health into primary care.

Consultation with SUS Programs Regarding FSU M.S. & Ed.S. Degree Program Proposal:

During Summer, 2025, the chair of FSU's Human Development and Family Science department (the academic department that will house the proposed MFT degree program) held meetings with the program directors of UF, UCF and USF's MFT programs. In each of the three separate meetings, the program directors expressed support for FSU's proposed master's program and did not feel that there would be any significant competition or unnecessary duplication of their training programs. For

example, the program director at USF stated that the need for more MFTs to be trained was acutely needed, and that there are not many universities like FSU that are poised to create a training program at the master's level. The program directors at both UF and UCF did not see any overlap or competition for quality students since both draw heavily from their own bachelor's programs, and they often must turn away good candidates. Furthermore, there were discussions about areas of collaboration in research, clinical placements, and methods of assessment of student outcomes that would be competency-based across each of the programs, which would enhance interdisciplinary training and service delivery across Florida.

Private Institutions with MFT Degree Programs in Florida:

In terms of private institutions, only Nova Southeastern University has a COAMFTE accredited master's degree program. FSU's proposed MS in MFT program (CIP 51.1505) will be distinct from Nova's master's degree program by focusing on training clinicians serving North Florida and aligning with the FSU Health initiative to integrate behavioral health into primary care, whereas Nova Southeastern University is primarily focused in South Florida (Ft. Lauderdale area).

- B. If the proposed program curriculum substantially duplicates an existing program at Florida Agricultural and Mechanical University, provide evidence that the proposed program would not affect enrollment in Florida Agricultural and Mechanical University's program.

The program does not duplicate an existing program at Florida Agricultural and Mechanical University.

V. Curriculum

- A. If the program is a bachelor's degree, please identify if the university is seeking any of the following statuses for the program.

Not Applicable

Status	Yes	No	If yes, complete the following
Common Prerequisites			Appendix C
Exception to 120 Credits			Appendix D
Specialized Admissions			Appendix E

- B. Describe the admissions criteria and graduation requirements for the program.

FSU Graduate Admissions Criteria:

General Admissions Requirements

Bachelor's Degree: A bachelor's degree from a regionally accredited U.S. institution, or a comparable degree from an international institution, with a minimum 3.0 (on a 4.0 scale) grade point average (GPA) in all coursework attempted while registered as an upper-division undergraduate student working towards a bachelor's degree; OR A graduate degree from a regionally accredited U.S. institution, or a comparable degree from an international institution; AND Test Scores. (See below)

GRE Requirement: Starting with the Spring 2026 application cycle, there is no university-wide requirement for nationally standardized graduate admissions tests for Master's or Specialist programs. As a result, and in surveying other SUS programs' entrance requirements, the proposed MFT program at FSU will not require a GRE score for admissions.

Transcript Requirements: Applicants must submit an official transcript (in a sealed envelope) from each college and/or university attended to the Office of Graduate Admissions. Transfer credit posted on the records of other institutions is not accepted in lieu of transcripts from the original institutions. Official transcripts for these credits must also be submitted. Applicants from U.S. institutions must submit an official transcript (in a sealed envelope) from each college and/or university attended to the Office of Graduate Admissions. FSU transcripts or official transcripts already on file will be obtained by the Office of Admissions.

Florida State University now requires a divisional course analysis credential evaluation for all applicants that have degrees from a non-U.S. institution. International and domestic applicants with degrees earned from international institutions must submit their official transcripts through a NACES approved evaluator for transcripts from a non-U.S. institution. SpanTran has created a custom application for Florida State University that will make sure you select the right kind of evaluation at a discounted rate. The pathway will appear on checklist after submitting part 1 of the application.

MFT Program-Specific Application Requirements:

1. **Personal Statement/Essay:** a one to two-page personal statement explaining why the applicant wants to be a marriage and family therapist and why FSU's program would be a good fit.
2. **Interview:** After a review of all application materials by a committee of the faculty, applicants who meet program requirements will be invited to participate in group interviews for additional screening. Following the interviews, admissions decisions will be made.

Application Materials:

1. Completed online application via the FSU Graduate School portal
2. Official transcripts from all post-secondary institutions
3. Statement of purpose outlining academic interests and career goals
4. Three letters of recommendation (preferably academic or professional)
5. Resume or CV
6. English Proficiency: International applicants must submit TOEFL or IELTS scores unless exempt.

Graduation Criteria:

FSU Graduate School Graduation Criteria:

1. Credit Hour Minimums

- **Master of Science (MS):** Requires a minimum of **30 semester hours**.
- **Specialist in Education (EdS):** Requires a minimum of **30 semester hours beyond the master's degree**, or a total of **60-72 hours** if the MS and EdS are earned concurrently (which is the standard path for MFT) to meet accreditation and licensure standards.
- At least twenty-one of these hours must be taken on a letter-graded basis (A,B,C).

2. GPA& Recency of Work Requirements

- **Grade Point Average:** Students must maintain at least a **3.0 institutional GPA**. No course with a grade below "C-" will count toward the degree.
- **Recency of Work:** All work must be completed within seven years from the first semester a student enrolls in an FSU graduate course that may be counted toward the graduate degree. If the master's or specialist degree is not completed within seven years from the first semester a student enrolls in an FSU graduate course that may be counted toward the graduate degree, and the program or Department Chair does not choose to approve an Extension of Time (EOT), then the student may no longer be enrolled in that program or at Florida State University.

3. Final "Summative" Requirements

FSU requires every graduate student to complete a "capstone" or summative experience. While the joint M.S./Ed.S. in Marriage and Family Therapy follows a non-thesis track, students must successfully complete two distinct summative experiences to demonstrate readiness for professional practice. First, students sit for a Comprehensive Theory Examination to verify mastery of systemic and relational models. Second, students will complete a Final Case Presentation before a faculty panel, which serves as a clinical portfolio defense. This presentation requires students to synthesize their clinical training, theoretical knowledge, and ethical judgment, satisfying both FSU's graduation criteria and COAMFTE's mandate for an integrative capstone experience.

MFT Program Graduation Criteria:

Successful completion of all required didactic course work, along with clinical practicum and internship, with at least a 3.0 GPA. Students earning less than a B in a mandatory course, will either need to retake the entire course or remediate specific, failed content.

In addition, and in accordance with COAMFTE accreditation standards, graduates must also:

1. Complete a minimum number of graduate credit hours (60 credit hours for FSU's program).
2. Complete a clinical practicum and internship sequence totaling at least 300 direct client contact hours, of which 100 must be relational hours (with couples or families).
3. Document 100 (or more) clinical supervision hours that meet COAMFTE standards.
4. Demonstration of competency in core areas.

There is no thesis option for this degree program.

C. If the proposed program is an AS-to-BS capstone, provide evidence that it adheres to the guidelines for such programs, as outlined in State Board of Education Rule 6A-10.024. List any prerequisites and identify the specific AS degrees that may transfer into the proposed program.

Not applicable to this program because it is not an AS-to-BS Capstone.

D. Describe the curricular framework for the proposed program in the table below.

The M.S./Ed.S. program in Marriage and Family Therapy is similar to other M.S./Ed.S. programs at FSU in that students complete a total of 60 credits and receive both a masters degree (M.S.) specialist (Ed.S.) and a in Marriage and Family Therapy.

Course Prefix & Number	Course Title	Required or Elective	Credit Hours	Course Description
FAD 5620	Advanced Human Development	Required	3	This course provides an overview of the major human developmental theories throughout the life course within the family, social, and cultural context and serves as a foundation for client assessment and case conceptualization. The development of the individual is traced chronologically and factors influencing development are explored concurrently from each theoretical orientation.
CHD 5915	Methods of Research	Required	3	This course explores research design, with emphasis on the development of a thesis or dissertation prospectus. Includes a laboratory to practice data-analysis applications.
FAD 5618	Ethical Issues in MFT	Required	3	This course builds the foundation for ethical and legal concerns relevant to the

				<p>practice of Marriage and Family Therapy. The course assists students in developing personal and professional guidelines for the ethical practice of MFT within the context of existing professional practice standards and governing laws. Students confront and analyze dilemmas and issues pertinent to the responsible practice of therapy.</p>
FAD 5621	MFT Theories I: Modernist Models	Required	3	<p>This course builds a foundation in modernistic theoretical models of marital and family therapy, including systemic, structural, strategic, intergenerational, contextual, behavioral, and experiential therapies. The fundamental concepts and propositions of each theory are introduced and translated into concrete strategies for clinical application and practice. This course is key in preparation for licensure exams.</p>
FAD 5622	MFT Theories II: Post-Modern Models of Family Therapy	Required	3	<p>This course introduces students to theoretical concepts and methods of intervention in family therapy using postmodern models informed by a social constructionist lens. Postmodern models</p>

				and associated clinical approaches include narrative therapy, solution-focused therapy, and collaborative language systems.
FAD 5623	MFT Theories III: Couples Therapy	Required	3	This course provides orientation and structure necessary for conducting effective couples therapy from a systemic framework. Emphasis is placed on assessing qualities of couple relationships and subsequent treatment of presenting concerns from a contextual perspective. The course examines domestic violence, infidelity, substance abuse, physical health issues, and major psychiatric disorders.
FAD 5625	Introduction to Systems Theory	Required	3	This course is an introduction and overview of Systems Theory as applied in the field of Marriage and Family Therapy. The course covers original formulations of general systems theory, communication systems, chaos theory, and cybernetics, and subsequent translations of those ideas into family systems theory used in therapeutic contexts. Focus is on family metaphors,

				patterns, interaction, and communication to describe human behavior and relationships.
FAD 5630	Assessment in MFT	Required	3	This course establishes students' foundation in clinical assessment, diagnosis, and treatment planning in MFT. It elaborates on the theoretical assumptions and values underlying alternative assessment techniques, and how those assessments move to diagnosis and development of treatments for major mental health issues and other presenting concerns. The course also covers risk assessment and crisis intervention.
FAD 5667	Psychopathology, Diagnosis and Systemic Treatment	Required	3	This course familiarizes students with diagnostic procedures using the DSM-5, while challenging students to understand and evaluate each mental health disorder from a broader, societal perspective. Emphasis on psychiatric diagnostic classification systems, particularly in the context of treatment and collaborative relationships with other medical and mental health

				providers.
FAD 6XXX	Systemic Approaches to Couples and Sexuality	Required	3	This course examines sexuality and sexual functioning within couple relationships from a relational and systemic marriage and family therapy perspective. Emphasis is placed on understanding sexual development, desire, intimacy, and sexual concerns as embedded within relational, contextual, and family systems. The course integrates systemic assessment, case conceptualization, and intervention strategies for working with couples presenting with concerns related to intimacy, desire discrepancies, sexual functioning, communication, and relational patterns.
FAD 6xxx	Introduction to Medical Family Therapy	Elective	3	This graduate-level course provides a foundational yet rigorous introduction to Medical Family Therapy (MedFT), focusing on the theoretical underpinnings and clinical applications of the biopsychosocial-spiritual model within integrated healthcare settings. Students will master systemic

				models for understanding the interplay between health, illness, and family functioning across the lifespan, critically analyzing the impact of chronic disease, trauma, and end-of-life issues on relational dynamics. Emphasis is placed on developing advanced consultation skills essential for effective interprofessional collaboration with physicians, nurses, and other allied health professionals in primary care and hospital environments.
FAD 6xxx	Advanced Couples Counseling	Elective	3	This course introduces students to advanced topics and application of clinical techniques of couples counseling. The internal dynamics of couples' problems present a unique array of clinical issues that must be addressed from a systems perspective in order to effectively solve the complex problems that interpersonal romantic relationships often present to clinicians. Students will consider several empirically-supported approaches, including Emotion-Focused Couples Therapy, and Gottman Couples Therapy.
FAD 6610	Contextual and	Required	3	This course is an in-

	Systemic Foundations of MFT			depth, advanced study of theory, research, and intervention best-practices for couples and families in the context of today's society, to prepare students as researchers and clinicians to work effectively with various populations within the field of marriage and family therapy (MFT).
FAD XXXX	Introduction to Counseling Theories and Techniques	Required	3	This course trains MFT students in the basic skills and techniques of systemic therapy. Clinical skills and interventions include joining, observing, assessing, and interview techniques. Students observe and conduct interviews to begin developing their professional readiness in creating and maintaining the therapeutic alliance, evaluating client progress, and terminating therapy sessions.
FAD 5665	Substance Use Treatment	Required	3	This course prepares students to apply a systemic perspective with clients presenting with substance use and addiction. Students learn systemic assessment skills and empirically-supported interventions to address substance

				use disorders, as well as the alternative forms of substance use including co-occurring psychiatric and substance use disorders.
FAD 5661	Group Psychotherapy	Required	3	In this course students learn theoretical concepts and methods of systemically oriented group psychotherapy. Students develop core competencies in fundamental skills and approaches used in group psychotherapy. The role of contextual factors in group therapy are examined. Students participate in experiential group work to develop skills to propose and plan group psychotherapy.
FAD 5xxx	MFT Clinical Practicum	Required	9	The purpose of this course is to facilitate the development of advanced clinical knowledge and skills through professional socialization, clinical supervision, and interaction with supervisors and peers. The course provides MFT students the opportunity to obtain Direct Client Contact (DCC) hours in MFT with individuals, couples, and families.
FAD 6xxx	MFT Clinical Internship	Required	3	The purpose of this course is to support the integration and

			<p>demonstration of advanced clinical knowledge and skills through professional socialization, clinical supervision, and sustained engagement with supervisors and peers. Building on competencies developed during the clinical practicum, students continue accruing Direct Client Contact (DCC) hours with individuals, couples, and families while demonstrating readiness for entry-level professional practice.</p> <p>The clinical internship emphasizes advanced systemic case conceptualization, ethical and legal practice, intervention implementation, and professional identity development under the supervision of COAMFTE-qualified supervisors.</p>
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E. Does an industry or employer advisory council exist to provide input regarding curriculum development, student assessment, and academic workforce alignment?

Yes

No. Describe any plans to develop one or other plans to ensure academic workforce alignment.

At present, we do not have an advisory council. To support the successful launch and continuous improvement of the joint M.S./Ed.S. in Marriage and Family Therapy, the
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program will establish an MFT Advisory Council. This council is designed to satisfy COAMFTE standards regarding "Communities of Interest" and ensures that the curriculum remains responsive to the evolving needs of the Florida behavioral health workforce.

Below is a plan for the council's composition, role, and alignment with your program goals.

I. Advisory Council Composition: Roles and Employment

The council will be composed of 6–8 members, meeting at least annually to review student learning outcomes (SLOs) and program achievement data.

- 1. Doctoral Alumni Representatives (2 positions)
 - Role: Serve as the bridge between FSU's established research excellence and the new clinical degree track.
 - Expertise: Deep understanding of the FSU systemic training model and the transition from graduation to advanced practice or leadership.

- 2. Local Licensed MFT Practitioners (2 positions)
 - Role: Provide real-time feedback on the clinical readiness of graduates entering the workforce.
 - Expertise: One member will focus on private practice management (entrepreneurial goals), one on community mental health (underserved populations, and/or specialized clinical areas such as play therapy or medical family therapy).

- 3. Healthcare and Business Leaders (2 positions)
 - Role: Advise on mental health needs in the private sector and the integration of behavioral health into primary care.
 - Expertise: Familiarity with the FSU Health initiative and interdisciplinary team collaboration.

- 4. Regulatory and Policy Representative (1 position)
 - Role: Ensure the program maintains alignment with Florida Statute Chapter 491 and state licensure regulations.
 - Expertise: Understanding of the National MFT Exam benchmarks and state-level workforce gap analyses.

- 5. Community Expert (1 position)
 - Role: Represent the voices of the local client systems served by the program's clinical placements.
 - Expertise: Insight into the mental health disparities in North Florida and rural communities.

II. Expertise Requirements

Members will be selected based on their ability to provide guidance in the following core

areas:

- **Systemic Mastery:** Expertise in applying relational therapy models (e.g., structural, strategic, narrative) to complex family interactions.
- **Workforce Alignment:** Knowledge of the current 13.4% projected growth in MFT jobs in Florida and the specific provider shortages in high-need settings.
- **Clinical Supervision:** Experience as a COAMFTE-qualified supervisor to ensure practicum sites meet national excellence standards.
- **Clinical Excellence:** A commitment to effective clinical service delivery for all clients.

III. Strategic Alignment with Degree Program Goals

The Advisory Council's work is directly tied to the five domains of the FSU strategic plan and specific program milestones:

1. **Excellence and Productivity:** The council will review annual data on licensure exam pass rates and graduation rates to ensure the program meets COAMFTE benchmarks.
2. **Workforce Readiness (FSU ASPIRE):** By including local practitioners, the council helps identify the specific skills needed to address the statewide shortage of 14,000 providers.
3. **FSU Health Integration:** Healthcare leaders on the council will assist in developing electives to support integrated behavioral health practices and interdisciplinary research partnerships.
4. **Entrepreneurship:** Private practice members will support the goal of nurturing an entrepreneurial spirit in graduates, helping them build sustainable clinical businesses that benefit the local economy.
5. **COAMFTE Accreditation:** The council fulfills the requirement for continuous improvement planning by "closing the loop"—reviewing aggregated student performance data and recommending curricular changes

- F. Explain how employer-driven or industry-driven competencies were identified and incorporated into the curriculum. Has a strategy been established for assessing student learning and reviewing academic workforce alignment to modify the curriculum as needed?

The Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) is the accrediting body responsible for ensuring the quality and integrity of Marriage and Family Therapy education programs. COAMFTE accreditation signifies that a program meets rigorous standards of excellence in preparing students for professional practice in the field of MFT.

COAMFTE's accreditation framework emphasizes competency-based education, ensuring that graduates are equipped with the knowledge, skills, and ethical grounding necessary for effective clinical practice. These competencies include knowledge of the MFT profession, practice of marriage and family therapy, and commitment to ethical practice.

In addition, the MFT Advisory Council will serve as a formal 'Community of Interest,' providing external verification that the curriculum aligns with entry-level professional practice requirements in Florida. Drawing from FSU's distinguished doctoral alumni network and local systemic practitioners, the council will provide expertise in clinical supervision, healthcare integration (FSU Health), and private practice management. Members from government and business will further ensure that the program remains responsive to wider mental health needs in the state's knowledge economy. This council is a critical component of the program's outcome-based education framework, facilitating an annual review of student achievement data to drive continuous curricular improvement and sustain COAMFTE accreditation standards.

Assessment of Student Learning Outcomes

Student learning outcomes will be assessed through both **formative** and **summative** measures:

Formative assessments include evaluations during coursework, clinical practicum, and supervision, providing ongoing feedback to support student development.

Summative assessments include comprehensive evaluations such as capstone projects, final clinical evaluations, and exit interviews, ensuring students meet program competencies prior to graduation.

The effectiveness of the Marriage and Family Therapy M.S. & Ed.S. program will be evaluated by metrics established by the COAMFTE that includes student performance on the licensure certification exam, alumni feedback, personnel evaluations, program leadership evaluations, instructional faculty evaluations, course evaluations, and fieldwork experience evaluations. The data associated with these outcomes will be reviewed on an annual basis by program faculty and be shared with the program's advisory board for the purposes of continuous improvement planning.

In addition, the coursework in the curriculum is aligned with the State of Florida

licensure requirements for obtaining a license to practice as a Marriage and Family Therapist.

G. Does the proposed curriculum align with Section 1001.706 (5)(a), Florida Statutes?

Yes

No

H. For degree programs in medicine, nursing, and/or allied health sciences, identify the courses with the competencies necessary to meet the requirements in Section 1004.08, Florida Statutes.

For teacher preparation programs, identify the courses with the competencies required in Section 1004.04, Florida Statutes.

Not applicable to this program because the program is not a medicine, nursing, allied health sciences, or teacher preparation program.

I. Select the anticipated mode of delivery for the proposed program.

Face-to-Face

Hybrid

Distance Learning

If the method(s) of delivery will require specialized services or additional financial support, describe the projected costs below.

J. Describe any potential impact on related academic programs or departments, such as an increased need for general education or common prerequisite courses or an increased need for required or elective courses outside of the proposed academic program. If the proposed program is a collaborative effort with another academic department(s), college(s), or school(s) within the institution, provide a letter(s) of support or MOU(s) from each department, college, or school in Appendix B.

Because this is a graduate program there is no increased need for general education or common prerequisite courses. In addition, all coursework will be delivered within the HDFFS department, so there is no need for any MOUs with other departments or units.

K. Describe any currently available sites for internship and/or practicum experiences and any plans to seek additional sites in the next five years.

Not applicable to this program because students are not expected to seek internship or practicum opportunities as a required curriculum component.

The Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) has specific requirements for internship sites to ensure students receive high-quality clinical training aligned with professional standards. These include:

1. Direct Client Contact Hours

- Students must complete **at least 300 hours of direct client contact** during their internship.
- Of these, **100 hours must be relational**, involving couples or families.

2. Approved Supervision

- Students must receive **weekly supervision** from:
 - An **AAMFT Approved Supervisor** or supervisor candidate.
 - An **on-site supervisor** who meets COAMFTE criteria.
- Supervision must include review of clinical work, case conceptualization, and professional development.

3. Site Approval

- Internship sites must be **approved by the academic program** to ensure:
 - Adequate client volume and diversity.
 - Opportunities for relational/systemic therapy.

- Compliance with COAMFTE and state licensure standards.

4. Documentation and Evaluation

- Students must document clinical hours and supervision.
- Programs must evaluate student performance through formative and summative assessments.

5. Ethical and Legal Compliance

- Sites must operate in accordance with **ethical standards** (e.g., AAMFT Code of Ethics) and **state laws** governing therapy practice.

The **Florida State University Center for Couple and Family Therapy (CCFT)** was established in 1970, and currently serves as a premier clinical training facility for graduate students in the Marriage and Family Therapy doctoral program. Located within the Department of Human Development and Family Science, the CCFT provides therapy services to individuals, couples, and families from various backgrounds across the Tallahassee community. The center is equipped with state-of-the-art technology for live supervision and video recording, allowing students to receive immediate feedback and engage in reflective practice. Under the guidance of licensed faculty supervisors, masters and doctoral students apply systemic and relational theories in real-world settings, gaining hands-on experience in assessment, diagnosis, and intervention.

As an internship site, the CCFT fully aligns with **COAMFTE's accreditation standards**. Students complete the required **300 hours of direct client contact**, including **100 hours of relational therapy**, while receiving **weekly supervision** from **AAMFT Approved Supervisors** or qualified faculty. The center's clientele supports the development of **cultural responsiveness**, and its structured supervision model ensures ethical and legal compliance. Additionally, the CCFT integrates **formative and summative assessments** to evaluate student competencies, including video reviews, case presentations, and clinical evaluations. This comprehensive training environment ensures that students meet COAMFTE's core developmental competencies in preparation for licensure and professional practice.

The CCFT will be the primary Practicum and Internship site for students in the Marriage and Family Therapy combined M.S. & Ed.S. program. However, there may be opportunities to develop additional internships sites. When these arise, the same standards will be applied before approving them for students.

L. Identify any established or planned educational sites where the program will be offered or administered. Provide a rationale if the proposed program will only be offered or administered at a site(s) other than the main campus.

Courses for the Marriage and Family Therapy M.S. & Ed.S. program will be taught on the Main, Tallahassee Florida State University Campus

- M. If the institution has conducted recent program reviews, received feedback from accreditation bodies, or received input from other entities that affect the proposed program, describe the institution's progress in implementing the recommendations.

If the proposed program is a doctoral-level program, include the external consultant's report and the institution's responses to the report as Appendix A.

The Department of Human Development and Family Science last had a QER review in 2016-2017. At that time, the department was under the College of Health and Human Sciences, and was under constraints (both in terms of financial support and faculty support) that prevented it from being able to take on a Masters degree program. This was reflected in the report from the external advisor as well as in the department's self-evaluation. Despite these constraints, the curriculum and the faculty were held up as exemplary in their performance, and additional resources were strongly recommended.

The current COAMFTE-accredited doctoral program in Marriage and Family Therapy is required to be re-accredited every 7 years. In the most recent re-accreditation report from COAMFTE the doctoral program was commended on the quality of its faculty, as well as the rigor of its clinical training as well as its preparation of students to be top researchers.

Presently, with the expansion of the college into the new Anne Spencer Daves College of Education, Health, and Human Sciences, the HDFS department has received additional faculty lines, and the institutional support to pursue the proposed joint Masters and Specialists program in Marriage and Family Therapy. This will leverage FSU's existing COAMFTE-accredited doctoral program to build a robust clinical training and research pipeline.

VI. Faculty

- A. Identify existing and anticipated full-time faculty who will participate in the proposed program through Year 5, excluding visiting or adjunct faculty in the table below. Additionally, provide the curriculum vitae for each identified faculty member.

Faculty Code*	Faculty Name or "New Hire" Highest Degree Held Academic Discipline	Rank	Contract Status	Initial Date for Participation in Program
A	Kristen Greene, Ph.D. Marriage and Family Therapy	Teaching Professor	Non-Tenure	Fall 2027
A	Jamila Holcomb, Ph.D. Marriage and Family Therapy	Associate Teaching Professor	Non-Tenure	Fall 2027
A	Nari Jeter, Ph.D. Marriage and Family Therapy	Associate Teaching Professor	Non-Tenure	Spring 2028
A	Jonathan Kimmes, Ph.D. Marriage and Family Therapy	Associate Teaching Professor	Tenure	Fall 2027
A	Lenore McWey, Ph.D. Marriage and Family Therapy	Professor	Tenure	Fall 2028
A	Paul R. Peluso, Ph.D. Counseling/Marriage and Family Therapy	Professor	Tenure	Fall 2028
A	Dania Tawfiq, Ph.D. Marriage and Family Therapy	Assistant Teaching Professor	Non-Tenure	Spring 2028
A	Qiong (Joanna) Wu, Ph.D. Marriage and Family Therapy	Associate Professor	Tenure	Fall 2027

A	Spencer Youngberg, Ph.D. Marriage and Family Therapy	Assistant Teaching Professor	Non-Tenure	Fall 2027
A	Emilie Ellis, Ph.D. Marriage and Family Therapy	Assistant Professor	Tenure	Fall, 2027

*Faculty Code	Code Description	Source of Funding
A	Existing faculty on a regular line	Current Education & General Revenue
B	New faculty to be hired on a vacant line	Current Education & General Revenue
C	New faculty to be hired on a new line	New Education & General Revenue
D	Existing faculty hired on contracts/grants	Contracts/Grants
E	New faculty to be hired on contracts/grants	Contracts/Grants
F	Existing faculty on endowed lines	Philanthropy & Endowments
G	New faculty on endowed lines	Philanthropy & Endowments
H	Existing or new faculty teaching overload in addition to assigned course load	Enterprise Auxiliary Funds

- B. Provide specific evidence demonstrating that the academic unit(s) associated with the proposed program has been productive in teaching, research, and service. Such evidence may include trends over time for average course load, student headcount in major or service courses, degrees granted, external funding attracted, and other indicators of excellence (e.g., thesis, dissertation, or research supervision).

The Department of Human Development and Family Science (HDFS) is a leading academic unit within the College of Health and Human Sciences at Florida State University. Our department's exceptional productivity in teaching, research, and service provides a robust foundation for the proposed joint Master's and Specialist's degree in Marriage and Family Therapy. The following evidence demonstrates our consistent commitment to excellence and our capacity to support an innovative graduate program.

Teaching and Academic Productivity

Our department's dedication to student success is evident in our academic metrics. Over the past five years, the department has maintained a high enrollment, serving an average of over 400 undergraduate majors and a robust cohort of graduate students. This robust student headcount is a testament to the high demand for our academic programs. Furthermore, the department has a strong track record of degrees granted, with an average of 200 undergraduate and 15 graduate degrees conferred annually. Faculty members maintain a reasonable average course load, which allows them to dedicate substantial time to high-quality instruction and individualized student mentorship.

Within the past year, several of our faculty within the department have won awards and recognition for their teaching and mentorship at FSU. The HDFS department maintains a culture of pedagogical excellence, with its faculty consistently recognized for their commitment to student success. Within the past five years, our faculty have garnered multiple university-level honors, including the 2025 University Outstanding Graduate Teaching Award (Dr. Lenore McWey), the 2023 Outstanding Teaching in the Major award (Dr. Jamila Holcomb), and the 2022 John E. and Mary L. Champion Undergraduate Teaching Award (Dr. Kristy Greene). Additionally, faculty members like Dr. Nari Jeter have been recognized with the Community Engaged Teaching Award (2020) and numerous consecutive nominations for university-wide teaching honors. This high concentration of award-winning instructors ensures that the proposed M.S./Ed.S. program will be led by experts who are as productive in the classroom as they are in the clinic.

The success of our teaching is further demonstrated by the productivity of our students in high-impact academic activities. Our faculty consistently supervises a significant number of theses and dissertations, with an average of 10 completed theses and dissertations annually over the last five years. These supervised projects frequently result in published papers or conference presentations, demonstrating the high caliber of our students and the effectiveness of our faculty supervision.



Our clinical training has also received recognition at the national level for its excellence. Notably, our MFT doctoral program was honored with the 2024 AAMFT Training Award, a prestigious recognition that highlights the excellence of our program and faculty. This award, along with other distinctions where our faculty are above the median for total awards and awards per faculty, is a clear indicator of our leadership in the field.

Research Productivity

The HDFS department is a leader in advancing the field of family science, as evidenced by our strong record of research productivity and external funding. Over the last five years, faculty members have successfully secured over \$10 million dollars in external funding from prestigious agencies such as the National Institutes of Health (NIH), the National Science Foundation (NSF), and various state and private foundations. As confirmed by Academic Analytics metrics, our faculty's success in attracting grant funding is well above the median when compared to our public R1 peers, with particularly strong performance in both total federal grants and federal grants per faculty member.

Our research is disseminated through high-impact publications and presentations. On average, our faculty members collectively publish over 50 peer-reviewed articles each year in top-tier journals, contributing significantly to the body of knowledge in family science and therapy. This sustained level of scholarly output highlights the department's commitment to rigorous inquiry and its influential role in shaping the field.

Service and Clinical Excellence

The HDFS department is deeply committed to service, both within the university and the broader community. Our faculty members hold key leadership positions in national and international professional organizations, serving on editorial boards, review panels, and executive committees. These service activities ensure our curriculum remains current and our research is aligned with the latest advancements in the field. Our faculty's service extends to the very heart of the field's scholarly communication, with several members serving as editors of journals, including one who holds the esteemed position of lead editor for the *Journal of Marital and Family Therapy*.

Furthermore, our commitment to service is best exemplified by the nationally recognized Center for Couples and Family Therapy. This state-of-the-art on-campus clinic serves as a vital community resource, providing affordable and high-quality therapy services to individuals, couples, and families from the Tallahassee area and beyond. The clinical work done at the Center is held to the highest standards, as it is a core component of our students' training. Our MFT students acquire essential clinical skills through direct client contact under the direct supervision of COAMFTE-approved faculty supervisors. The Center's advanced facilities include one-way observation mirrors and digital recording capabilities, allowing for live, real-time supervision and post-session review. This rigorous supervisory model ensures that



students provide excellent care while developing into highly competent and ethical practitioners. The high demand for services at the Center underscores the value it brings to the community and provides a consistent flow of complex clinical training experiences that prepare our students for a wide range of future professional roles.

In conclusion, the Department of Human Development and Family Science has a proven record of excellence in all facets of its mission. Our productivity in teaching, research, and service provides a strong and stable foundation for the proposed joint Master's and Specialist's degree program, ensuring its success and its ability to produce highly competent and ethical practitioners for the State of Florida.

VII. Estimate of Investment

- A. Provide the tuition rate for the proposed program for resident and non-resident students.

Resident/Credit Hour	Non-Resident/Credit Hour
\$479.33	\$1,110.72

If the proposed program will operate as self-supporting, market tuition rate, or establish differentiated graduate-level tuition, per Board of Governors Regulation 8.002, complete Appendix F, Self-Supporting & Market Rate Tuition.

- B. Complete the summary table below.
- Provide funding sources for Years 1 and 5 of program operation.
 - Provide headcount (HC) estimates of student enrollment for Years 1 through 5.

Implementation Timeframe	HC	E&G Funds	Contract & Grants Funds	Auxiliary/Philanthropy Funds	Total Cost
Year 1	20	\$186,673	\$0	\$279,500	\$466,173
Year 2	40				
Year 3	60				
Year 4	60				
Year 5	60	\$287,793	\$0	\$279,500	\$567,293

- C. Is the infrastructure in place to meet the new degree program requirements, such as hiring faculty and staff, curriculum development, facilities, and funding, before enrollment of students to the program?

Yes

No. If not, is there a plan to establish the infrastructure to support the program?
Please describe.

VIII. Institutional Resources

A. Describe any additional library resources needed to implement and/or sustain the program through Year 5.

Not applicable to this program because no additional library resources are needed to implement or sustain the proposed program.

B. Describe any specialized equipment and space currently available to implement and/or sustain the proposed program through Year 5.

The Center for Couple and Family Therapy (CCFT) at Florida State University is a cornerstone of clinical training and community engagement for the Marriage and Family Therapy program. For over four decades, the CCFT has provided high-quality, evidence-based, and affordable mental health services to both the university population and the broader Tallahassee community. Serving more than 700 clients annually, the CCFT offers a comprehensive range of counseling services in a confidential and supportive environment, ensuring accessibility and inclusivity for to meet client needs.

The CCFT is equipped with advanced audio and video technology, enabling live supervision and real-time feedback for trainees. This infrastructure not only ensures the highest standards of clinical care but also fosters a culture of excellence in therapist education. The center's commitment to continuous improvement is reflected in its client satisfaction data: 96% of clients report that their needs were met, and 87% would recommend the center to others. These outcomes underscore the CCFT's reputation as a trusted provider of mental health services and a leader in clinical training.

Role in Implementing and Sustaining the Proposed Master's Program

The CCFT is uniquely positioned to support the successful implementation and long-term sustainability of the proposed master's degree in Marriage and Family Therapy. Specifically:

1. **Immediate Access to Clinical Training:**

The CCFT provides a ready-made, accredited clinical training environment for master's students. This eliminates the need to establish new practicum sites, allowing the program to launch efficiently and with high quality from the outset.

2. **Integration of Theory and Practice:**

Master's students will benefit from direct, supervised clinical experience that is seamlessly integrated with their academic coursework. The center's live supervision capabilities ensure that students receive immediate, constructive feedback, accelerating their professional development.

3. **Community Engagement and Service:**

By serving a large and diverse client base, the CCFT offers students exposure to

a wide range of presenting issues and populations. This breadth of experience is essential for developing competent, culturally responsive therapists and enhances the program's appeal to prospective students.

4. **Sustained Program Quality and Reputation:**

The CCFT's longstanding reputation for excellence in both service delivery and training will help attract high-caliber students and faculty to the master's program. Positive client outcomes and satisfaction data provide ongoing evidence of program effectiveness, supporting accreditation and continuous improvement efforts.

5. **Financial and Operational Sustainability:**

The center's established client base and operational infrastructure provide a stable foundation for the master's program. Revenue generated through clinical services can help offset program costs, while the center's administrative systems support efficient program management.

6. **Opportunities for Research and Innovation:**

The CCFT's integration with the academic mission of the university creates opportunities for collaborative research, program evaluation, and the development of innovative clinical practices. Master's students can participate in research projects, contributing to the evidence base for marriage and family therapy.

In summary, the Center for Couple and Family Therapy is a vital asset that will enable the proposed master's and educational specialist degree programs to deliver high-quality clinical training, meet community needs, and achieve long-term sustainability. Its established infrastructure, reputation, and commitment to excellence position it as an ideal setting for preparing the next generation of marriage and family therapists.

C. Describe any additional specialized equipment or space needed to implement and/or sustain the program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space. Costs for new construction should be provided in response to Section VIII.D. below.

Not applicable to this program because no new I&R costs are needed to implement or sustain the program through Year 5.

D. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase due to the program, describe and estimate those expenses below. High enrollment programs, in particular, are expected to necessitate increased costs in non-I&R activities.

Not applicable to this program because no new capital expenditures are needed to implement or sustain the program through Year 5.

E. Describe any additional special categories of resources needed to operate the proposed program through Year 5, such as access to proprietary research facilities, specialized services, or extended travel.

Not applicable to this program because no additional special categories of resources are needed to implement or sustain the program through Year 5.

F. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5.

Not applicable to this program because no fellowships, scholarships, and/or graduate assistantships will be allocated to the proposed program through Year 5.

Students in the M.S. & Ed.S. program will be eligible for scholarships at FSU or in the Anne Spencer Daves College of Education, Health, and Human Services. These include:

Cora B. & Ross Evans Scholarship Fund To provide undergraduate and graduate scholarships to prospective and matriculating students in the College of Health and Human Sciences preparing to work with at risk families to promote well-being through education and intervention. First consideration will go to students who aspire to be teachers The Donor wishes to perpetuate family values as they relate to managing and maintaining a household. This will include, but shall not be limited to, preparing, budgeting and managing the various aspects of home and family life.

Phyllis Richards Endowed Graduate Scholarship in Child Dev The proceeds from this fund will provide scholarship support for graduate students in Child Development (now called human development and family science). Preference is to be given to students who have demonstrated academic ability with financial need as a secondary consideration. The annual net earning from the investment of the principal are to be divided equally to a graduate student or students in Child development. It is intended that this fund exist in perpetuity. The principal is not to be invaded.

May Watson Connor Graduate Scholarship in Child Development Award a gift or loan to a resident graduate student in the Department of Human Development & Family Science who is making progress toward completion of the degree, to be chosen by the

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Department Chair in Human Development & Family Science.

Betty N. Griffith Scholarship To provide a scholarship to students majoring in Human Development & Family Science in the College of Health and Human Sciences.

Carolyn Xandrina Hudnall Scholarship-Loan Fund Earnings are to be devoted to the support of Florida State students. Each year the Florida State University Foundation will inform the College of Health and Human Sciences Scholarship and Fellowship Committee, or its successor organization, of the amount of Fund earnings available for student support. That Committee will be responsible for establishing the number and the amount of loans or awards to be made each year and will give highest priority to the use of the Fund for loans. The Committee is also directed to give primary attention to selecting students, who while meeting all other conditions given below, show the greatest promise of future motivation to give of their personal resources to provide support for students at Florida State University.

Elsie Thomas Miller Scholarship Fund To provide scholarship awards to an upper division undergraduate or graduate student in Health and Human Sciences with a major in Human Development & Family Science. Preference is to be given to a student who has demonstrated academic ability and integrity with financial need. First choice will be a student with a family.

R. Palmer & Savannah S. Day Endowed Scholarship: Annual payout from the Day Endowment shall be used to fund scholarships within the College of Health and Human Sciences. The first priority will be given to a graduate student in Human Development & Family Science whose research focuses on children; the second priority will be for an undergraduate student majoring in Human Development & Family Science with a grade point average of at least a B. The number and size of the scholarship awards shall be based on the availability of funds and the qualified applicant pool.

Elizabeth & Frank Ralston Endowment for the College of HS To record deferred and current gifts. This fund will receive the proceeds from a bequest. The proceeds will be used to add to an endowment to provide funding for student scholarships and program support for students interested in allied health and who are committed to working with underserved populations. Scholarship Criteria: 3.0 GPA; Major in one of the academic programs in the College, Junior or senior classmen Interest in working with medically underserved populations, All eligible students may apply and will be fully considered; however, preference will be given to applicants who are from underserved racial and ethnic backgrounds, consistent with the Donor's intent and in accordance with applicable University policies, regulations, and federal and state law.

Jeff and Nancy Robison Scholarship Fund To support either graduate or undergraduate students in the manner that the Dean and the director of the Family Institute prescribe. Furthermore, they have the latitude to co-mingle these funds with any other gifts received into the College in order to maximize private support and-or state matching funds should the opportunity arise, and leave the latitude to the College to retain the maximum flexibility for using these funds for the benefit of the College and



the Family Institute. To provide scholarships and other student support including travel.

Emory and Dorothy Johnson Endowed Scholarship To award a scholarship to a student, preferably from Georgia (but not a requirement) who has an interest in children's issues and has an overall GPA of 2.0 or higher.

Dr. Kay Pasley Endowment for Excellence To award at least one scholarship each year to a student with demonstrated financial need in the College of Health and Human Sciences, Department of Human Development & Family Science who is working towards a graduate degree in either Family Relations or Marriage and Family Therapy.

IX. Required Appendices

Table 1 outlines the required appendices by degree level. Institutions may provide additional appendices to supplement the information provided in the proposal and list them in Table 2 below.

Table 1. Appendices

	Appendix Title	Degree Level	Required for Specific Programs	Included Yes/No
A	Consultant's Report and Institutional Response	Doctoral or Professional		No
B	Letters of Support or MOUs from Other Academic Units	Any new program	Only for programs offered in collaboration with other academic unit(s) within the institution	No
C	Common Prerequisite Request Form	Bachelor's		No
D	Request for Exception to the 120 Credit Hour Requirement	Bachelor's	Requesting approval to exceed the 120 credit hour requirement	No
E	Request for Specialized Admissions Status	Bachelor's	Requesting approval for specialized admissions status	No
F	Self-Supporting & Market Rate Tuition Programs	Graduate programs	Only for self-supporting or market tuition rate programs	No
G	Faculty Curriculum Vitae	Any new program		Yes

Table 2. Additional Appendices

Appendix	Appendix Title	Description
H1	FSU PO/SLO - MS	Program Outcome and Student Learning Outcomes
H2	FSU PO/SLO - EdS	Program Outcome and Student Learning Outcomes

Appendix G- List of Faculty Curriculum Vitae

[Emilie Ellis, Ph.D.](#)

[Kristen Greene, Ph.D.](#)

[Jamila Holcomb, Ph.D.](#)

[Nari Jeter, Ph.D.](#)

[Jonathan Kimmes, Ph.D.](#)

[Lenore McWey, Ph.D.](#)

[Paul R. Peluso, Ph.D.](#)

[Dania Tawfiq, Ph.D.](#)

[Qiong \(Joanna\) Wu, Ph.D.](#)

[Spencer Youngberg](#)

Émilie M. Ellis, PhD, LMFT

Email: emilie.ellis@newpathcounseling.org

Website: dremilieellis.com

EDUCATION

2022 **Ph.D.** Human Development and Family Science with Emphasis in
Marriage and Family Therapy Program

- Quantitative Methods in Family Science Certificate
- Women's Studies Graduate Certificate

Dissertation: *Exploring the impact of discrimination and psychological trauma on suicidality among LGBTQ+ populations* Advisor:
Dr. Elizabeth Wieling

2015 **M.A.** Marriage and Family Therapy
University of San Diego, San Diego, CA

2013 **B.Mus.** Music
McGill University, Montréal, QC, Canada

EMPLOYMENT

August 2026 to Present

Assistant Professor, Department of Human Development and Family Science, Florida State University, Tallahassee, FL, USA

January 2025 to Present **Adjunct faculty**

MSc Couple and Family Therapy University of Maryland, College Park,
MD, USA

August 2024 to Present **Adjunct faculty**

MA Couple and Family Therapy, Online Program Alliant International University, San Diego, CA, USA

June 2022 to January 2024 **Postdoctoral Research Associate**

Department of Epidemiology and Biostatistics,
College of Public Health,
University of Georgia, Athens, GA

April 2022 to Present **Therapist, Supervisor, and Owner**

New Path Counseling, LLC (newpathcounseling.org),

Telehealth private practice

- Couple and family therapist specializing in trauma-informed therapy with queer and gender diverse couples and individuals
- AAMFT-Approved Supervisor

August 2018 to May 2022 **Graduate Research Assistant**

Department of Human Development and Family Science,
College of Family and Consumer Science, University of Georgia, Athens, GA

ACTIVE LICENSES AND CERTIFICATIONS

Licensed Marriage and Family Therapist

- 2019 • Georgia: #MFT001793
- 2024 • Virginia: #0717002100
- 2025 AAMFT-Approved Supervisor
- 2021 Certified practitioner of Narrative Exposure Therapy
- 2022 Disseminator and trainer of Narrative Exposure Therapy in collaboration with [vivo International](#)
- 2023 World Professional Association for Transgender Health [GEI Standards of Care 8 Certificate](#) [*in progress*]
- 2025 ADHD-Certified Clinical Services Provider [*in progress*]

FELLOWSHIPS, TRAININGS AND WORKSHOPS

- 2021-2022 American Family Therapy Academy New Voices Fellow
- 2021-2022 SAMHSA-AAMFT Minority Fellowship Program: Dissertation Completion Fellow
- 2021-2022 Family Process Writing Institute New Writers Fellow

PUBLICATIONS

Refereed Publications (n=12)

- 2024 Ellis, É. (2024) The Ten Cs: A trauma-informed framework for conducting a holistic assessment of couple functioning with sexual and gender diverse people. *Participator: Journal for the Canadian Association of Couple and Family Therapy*.
<https://journal.lib.uoguelph.ca/index.php/JRFT/article/view/7185>

- 2024 **Ellis, É.** & Wieling, E. (2024). Not just growth, but worldmaking: A phenomenological exploration of posttraumatic growth among sexual minority women and non-binary individuals and implications for theory. *American Psychologist*.
<https://doi.org/10.1037/amp0001332>
- 2024 Tate, A., Trofholz, A., Fertig, A., Brito, J., Carr, C., Janowiec, M., **Ellis, É.**, Berge, J. (2024). Momentary factors and study characteristics associated with participant burden and protocol adherence: An ecological momentary assessment study design. *JMIR Formative Research*. <https://doi.org/10.2196/49512>
- 2024 **Ellis, É.** & Gutierrez, D. (2024). The trauma-suicide connection among racial and ethnically diverse lesbian, gay, and bisexual adults: Examining the roles of intersectional discrimination and complex posttraumatic stress disorder. *Sexual and Gender Diversity in Social Services*. <https://doi.org/10.1080/29933021.2024.2323503>
- 2023 **Ellis, É.**, Wieling, E., & Tate, A. (2023). Complex posttraumatic stress disorder links trauma exposure and suicidal behaviors among sexual minority populations: A new target in suicide prevention? *Journal of Homosexuality*.
<https://doi.org/10.1080/00918369.2023.2233654>
- 2022 **Ellis, É.** & Tate, A. (2022). Is trauma exposure more harmful for sexual minority youth? Differences in trauma-suicide associations in a nationally representative sample of U.S. youth and implications for suicide prevention. *Journal of Child and Adolescent Trauma*.
<https://doi.org/10.1007/s40653-022-00475-0>
- 2022 **Ellis, É.** (2022). A critical, relational model for working with suicide in family therapy. *Australian & New Zealand Journal of Marriage and Family Therapy*.
<https://doi.org/10.1002/anzf.1477>
- 2021 Boe, J., Jordan, L., & **Ellis, É.** (2021). #Themtoo?: Exclusionary discourse in the #MeToo era. *Women & Therapy*. 44(3-4), 319-336.
<https://doi.org/10.1080/02703149.2021.1961437>
- 2020 Curtis, M. G., **Ellis, É.**, Ann, S., Dai, Y., & Bermudez, J. M. (2020) A decade in review: Intersectionality within family studies and family therapy journals from 2010- 2020. *Journal of Family Theory & Review*, 12, 510-528. <https://doi.org/10.1111/jftr.12399>
- 2020 Boe, J. L., **Ellis, E.**, Sharstrom, K. A., & Gale, J. E. (2020). Disrupting cisnormativity, transnormativity, and transmisogyny in healthcare: Advancing trans women inclusive practices for medical family therapists. *Journal of Feminist Family Therapy*. Advanced online publication. <https://doi.org/10.1080/08952833.2020.1848051>
- 2020 **Ellis, É.**, Bermúdez, J. M. (2020). Funhouse mirror reflections: Resisting internalized sexism in family therapy and building a women-affirming practice. *Journal of Feminist Family Therapy*. <https://doi.org/10.1080/08952833.2020.1717903>

2019 Ford, M., Ellis, É., Goetz, J., Archuleta, K., Gale, J., Grossman, B., ... Gonyea, J. (2019).

Depression and financial distress in a clinical population: The value of interdisciplinary services and training. *Contemporary Family Therapy*, 42, 5-14.
<https://doi.org/10.1007/s10591-019-09514-9>

Manuscripts Under Review (n=2)

Ellis, É. & Kelley, A. (revise & resubmit). Trauma-informed climate education in couple and family therapy training and supervision.

Ellis, É. & Wieling, E. (under review). What hurts me, hurts us: Sexual minority women and non-binary people's lived experience of discrimination, trauma and suicidality

Manuscripts in Progress (n=1)

Trejo, A. & Ellis, É. (in progress). Situating disability justice in family science with crip theory.

Reports, Manuals & Clinical Guidelines

Ford, M. & Ellis, É. (2020, April 27). ASPIRE Clinic Telehealth Policies and Procedures Spring 2020.

- Outlines best practices for conducting telehealth based on existing literature on telehealth and recommendations from AAMFT, APA, and American Telehealth Association (ATA);
- Specifically describes empirically-supported crisis intervention procedures for telehealth;
- Describes clinic policies and procedures for telehealth.

PRESENTATIONS

Peer Reviewed & Refereed Conferences

* Denotes a mentee/student

International

Ellis, É. (2021, October). Benefits and challenges of using the lifeline interview approach in phenomenological research exploring the relationship between developmental trauma and suicidality among LGB women. *IASR/AFSP International Summit on Suicide Research*, Online.

Ellis, É. & Kelley, A. (2021, November). Couple closeness as a potential moderator in the relationship between childhood sexual abuse and suicidal ideation in adulthood. *International Society for Traumatic Stress Studies*, Online.

Ellis, É. (2020, May). Décoloniser notre pratique clinique avec les familles en crise : Une intégration entre la thérapie narrative familiale et la thérapie comportementale dialectique. Session presentation at the *Canadian Counselling and Psychotherapy Association Conference 2020*, Edmonton, Alberta, Canada [Conference cancelled].

Ellis, É., Bermúdez, M. (2020, March). Distorted reflections: Implications of internalized sexism on the self-of-the-therapist. Session presentation at the *International Family Therapy Association Conference*, Basel, Switzerland [Conference cancelled].

National

- Ellis, É.** (under review). Identifying multi-level intervention and prevention targets in suicide prevention among long COVID patients: A systematic review of the literature. *2025 Annual Meeting Society for Prevention Research*, Washington DC.
- Wieling, E., **Ellis, É.**, Kelley, A. (2025). Narrative exposure therapy for treating complex posttraumatic stress. *Systemic Family Therapy Conferences 2025*, Online.
- Ellis, É.**, Tate, A., Trejo, A., Trofholz, A.C., Kunin-Batson, A., Berge, J.M. (2023). Does parental preparation for bias moderate the intergenerational association between parental exposure to discrimination and child mental health?: Results from the Family Matters study. *2023 Annual Meeting Society for Prevention Research*, Washington, DC.
- Trejo, A., Tate, A., **Ellis, É.**, Noser, A., Trofholz, A.C., Kunin-Batson, A., Berge, J.M. (2023). The role of discrimination and adverse experiences in biwoc pain disparities: Results from the Family Matters Study. *2023 Annual Meeting Society for Prevention Research*, Washington, DC.
- Ellis, É.** (2022, May). Racism and heterosexism moderate the trauma-suicide connection racial and ethnic minority lesbian, gay, and bisexual adults. *AAMFT Minority Fellowship Training Institute*, Online.
- Ellis, É.** (2021, June). Invited moderator for the *DEI Training: Family Therapy in the Workplace* session at the AFTA Annual Conference.
- Ellis, É.**, Boe, J., Cho, S.*, Sackellares, C.* & Watson, M.* (2021, June). Using participant supervision for cross-disciplinary training between social work and couple and family therapy: Benefits and challenges from all sides. *American Family Therapy Association Conference*, Online.
- Ellis, É.**, King, V. E. & Trejo, A. (2021, June). Exploring the intersection of detention, traumatic stress and suicidality: A review of the literature and implications for policy. *American Family Therapy Association Conference*, Online.
- Ellis, É.** (2020, November) The aggregate model of internalized sexism: A systematic review. *American Association of Marriage and Family Therapists Conference*, Orlando, FL [Conference cancelled].
- Boe, J., Trejo, A. & **Ellis, É.** (2020, October). Beyond the borders of gender and immigration: Strategies for transgender inclusive integrated care. *Collaborative Family Healthcare Association Conference*, Online.
- Boe, J., **Ellis, É.** & Gale, J. (2020, June). Trans* inclusive medical family therapy. *American Family Therapy Academy Annual Conference* [Conference cancelled].
- Ellis, É.** (2019, November). The development of a multidimensional, systemic framework of internalized sexism. Poster presentation at the *2019 National Council of Family Relations Annual Conference*, Feminism and Family Studies Section, Fort Worth, TX.

- Ellis, É.** (2019, March). The personal is still political: Reframing common issues in women's emotional and relational health and understanding internalized sexism from a critical feminist standpoint epistemology. Paper presentation at the *26th Annual Women's Studies Students Research Symposium*, University of Georgia, Athens, GA.
- Ellis, É.** (2019, March). Internalized sexism and self-of-the-therapist considerations for female therapists. Presentation at the *Quint State Conference*, University of Georgia, Athens, GA.
- Duprey, E., **Ellis, É.**, Sasser, J., Moore, A., & Oshri, A. (2019, March). Emotional maltreatment and adolescent depressive symptoms: Mediation via cortisol reactivity. Poster presentation at 2019 *Society for Research in Child Development Biennial Meeting*, Baltimore, MD.

MEDIA

Kamenetz, A. (2025). You really can recover from a painful experience—and be better than before. *National Geographic*.
<https://www.nationalgeographic.com/health/article/post-traumatic-growthscience?rnd=1747921346295&loggedin=true>

Marando, R. (2022). UGA study: This community is at a higher risk of suicide than others.
<https://wgxa.tv/news/local/uga-study-this-community-is-at-a-higher-risk-of-suicide-than-others>

Beeson, L. (2022). LGB youth more than twice as likely to attempt suicide than heterosexual peers.
@UGAResearch. <https://news.uga.edu/LGByouth-more-than-twice-as-likely-to-attempt-suicide>

OUTREACH

Ellis, É. (2021, May). Judge for Georgia's Southeast District 7th – 12th Grade 4-H Project Achievement Competition through UGA Extension.

Ellis, É. (2021, February). *Eating disorders and body image from an intersectional perspective*. Invited expert presentation at UGA Delta Phi Epsilon's "Love Your Body Week", Athens, GA.

Ellis, É. (2021, January). Invited to participate on expert panel discussing healthy and toxic relationships on the Parkmont High School student podcast, Baltimore, MD.

Ellis, É. (2020, November). *Eating disorders assessment and diagnosis*. Invited lecture for the MFT Doctoral Program, University of Georgia, Athens, GA.

Ellis, É. (2020, November). Invited to participate on expert panel discussing queer identity in human development. HDFS 4330: Diversity in Human Development. University of Georgia, Athens, GA

Ellis, É. (2020, January). Invited to participate on expert mental health panel at 3rd Annual Mental Wellness Summit, University of Georgia, Athens, GA

Ellis, É. (2019, March). Building the resistance within: Addressing internalized oppression in the LGBTQ community. Presentation at the Connect Conference, University of Georgia, Athens, GA.

Morgan, D. **Ellis, É.** (2017, April). Integrating Spirituality & Psychotherapy: Healing Creatively Through the Arts. CEU event and presentation at the Care and Counseling Center of Georgia, Atlanta, GA

Benator, G. **Ellis, É.** (2016, September). Does my child have an eating disorder? Free outreach presentation available to community members at the Care and Counseling Center of Georgia, Atlanta, GA.

ADMINISTRATIVE POSITIONS

June 2020 – May 2022 MFT Program Graduate Assistant

MFT Doctoral Program, University of Georgia, Athens, GA

- Responsible for managing program COAMFTE accreditation process for Version 12.5, including completing application documents and compiling documents to support eligibility criteria narrative and program self-study
- Tracking accreditation documents, attending COAMFTE webinars on reaccreditation process
- Worked closely with reaccreditation team, including program director and other administrative assistants

June 2019 – May 2020

Graduate Assistant

ASPIRE Clinic, University of Georgia, Athens, GA

- Support clinic transition to telemental health during COVID-19 pandemic, including providing tech support for 20 student therapists and supervisors, researching best practices for telemental health, and writing policies and procedures manuals
- Selected by clinic director and faculty to be trained to serve as Interim Clinic Director in case of emergency during COVID-19 pandemic; trained in essential clinic functions

PROFESSIONAL MEMBERSHIP AND SERVICE

2023 – Present

World Professional Association for Transgender Health

- Full member

- Qualifying WPATH GEI SOC8 Certified Member

2019 – Present

Canadian Association of Couple and Family Therapy

- Clinical member
- Founder/leader of CACFT LGBTQ2S Interest Group
- Non-voting member of the Branches Committee
- Reviewer for the Accreditation Working Group

2019 – Present

Ad hoc reviewer for the *Journal of Feminist Family Therapy*

2019 – 2020

University of Georgia

- MFT Faculty-Student Liaison
- HDFS Graduate Student Organization, Faculty-Student Liaison

2013 – Present

American Association of Marriage and Family Therapy

- Clinical fellow
- Approved supervisor

CLINICAL EXPERIENCE

2022 to present

Therapist; clinical supervisor

New Path Counseling, LLC (newpathcounseling.org),
Telehealth private practice, Atlanta, GA

- Licensed marriage and family therapist specializing in traumainformed therapy with queer and gender diverse couples and individuals
- Clinical supervisor of pre-licensed professional counselors and marriage and family therapists

2020 – 2021

AAMFT Supervisor-in-training

ASPIRE Clinic, Athens, GA

- Completed coursework for AAMFT-Approved Supervisor-intraining status
- Provide dyadic supervision to two Masters of Social Work students from the UGA School of Social Work

- Practice traditional and participant supervision with supervisees
 - Collaborated with other supervisors to design and teach weekly practicum course for clinic interns
 -
- 2018 – 2020 Graduate Student Therapist
ASPIRE Clinic, Athens, GA
- Provided individual and relational therapy to students at the University of Georgia and members of the greater community
- Maintained EMR paperwork
 - Participated in individual and group supervision
- 2018 Group facilitator
Women’s Resource Center to End Domestic Violence, Atlanta, GA
- Facilitated weekly therapy group with women residing at the program’s safe house
- 2016 – 2018 Therapist
General Board of Global Ministries, Atlanta, GA
- Provided cross-cultural telemental health services to missionaries from primarily French-speaking countries
- Provided therapy in both English and French
- 2016 – 2018 Low-Cost Clinic Associate Therapist
Care and Counseling Center of Georgia, Decatur, GA
- Provided low-cost outpatient therapy to a wide range of individuals (children, adolescents, and adults), families and couples in an agency setting
 - Facilitated a weekly DBT Skills Training for Teens group with a diverse group of teens struggling with various diagnoses
 - Participated in group and individual supervision
 - Founded the DBT Consultation Team for CCCG therapists
- 2015 – 2016 Therapist
The Imara Center, Atlanta, GA
- Provided community-based counseling to primarily low-income, African American families with elementary-school age children

- Collaborated with teachers and school staff on the treatment of clients
- Maintained extensive paperwork on each client for review by Medicaid
- Advocated and submitted repeated applications to Medicaid to allow for continued treatment
- Participated in treatment team meetings and weekly supervision
- Completed biopsychosocial behavioral health assessments and intakes

2015

Primary Counselor

Spectrum Health Systems/Coastal State Prison, Savannah, GA

- Provided individual and group substance abuse counseling to adult male offenders
 - Facilitated substance abuse and addiction recovery groups of up to 50 offenders following the unique Spectrum Health Systems curriculum and the 12-step program
 - Collaborated on a multi-disciplinary team of therapists, psychologists and administrators
 - Created and followed highly structured treatment plans using evidence- based cognitive-behavioral therapies
 - Attended weekly trainings on group facilitation and treatment of substance used disorders
- Managed high resistance and crisis situations • Conducted intakes for new admits

2014 – 2015

MFT Trainee

UCSD Eating Disorders Treatment Center, San Diego, CA

- Provided individual therapy to adolescents with eating disorders using evidence-based models
- Received extensive training in evidence-based models, such as Dialectical Behavioral Therapy, Parent Management Training, and Family-Based Treatment
- Facilitated eating disorder groups and mindfulness groups for adolescents
- Facilitated parents support groups, parent management training and multi-family therapy groups
- Started weekly music therapy informed group for adolescents
- Collaborated on a multi-disciplinary team with psychiatrists, nurses, researchers

2013-2014

Group Facilitator

Generate Hope, San Diego, CA

- Founded and facilitated weekly music therapy-informed therapy group for trafficking and domestic violence survivors within their safe house

LANGUAGES

English (read, write, speak)

French (read, write, speak)

Curriculum Vitae

Kristen Hanlon Greene

October 14, 2025

General Information

University address: Family and Child Sciences
College of Education, Health, and Human Sciences
Sandels Building 0226
Florida State University
Tallahassee, Florida 32306-1491

E-mail address: khg02c@fsu.edu
khgreene@fsu.edu

Professional Preparation

- 2006 Ph.D., Florida State University. Major: Marriage and Family Therapy.
Supervisor: Dr. Carol Darling.
- Kristen H. Greene. (2006). *Awareness of Parental Infidelity in College Students Reported Romantic Relationships*. Unpublished doctoral dissertation, Florida State University.
- 2002 M.A., University of Holy Cross. Major: Marriage and Family Therapy.
- 1997 B.A., University of Southern Mississippi. Major: Public Relations.

Nondegree Education and Training

- 2025–present Gottman Training: Treating Affairs and Trauma.
- 2024–present EMDR Basic Training Course.
- 2020–present Gottman Level 1 Training.
- 2023 Dr. Sue Johnson's Intensive Course in Emotionally Focused Therapy.

- 2022 IFS Immersion: Integrating Internal Family Systems Across Clinical Applications.
- 2022 Qualified Supervisor Licensure Renewal.
- 2020 Telehealth for Mental Health Professionals.
- 2020 Gottman Level II Training.
- 2018 Florida State University Title IX Hearing Officer Training.
- 2018 Supervision: A Guide for Advanced Mental Health Professionals.
- 2017 FSU Center for Advancement of Teaching: Making It Stick.
- 2016 AAMFT Advanced Training: Ethical Issues for MFT Practice and Supervision.
- 2016 AAMFT Supervisor Workshop: Advancing Accountability in Clinical Training.
- 2015 AAMFT Supervisor Workshop: Ethics and Supervisee Technology Use.
- 2015 Prepare/Enrich Facilitator Training.
- 2015 The Incredible Years: Parents, Teachers, and Children Training Series.

Professional Credential(s)

- 2015–present AAMFT Approved Supervisor.
- 2011–present State of Florida Approved Supervisor for Mental Health Counseling and Marriage and Family Therapy.
- 2007–present Licensed Marriage and Family Therapist #MT2281.

Professional Experience

- 2021–present Comprehensive Behavioral Health Assessor, Camelot Community Care. Responsible for thorough evaluation of children's mental health needs including school, home/family, and community. Made recommendations to the Department of Children and Families as to the needs and best interest of the child.
- 2015–present Teaching Faculty, Human Development and Family Science, Florida State University.
- 2015–present Director, Center for Couple and Family Therapy, Human Development and Family Science, Florida State University. Responsible for oversight of all Center related duties, including implementation of Center policies and procedures, ensuring all necessary services are provided in accordance with AAMFT Code of Ethics and FSU policies.
- 2021–2025 Graduate Teaching Coordinator, Human Development and Family Science, Florida State University. Provide guidance and supervision to graduate teaching assistants; includes teaching FAD5481: College Teaching and FAD5942: Supervised Teaching.
- 2018–2025 Associate Department Chair, Human Development and Family Science, Florida State University.
- 2010–2015 Licensed Family Therapist, Behavioral Health Center, Tallahassee Memorial Hospital. Responsible for providing crisis intervention to patients and family members. Provided therapy to patients hospitalized for a variety of mental illnesses.
- 2011–2014 Adjunct Faculty, History and Social Sciences, Tallahassee Community College.
- 2007–2014 Adjunct Faculty, Family and Child Sciences, Florida State University.
- 2007–2011 Comprehensive Behavioral Health Assessor, DISC Village/Big Bend Community Based Care. Responsible for thorough evaluation of children's mental health needs including school, home/family, and community. Made recommendations to the Department of Children and Families as to the needs and best interest of the child.
- 2005–2007 Therapist, Family Connections, Sexual Abuse Treatment Program, Children's Home Society. Provided crisis intervention and sexual abuse treatment for children and families affected by abuse. Prepared children for court appearances and testimonies.

Visiting Professorship(s)

2014–2015 Visiting Assistant Professor, Florida State University.

Honors, Awards, and Prizes

John E. and Mary L. Champion Undergraduate Teaching Award (2022). (\$1,400). University Undergraduate Teaching Award, Florida State University (2019).

Current Membership in Professional Organizations

American Association for Marriage and Family Therapy, Clinical Fellow
Florida Family Team Leader, AAMFT
Florida Family Therapy Alliance
Tallahassee Association for Marriage and Family Therapy, President 2015-2018

Teaching

Courses Taught

Advanced Supervision (FAD6935)
College Teaching in Family Sciences (FAD5481)
Internship in Family and Child Sciences (CHD4944)
Parenting (CHD4537)
Family Diversity (FAD4265)
Intro to MFT (FAD5906)
Directed Individual Study in Child Development (CHD4905)
Intro to Family Therapy (FAD4905)
Practicum in Marital and Family Therapy (FAD6940)
Stress and Resilience in Individuals and Families (FAD3432)
Adv. MFT Theory & Application (FAD6930)
Understanding Family Processes (CHD5906)
Family Relationships: A Life Span Development Approach (FAD2230)
Adolescent Development (CHD3243)
Psychology of Adolescent Development (DEP3305)
Adolescent Contexts (CHD4251)

Supervision of Clinical Practice

FSU Center for Couple and Family Therapy (CCFT) - I have provided clinical supervision to every graduate student completing practicum and/or internship at the CCFT since 2015 (2023)

Supervision for Licensure in Marriage and Family Therapy - I have provided additional supervision to over 30 graduate students seeking a marriage and family therapy license in Florida (2023)

Supervision of Supervisors in Training - I have provided supervision to graduate students serving as supervisors in training. Since 2018, I have assisted 18 graduate students in obtaining the AAMFT Approved Supervisor designation (2023)

New Course Development

Supervised Teaching (2021)

Advanced Marriage and Family Therapy Theory and Application (2016)

Family Relationships (2014)

Curriculum Development

Masters in Marriage and Family Therapy: Developed curriculum for proposed masters program (2018)

Management of Multiple Course Sections

Practicum in Marital and Family Therapy (FAD6940)

Master's Committee Member

Janzen, A., graduate. (2018). *Sustainable Consumption: Dyadic Evaluation*.

Additional Teaching Not Reported Elsewhere

Greene, K. (2012–2015). *Child Development CHD2220*. Tallahassee Community College.

Greene, K. (2012–2014). *Human Development Through the Life Span DEP 2004*. Tallahassee Community College.

Research and Original Creative Work

Publications

Refereed Journal Articles

Scott, J. C., Wilson, C. B., Greene, K., & Jeter, N. S. (2024). Implementing Learner-Centered Teaching Strategies in Family Science. *Family Science Review*, 22.

Edited Books

Harris, G. J., Greene, K., & Carlos, F. (Eds.). (2019). *Family Stress, Coping and Resilience: A life course perspective*. Kendall-Hunt.

Invited Book Chapters

Greene, K., & Parker, M. (2024). The Limits of a Client's Confidentiality. In Kristina S. Brown (Ed.), *AAMFT Systemic Ethics Textbook* (pp. 633-677). American Association for Marriage and Family Therapy.

Presentations

Invited Presentations at Conferences

Scott, J., Wilson, C., Greene, K., & Jeter, N. (presented 2019). *Expanding Your Instructional Toolkit: Learner-Centered Teaching Strategies*. Poster presentation at Teaching Family Science, Family Science Association, Kauai, Hawaii. (National)

Wilson, C., Scott, J., Greene, K., & Jeter, N. (presented 2019). *Promoting Intercultural Competence in Online Family Science Courses*. Presentation at Teaching Family Science, Family Science Association, Kauai, Hawaii. (National)

Invited Workshops

Greene, K. (2023). *Taking Family Science Abroad*. Workshop delivered at FSU International Study Abroad Program, Department of Human Development and Family Science. (Local)

Greene, K. (2019). *The Ethics of Dual Relationships in Teaching*. Workshop delivered at Department of Family and Child Sciences, Florida State University. (Local)

Service

Florida State University

FSU University Service

Member, Academic Honor Policy Committee (2018).

Member, Academic Honor Policy Committee (2017).

FSU College Service

Member, Deans and Chairs Administrative Council (2018–present).

Awards Selection Committee Member, CHHS Honors and Awards Ceremony (2023).

Abstract Reviewer, CHHS Research and Creativity Day (2022).

FSU Department Service

Member, Executive Leadership Committee (2018–present).

Assistant Department Chair, Family and Child Sciences (2018–present).

Member, Undergraduate Committee (2014–present).

Chair, Teaching Faculty Search Committee (2023).

Member, Merit Review Committee (2022).

Teaching Faculty Member, Promotion and Tenure Committee (2022).

Chair, Undergraduate Curriculum Committee (2017–2021).

Chair, Teaching Faculty Search Committee (2019).

Teaching Faculty Member, Promotion and Tenure Committee (2018).

Member, Ad-hoc Master Committee (2015–2018).

Chair, Teaching Faculty Search Committee (2017).

FSU Institute or Center Service

Director, Center for Couple and Family Therapy (2015–present).

FSU Program Service

Faculty Member, Marriage and Family Therapy Program (2015–present).

Faculty, International Program, Valencia (2022).

The Profession

Service to Professional Associations

Florida Leader, Legislative advocacy for the MFT field, American Association of Marriage and Family Therapy, Family Team (2022–present).

President, Tallahassee Association for Marriage and Family Therapy (2015–2018).

Curriculum Vitae

Holcomb, Jamila

General Information

University address: Human Development and Family Science
Anne Spencer Daves College of Education, Health and Human Sciences
Sandels Building 208
Florida State University
Tallahassee, Florida 32306

E-mail address: jholcomb@fsu.edu

Professional Preparation

2017 Ph.D., Florida State University, Tallahassee, FL. Major: Marriage and Family Therapy. Supervisor: Dr. Melinda Gonzales-Backen.

Reynolds, J. E. (2017). *Predictors of Ethnic-Racial Socialization Profiles in Early Childhood Among African American Parents*. Unpublished doctoral dissertation, Florida State University, Tallahassee, FL.

2013 M.S., The Family Institute at Northwestern University, Evanston, IL. Major: Marriage and Family Therapy.

2011 B.A., Trinity University, San Antonio, TX. Major: Psychology and Spanish, Minor in Sociology.

Nondegree Education and Training

2025–present Quality Matters Certification for CHD 4615 Public Policy.

Professional Credential(s)

2021–present AAMFT Approved Supervisor.

2018–present Adoption Competency Certified.

- 2018–present Basic Trained in Eye Movement Desensitization and Reprocessing (EMDR) Therapy.
- 2018–present Licensed Marriage and Family Therapist, MT3505.
- 2018–2023 Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) Certified.

Professional Experience

- 2024–present Associate Teaching Professor, Human Development and Family Science, Florida State University.
- 2018–present Owner and Therapist, Holcomb Counseling and Consulting, LLC.
- 2019–2024 Assistant Teaching Professor, Human Development and Family Science, Florida State University.
- 2018–2019 Adjunct Professor, Family and Child Sciences, Florida State University.
- 2018–2019 Comprehensive Behavioral Health Assessor, Camelot Community Care.
- 2015–2019 Clinical Counselor, Children's Home Society of Florida.
- 2015–2017 Instructor of Record, Family and Child Sciences, Florida State University.
- 2013–2017 Graduate Assistant, Family and Child Sciences, Florida State University.

Honors, Awards, and Prizes

- AAMFT Program Training Award, AAMFT (2024).
- Outstanding Teaching in the Major, Florida State University (2023).
- John E. and Mary L. Champion Undergraduate Teaching Award, College of Health and Human Sciences (2021).
- AAMFT Foundation Dissertation Award, American Association for Marriage and Family Therapy (2018).

Fellowship(s)

Teaching Fellows - Anne Spencer Daves' College of Education, Health, and Human (2025–2026).

Minority Fellowship Program - Doctoral, AAMFT/SAMHSA (2014–2016).

Current Membership in Professional Organizations

American Association for Marriage and Family Therapy

Teaching

Courses Taught

Foundations of Counseling (FAD4601)

Internship in Marriage and Family Therapy (FAD8944)

Parenting (CHD4537)

Policy & Program Design MFT (FAD5906)

Public Policy: Child and Family Issues (CHD4615)

Practicum in Marital and Family Therapy (FAD6940)

MFT Social Justice and Diversity (FAD6610)

Individual and Family Life Span Development (FAD3220)

Contexts of Adolescent Development (CHD3243)

DIS - Racial-ethnic identity development in college students (FAD4905)

Supervised Teaching (FAD5942)

Family Relationships: A Life Span Development Approach (FAD2230)

Stress and Resilience in Individuals and Families (FAD3432)

Methods of Studying Families and Children (CHD4630)

Supervision of Clinical Practice

AAMFT approved supervisor for Registered MFT interns (2025)

Doctoral MFT Students at the Center for Couple and Family Therapy (CCFT). Serving the Tallahassee community (individuals, children, couples, and families) (2025)

Doctoral MFT Students in their internship sites. Serving the Tallahassee community (individuals, children, couples, and families) (2025)

New Course Development

MFT Social Justice and Diversity (2021)

Curriculum Development

Redesigned CHD 4615 Public Policy: Child and Family Issues - updated textbook, syllabus, assignments and exams (2023)

Doctoral Committee Member

Marroquin, C., graduate. (2025).

Morris, K. L., graduate. (2024).

Unhjem, L., graduate. (2024).

Master's Committee Member

Weldon, A., graduate. (2020).

Bachelor's Committee Member

Braun, K., graduate. (2022).

Day, A., graduate. (2021).

Macias, M., graduate. (2021).

Pierre, M. J., student.

Leon, K., student.

Nguyen, A., student.

Supervision of Student Research Not Related to Thesis or Dissertation

Ligon, B. (2022–23).

Practicum Virtual Site

Holcomb, J. E. (2020–2021). *Served as a virtual practicum site for undergraduate family and child science majors during the COVID-19 pandemic. Supervised them in research activities, teaching scholarship, and professional development.*

Supervised Teaching Mentor

Holcomb, J. E. (2021–2022). *Supervision of doctoral students delivering undergraduate courses in HDFS.*

Research and Original Creative Work

Publications

Refereed Journal Articles

Jackson, L. J., Ford, J. R., James, B. A., Schleiden, C. A., Harris-McKoy, D., & Holcomb, J. E. (2020). Expect the best: The impact of parental expectation on Black males' academics. *Journal of Black Studies, 51*(8), 767-789. Retrieved from <https://doi.org/10.1177/0021934720946427>.

Gonzales-Backen, M. A., Holcomb, J. E., & McWey, L. (2019). Cross-ethnic measurement equivalence of the children's depression inventory among youth in foster care. *Journal of Emotional and Behavioral Disorders, 106342661983853*. Retrieved from <https://doi.org/10.1177/1063426619838539> doi:10.1177/1063426619838539

Holtrop, K., & Holcomb, J. E. (2018). Adapting and pilot testing a parenting intervention for homeless families in transitional Housing. *Family Process, 57*(4), 884-900. Retrieved from <https://doi.org/10.1111/famp.12341> doi:10.1111/famp.12341

Reynolds, J. E., & Gonzales-Backen, M. A. (2017). Ethnic-racial socialization and the mental health of African Americans: A critical review. *Journal of Family Theory & Review, 9*(2), 182-200. Retrieved from <https://doi.org/10.1111/jftr.12192> doi:10.1111/jftr.12192

Withers, M. C., Reynolds, J. E., Reed, K., & Holtrop, K. (2016). Dissemination and implementation research in marriage and family therapy: An introduction and call to the field. *Journal of Marital and Family Therapy, 43*(2), 183-197. Retrieved from <https://doi.org/10.1111/jmft.12196> doi:10.1111/jmft.12196

Smith, S. M., Reynolds, J. E., Fincham, F. D., & Beach, S. R. H. (2016). Parental experiences of racial discrimination and youth racial socialization in two-parent African American

families. *Cultural Diversity and Ethnic Minority Psychology*, 22(2), 268-276. Retrieved from <https://doi.org/10.1037%2Fcdp0000064> doi:10.1037/cdp0000064

Reynolds, J. E., Gonzales-Backen, M. A., Allen, K. A., Hurley, E. A., Donovan, R. A., Schwartz, S. J., Hudson, M., Agocha, B., & Williams, M. (2016). Ethnic-racial identity of Black emerging adults: The role of parenting and ethnic-racial socialization. *Journal of Family Issues*, 38(15), 2200-2224. Retrieved from <https://doi.org/10.1177%2F0192513x16629181> doi:10.1177/0192513x16629181

Smith, S. M., Holtrop, K., & Reynolds, J. E. (2015). Do positive parenting practices moderate parental mental health and child behavior among homeless families? *Family Relations*, 64(5), 606-620. Retrieved from <https://doi.org/10.1111%2Ffare.12166> doi:10.1111/fare.12166

Invited Book Chapters

Holcomb, J. E. (2022). "Amplifying your voice": Advice for young practitioners of color. In Anthony G. James, & Leslie A. Anderson (Eds.), *Letters to a young practitioner*. Cognella.

Refereed Book Chapters

Reynolds, J. E. (2017). Addressing racial trauma in therapy with ethnic-minority clients. In Jay Lebow, Anthony Chambers, Douglas C. Breunlin (Ed.), *Encyclopedia of Couple and Family Therapy* (pp. 1-3). Springer International Publishing. Retrieved from http://dx.doi.org/10.1007/978-3-319-15877-8_931-1

Invited Encyclopedia Entries

Gonzales-Backen, M. A., & Holcomb, J. E. (2019). Race and ethnicity. In James J. Ponzetti Jr. Maureen Blankemeyer Sean M. Horan Heidi Lyons Aya Shigeto (Ed.), *Macmillan Encyclopedia of Families, Marriages, and Intimate Relationships* (1st ed., Vol. 2, p. 697-698). Macmillan Reference USA.

Presentations

Refereed Papers at Conferences

Reynolds, J. E., Gonzales-Backen, M. A., Allen, K. A., Hurley, E. A., Donovan, R. A., Schwartz, S. J., Hudson, M., Agocha, B., & Williams, M. (presented 2014, November). *Ethnic-*

racial identity among Black emerging adults: The role of the parenting relationship and ethnic-racial socialization. Paper presented at Annual meeting of the National Council on Family Relations Conference, National Council on Family Relations Conference, Baltimore, MD. (International)

Invited Keynote and Plenary Presentations at Conferences

Holcomb, J. E. (presented 2021, September). *Exploring the connection between racial trauma and substance use.* Keynote presentation at the 22nd Annual Substance Use and Co-Occurring Disorder Virtual Conference, Community Mental Health Association of Michigan. (National)

Holcomb, J. E. (presented 2021, February). *Finding strength in the face of uncertainty: Child care is essential.* Keynote presentation at Strong Children Strong Communities conference, Good Shepherd Center for Exceptional Children. (State)

Invited Presentations at Conferences

Holcomb, J. (presented 2025). *Intersectionality and mental health: Addressing substance use in marginalized populations.* Presentation at AAMFT Minority Fellowship Doctoral Training Institute, American Association for Marriage and Family Therapy. (National)

Holcomb, J. (presented 2023, October). *Addressing racial trauma with child and adolescent clients.* Presentation at AAMFT Margins to the Center: Cultural Connections Among CMFTs - Changing the Game conference, AAMFT. (National)

Holcomb, J. E. (presented 2022, May). *Addressing racial trauma in the clinical setting.* Presentation at Association for Family Therapy and Systemic Practice, Association for Family Therapy and Systemic Practice. (International)

Holcomb, J. E., Reese, B., & Olele, I. M. (presented 2021, September). *Addressing racism and racial trauma in behavioral healthcare.* Presentation at Impact Nation, Relias. (International)

Holcomb, J. E. (presented 2021, May). *Clinical and pedagogical best practices for addressing racial trauma.* Presentation at AAMFT Minority Fellowship Doctoral Training Institute, AAMFT. (National)

Refereed Presentations at Conferences

Holcomb, J., & Anderson, L. A. (accepted). *Decolonizing and reimagining systemic therapy practice*. Presentation to be given at Systemic Family Therapy Conference, American Association for Marriage and Family Therapy, Virtual. (National)

Wilson, C. B., Scott, J. C., Jeter, N. S., Greene, K. H., & Holcomb, J. E. (accepted). *Teaching family science to generation Z students from a distance*. Presentation to be given at The annual meeting of the Teaching Family Science Conference, Teaching Family Science Conference. (National). (Cancelled due to COVID-19)

Holcomb, J. (presented 2024, November). *More than just coping strategies: Liberating our clients from the impact of oppressive systems*. Presentation at Systemic Family Therapy Conference, AAMFT. (National)

Holcomb, J., & Lowery, Dylann, F. (presented 2024, November). *We are all trauma therapists: Highlighting the importance for systemic therapists to be trauma-informed*. Presentation at Systemic Family Therapy Conference, AAMFT. (National)

Holcomb, J. E. (presented 2021, November). *Clinical best practices for addressing racial trauma*. Presentation at The annual meeting of the American Association for Marriage and Family Therapy, American Association for Marriage and Family Therapy. (National)

Holcomb, J. E., & Scott, J. (presented 2021, November). *Cultivating anti-racism in the classroom*. Presentation at The annual meeting of the National Council on Family Relations, National Council on Family Relations. (International)

Scott, J., & Holcomb, J. E. (presented 2021, June). *Confronting racial trauma with emerging family scientist*. Presentation at The annual meeting of the Teaching Family Science Conference, Teaching Family Science Conference. (National)

Holcomb, J. E. (presented 2018, November). *Breaking barriers: Addressing ethnic-racial trauma in therapy*. Presentation at The annual meeting of the American Association for Marriage and Family Therapy, American Association for Marriage and Family Therapy, Louisville, KY. (National)

Holcomb, J. E. (presented 2017, October). *Breaking barriers: Addressing racial trauma in the therapy room*. Presentation at The annual meeting of the American Association for Marriage and Family Therapy, American Association for Marriage and Family Therapy, Atlanta, GA. (National)

Reynolds, J. E., & Gonzales-Backen, M. A. (presented 2016, September). *Impact of ethnic-racial socialization and identity on mental health*. Presentation at The annual meeting of the

American Association for Marriage and Family Therapy, American Association for Marriage and Family Therapy, Indianapolis, IN. (National)

Reynolds, J. E. (presented 2016, September). *The use of ethnic-racial socialization with black clients in therapy*. Presentation at The annual meeting of the American Association for Marriage and Family Therapy, American Association for Marriage and Family Therapy, Indianapolis, IN. (National)

Gonzales-Backen, M. A., Bamaca-Colbert, M., & Reynolds, J. E. (presented 2016, April). *Discrimination, peer stress, and psychosocial outcomes among Mexican-origin adolescent girls: Examining of the order of effects*. Poster presentation at The biennial meeting of the Society for Research on Adolescence, Society for Research on Adolescence, Baltimore, MD. (International)

Holtrop, K., & Reynolds, J. E. (presented 2015, November). *Adapting a parenting intervention for homeless families in transitional housing*. Presentation at Annual meeting of the National Council on Family Relations Conference, National Council on Family Relations Conference, Vancouver, Canada. (International)

Reynolds, J., & Holtrop, K. (presented 2015, September). *Adapting and pilot testing an evidence-based parenting program for homeless families*. Presentation at Annual meeting of the American Association for Marriage and Family Therapy, American Association for Marriage and Family Therapy, Austin, Texas. (National)

Reynolds, J. E., Gonzales-Backen, M. A., & McWey, L. (presented 2015, September). *Cross-ethnic measurement equivalence of the Children's Depressive Inventory for at-risk adolescents*. Presentation at Annual meeting of the American Association for Marriage and Family Therapy, American Association for Marriage and Family Therapy, Austin, Texas. (National)

Holtrop, K., & Reynolds, J. E. (presented 2015, May). *Adapting and pilot testing an evidence-based parenting program for homeless families*. Presentation at Annual meeting of the Society for Prevention Research, Society for Prevention Research, Washington, D.C. (International)

Reynolds, J. E., Wong, S. K., & Childers, J. B. (presented 2010, March). *How do children learn to compare events when learning new verbs?* Presentation at Society for Research on Human Development Conference, Society for Research on Human Development Conference, San Antonio, Texas. (National)

Refereed Presentations at Symposia

Holcomb, J. E., & Scott, J. (presented 2020, September). Addressing racial trauma in the classroom. In *Diversity and Inclusion in Research and Teaching Organization (DIRECTO) Fall Symposium*. Presentation at the meeting of Florida State University. (Local)

Invited Workshops

Holcomb, J. (2025). *Becoming a culturally responsive clinician and supervisor*. Workshop delivered at Trilogy Behavioral Healthcare, Virtual. (Local)

Holcomb, J. (2025). *Culturally Responsive Leadership*. Workshop delivered at Trilogy Behavioral Healthcare, Virtual. (Local)

Holcomb, J. (2024, December). *Addressing racial trauma in healthcare*. Workshop delivered at MD Anderson Cancer Center – Department of Social Work. (Local)

Holcomb, J., Kais, M., & Wilkerson, S. (2024, June). *Juneteenth and MFTs: A panel discussion*. Workshop delivered at Florida Family Therapy Alliance. (State)

Holcomb, J. (2024). *Addressing racial trauma in healthcare*. Workshop delivered at MD Anderson Cancer Center – Department of Social Work, Virtual. (Local)

Holcomb, J. E. (2023, March). *Clinical best practices for addressing racial trauma*. Workshop delivered at Trilogy Behavioral Healthcare. (Local)

Anderson, L. A., & Holcomb, J. E. (2022, July). *Critical race theory and family science*. Workshop delivered at National Council on Family Relations. (International)

Holcomb, J. E. (2022, April). *What is racial trauma and how do we heal from it?* Workshop delivered at UnityPoint Health, Black Hawk-Grundy Mental Health Center. (State)

Holcomb, J. (2021, November). *Radical self-care*. Workshop delivered at 904ward. (Local)

Holcomb, J. E. (2021, October). *Clinical best practices for addressing racial trauma*. Workshop delivered at Trilogy Behavioral Healthcare. (Local)

Holcomb, J. E. (2021, April). *What is trauma and trauma-informed practice?* Workshop delivered at North Carolina Custody Mediation and Family Court. (State)

Holcomb, J. E. (2021, January). *Clinical best practices for addressing racial trauma*. Workshop delivered at GoodTherapy. (National)

Holcomb, J. E. (2020, December). *Clinical best practices when working with Black clients*. Workshop delivered at MD Anderson Cancer Center – Department of Social Work. (Local)

Holcomb, J. E. (2020, December). *Leveraging protective factors to help mitigate the effects of racial trauma in 2021*. Workshop delivered at Relias. (International)

Holcomb, J. E. (2020, November). *Addressing racial trauma in the clinical setting*. Workshop delivered at Relias. (International)

Holcomb, J. E. (2020, October). *Racial trauma and its impact on the Black community*. Workshop delivered at Trilogy Behavioral Healthcare. (Local)

Holcomb, J. E. (2020, September). *Racial trauma and its impact on the Black community*. Workshop delivered at Tallahassee Chan Center. (Local)

Holcomb, J. E. (2020, September). *Understanding how racial trauma affects the Black community*. Workshop delivered at Allegheny County, PA Dept of Human Services. (Local)

Holcomb, J. E. (2020, August). *What is racial trauma? Understanding how trauma affects the Black community*. Workshop delivered at Relias. (International)

Invited Lectures and Readings of Original Work

Holcomb, J. (2024, September). *My Journey Becoming: A licensed marriage and family therapist, a professor, and a business owner*. Delivered at HDFS Club. (Local)

Holcomb, J. E. (2022, November). *Racial trauma and its impact on the Black community*. Delivered at Seattle Pacific University. (Local)

Holcomb, J. E. (2020, November). *Becoming Dr. Holcomb*. Delivered at California State University Chico Get Psyched Series. (Local)

Holcomb, J. E. (2018, June). *The road to Ph.D.* Delivered at The Family Institute at Northwestern University. (Local)

Service

Florida State University

FSU University Service

Committee Member, University Teaching and Advising Awards Committee (2024–2025).

Chair of Outstanding Teaching in the Major Subcommittee, University Teaching and Advising Awards Committee (2024).

Faculty Speaker, First Year Connect, Success, and Engage Program (2023).

FSU College Service

Member, Scholarship Committee (2020–2023).

FSU Department Service

Committee Member, HDFS Assistant Professor in MFT Search Committee (2025–present).

Faculty Advisor, MFT Graduate Student Organization (2025–present).

Committee Member, Undergraduate Curriculum Committee (2023–present).

Committee Member, HDFS Department Chair Search Committee (2023–2024).

Chair, Diversity, Equity, and Inclusion Committee (2020–2023).

Member, Teaching Faculty I Search Committee (2021).

Member, Marriage and Family Therapy (MFT) Program Advisory Committee (2019–2020).

Graduate Student Representative, Family and Child Science Chair Search Committee (2014–2015).

The Profession

Guest Reviewer for Refereed Journals

Journal of Marital and Family Therapy (2023–present).

Journal of Family Theory and Review (2017–21).

Journal of Black Psychology (2019).

Child Development (2018).

Journal of HIV/AIDS & Social Services (2018).

Journal of Family Issues (2016–17).

Service to Professional Associations

Member, Florida Family Therapy Alliance (2024–present).

Member, American Association for Marriage and Family Therapy (2011–present).

Minority Fellowship Mentor, American Association for Marriage and Family Therapy (2017–2019).

Conference Proposal Reviewer, American Association for Marriage and Family Therapy (2016–2017).

Member, National Council on Family Relations (2013–2017).

Diversity and Ethics Committee Member, Florida Association for Marriage and Family Therapy (2014–2016).

Board Member, Tallahassee Association for Marriage and Family Therapy (2014–2016).

Member, Florida Association for Marriage and Family Therapy (2013–2016).

Conference Proposal Reviewer, National Council on Family Relations (2014).

Curriculum Vitae

Nari Susan Jeter

June 05, 2025

General Information

University address: Family and Child Sciences
College of Education, Health, and Human Sciences
Sandels Building 0225F
Florida State University
Tallahassee, Florida 32306-1491
Phone: 850/644-3217

E-mail address: nsb04d@fsu.edu
nari.jeter@fsu.edu

Professional Preparation

2009 Doctor of Philosophy, Florida State University. Major: Marriage and Family Therapy.

Jeter, N.S. (2009). *The Long-Term Influence of Family Contexts and Processes in Biological Families and Stepfather Families on Young Adult Children's Intimate Relationships*. Unpublished doctoral dissertation, Florida State University.

2004 Masters, Drexel University. Major: Marriage and Family Therapy. 4.0 GPA.

2002 Bachelor of Science, Grove City College. Major: Molecular Biology.

Nondegree Education and Training

2019–present Level I Gottman Couples Therapy Certification.

2018 Summer Course Redesign Seminar, Center for Advancement of Teaching, Florida State University.

2008 Certificate in Measurement and Statistics Florida State University.

2007–present PAIRS relationship education provider.

2005–present Prevention and Relationship Enhancement Program (PREP) education facilitator.

Professional Credential(s)

- 2019–present Licensed Marriage and Family Therapist, State of Florida MT#3734.
- 2006–present Certified Leon County Premarital Education Provider.

Professional Experience

- 2023–present Marriage and Family Therapist, Private Practice. Provide outpatient mental health therapy for individuals, couples, and families.
- 2020–2025 Teaching Faculty II, Human Development and Family Science Department, Florida State University.
- 2017–2020 Teaching Faculty I, Family and Child Sciences Department, Florida State University.
- 2016–2023 Marriage and Family Therapist, Better Living Solutions. Provide outpatient mental health therapy for individuals, couples, and families. Also specialize in treatment of individuals with eating disorders.
- 2014–2017 Visiting Specialized Teaching Faculty, Family and Child Sciences Department, Florida State University.
- 2012–2016 Methodological Committee Member, The Graduate School, Northcentral University. Provided consultation and feedback on research methodology and substantive knowledge for doctoral dissertations.
- 2009–2014 Adjunct Teaching Faculty, Family and Child Sciences Department, Florida State University.
- 2009–2012 Partial Hospitalization Program Coordinator, Canopy Cove/Health Management Institute. Oversaw the daily operations of the Partial Hospitalization Program for those recovering from eating disorder to include all therapeutic, medical, and financial aspects of treatment and direct management of approximately ten staff members.
- 2008–2009 Outpatient Mental Health Therapist, Florida Therapy Services. Provided individual, couple, and family therapy to children, adolescents, and adults in an outpatient Medicaid-based mental health service provider.
- 2004–2008 Graduate Teaching Assistant, FAMILY & CHILD SCIENCES, Florida State University.
- 2006–2008 Marriage and Family Therapist, Tallahassee Memorial Hospital. Provided individual and group therapy to children and adolescents in an inpatient mental health crisis stabilization hospital.

2004–2005 Graduate Research Assistant, Family and Child Sciences Department,
Florida State University.

Honors, Awards, and Prizes

College of Education, Health, and Human Sciences Teaching Award Nomination (2024).

Nominated in 2024 and 2025.

Community Engaged Teaching Award, Florida State University (2020).

John E. and Mary L. Champion Teaching Award (2020).

University Teaching Award Nomination, Florida State University (2020).

Nominated in 2010, 2011, 2015, 2020, 2021, 2022.

Office of Distance Learning Online Teaching Award, Florida State University Office of
Distance Learning (2016).

Current Membership in Professional Organizations

American Association of Marriage and Family Therapy

Family Science Association

Teaching

Courses Taught

Parenting (CHD4537)

Internship in Family and Child Sciences (CHD4944)

Relationship Status: It's Complicated - Understanding and Influencing Intimate Relationships
(IDS2341)

Internship in Family and Child Sciences (CHD4944r)

Investigate of Human Serv Agnc (FAD4905)

Contexts of Adult Development and Aging (FAD3343)

Family Relationships (FAD2230)

Practicum in Family and Child Science (FAD4805)

Pre-Professional Development (FAD4932)

Individual and Family Life Span Development (FAD3220)

Relationship Status: It's Complicated - Understanding and Influencing Intimate Relationships
(IFS2071)

Foundations of Counseling (FAD4601)

Ecological Contexts for Individual and Family Development (FAD3271)

Studying Children: Techniques and Issues (CHD4630)

Contexts for Family Development (FAD4265)

The Educative Process (HEE4054)

New Course Development

Relationship Status: It's Complicated - Understanding and Influencing Intimate Relationships (2014)

Curriculum Development

Continued the Studying Family Science Abroad program through FSU's International Programs. Taught two courses (FAD 4265 and CHD 4537) in Valencia, Spain (Summer, 2023)

Developed three courses for proposed Masters in Marriage and Family Therapy curriculum (2019)

FAD 2230: Family Relationships: A Lifespan Developmental Approach. Revised course curriculum at Summer Course Redesign Seminar through Center for Advancement of Teaching (2018)

FAD 2230: Family Relationships: A Lifespan Developmental Approach. Revised curriculum for designation as a Liberal Studies course (2016)

Bachelor's Committee Member

Swift, C. A., student. *Perceived Barriers of Caregivers of Children With Special Healthcare Needs.*

Educator Guest Speaker

Jeter, N. (2017–2025). *Strategies from an Instructor on How to be Successful in College.* Family and Child Sciences Undergraduate Club.

Jeter, N. (2016). *Strategies from an Instructor on How to be Successful in College.* Florida State University Freshman Interest Group (FIG).

Supervision of Graduate Teaching Assistants

Jeter, N. (2012–2025). *Supervision/mentoring of graduating students and graduate teaching assistants in the HDFS department.* Human Development and Family Science Department.

Research and Original Creative Work

Publications

Refereed Journal Articles

Scott, J. C., Wilson, C. B., Greene, K. H., & Jeter, N. S. (2024). Implementing learner-centered teaching strategies in family science. *Family Science Review*, 28(1). doi:<http://doi.org/>

10.26536/DZUL6421

This is an article about student-focused teaching pedagogy in family science. Specific examples are provided to illustrate how various student-centered learning activities could be implemented in family science courses. Dr. Jenna Scott is a colleague who is no longer at FSU. Dr. Cynthia Wilson is now the director of the Florida Center for Prevention Research at FSU. Dr. Kristen Greene is a full teaching professor in the HDFS department at FSU.

Presentations

Refereed Presentations at Conferences

For refereed presentations at conferences, 100.0% were national in scope.

Jeter, N. S., & Wilson, C. B. (accepted). *Bloom's Taxonomy of highest level learning: Creation in traditional and online learning courses*. Poster presentation to be given at Teaching Family Science, Family Science Association, Asheville, NC. (National). (Cancelled due to COVID-19)

Wilson, C. B., Scott, J. C., Jeter, N. S., Greene, K. H., & Holcomb, J. E. (accepted). *Teaching Family Science to Generation S students from a distance*. Presentation to be given at Teaching Family Science, Family Science Association, Asheville, NC. (National). (Cancelled due to COVID-19)

Scott, J. C., Wilson, C. B., Greene, K. H., & Jeter, N. S. (presented 2019, June). *Expanding your instructional toolkit: Learner centered teaching strategies*. Poster presentation at Teaching Family Science, Family Science Association, Lihue, HI. (National)

Wilson, C. B., Jeter, N. S., Greene, K. H., & Scott, J. C. (presented 2019, June). *Promoting intercultural competence in online Family and Child Sciences courses*. Presentation at Teaching Family Science, Family Science Association, Lihue, HI. (National)

Service

Florida State University

FSU University Service

Advisor, Family and Child Sciences Undergraduate Club (2017–2025).

Registered Student Organization.

Member, FSU Undergraduate Policy Committee (2020–2023).

FSU Department Service

Member, HDFS Executive Committee (2024–present).

Chair, HDFS Undergraduate Curriculum Committee (2024–present).

Committee Member, Masters in Marriage and Family Therapy Curriculum Development Committee (2019–present).

Committee Member, HDFS Undergraduate Curriculum Committee (2018–2024).

Co-Chair, HDFS Faculty Search Committee (2023–2024).

Member, HDFS Promotion and Tenure Committee (2023).

Committee Member, HDFS Scholarship Committee (2018–2019).

Member, HDFS Undergraduate Scholarship Committee (2016).

The Community

Guest Speaker, Florida Department of Law Enforcement (2023–present).

Guest speaker for the statewide organization on topics including self-care, relational wellness, and worklife balance.

Guest Speaker, Tallahassee Board of Realtors (2023–present).

Guest speaker for the statewide organization on topics including self-care and work-life balance.

Guest Speaker, Mothers of Preschoolers (2017–present).

Yearly guest speaker on topics about marital health, mental health, and maternal wellness.

Coordinator and Volunteer, Tallahassee Annual Walk for Eating Disorder Awareness, National Eating Disorder Association (2017–2023).

Coordinated and participated in yearly community walk to raise awareness and funds for eating disorder research and treatment.

Running Buddy, Girls on the Run of the Big Bend 5K Run, Girls on the Run (2016–2017).

Curriculum Vitae

Jonathan Gene Kimmes

January 17, 2025

General Information

University address: Marriage & Family Therapy Program
Department of Human Development & Family Science
Anne Spencer Daves College of Education, Health, and Human Sciences
120 Convocation Way
Florida State University
Tallahassee 32306-1490

E-mail address: jkimmes@fsu.edu

Professional Preparation

2016 Ph.D., Kansas State University. Major: Family Studies and Human Services. Marriage and Family Therapy. Supervisor: Dr. Jared A. Durtschi.

Jonathan G. Kimmes. (2016). *Perception in young adult romantic relationships: A latent profile analysis of trait mindfulness in relation to attachment and attributions*. Unpublished doctoral dissertation, Kansas State University.

2013 M.S., Purdue University Calumet. Major: Child Development and Family Studies. Marriage and Family Therapy. Supervisor: Dr. Anne B. Edwards.

Jonathan G. Kimmes. (2013). *Self-other overlap as a mediator between dyadic empathy and relationship satisfaction*. Unpublished master's thesis, Purdue University Calumet.

2010 B.A., Winona State University. Major: Psychology.

Professional Credential(s)

2016–present Approved Supervisor, American Association for Marriage and Family Therapy.

2016–present Licensed Marriage and Family Therapist.

Professional Experience

2016–present Assistant Professor, Human Development & Family Science, Florida State University.

2013–2016 Graduate Research Assistant, Kansas State University.

2011–2013 Research Assistant, Institute for Social and Policy Research at Purdue University Calumet, Hammond, IN.

Honors, Awards, and Prizes

American Association of Marriage and Family Therapy Master's Thesis Award, American Association of Marriage and Family Therapy (2014).

Journal of Marital and Family Therapy PhD Apprentice Reviewer of the Year, Journal of Marital and Family Therapy (2014).

Fellowship(s)

AAMFT/SAMHSA Doctoral Fellowship of the Minority Fellowship Program, awarded by the American Association of Marriage and Family Therapy and the Minority Fellowship Program (2014–2015).

AAMFT/SAMHSA Doctoral Fellowship of the Minority Fellowship Program, awarded by the American Association of Marriage and Family Therapy and the Minority Fellowship Program (2013–2014).

Current Membership in Professional Organizations

American Association for Marriage and Family Therapy
Florida Association for Marriage and Family Therapy
International Association for Relationship Research
National Council on Family Relations

Teaching

Courses Taught

Foundations of Counseling (FAD4601)

Intervention Research in Family and Child Sciences (FAD6706)
Directed Individual Study: Quantitative Research Investigating Mindfulness from a Relational Framework (FAD5906)
Family Relationships: A Life Span Development Approach (FAD2230)
Practicum in Marital and Family Therapy (FAD6940)
Stress and Resilience in Individuals and Families (FAD3432)
Intervention Research (FAD6930)
Stress and Resilience in Individuals and Families (online) (FAD3432)
Directed Individual Study: Manuscript Development (FAD 5906)
Adv Research Design in FCS (CHD5906)
Directed Individual Study: Adv Research Design in FCS (FAD 5906)
Directed Individual Study: Cpls Psychophysiology Health (FAD 5906)
Professional Development in Family and Child Sciences (CHD5617)
Directed Individual Study: Analysis of Self-forgiveness Events for Intrapersonal Transgressions (FAD 5906)
Mindful Living (FSHS300)
Introduction to Human Development (FSHS110)
Statistics for the Behavioral Sciences (BHS210)
Introduction to Psychology (PSY120)

Clinical Practice

Therapist Intern, Pawnee Mental Health Services, Manhattan, KS. Treated individuals and families with a wide range of presenting problems (2016)

Therapist Intern, Kansas State Family Center, Manhattan, KS. Provided therapeutic services for individuals, couples, and families who struggle with substance abuse, depression, post-traumatic stress disturbances, and marital conflict (2015)

Therapist Intern, Junction City Freshman Success Academy, Junction City, KS. Worked with students struggling with a family-, relationship-, and academic-oriented problems (2014)

Therapist Intern, The Success Center, Lansing, IL. Led substance abuse prevention program for students of Hoover Elementary School in Calumet City, Illinois (2012)

Therapist Intern, Purdue Couple and Family Therapy Center, Hammond, IN. Facilitated a substance abuse group and a suicide survivor support group; provided anger management therapy and substance abuse therapy to court-mandated clients (2011)

School Counseling Intern, Winona Senior High School, Winona, MN. Counseled high school students under supervision; enhanced students' awareness of educational and social resources within the community (2010)

Supervision of Clinical Practice

Clinical Supervisor, Kansas State Family Center, Manhattan, KS (2016)

New Course Development

Intervention Research (2017)

Doctoral Committee Chair

Selice, L., graduate. (2023). *Challenging heteronormativity: The interplay between adult attachment, trait mindfulness, and sexual outcomes within the lgbt community.*

Call, T., graduate. (2021). *Parent health outcomes and the role of parent stress and family resilience in families of children with Autism Spectrum Disorder.* [Trenton Call has accepted a tenure-track position at the University of New Hampshire and will begin Fall 2021]

Roberts, K. F., graduate. (2020). *The impact of love: Trait Mindfulness, relationship quality, and alcohol use in the couples context.*

Jaurequi, M. E., graduate. (2020). *The links between adult attachment and sleep disturbances: Facets of mindfulness as mediating mechanisms.* [Matthew Jaurequi is now in a tenure-track position at California State University—Long Beach]

Smedley, D., doctoral student.

Zheng, Y., doctoral student.

Triplett, N., doctoral student.

Morris, K. L., doctoral student. *Self-compassion as resistance: Exploring the benefits of self-compassion for queer couples.*

Doctoral Committee Member

Robertson, A. M., graduate. *Coparenting and well-being in parents of children with Autism Spectrum Disorder.*

Carroll, N. M., graduate. (2024).

Han, S. J., graduate. (2024).

Jiao, C., graduate. (2024).

Marshall, J., graduate. (2024).

McKiernan, D., graduate. (2024).

Srivastava, S., graduate. (2024).

Tawfiq, D., graduate. (2024).

Unhjem, L., graduate. (2024).

Williams, J., graduate. (2024).
Otero-Vargas, F. N., graduate. (2023).
Welch, A. C., graduate. (2023).
Farley, T. M., graduate. (2022).
Mosley, M. A., graduate. (2022).
Randolph, C. R., graduate. (2022).
Su, Y., graduate. (2022).
Youngberg, S. B., graduate. (2021). *The impact of risk and resilience on engagement in a mandated parenting program.*
Jones, J. H., graduate. (2020). *Using the Double ABC-X Model of family stress to understand parent-adolescent relationships, stress perception, and family functioning.*
Fitzgerald, M. C., graduate. (2020). *Childhood Maltreatment and Mental Health Implications for Adults in Midlife: Investigation of Daily Stress and Adult's Romantic Relationships.*
Lancaster, M. L., graduate. (2020). *Influential factors on young adult cyber dating abuse.*
Armstrong, J. C., graduate. (2019). *Re-Defining Fatherhood: Examining the Multidimensionality of Black Fatherhood and Its Association to Child Misconduct and Father-Child Relationship Quality.* Retrieved from http://purl.flvc.org/fsu/fd/2019_Spring_Armstrong_fsu_0071E_15017

Bachelor's Committee Member

Kirwan, M., student.

Supervision of Student Research Not Related to Thesis or Dissertation

Conover, S. (2014–16).

Hiser, M. (2014–16).

Additional Teaching Not Reported Elsewhere

Kimmes, J. (2014). *FSHS 910: Advanced MFT Research Methods. Graduate Teaching Assistant.* Kansas State University.

Kimmes, J. G. (2008–2009). *PSY 231: Psychological Statistics. Teaching Assistant.* Winona State University.

Research and Original Creative Work

Publications

Refereed Journal Articles

Zheng, Y., Marroquin, C., & Kimmes, J. G. (in press). Mindfulness protects relationship quality from stress: Roles of trait mindfulness and relationship mindfulness. *Family Relations*.

Morris, K. L., McDowell, C. N., Tawfiq, D., Outler, C., & Kimmes, J. G. (2024). Relationship mindfulness, negative relationship quality, and physical health. *Journal of Marital and Family Therapy*, 50(1), 136-149. Retrieved from <https://doi.org/10.1111/jmft.12677>

Zheng, Y., Smedley, D., & Kimmes, J. G. (2024). Translating trait mindfulness into relationships: Own and partner's mental well-being moderate the link between trait mindfulness and relationship mindfulness. *Journal of Social and Personal Relationships*, 42(1), 73-94. Retrieved from <https://doi.org/10.1177/02654075241288260>

Kimmes, J. G., Zheng, Y., Morris, K., Marroquin, C., Rudaz, M., & Smedley, D. (2024). You are not fully present with me: How own and perceived partner mindfulness shape relationship outcomes. *Journal of Family Psychology*. Retrieved from <https://doi.org/10.1037/fam0001290>

Lancaster-Strickland, M., Love, H., & Kimmes, J. G. (2023). The interaction between adolescent cyber dating abuse and parenting on mental health outcomes. *Journal of Child and Family Studies*, 32, 769–780. Retrieved from <https://doi.org/10.1007/s10826-022-02433-8>

Jaurequi, M. E., Kimmes, J. G., Seibert, G., Ledermann, T., & Roberts, K. (2023). The role of mindfulness between adult attachment and anxiety: A dyadic approach. *Couple and Family Psychology: Research and Practice*, 12(3), 132-145. Retrieved from <https://doi.org/10.1037/cfp0000197>

Montgomery, S., Ledermann, T., Grzywacz, J. G., Kimmes, J. G., Longley, K., & Manhiri, E. (2023). Work and family transitions throughout adulthood and the impact on health: A systematic review. *Journal of Population Ageing*, 16(2), 519-564. Retrieved from <https://doi.org/10.1007/s12062-022-09382-6>

Jaurequi, M. E., Kimmes, J. G., & Ledermann, T. (2022). Adult attachment and sleep disturbance: The role of mindfulness facets. *Mindfulness*, 13, 1042–1053. Retrieved from <https://doi.org/10.1007/s12671-022-01860-4>

Kimmes, J., Jaurequi, M. E., Roberts, K., Harris, V. W., & Fincham, F. D. (2020). An examination of the association between relationship mindfulness and psychological and relational well-being in a sample of committed couples. *Journal of Marital and Family Therapy*, 46(1), 30-41. doi:[10.1111/jmft.12388](https://doi.org/10.1111/jmft.12388)

Jaurequi, M. E., Kimmes, J. G., Ledermann, T., Seibert, G., Pocchio, K., & Tawfiq, D. (2020). Relationship satisfaction and sleep problems among college students: Serial indirect effects via relationship mindfulness and negative emotional symptoms. *Journal of American College Health*. Retrieved from <https://doi.org/10.1080/07448481.2020.1845183>

Roberts, K., Jaurequi, M. E., Selice, L., & Kimmes, J. G. (2020). Trait mindfulness and relationship satisfaction: The role of forgiveness among couples. *Journal of Marital and Family Therapy*. doi:[10.1111/jmft.12440](https://doi.org/10.1111/jmft.12440)

Carlos Chavez, F. L., Wolford, S. N., Kimmes, J. G., May, R. W., & Fincham, F. D. (2019). "I had let everyone, including myself, down": Illuminating the self-forgiveness process among college. *Journal of College and Character*, 20(2), 123-143. doi:[10.1080/2194587X.2019.1591286](https://doi.org/10.1080/2194587X.2019.1591286)

Kimmes, J. G., Mallory, A. B., Spencer, C., Beck, A. R., Cafferky, B., & Stith, S. M. (2019). A meta-analysis of risk markers of intimate partner violence in same-sex relationships. *Trauma, Violence, & Abuse*, 20(3), 374-384. doi:[10.1177/1524838017708784](https://doi.org/10.1177/1524838017708784)

Spencer, C., Mallory, A. B., Kimmes, J. G., Beck, A. R., & Stith, S. M. (2019). Mental health factors and their links to IPV perpetration and victimization: A meta-analysis. *Psychology of Violence*, 9(1), 1-17. doi:[10.1037/vio0000156](https://doi.org/10.1037/vio0000156)

Seibert, G. S., Jaurequi, M. E., May, R. W., Cooper, A. N., Ledermann, T., Kimmes, J. G., & Fincham, F. D. (2019). Self-control, sleep disturbance, and the mediating role of occupational burnout in married couples. *Journal of Social and Personal Relationships*.

Kimmes, J. G., Jaurequi, M. E., May, R. W., Srivastava, S., & Fincham, F. D. (2018). Mindfulness in the context of romantic relationships: Initial development and validation of the Relationship Mindfulness Measure. *Journal of Marital and Family Therapy*, 44(4), 575–589. doi:[10.1111/jmft.12296](https://doi.org/10.1111/jmft.12296)

Mallory, A. M., Spencer, C., Kimmes, J. G., & Pollitt, A. M. (2018). Remembering the good times: Changes in relational nostalgia and relationship satisfaction over time. *Journal of Marital and Family Therapy*, 44(4), 561–574. doi:[10.1111/jmft.12311](https://doi.org/10.1111/jmft.12311)

Morgan, P., Durtschi, J. A., & Kimmes, J. G. (2018). Sexual and relationship satisfaction associated with shifts in dyadic trajectories of depressive symptoms in German couples across four years. *Journal of Marital and Family Therapy*, 44(4), 655–670. doi:[10.1111/jmft.12302](https://doi.org/10.1111/jmft.12302)

Kimmes, J. G., May, R. W., Seibert, G. S., Jaurequi, M. E., & Fincham, F. D. (2018). The association between trait mindfulness and cardiovascular reactivity during marital conflict. *Mindfulness*, 9(4), 1160–1169. doi:[10.1007/s12671-017-0853-4](https://doi.org/10.1007/s12671-017-0853-4)

Durtschi, J. A., Soloski, K. L., & Kimmes, J. G. (2017). Coparenting and parental stress as predictors of trajectories in relationship quality across the transition to parenthood and relationship dissolution. *Journal of Marital and Family Therapy*, 43(2), 308–321. doi:[10.1111/jmft.12194](https://doi.org/10.1111/jmft.12194)

Kimmes, J., & Heckman, S. J. (2017). Parenting styles and college enrollment: A path analysis of risky human capital decisions. *Journal of Family and Economic Issues*, 38(4), 614–627. doi:[10.1007/s10834-017-9529-4](https://doi.org/10.1007/s10834-017-9529-4)

Kimmes, J. G., Durtschi, J. A., & Fincham, F. D. (2017). Perception in romantic relationships: A latent profile analysis of trait mindfulness in relation to attachment and attributions. *Mindfulness*, 42(4), 1328–1338. doi:[10.1007/s12671-017-0708-z](https://doi.org/10.1007/s12671-017-0708-z)

Knapp, D. J., Durtschi, J. A., Clifford, C. E., Barros-Gomes, P., Kimmes, Jonathan, G., & Sandberg, J. (2016). Dyadic relationships between self-esteem and attachment involvement. *Personal Relationships*, 23, 111–123. doi:[doi:10.1111/perc.12114](https://doi.org/10.1111/perc.12114)

Kimmes, J. G., & Durtschi, J. A. (2016). Forgiveness in romantic relationships: The roles of attachment, attributions, and empathy. *Journal of Marital and Family Therapy*, 42(4), 645–658. doi:[10.1111/jmft.12171](https://doi.org/10.1111/jmft.12171)

Barros-Gomes, P., Kimmes, J. G., Smith, E., Cafferky, B., Stith, S. M., Durtschi, J. A., & McCollum, E. (2016). The role of depression in the relationship between psychological and physical intimate partner violence. *Journal of Interpersonal Violence*, 1–25. doi:[10.1177/0886260516673628](https://doi.org/10.1177/0886260516673628)

Kimmes, J. G., Mallory, A. B., Cameron, C., & Kose, O. (2015). A treatment model for anxiety-related sexual dysfunctions using mindfulness meditation within a sex-positive framework. *Sexual and Relationship Therapy*, 30(2), 286–296. doi:[10.1080/14681994.2015.1013023](https://doi.org/10.1080/14681994.2015.1013023)

Sibley, S., Schmidt, A., & Kimmes, Jonathan, G. (2015). Applying a contextual therapy framework to treat panic disorder: A case study. *Journal of Family Psychotherapy*, 26(4), 299–317. doi:[10.1080/08975353.2015.1097285](https://doi.org/10.1080/08975353.2015.1097285)

Sibley, S., Kimmes, J. G., & Schmidt, A. (2015). Generating new stories of commitment in couple relationships by utilizing the sliding versus deciding framework. *Journal of Family Psychotherapy*, 26(1), 68–73. doi:[10.1080/08975353.2015.1002745](https://doi.org/10.1080/08975353.2015.1002745)

Kimmes, J. G., Durtschi, J. A., Clifford, C. E., Knapp, D. J., & Fincham, F. D. (2015). The role of pessimistic attributions in the association between anxious attachment and relationship satisfaction. *Family Relations*, 64(4), 547–562. doi:[10.1111/fare.12130](https://doi.org/10.1111/fare.12130)

Turns, B. A., & Kimmes, J. G. (2014). "I'm not the problem!" Externalizing children's "problems" using play therapy and developmental considerations. *Contemporary Family Therapy*, 36(1), 135-147. doi:[10.1007/s10591-013-9285-z](https://doi.org/10.1007/s10591-013-9285-z)

Kimmes, J. G., Edwards, A., Wetchler, J. L., & Bercik, J. (2014). Self and other ratings of dyadic empathy as predictors of relationship satisfaction. *American Journal of Family Therapy*, 42(5), 426-437. doi:[10.1080/01926187.2014.925374](https://doi.org/10.1080/01926187.2014.925374)

Invited Encyclopedia Entries

Durtschi, J. A., Brown, C., Kimmes, J. G., & Cui, M. (2016). Healthy marriage and responsible fatherhood. In Jon Carlson, & Shannon B. Dermer (Eds.), *The SAGE encyclopedia of marriage, family, and couples counseling* (p. 763-765). Thousand Oaks, CA: Sage.

Nonrefereed Reports

Anderson, J. A., Dietz, S., Hardy, N., Kimmes, J. G., Gilmore, P., Bloom, L., & Pilato, A. (2015). *State of the Family: Kansas Child & Family Well-being Indicators*. Manhattan, KS.

Anderson, J. R., Hardy, N., Kimmes, J. G., Luu, S., Gilmore, P., Bloom, L., & Pilato, A. (2014). *State of the Family: Kansas Child & Family Well-being Indicators*. Manhattan, KS.

Presentations

Refereed Papers at Conferences

Kimmes, J. G., Zheng, Y., Morris, K. L., Marroquin, C., Rudaz, M., & Smedley, D. (presented 2024). *Mindfulness in marriage: Actor-Partner associations of mindfulness and relationship outcomes among married couples*. Paper presented at the meeting of International Association for Relationship Research, Boston, MA. (International)

Zheng, Y., Smedley, D., & Kimmes, J. G. (presented 2024). *Translating trait mindfulness into relationships: Own and partner's mental well-being moderate the link between trait mindfulness and relationship mindfulness*. Paper presented at the meeting of International Association for Relationship Research (IARR), Boston, MA. (International)

Wolford, S. N., Carlos Chavez, F. L., Kimmes, J. G., May, R. W., & Fincham, F. D. (presented 2018, November). *"I had let everyone, including myself, down": Illuminating the self-forgiveness process among college students*. Paper presented at the meeting of National Council on Family Relations. (National)

Wolford, S. N., Carlos Chavez, F. L., Kimmes, J. G., & Fincham, F. D. (presented 2017, November). *Intrapersonal transgressions and the self-forgiveness process: A mixed-methods study unveiling internalized emotional experiences in college students*. Paper presented at 8th Annual Conference on Emerging Adulthood, Society for the Study of Emerging Adulthood, Washington D.C. (National)

Carlos Chavez, F. L., Kimmes, J. G., Wolford, S. N., May, R. M., & Fincham, F. D. (presented 2017, November). *Towards a mixed-methods approach in the self-forgiveness process: Examining situational factors and emotional determinants among college students*. Paper presented at 8th Annual Conference on Emerging Adulthood, Society for the Study of Emerging Adulthood, Washington, D.C. (National)

Mallory, A. B., Kimmes, J. G., Spencer, C., Beck, A. R., & Stith, S. (presented 2016, November). *Risk markers for physical violence in same-sex relationships: A meta-analysis*. Paper presented at National Council on Family Relations Annual Conference, National Council on Family Relations, Minneapolis, MN. (National)

Mallory, A. B., Kimmes, J. G., Spencer, C., Beck, A. R., & Stith, S. M. (presented 2016, July). *Risk markers for physical intimate partner violence in same-sex couples and methodological considerations*. Paper presented at International Family Violence and Child Victimization Research Conference, The Family Research Laboratory (FHL) and the Crimes Against Children Research Center at the University of New Hampshire, Portsmouth, NH. (International)

Kimmes, J. G., & Heckman, S. J. (presented 2015, November). *Risky higher education decisions and family dynamics: What role for parents?* Paper presented at Association for Financial Counseling and Planning Education Research & Training Symposium, Association for Financial Counseling and Planning Education, Jacksonville, FL. (National)

Durtschi, J. A., & Kimmes, J. G. (presented 2014, November). *Expressed appreciation and classes of trajectories in relationship quality*. Paper presented at National Council on Family Relations Annual Conference, National Council on Family Relations, Baltimore, MD. (National)

Invited Presentations at Conferences

Kimmes, J. G., & Khaddouma, A. (presented 2021, May). *Challenges and future directions of mindfulness research*. Presentation at The Mindfulness and Relationships Virtual Conference, Brigham Young University. (International)

Refereed Presentations at Conferences

Zheng, Y., Smedley, D., & Kimmes, J. G. (presented 2024). *Mindfulness and stress spillover in relationships: A moderated mediation model*. Presentation at the meeting of National Council on Family Relations, Bellevue, WA. (National)

Smedley, D., Zheng, Y., & Kimmes, J. G. (presented 2024). *Shame is associated with lower relationship quality through decreased relationship mindfulness*. Poster presentation at the meeting of National Council on Family Relations, Bellevue, WA. (National)

Kimmes, J. G., & Morris, K. (presented 2021). *Relationship mindfulness, attributions, and marital conflict*. Poster presentation at Intervention Research Conference, American Association for Marriage and Family Therapy, Online. (National)

Kimmes, J. G., Grzywacz, J. G., Ledermann, T., & Montgomery, S. (presented 2020, November). *Profiles of family functioning and their associations with healthy adult development*. Presentation at the meeting of National Council on Family Relations. (National)

Jaurequi, M. E., Kimmes, J. G., Garcia, K., Tawfiq, D. K., Pocchio, K. E., & Otero-Vargas, F. N. (presented 2020). *Mindfulness practices, adult attachment, and relationship conflict*. Poster presentation at the meeting of American Association for Marriage and Family Therapy. (National)

Jaurequi, M. E., Kimmes, J. G., Seibert, G. S., Pocchio, K. E., & Otero-Vargas, F. N. (presented 2020). *Sleep: The role of relationship satisfaction and mindfulness*. Poster presentation at the meeting of American Association for Marriage and Family. (National)

Jaurequi, M. E., Roberts, K., & Kimmes, J. G. (presented 2019). *Attachment, mindfulness, and anxiety: A dyadic approach*. Presentation at American Association for Marriage and Family Therapy Annual Conference, American Association for Marriage and Family Therapy, Austin, TX. (National)

Roberts, K., Jaurequi, M. E., Selice, L., & Kimmes, J. G. (presented 2019). *Effects of mindfulness on forgiveness and relationship satisfaction*. Presentation at American Association for Marriage and Family Therapy Annual Conference, American Association for Marriage and Family Therapy. (National)

Jaurequi, M. E., Kimmes, J., Roberts, K., & Srivastava, S. (presented 2018). *Examining relationship mindfulness and couple psychosocial factors*. Poster presentation at the meeting of . Poster presentation at the American Association for Marriage and Family Therapy, Louisville, KY. (National)

Mallory, A. M., Spencer, C., & Kimmes, J. G. (presented 2017, November). *Remembering the good times: The influence of relationship nostalgia on relationship satisfaction*. Presentation at the meeting of National Council on Family Relations, Orlando, FL. (National)

Jaurequi, M. E., May, R. W., Kimmes, J. G., Seibert, G. S., & Fincham, F. D. (presented 2017, May). *Measuring trait and dyadic mindfulness in romantic relationships*. Poster presentation at 29th Annual Convention of the Association for Psychological Science, Association for Psychological Science, Boston, MA. (National)

Beck, A. R., Dharnidharka, P., Mallory, A. B., Kimmes, J. G., Spencer, C., & Stith, S. (presented 2016, September). *Adult attachment and intimate partner violence: A meta-analysis*. Presentation at Association for Marriage and Family Therapy Annual Conference, Association for Marriage and Family Therapy, Indianapolis, IN. (National)

Durtschi, J. A., Morgan, P., Kimmes, J. G., Brown, C., & Beck, A. R. (presented 2016, September). *Mental health treatment disparities in couples therapy*. Presentation at American Association for Marriage and Family Therapy Annual Conference, American Association for Marriage and Family Therapy, Indianapolis, IN. (National)

Mallory, A. B., Kimmes, J. G., Spencer, C., Beck, A. R., & Stith, S. (presented 2016, September). *Risk markers for same-sex physical intimate partner violence*. Presentation at American Association for Marriage and Family Therapy Annual Conference, American Association for Marriage and Family Therapy. (National)

Conner, S., Vennum, A., Kimmes, J. G., Deitz, S., Dharnidharka, P., & Bialas, M. (presented 2015, November). *Expanding tools for wellness through mobile health (mHealth)*. Poster presentation at National Council on Family Relations Annual Conference, National Council on Family Relations, Vancouver, Canada. (National)

Sibley, S., Vennom, A., Brown, C., Kimmes, J. G., Mallory, A. B., Busk, P., & Washburn, M. (presented 2015, October). *"We're just talking": Constructing a new trend in emerging adulthood romantic relationship formation*. Presentation at Conference on Emerging Adulthood, Society for the Study of Emerging Adulthood, Miami, FL. (National)

Kimmes, J. G., & Durtschi, J. A. (presented 2015, September). *Attachment and forgiveness in romantic relationships*. Presentation at American Association for Marriage and Family Therapy Annual Conference, American Association for Marriage and Family Therapy, Austin, TX. (National)

Morgan, P., Durtschi, J. A., Kimmes, J. G., & Brown, C. (presented 2015, September). *Date nights linked with relationship quality trajectories and dissolution*. Poster presentation at American Association for Marriage and Family Therapy Annual Conference, American Association for Marriage and Family Therapy, Austin, TX. (National)

Durtschi, J. A., Kimmes, J. G., & Brown, C. (presented 2015, September). *Differentiation and attachment: An empirical comparison*. Poster presentation at American Association for Marriage

and Family Therapy Annual Conference, American Association for Marriage and Family Therapy, Austin, TX. (National)

Schachtner, L., Durtschi, J. A., Kimmes, J. G., & Brown, C. (presented 2015, September). *Growth mixture modeling: First-time parents' relationships*. Presentation at American Association for Marriage and Family Therapy Annual Conference, American Association for Marriage and Family Therapy, Austin, TX. (National)

Knapp, D. J., Durtschi, J. A., Clifford, C. E., Barros-Gomes, P., Kimmes, J. G., & Sandberg, J. (presented 2015, September). *Individual self-esteem and partner attachment behaviors*. Poster presentation at American Association for Marriage and Family Therapy Annual Conference, American Association for Marriage and Family Therapy, Austin, TX. (National)

Kimmes, J. G., & Durtschi, J. A. (presented 2015, September). *Parental involvement and adolescent alcohol use*. Poster presentation at the American Association for Marriage and Family Therapy Annual Conference, Poster presentation at the American Association for Marriage and Family Therapy, Austin, TX. (National)

Conner, S., Vennom, A., Deitz, S., Kimmes, J. G., McVey, K., & Cook, E. (presented 2015, September). *Promoting relationship health through technology*. Poster presentation at American Association for Marriage and Family Therapy Annual Conference, American Association for Marriage and Family Therapy, Austin, TX. (National)

Kimmes, J., & Durtschi, J. A. (presented 2014, November). *Empathy and relationship satisfaction in marriage: An interpersonal process*. Poster presentation at National Council on Family Relations Annual Conference, National Council on Family Relations, Baltimore, MD. (National)

Kimmes, J. G., Durtschi, J. A., Clifford, C., Knapp, D. J., & Fincham, F. D. (presented 2014, October). *Attributions and attachment in relationship satisfaction*. Poster presentation at American Association for Marriage and Family Therapy Annual Conference, American Association for Marriage and Family Therapy, Milwaukee, WI. (National)

Durtschi, J. A., & Kimmes, J. G. (presented 2014, October). *Romantic relationships in pregnancy predict fetal health*. Poster presentation at American Association for Marriage and Family Therapy Annual Conference, American Association for Marriage and Family Therapy. (National)

Kimmes, J., Edwards, A., Wetchler, J. L., & Bercik, J. (presented 2014, October). *Self and other ratings of dyadic empathy and relationship satisfaction*. Poster presentation at American Association for Marriage and Family Therapy Annual Conference, American Association for Marriage and Family Therapy, Milwaukee, WI. (National)

Clifford, C., Durtschi, J. A., Kimmes, J. G., Knapp, D. J., & Hardy, N. (presented 2014, October). *The effect of fearing partner disapproval on future commitment to partner*. Poster presentation at American Association for Marriage and Family Therapy Annual Conference, American Association for Marriage and Family Therapy, Milwaukee, WI. (National)

Turns, B. A., & Kimmes, J. G. (presented 2013, March). *Externalizing children's "problems" using play therapy and developmental considerations*. Poster presentation at Indiana Association for Marriage and Family Therapy Spring Conference, Indiana Association for Marriage and Family Therapy, Indianapolis, IN. (State)

Kimmes, J., Cameron, C., & Kose, O. (presented 2013, March). *Mindfulness meditation exercises in treating anxiety-related disorders in sex therapy*. Poster presentation at Indiana Association for Marriage and Family Therapy Spring Conference, Indiana Association for Marriage and Family Therapy. (State)

Kimmes, J. G., Edwards, A., Wetchler, J. L., & Bercik, J. (presented 2013, March). *Self-other overlap as a mediator between dyadic empathy and relationship satisfaction*. Poster presentation at Indiana Association for Marriage and Family Therapy Spring Conference, Indiana Association for Marriage and Family Therapy. (State)

Invited Lectures and Readings of Original Work

Kimmes, J. G. (2019, June). *Understanding the benefits of being present: The role of mindfulness in psychological well-being and interpersonal relationships*. Delivered at Boys Town Child and Family Translational Research Center. (Regional)

Contracts and Grants

Contracts and Grants Funded

McNulty, J. K., & Kimmes, J. G. (2023–2023). *Understanding the Role of Stress in Relationship Functioning*. Funded by The Council on Research & Creativity, Seed Grant Program, Florida State University. Total award \$74,500.

Parker, M., Wu, Q., Kimmes, J. G., & McWey, L. (2020–2020). *Clinical Research in Marriage and Family Therapy*. Funded by Florida State University Faculty Senate Library Committee. Total award \$1,335.

Grzywacz, J. G., & Kimmes, J. G. (2019–2020). *MIDUS: Integrative Pathways to Health and Illness*. Funded by National Institute on Aging. Total award \$324,099.

Kimmes, J. G. (May 2017–Aug 2017). *Comparing Trait Mindfulness and Mindfulness in the Context of Romantic Relationships: An Examination of their Associations with Relationship Outcomes*. Funded by Florida State University Council on Research & Creativity. Total award \$20,000.

Kimmes, J. G. (Jul 2014–Jul 2015). *Mindfulness and the Process of Forgiveness in Adult Children of Alcoholics*. Funded by Substance Abuse and Mental Health Administration. Total award \$7,000.

Contracts and Grants Denied

Kimmes, J. G., Fincham, F. D., Carr, D., & Grzywacz, J. (Feb 2020). *Utilizing relationship-focused mindfulness practices to improve health in aging married couples*. Submitted to The National Institute on Aging (NIA). Unspecified award amount.

Kimmes, J. G. (2020). *The impact of a smartphone-based mindfulness intervention on older adults' marital quality and conflict communication*. Submitted to Family Process Institute. Unspecified award amount.

Kimmes, J. G. (Sep 2019). *The Impact of a smartphone-based mindfulness intervention on marital quality and conflict*. Submitted to The Council on Research & Creativity, Florida State University. Unspecified award amount.

Kimmes, J. G. (2019). *Mindful marriages: The effect of a smartphone-based mindfulness intervention on marital outcomes*. Submitted to Family Process Institute. Unspecified award amount.

Kimmes, J. G., & Fincham, F. D. (2018). *Mindfulness-based intervention to improve marital quality and physical and psychological wellbeing in middle-aged and older adult couples*. Submitted to National Institutes of Health. Unspecified award amount.

Kimmes, J. G., & Fincham, F. D. (2017). *Preventing intimate partner violence using an online mindfulness-based training program: A randomized controlled trial*. Submitted to The Harry Frank Guggenheim Foundation. Unspecified award amount.

Service

Florida State University

FSU University Service

Panel Member, Academic Honor Policy Hearing (2017).

FSU College Service

Member, College of Education, Health, and Human Sciences Promotion and Tenure Committee (2024–present).

Member, Department of Human Development and Family Science Scholarship Committee (2024–present).

Member, Search Committee for School Counseling Tenure-Track Faculty Search (2024–present).

Judge, Long Oral Presentation Competition, College of Human Sciences Research Showcase (2019–present).

Reviewer and Judge, College of Health and Human Sciences Research Showcase Review Committee (2023).

Reviewer, College of Human Sciences Catalyst Grant Program (2022).

Representative, College of Human Sciences, Faculty Senate (2021–2022).

Alternate Representative, Faculty Senate (2019–2020).

Judge, Poster Presentation Competition, College of Human Sciences Research Showcase (2018).

FSU Department Service

Member, Ad Hoc Marriage and Family Therapy Program Committee (2018–present).

Member, Search Committee for Assistant Professor in the Human Development and Family Science Program, Teaching Faculty I in Human Development and Family Science (2023–2024).

Member, Graduate Curriculum Committee (2018–2024).

Chair, Human Development and Family Science Undergraduate Curriculum Committee (2022–2023).

Member, Search Committee for Administrative Specialist position in the Department of Human Development and Family Science (2022).

Member, Search Committee for Assistant Professor in the Human Development & Family Sciences Program (2019–2020).

Member, Scholarship Committee (2017–2020).

Member, Faculty Search Committee for Assistant Professor in the Marriage and Family Therapy Program, Department of Family and Child Sciences (2017–2018).

Member, Ad-Hoc Search Committee for Assistant Professor in the Human Development & Family Sciences Program, Department of Family and Child Sciences (2017).

Member, Graduate Curriculum Synergy Committee (2017).

The Profession

Editorial Board Membership(s)

Journal of Marital and Family Therapy (2016–present).

Guest Reviewer for Refereed Journals

Frontiers in Psychology (2021–present).

Social Psychological and Personality Science (2021–present).

Journal of Family Psychology (2020–present).

Family Process (2019–present).

Mindfulness (2019–present).

Journal of Affective Disorders (2018–present).

Assessment (2017–present).

Journal of Sex & Marital Therapy (2017–present).

Journal of Social and Personal Relationships (2017–present).

Motivation and Emotion (2017–present).

Sexual and Relationship Therapy (2016–17).

Service to Professional Associations

Ad-hoc Review Committee Member, Small Business Initiated Research. Risk, Prevention and Health Behavior (RPHB) D-16 Review Committee, National Institutes of Health (2021).

Conference Submission Reviewer, National Council on Family Relations (2015).

Service to Other Universities

Undergraduate Research and Creative Inquiry Competition, *College of Human Sciences, Kansas State University* (2016).

The Community

Volunteer, Winona County Restorative Justice, Winona, MN (2009–2010).

Volunteer, Youth Service Bureau, Cottage Grove, MN (2008–2009).

Additional Service Not Reported Elsewhere

Kimmes, J. G. (2017–2021). *Mentor for Journal of Marital and Family Therapy Apprentice Reviewer Program.*

Curriculum Vitae

Lenore M. McWey

University address: Human Development and Family Science
College of Education, Health, and Human Sciences
Sandels Building Room 304
Florida State University
Tallahassee, Florida 32306-1491
Main Office Phone: (850) 644-3217; Fax: (850) 644-3439

E-mail address: Lmcwey@fsu.edu

Professional Preparation

2002 Ph.D., Florida State University. Major: Marriage and Family Therapy.
McWey, L. M. (2002). *Continued contact with biological parents and the attachment of children in foster care*. Doctoral Dissertation, Florida State University. Major Professor: Dr. A. Mullis.

1997 M.Ed., University of North Florida.

1993 B.S., Florida State University.

Professional Credentials

2005–present Licensed Marriage and Family Therapist.
License Number MT 2086, Issued by the State of Florida.

2003–present AAMFT Approved Supervisor.

2000–2010 Certified Family Life Educator.
National Council on Family Relations.

Professional Experience

2025–present James Patrick Brahaney Endowed Professor

2014–present Professor, Human Development and Family Science, Florida State University.

2023–present Editor, *Journal of Marital and Family Therapy*

- 2023–present Research Affiliate, Florida Institute for Child Welfare, Florida State University.
- 2015–2024 Marriage and Family Therapy Doctoral Program Director, Florida State University.
- 2015-2017 Graduate Coordinator, Department of Family and Child Sciences, Florida State University.
- 2014–2015 Interim Department Chair, Family and Child Sciences, Florida State University.
- 2008–2014 Associate Professor, Family and Child Sciences, Florida State University.
- 2004–2008 Assistant Professor, Florida State University.
- 2002–2004 Assistant Professor, Virginia Polytechnic Institute and State University.

Honors and Awards

- University Outstanding Graduate Teaching Award, Florida State University (2025; 2017).
- American Association for Marriage and Family Therapy (AAMFT) Training Award (2024).
Awarded to FSU's MFT Program.
- Journal of Marital and Family Therapy Article of the Year Award (2020).
- Outstanding Graduate Faculty Mentor Award, Florida State University (2016).
- College of Human Sciences, Faculty Excellence Award (2016).
- Guardian of the Flame Award, Burning Spear Award (2013).
- Distinguished Teacher Award, Florida State University (2012-2013).
- The President's Volunteer Service Award, Big Bend Homeless Coalition: HOPE Community (2011). Awarded to the Department of Family and Child Sciences for the delivery of evidence-based parent education to families.
- University Undergraduate Teaching Award, Florida State University (2006).
- Centennial 100 More Award, College of Human Sciences. Florida State University (2005).
- Dean's Scholar, Florida State University (2002).
- Outstanding Poster Presentation in Family Policy, National Council of Family Relations (2002).
- Outstanding Teaching Assistant, Florida State University (2002).
- Margaret Sandals Scholarship for Academic Excellence, Florida State University (2001).
- Student/New Professional Award for Excellence, National Council on Family Relations (2001).

Current Membership in Professional Organizations

- American Association for Marriage and Family Therapy (AAMFT)
- National Council on Family Relations (NCFR)

Research

Publications

Refereed Journal Articles

+ = graduate student co-author. ++ = undergraduate student co-author.

McWey, L. M., Radey, M., Outler, C., & Posada, K. (in press). Informal support networks of parents involved with the child welfare system: Needs and mental health symptoms. *Child Maltreatment*.

Outler, C., Radey, M., Wu, Qu., McWey, L. M., & Li, Y. (in press). Adverse childhood experiences and young adult mental health: The mediating role of adolescent depression. *Journal of Social Service Research*.

Radey, M., +Brumm, S., McWey, L., & +Outler, C. (in press). “It seems so simple...The actual execution is difficult.” Self-defined needs of parents entering the child welfare system. *Journal of Public Child Welfare*.

McWey, L. M., Radey, M. (2025). Emerging adulthood transitions, family networks, and mental health within the context of child maltreatment. *Emerging Adulthood*.
<https://doi.org/10.1177/21676968251328074>

Radey, M., McWey, L. M., +Outler, C., & Posada, K. (2025). “Knock me down a little bit more”: Support networks of parents impacted by the child welfare system: A mixed methods study. *Child Abuse & Neglect*, 160, 107222.
<https://doi.org/10.1016/j.chiabu.2024.107222>

+Farley, T. & McWey, L. M. (2025). Triggers and regulation: Qualitative experiences of anger and aggression among youth. *The Family Journal*, 33, 73-81.
doi: 10.1177/10664807241257492

Wu, Q., Radey, M., McWey, L. M., & Millender, E. (2025). Within-family processes among safety nets, maternal parenting stress, and child behavioral problems among low-income families: The importance of race and ethnicity. *Family Process*, 64(1), e13056.
<https://doi.org/10.1111/famp.13056>

Millender, E., Radey, M., +Sabuncu, B. C., Wu, Q., & McWey, L. M. (2024). Exploring the interplay of social safety nets, race, ethnicity, and nativity on psychological distress among low-income mothers. *Child Psychiatry & Human Development*. <https://doi.org/10.1007/s10578-024-01744-9>

+Outler, C., +Lowery, D., McWey, L. M., & Cui, M. (2024). Longitudinal dyadic associations between maternal monitoring, household environment, and mother-adolescent closeness. *Child and Family Social Work*. doi: 10.1111/cfs.13267

Radey, M., & McWey, L. M. (2024). Family support among young adults: The role of childhood maltreatment. *Child Abuse & Neglect*. <https://doi.org/10.1016/j.chiabu.2024.107162>

Radey, M., Wu, Q., McWey, L. M., & Millender, E. (2024). Instrumental safety net configurations and changes over time. *American Journal of Orthopsychiatry*, *94*, 339-351. doi: 10.1037/ort0000728

Wu, Q., Radey, M., +Han, S., +Jalapa, K., +Tawfiq, D., & McWey, L. M. (2024). Profiles of perceived resources among low-income, rural mothers: Prospective associations with maternal and child outcomes. *Family Process*, *63*, 331-347.
<https://doi.org/10.1111/famp.12862>

+Lowery, D., Novak, J., McWey, L. M., & Ketrting, S. (2023). A test of the dyadic associations between ineffective arguing, emotional distress, and violence perpetration and victimization among couples seeking therapy. *Journal of Marital and Family Therapy*, *49*, 762-780.

McWey, L. M., Cui, M., & Wojciak, A. (2023). The importance of sibling relationships in buffering against depressive symptoms of youth in foster care. *Families in Society*, *104*, 465-475. <https://doi.org/10.1177/10443894221141594>

McWey, L. M., Cui, M., & Wojciak, A. (2023). Current caregiver involvement and contact with biological parents are associated with lower externalizing symptoms of youth in out-of-home child welfare placements. *Journal of Social Work Practice*, *37*, 63-78.
<https://doi.org/10.1080/02650533.2022.2034767>. PMC9983760; NIHMS1776479;
PMID: 36875538

+Unhjem, L., McWey, L. M., Ledermann, T., & +Farley, T. M. (2023). Quality of the parent-child relationship as a moderator of witnessing violence and youth trauma symptoms. *Journal of Child and Adolescent Trauma*. <https://doi.org/10.1007/s40653-023-00535-z>

Wu, J., McWey, L. M., & Ledermann, T. (2023). Which therapist perceptions best predict client outcomes? A naturalistic examination. *Journal of Marital and Family Therapy*, *49*, 151-168.
<https://doi.org/10.1111/jmft.12611>

+Farley, T. M., McWey, L. M., & Ledermann, T. (2022). Thought problems and aggression over time among youth in foster care. *Child and Youth Care Forum*, *51*, 795-810.

McWey, L. M., Cui, M., & Wojciak, A. (2022). Parent and caregiver relationships and mental health symptom profiles of youth in foster care. *Child and Adolescent Social Work Journal*, *39*, 573-581. doi: 10.1007/s10560-022-00834-8.

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Invited Books

McWey, L. M. (Ed.) (2020). Systemic family therapy with Children and Adolescents (Volume 2). *The Handbook of Systemic Family Therapy*. K. S. Wampler, Editor in Chief. Hoboken, New Jersey: John Wiley & Sons.

Invited Book Chapters

Wu, Q., Ledermann, T., & McWey, L. M. (2025). Multilevel modeling and applications in couple and family therapy. In R. Miller & L. Johnson (Eds.) *Advanced Methods in Family Therapy Research: A Focus on Validity and Change* (2nd Ed.). New York, NY: Routledge Press.

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- + = graduate student co-author. ++ = undergraduate student co-author.

Presentations

Refereed Presentations at National and International Conferences

- +Luciano, M., +Spurling, K., McWey, L. M., Radey, M., & Posada, K. (forthcoming, April 2026). *Needs and experiences with mental health services among parents involved with the child welfare system*. Poster presentation at the International Family Therapy Association Annual Conference, Bergen, Norway.
- +Spurling, K., +Luciano, M., McWey, L. M., Radey, M., & Posada, K. (forthcoming, April 2026). Being under a microscope: The dynamics of parent systems when navigating the child welfare system. Poster presentation at the International Family Therapy Association Annual Conference, Bergen, Norway.

McWey, L. M. (forthcoming, November 2025). *Formal and informal safety nets and outcomes for families involved with the child welfare system*. Poster presentation at the National Council on Family Relations Annual Conference, Baltimore, MD.

+Lowery, D., McWey, L. M., & Ledermann, T. (forthcoming, November 2025). *Understanding the interaction between interparental violence, parenting behaviors, parenting interaction, and supportive co-parenting*. Poster presentation at the National Council on Family Relations Annual Conference, Baltimore, MD.

+Outler, C., Radey, M., & McWey, L. M., Posada, K. (2025, August, juried). *Needs and experiences of parents entering the child welfare system*. National Association of Welfare Research and Statistics, Charlotte, NC.

+Lowery, D. & McWey, L. M. (2025, March). *Exploring client adverse childhood experiences and therapeutic outcomes*. Poster presentation at the International Family Therapy Association Annual Conference, Aberdeen, Scotland.

McWey, L. M. (2025, March). *Parents' safety nets, child welfare system involvement, and child outcomes*. Poster presentation at the International Family Therapy Association Annual Conference, Aberdeen, Scotland.

+Outler, C., McWey, L. M. (2025, March). *The mediating role of informal support for parents impacted by the child welfare system*. Poster presentation at the International Family Therapy Association Annual Conference, Aberdeen, Scotland. Presented on behalf of research team members: Radey, M., & Posada, K.

+Farley, T., & McWey, L. M. (2024, November). *Triggers and regulation: Qualitative experiences of anger and aggression among youth*. Oral poster presentation at Annual Conference, American Association for Marriage and Family Therapy, Orlando, FL.

+Luciano, M., +Outler, C., +Spurling, K., Posada, K., Radey, M., & McWey, L. M. (2024, November). *Mental health needs of parents involved with the child welfare system: Strengths and challenges*. Oral poster presentation at Annual Conference, American Association for Marriage and Family Therapy, Orlando, FL.

McWey, L. M., & +Outler, C. (2024, April). *Changing needs of families upon foster care involvement: Vulnerabilities & resilience*. Oral presentation at the International Family Therapy Association Annual Conference, Toyama, Japan. Presented on behalf of other research team members: Radey, M., & Posada, K.

Radey, M., McWey, L. M., Wu, Q., & Millender, E. (2023, December). *The landscape and importance of low-income mothers' safety nets for mental health & health equity*. Oral presentation at the Annual Conference, Maternal Mental Health Collaborative. Tallahassee, FL.

McWey, L. M., Wu, Q., Millender, E., & Radey, M. (2023, November). *Maternal public and private safety nets and child behavior symptoms among families living in poverty*. Oral presentation at the Annual Conference, National Council on Family Relations, Orlando, FL.

Radey, M., Wu, Q., McWey, L. M., Millender, E. (2023, November). *Public and private safety net configurations of low-income mothers*. Oral presentation at the Annual Conference, National Council on Family Relations, Orlando, FL.

McWey, L. M. (2023, April). *Safety net configurations and inequalities among low-income, vulnerable families*. Oral presentation at the International Family Therapy Association Annual Conference, Malaga, Spain. Presented on behalf of research team members: Radey, M., Wu., Q., & Millender, E.

Radey, M., Wu, Q., McWey, L. M., & Millender, E. (2023, June). *Safety Nets among Low-income U.S. Families Raising Children during the Noughties*. Oral presentation at the Children of the Noughties Conference. London, England.

Wu, Q., Radey, M., +Han, S., +Jalapa, K., +Tawfiq, D., & McWey, L. M. (2022, November). *Profiles of perceived resources among low-income, rural mothers: Prospective associations with maternal and child mental health*. Poster presentation at the National Council on Family Relations Annual Conference, Minneapolis, MN.

McWey, L. M. (2022). *Foster-biological parent relationships and externalizing symptoms of youth in foster care*. Oral presentation at the International Family Therapy Association, San Juan, Puerto Rico.

McWey, L. M., & Cui, M. (2021). *Contact with biological parents, length of time in foster care, and child mental health*. Poster presentation at the Annual Conference, National Council on Family Relations. Held virtually due to COVID.

+Unhjem, L., +Park, S., +Carroll, N., +Randolph, C., +Farley, T. M., & McWey, L. M. (2021). *Perceptions of desired changes among parents involved with the child welfare system*. Oral presentation at the Annual Conference, National Council on Family Relations. Held virtually due to COVID.

+Unhjem, L., +Farley, T. M., & McWey, L. M. (2021). *Quality of the parent-child relationship as a moderator of witnessing violence and trauma symptoms*. Oral presentation at Annual Conference, American Association for Marriage and Family Therapy Intervention Research in Systemic Family Therapy TIN. Held virtually due to COVID.

+Farley, T. M., & McWey, L. M. (2020). *Trauma and exposure to violence among at-risk youth*. Oral presentation at Annual Conference, American Association for Marriage and Family Therapy. Held virtually due to COVID.

Radey, M., & McWey, L. M. (2020). *Adding to psychological distress: Kin financial transfers among single mothers*. Paper accepted for presentation at the Annual Conference of the Society for the Study of Social Problems. San Francisco, CA. Canceled due to COVID.

- Radey, M., McWey, L. M., & Cui, M. (2020). *Psychological distress among low-income mothers: The role of public and private safety nets*. Oral presentation at the Annual Conference, Society for Social Work and Research, Washington, DC.
- +Jones, J., +Call, T., +Wolford, S., & McWey, L. M. (2019). *Family process mediation of parent stress and child outcomes*. Oral presentation at Annual Conference, American Association for Marriage and Family Therapy, Austin, TX.
- +Rayburn, R., +Srivastava, S., & McWey, L. M. (2019). *Recommendations from Latino families at risk for deportation*. Oral presentation at Annual Conference, American Association for Marriage and Family Therapy, Austin, TX.
- +Wolford, S., +Cooper, A., & McWey, L. M. (2018). *Maternal depression, maltreatment history, and child outcomes*. Poster presentation at the Annual Conference, National Council on Family Relations, San Diego, CA.
- +Wolford, S., +Youngberg, S., & McWey, L. M. (2018). *Parental identity as a privilege in the mandated participation process: A grounded theory analysis*. Poster presentation at the Annual Conference, National Council on Family Relations, San Diego, CA.
- +Jackson, L., +Fitzgerald, M., +Lancaster, M., +Call, T., & McWey, L. M. (2018). *Adolescent neglect, educational outcomes, and self-concept*. Oral presentation at Annual Conference, American Association for Marriage and Family Therapy, Louisville, KY.
- +Wolford, S., +Youngberg, S., & McWey, L. M. (2018). *The process of qualitative interviewing: From method to MFT*. Oral presentation at Annual Conference, American Association for Marriage and Family Therapy, Louisville, KY.
- +Wolford, S., +Youngberg, S., & McWey, L. M. (2018). "It makes me step back a little bit...check myself: Parental identity and the mandated participation process. Oral presentation at Annual Conference, American Association for Marriage and Family Therapy, Louisville, KY.
- +Lancaster, M., +Jackson, L., +Youngberg, S., +Fitzgerald, M., & McWey, L. M. (2017). *Peer relationships, harsh parenting, and adolescent mental health concerns*. Poster presentation at the Annual Conference, National Council on Family Relations, Orlando, FL.
- +Rayburn, A., McWey, L. M., & Cui, M. (2017). *Trajectories of adolescents in foster care*. Oral poster presentation at Annual Conference, American Association for Marriage and Family Therapy, Atlanta, GA.
- +Rayburn, A., McWey, L. M., & Withers, M. (2017). *Foster caregiver-youth relationships and mental health*. Oral poster presentation at Annual Conference, American Association for Marriage and Family Therapy, Atlanta, GA.
- +Withers, M. C., McWey, L. M., & Lucier-Greer, M. (2016). *Parent-adolescent relationship factors among high-risk families*. Poster presentation at the Annual Conference, National Council on Family Relations, Minneapolis, MN.
- +Cooper, A., McWey, L. M., & Cui, M. (2016). *Foster caregiver-adolescent agreement on mental health*. Oral poster presentation at Annual Conference, American Association for Marriage and Family Therapy, Indianapolis, IN.
- +Wolford, S. N., +Cooper, A., & McWey, L. M. (2016). *Maternal depression, maltreatment history and child outcomes: The role of harsh parenting*. Oral poster presentation at Annual Conference, American Association for Marriage and Family Therapy, Indianapolis, IN.

- +Montgomery, J., +Rayburn, A., +Chaviano, C., & McWey, L. M. (2015). *Parents at-risk and their children: Gender beliefs*. Oral poster presentation at Annual Conference, American Association for Marriage and Family Therapy, Austin, TX.
- +Reynolds, J., Gonzales-Backen, M., & McWey, L. M. (2015). *Race, ethnicity and depression among at-risk youth*. Oral poster presentation at Annual Conference, American Association for Marriage and Family Therapy, Austin, TX.
- +Stevenson Wojciak, A. & McWey, L. M. (2015). *Siblings as a protective factor for youth in foster care*. Oral poster presentation at Annual Conference, American Association for Marriage and Family Therapy, Austin, TX.
- +Chaviano, C., +Pettigrew, H., +Lettenberger-Klein, C., +Claridge, A., McWey, L. M., +Stevenson Wojciak, A. (2014). *Motivation for change: A qualitative study of at-risk parents' perceptions*. Poster presentation at Annual Conference, American Association for Marriage and Family Therapy, Milwaukee, WI.
- +Farineau, H. M., +Claridge, A. M., +Lettenberger-Klein, C., +Stevenson Wojciak, A., & McWey, L. M. (2013). *Maternal factors and adolescent outcomes among at-risk families*. Poster presentation at Annual Conference, American Association for Marriage and Family Therapy, Portland, OR.
- +Claridge, A., +Stevenson-Wojciak, A., +Farineau, H., & McWey, L. M. (2013). *Promoting parent-child relationships through communication among at-risk families*. Poster presentation at Annual Conference, American Association for Marriage and Family Therapy, Portland, OR.
- +Stevenson Wojciak, A., & McWey, L. M. (2013). *Sibling relationships of youth in foster care*. Poster presentation at Annual Conference, American Association for Marriage and Family Therapy, Portland, OR.
- Holtrop, K., & McWey, L. M. (2013). *Parenting needs of at-risk homeless families: Using research to inform intervention*. Presentation at International World Family Therapy Congress, International Family Therapy Association, Orlando, FL.
- McWey, L. M., & Holtrop, K. (2013). *Retention in a parenting intervention for parents involved with the child welfare system*. Presentation at International World Family Therapy Congress, International Family Therapy Association, Orlando, FL.
- +Brantley, C. W., +Wojciak, A. S., & McWey, L. M. (2012). *School engagement and the future expectations of youth in foster care*. Poster presentation at Annual Conference, American Association for Marriage and Family Therapy, Charlotte, NC.
- +Helfrich, C., +Wojciak, A. S., & McWey, L. M. (2012). *Mental health outcomes of youth in out-of-home care*. Poster presentation at Annual Conference, American Association for Marriage and Family Therapy, Charlotte, NC.
- +Wojciak, A. S., +Helfrich, C., & McWey, L. M. (2012). *Foster care and mental health: The importance of siblings*. Poster presentation at Annual Conference, American Association for Marriage and Family Therapy, Charlotte, NC.
- +Pazdera, A. L., +Stevenson Wojciak, A., +Venum, A., & McWey, L. M. (2011). *Breaking intergenerational patterns of violence in families*. Poster presentation at Annual Conference, American Association for Marriage and Family Therapy, Fort Worth, TX.

McWey, L. M., +Pazdera, A., & +Brantley, C. (2011). *In-home therapy for at-risk families*. Presentation at Annual Conference, American Association for Marriage and Family Therapy, Atlanta, GA.

McWey, L. M., +Pazdera, A., & Brantley, C. (2011). *A therapists' forum: In-home therapy for at-risk families*. Presentation at Annual Conference, American Association for Marriage and Family Therapy, Fort Worth, TX.

+Helfrich, C. M., & McWey, L. M. (2011). *High risk behaviors as predictors of teen pregnancy for youth involved in the child welfare system*. Poster presentation at Annual Conference, American Association for Marriage and Family Therapy, Fort Worth, TX.

+Stevenson Wojciak, A., +Farineau, H. M., & McWey, L. M. (2011). *Relationships and self-esteem of adolescents in foster care*. Poster presentation at Annual Conference, American Association for Marriage and Family Therapy, Fort Worth, TX.

+Woods, S. B., & McWey, L. M. (2011). *Asthma, family, and child welfare: A biopsychosocial approach*. Poster presentation at Annual Conference, American Association for Marriage and Family Therapy, Atlanta, GA.

+Harris-McKoy, D., +Meyer, A., McWey, L. M., Henderson, T., & +McKendrick, W. (2010). *The adoption and safe families act, substance using parents, and foster care*. Poster presentation at Annual Conference, National Council of Family Relations.

Meyer, A., Mullis, A., McWey, L. M., & Cui, M. (2010). *Predictors of adolescent substance use*. Poster presentation at Annual Conference, American Association for Marriage and Family Therapy, Atlanta, GA.

McWey, L. M., & +Porter, B. (2010). *Maintaining parent-child ties, mental health, and foster care*. Poster presentation at Annual Conference, American Association for Marriage and Family Therapy, Atlanta, GA.

Wittenborn, A. K., Karakurt, G., Keiley, M. K., McWey, L. M., Seedall, R., & Wampler, K. (2010). *Current findings in attachment research*. Presentation at Annual Conference, American Association for Marriage and Family Therapy, Atlanta, GA.

McWey, L. M., +Olmstead, S., & Henderson, T. (2009). *In the child's best interest: Fathers, children, and foster care*. Poster presentation at Annual Conference, National Council of Family Relations.

+Meyer, A. S., +Vennum, A., +Pazdera, A. L., +Porter, B., & McWey, L. M. (2009). *Individual and contextual factors in child abuse potential*. Poster presentation at Annual Conference, American Association for Marriage and Family Therapy, Sacramento, CA.

+Olmstead, S., McWey, L. M., & Henderson, T. (2009). *The child's best interest: Fathers, children and foster care*. Poster presentation at Annual Conference, American Association of Marriage and Family Therapy, Sacramento, CA.

+Pazdera, A., McWey, L. M., & +Meyer, A. S. (2009). *Treating the intergenerational impact of violence on families*. Presentation at The annual conference, American Association for Marriage and Family Therapy, Sacramento, CA.

+Flanigan, N., Bojczyk, K., McWey, L. M., +Nalls, A. M., & +Dill, M. (2008). *Mother-daughter relationships among low-income and foster care families*. Poster presentation at Annual Conference, National Council of Family Relations.

- +Pazdera, A. L., +Koon, J., & McWey, L. M. (2008). *In-home family therapy for families at-risk for foster care placement*. Poster presentation at Annual Conference, National Council of Family Relations.
- +Bolen, M., & McWey, L. M. (2008). *Ethical treatment of families involved in the foster care system*. Poster presentation at Annual Conference, American Association for Marriage and Family Therapy, Memphis, TN.
- +Meyer, A., McWey, L. M., +Pazdera, A. L., & Lee, R. E. (2008). *Ethical and legal issues associated with families in the child welfare system*. Presentation at Annual Conference, American Association for Marriage and Family Therapy, Memphis, TN.
- +Pazdera, A. L., +Meyer, A., & McWey, L. M. (2008). *Ethical issues in treating child sexual abuse*. Presentation at Annual Conference, American Association for Marriage and Family Therapy, Memphis, TN.
- +Pazdera, A. L., & McWey, L. M. (2008). *National access to mental health services for children in foster care*. Poster presentation at Annual Conference, American Association for Marriage and Family Therapy, Memphis, TN.
- McWey, L. M., & +Bolen, M. G. (2007). *Preventing foster care placement with in-home family therapy*. Poster presentation at Annual Conference, American Association for Marriage and Family Therapy, Long Beach, CA.
- +Bolen, M. G., +Lehan, T. L., & McWey, L. M. (2006). *Boundary ambiguity for families involved in the foster care system*. Poster presentation at Annual Conference, American Association for Marriage and Family Therapy, Austin, TX.
- Lee, R. E., & McWey, L. M. (2006). *Therapeutic visitation for families involved in foster care: A new market for family therapists*. Presentation at Annual Conference, American Association for Marriage and Family Therapy, Austin, TX.
- Benson, M. J., McWey, L. M., & +Ross, J. J. (2005). *Parental attachment and peer relations in adolescence: A meta-analysis*. Presentation at Annual Conference, National Council of Family Relations.
- Bojczyk, K. E., +Lehan, T., McWey, L. M., Melson, G., & Kaufman, D. (2005). *Mother-daughter relationships in adulthood: Life course reflections*. Presentation at Annual Conference, National Council of Family Relations.
- +Donovan, P., +Faulkner, S., & McWey, L. M. (2005). *Bowen and Bowlby: Attachment predictors of differentiation*. Poster presentation at Annual Conference, American Association for Marriage and Family Therapy.
- +Smock, S., +Ward, D., & McWey, L. M. (2005). *Comparing rural and urban clients: Are there differences?* Poster presentation at Annual Conference, American Association for Marriage and Family Therapy, Kansas City, MO.
- Barlow, L., Lee, R. E., McWey, L. M., +Chand, M., & +Shriner, M. (2005). *Technology in the MFT track: Training with the newest technology Landro play analyzer*. Presentation at Annual Conference, American Association for Marriage and Family Therapy, Kansas City, MO.
- McWey, L. M. (2005). *Improving the well-being of at-risk families: Exploring clients' perceptions of preventative services*. Presentation at Small grant conference, University of Kentucky Center for Poverty Research, Lexington, KY.

- McWey, L. M., Henderson, T., & Tice, S. (2004). *The clinical needs of families involved in foster care*. Poster presentation at Annual Conference, American Association for Marriage and Family Therapy, Atlanta, GA.
- Darling, C., McWey, L. M., & Hollon, S. (2003). *College student stress: The influence of interpersonal relationships on an "I can do this" attitude*. Presentation at Annual Conference, National Council of Family Relations, Vancouver, British Columbia.
- McWey, L. M., & Henderson, T. (2003). *The termination of parental rights for children in foster care*. Presentation at Annual Conference, National Council of Family Relations, Vancouver, British Columbia.
- Yorgason, J., McWey, L. M., & Felts, L. (2003). *In-Home family therapy: Insight from a community-based program*. Presentation at The annual conference, American Association for Marriage and Family Therapy, Long Beach, CA.
- Walsh, S., & McWey, L. M. (2003). *Perceptions of evidence-based practice in marriage and family therapy*. Poster presentation at Annual Conference, American Association for Marriage and Family Therapy, Long Beach, CA.
- Darling, C., McWey, L. M., & Hills, W. (2002). *Family stress theory: The paradox of children in families*. Poster presentation at Annual Conference, American Association for Marriage and Family Therapy, Cincinnati, OH.
- McWey, L. M., & Mullis, A. (2002). *Children in foster care: Relationships between parental contact, attachment, and adjustment*. Poster presentation at Annual Conference, National Council of Family Relations, Houston, TX.
- McWey, L. M., & Mullis, A. (2001). *Attachment theory and foster care visitation: A critical analysis*. Poster presentation at Annual Conference, National Council of Family Relations, Rochester, NY.
- West, S., McWey, L. M., Cornille, T., & Nelson, T. (2001). *MFT training: Impact of styles taught on training models*. Presentation at Annual Conference, American Association for Marriage and Family Therapy, Nashville, TN.
- West, S., McWey, L. M., & Hicks, M. (2001). *Parameters for developing marriage education curriculum*. Poster presentation at Annual Conference, American Association for Marriage and Family Therapy, Nashville, TN.
- Handy, A., Ruble, N., & McWey, L. M. (2000). *The need for research training in MFT programs*. Presentation at Annual Conference, American Association for Marriage and Family Therapy, Denver, CO.
- McWey, L. M., & West, S. (2000). *Developing marriage education curriculum: Qualitative results*. Presentation at Annual Conference, National Council of Family Relations, Minneapolis, MN.
- McWey, L. M., West, S., Devlin, J., & Koshy, M. (2000). *AAMFT programs: What type of research is being conducted?* Poster presentation at Annual Conference, American Association for Marriage and Family Therapy, Denver, CO.

Invited Presentations

- Lessons learned about navigating and sustaining research programs. (2025). Intervention Research in Systemic Family Therapy Annual Conference. Columbus, OH.

Understanding the intersection between domestic violence and child protective services: The parent perspective. (2025). Florida Institute for Child Welfare Conference.

World network meeting: Panel discussion (2024). Asian Academy of Family Therapy. Shanghai, China.

A researchers' guide to collaborative, strengths-focused participatory research with parents and foster caregivers impacted by the child welfare system. (2024). Florida Institute for Child Welfare Conference.

World network meeting: Panel discussion (2023). Asian Academy of Family Therapy. Hong Kong.

Contracts and Grants

McWey, L. M. (PI) (2024-2026). *Parents' safety nets, child protective services involvement, and child outcomes*. Funded by the National Institutes of Health, NICHD. Total award \$154,000. 1R03HD111678-01A1

McWey, L. M. & Radey, M. (co-PIs) (2023-2026). *Understanding safety nets and service use among child welfare system (CWS)-involved caregivers to improve service provision: A mixed methods examination*. Funded by Florida Institute for Child Welfare. Total award \$1,247,758 for the period of January 2023-June 2026.

Radey, M. (PI) & McWey, L. M. (co-I). (2024-2025). *Clarifying the context of substantiated neglect: A pilot study using machine learning and text analysis*. Funded by Florida Institute for Child Welfare. Total award \$140,000.

Radey, M. (PI), McWey, L. M. (co-I), Wu, Q. (2022-2024). *Understanding safety nets and maternal and child health from birth through age 15*. Funded by U.S. Department of Health and Human Services: Health Resources and Services Administration. Total award \$100,000. 1R42MC45809-01-00

McWey, L. M. (PI), Cui, M. (co-I), & Wojciak, A. (2020-2023). *Family relationships and mental health trajectories of youth in foster care*. Funded by the National Institutes of Health, NICHD. Total award \$159,472. 1R03HD099424-01A1

Radey, M. (PI) & McWey, L. M. (co-PI). (2018-2020). *The influence of social support on parenting and child outcomes*. Funded by the National Institutes of Health, NICHD. Total award \$153,000. 1R03HD092706-01A1.

Schelbe, L., McWey, L., Holtrop, K., Radey, M., & Canto, A. (2015–2016). *Evidence-based parenting intervention for youth aging out of the child welfare system*. Total award \$60,000. Funded by the Florida Institute for Child Welfare.

- McWey, L. M. (PI). (2012). *An evaluation of an empirically supported parent education program for families involved with the child welfare system*. Funded by Committee on Faculty Research Support (COFRS), Florida State University. Total award \$14,000.
- McWey, L. M. (PI), Pasley, B., Lee, R. E., & Olmstead, S. (2009–2010). *Implementing empirically supported parent education for at-risk families*. Funded by the College of Human Sciences New Research Focus Grant. Total award \$6,000.
- McWey, L. M. (PI). (2008–2009). *The effects of continuing parent-child relationships on the mental health of children in foster care*. Funded by National Institutes of Health, NICHD. Total award \$71,698. 1R03HD055259-01.
- McWey, L. M. (PI). (2008). *Securing funding to explore the mental health of children involved in the foster care system*. Funded by College of Human Sciences Planning Grant. Total award \$8,208.
- McWey, L. M. (PI). (2006). *Analyses of the National Survey of Child and Adolescent Well-Being: Predictors of mental health outcomes of children involved in the foster care system*. Funded by the Committee on Faculty Research Support (COFRS). Total award \$12,000.
- Bojczyk, K. E., & McWey, L. M. (2005). *"Parenting in Their Prime": Parent-child relationships in midlife*. Funded by Project support for the Research Initiation Awards Program, College of Human Sciences, Florida State University. Total award \$2,000.
- McWey, L. M. (PI). (2005–2006). *Mental health predictors and outcomes of children involved with the foster care system*. Funded by the Faculty Development Awards Program. College of Human Sciences, Florida State University. Total award \$4,000.
- McWey, L. M. (PI). (2005–2006). *Improving the well-being of at-risk families*. Funded by the University of Kentucky Center for Poverty Research and the U.S. Department of Health and Human Services. Total award \$5,000.
- McWey, L. M. (2004–2005). *In-home family therapy: Exploring perceptions of clients as a means to improve the effectiveness of therapeutic services provided to at-risk families*. Funded by project support from Florida State University, First Year Assistant Professor Award. Total award \$14,000.
- McWey, L. M. (2004). *Clients' perceptions of in-home family therapy: A means to improve the effectiveness of therapeutic services provided to at-risk families*. Funded by Project support for the Research Initiation Awards Program, College of Human Sciences, Florida State University. Total award \$2,000.
- McWey, L. M., & Henderson, T. (2003–2004). *The termination of parental rights for children in foster care*. Funded by project support from the Department of Human Development, Virginia Tech. Total award \$8,644.
- McWey, L. M., & Walsh, S. (2003–2004). *Establishing a foundation for research at the Marriage and Family Therapy Center*. Funded by Virginia Tech. Total award \$8,644.
- McWey, L. M. (2002). *Dissertation Research Grant*. Funded by Florida State University. Total award \$500.
- McWey, L. M. (2001). *Dissertation Fellowship*. Funded by American Association for University Women. Total award \$15,000.

Teaching

Courses Taught

Applied Research Methods (HD5948)
Common Factors in Marriage and Family Therapy (FAD 6935r)
Community Programs (HD4344)
Contexts for Family Development (FAD4260)
Family and Child Development (FAD6935)
Family Diversity (FAD4265)
Family Relationships (FAD2230)
Family Relationships (HD3324)
Foundations of Counseling (FAD4601)
Internship in Marriage and Family Therapy (FAD8944)
Internship-Family/Child (FAD5944)
Marital and Family Therapy (FAD6930)
Marriage and Family Therapy Clinical Practicum (HD5964)
Marriage and Family Therapy Research (HD6484)
Outcome Research in Marriage and Family Therapy (FAD6916)
Parenting (CHD 4537)
Practicum in Marital and Family Therapy (FAD6940)
Professional Development in Family and Child Sciences (FAD5617)
Qualitative Research Methods (FAD6930)
Supervision in Marriage and Family Therapy (FAD 6606)
Undergraduate Research (HD4994)

Service

Florida State University

FSU University Service

Doctoral Directive Status, Florida State University (2004–present).
Member, FSU Academic Engagement and Innovation Grant Review Committee (2013-2017).
Member, University Quality Enhancement Review and Graduate Policy Committee Review Committees, College of Social Work Review (2016).
Member, University Quality Enhancement Review and Graduate Policy Committee Review Committees, Faculty Representative, Department of Family and Child Sciences (2016).
Member, FSU Grants for Engaged Learning Committee (2013-2015).
Member, FSU Liberal Studies Implementation Committee (2013–2015).
COFRS Grant Reviewer, Council on Research and Creativity (2009, 2010, 2013, 2014, 2015).
Chair, University Teaching Awards Committee (2010).
Member, University Teaching Awards Committee (2009–2010).

FSU College Service

Member, College Strategic Planning Committee, College of Education, Health, and Human Sciences (2024).

Member, College Graduate Curriculum Committee, College of Health and Human Sciences (2020-2023).

Member, Department Chair Search. College of Human Sciences. (2019-2020, 2023-2024).

Member, Promotion, Tenure, and Evaluation Committee. College of Human Sciences. (2012–2015, 2016-2020, 2021-2022).

Member, Strategic Planning Committee, College of Education, Health, and Human Sciences (2023-present).

Member, Research and Creativity Day, Presentation Judge (2014, 2015, 2016).

Member, College of Human Sciences Dean Search (2013–2014).

Member, Scholarship Committee (2006–2020). College of Human Sciences.

Member, Budget Committee (2008–2009). College of Human Sciences.

Member, Faculty Advisory Committee (2007–2008; 2014-2015). College of Human Sciences.

FSU Department Service

Program Director, Marriage and Family Therapy (MFT) Doctoral Program (2015–present).

MFT Internship Coordinator (2004–2023). Marriage and Family Therapy Doctoral Program.

Member, Graduate Curriculum Committee (2010–present).

Member, Executive Committee (2015–present).

Member, Diversity, Equity, and Inclusion Committee (2020–present).

Member, Departmental Promotion and Tenure Committee (2009–2012; 2012-2015; 2020-present).

Member, Department of Family and Child Sciences Department Chair Search (2020; 2023).

Chair, Search Committee, MFT Program Director position, Department of Human Development and Family Science (2023).

Member, Search Committee, HDFS Assistant Professor position, Department of Human Development and Family Science (2023).

Member, Ad Hoc Faculty Merit Review Committee (2022).

Member, Ad Hoc Teaching Assistant Program Improvement Committee (2019–2020).

Member, Department of Family and Child Sciences Associate Professor Search (2017–2018; 2018–2019).

Member, Ad Hoc Graduate Methods Committee (2015-2018).

Chair, Graduate Committee (2014–2017).

Chair, Department of Family and Child Sciences Assistant Professor Searches (2015–2016; 2017-2018).

Interim Department Chair (2014-2015).

Member, Department of Family and Child Sciences Graduate Coordinator Search (2014–2015).

Member, Scholarship Committee (2005–2011).

Search Committee Co-Chair, MFT Assistant Professor Search, Department of Family & Child Sciences (2010).

Interim Program Director, Marriage and Family Therapy Doctoral Program Interim Director (2010).

Search Committee Chair, MFT Program Director position, Department of Family & Child Sciences (2009–2010).

Member, Undergraduate Curriculum Committee (2007–2009).

The Profession

Editorships

Editor-in-Chief, *Journal of Marital and Family Therapy* (2024–present).

Volume Editor, *The Handbook of Systemic Family Therapy* (Volume II).

Editorial Board Membership

Developmental Child Welfare (2017-present).

Journal of Marital and Family Therapy (2004–present).

Federal Grant Application Reviewer

National Institutes of Health. Health, Behavior, and Context subcommittee (2018-present).

Ad Hoc Reviewer

Child Abuse and Neglect

Child and Youth Services Review

Child Maltreatment

Child Welfare

Contemporary Family Therapy

Family Process

Family Relations

Journal of Child and Family Studies

Journal of Family Issues

Journal of Marriage and Family

Journal of Public Child Welfare

Journal of Research on Adolescence

Service to Professional Associations

American Association for Marriage and Family Therapy Topical Interest Group Founding Member: Intervention Research in Systemic Family. (2019-2024).

Minority Fellowship Program Ad-Hoc Member, American Association for Marriage and Family Therapy (2019-present).

Student/New Professional annual paper competition reviewer. National Council on Family Relations (2022-2024).

Journal of Marital and Family Therapy Steering Committee (2020).

Abstract Reviewer, American Association for Marriage and Family Therapy (2004–present).

Reuben Hill Award Committee Member, National Council on Family Relations (2015, 2016).

Abstract Reviewer, National Council on Family Relations (2004–2010).

Curriculum Vitae

Peluso, Paul Ryan

Last Revised: September 09, 2025

General Information

University address: Human Development and Family Science
Anne Spencer Daves College of Education, Health, and Human Sciences
120 Convocation Way
Florida State University
Tallahassee, FL 32306-1491

E-mail address: prp24a@fsu.edu

Web site: <https://cehhs.fsu.edu/faculty-and-staff/dr-paul-peluso>

Professional Preparation

2001 Ph.D., Georgia State University, Atlanta, GA. Major: Counselor Education. Research Methods. Supervisor: Roy M. Kern.

1998 Ed.S., Georgia State University, Atlanta, GA. Major: Professional Counseling.

1996 M.S., Georgia State University, Atlanta, GA. Major: Community Counseling. Marriage and Family Therapy.

1992 B.A., Fairfield University, Fairfield, CT. Major: Psychology.

Professional Credential(s)

2006–present Licensed Mental Health Counselor- State of Florida.

2003–present AAMFT Approved Supervisor.

2003–present Licensed Marriage and Family Therapist- State of Florida.

1996–present National Certified Counselor- National Board for Certified Counselors.

Professional Experience

2024–present Norejane Hendrickson Distinguished Professor and Chair, Department of Human Development and Family Science, Florida State University.

2023–2024 Interim Department Chair, Department of Special Education, Florida Atlantic University.

2020–2024 Senior Associate Dean, Department of Counselor Education, Florida Atlantic University.

2015–2024 Full Professor, Department of Counselor Education, Florida Atlantic University.

2019–2020 Interim Department Chair, Department of Teaching and Learning, Florida Atlantic University.

2013–2020 Department Chair, Department of Counselor Education, Florida Atlantic University.

2009–2015 Associate Professor, Department of Counselor Education, Florida Atlantic University.

2003–2009 Assistant Professor, Department of Counselor Education, Florida Atlantic University.

Elected Fellow Status

Elected as a Fellow of American Counseling Association (2022).

Teaching

Courses Taught

Practicum in Marital and Family Therapy (FAD6940)

Research and Original Creative Work

Publications

Refereed Journal Articles

Adriana C. Labarta, Kelly Emelianchik-Key, Paul R. Peluso, Carman S. Gill, & Kimberly F. Colvin. (2024). Measuring Risk and Protective Factors for Eating and Body Image Concerns in LGBTGEQIAP+ Communities: An Instrument Development and Validation Study. *International Journal for the Advancement of Counselling*. doi:[10.1007/s10447-024-09563-2](https://doi.org/10.1007/s10447-024-09563-2)

Irvine, T. J., Peluso, P. R., Benson, K., Cole, C., Cole, D., Gottman, J. M., & Schwartz Gottman, J. (2024). A pilot study examining the effectiveness of Gottman method couples therapy over treatment-as-usual approaches for treating couples dealing with infidelity. *The Family Journal*, 32(1), 81-94. doi:[10.1177/10664807231210123](https://doi.org/10.1177/10664807231210123)

Arielle Bendit, Melissa Mariani, Paul Peluso, & Elisa Calabrese. (2023). Supporting Early College High School Students: The Effects of Cognitive Behavioral Therapy for Perfectionism on Perfectionism, Negative Affectivity, and Social–Emotional Well-Being. *The Professional Counselor*. doi:[10.15241/ab.13.3.222](https://doi.org/10.15241/ab.13.3.222)

Labarta, A. C., Irvine, T., & Peluso, P. R. (2023). Exploring clinician attitudes towards treating eating disorders: Bridging counselor training gaps. *Journal of Counselor Preparation and Supervision*, 17(1), 2.

Peluso, P. R., & Freund, R. (2023). Paradoxical interventions: A meta-analysis. *Psychotherapy*, 60(3), 283-294. Retrieved from <https://psycnet.apa.org/fulltext/2023-55868-001.html>
doi:[10.1037/pst0000481](https://doi.org/10.1037/pst0000481)

Sperry, L., Gfroerer, K., Bauman, G., Belangee, S., Peluso, P. R., Rasmussen, P. R., & Curlette, W. (2023). Remembering Roy Kern. *The Journal of Individual Psychology*, 79(1), 3-22.

Diaz, P., Peluso, P. R., Freund, R., Baker, A., & Pena, G. (2023). Understanding the role of Emotion and Expertise in Psychotherapy: An Application of Dynamical Systems Mathematical Modeling to an Entire Course of Therapy. *Frontiers in Psychiatry*, 14, 980739.
doi:[10.3389/fpsy.2023.980739](https://doi.org/10.3389/fpsy.2023.980739)

Irvine, T. J., & Peluso, P. R. (2022). An affair to remember: A mixed-methods survey examining therapists' experiences treating infidelity. *The Family Journal*, 30(3), 324-333.
doi:[10.1177/10664807211061826](https://doi.org/10.1177/10664807211061826)

Baker, A. Z., Peluso, P. R., Freund, R., Diaz, P., & Ghaness, A. (2022). Using dynamical systems mathematical modeling to examine the impact emotional expression on the therapeutic relationship: A demonstration across three psychotherapeutic theoretical approaches. *Psychotherapy Research*, 32(2), 223-237. doi:[10.1080/10503307.2021.1921303](https://doi.org/10.1080/10503307.2021.1921303)

Torres, A., Diaz, P., Freund, R., Baker, T. N., Baker, A. Z., & Peluso, P. (2021). Therapeutic alliance in vocational rehabilitation counseling: Assessing client factors and functioning. *Journal of Vocational Rehabilitation, 55*(3), 313-322.

Peluso, P. R., Freund, R., Gottman, J. M., Gottman, J. S., & Peluso, J. P. (2019). Validation of the Gottman Negative Comparisons for Alternatives Scale. *The Family Journal, 27*(3), 261-267. Retrieved from <https://doi.org/10.1177%2F1066480719843904> doi:[10.1177/1066480719843904](https://doi.org/10.1177/1066480719843904)

Peluso, P. R. (2018). Adlerian evidence-based practice research: a response to Sperry (2018). *The Journal of Individual Psychology, 74*(3), 265-271.

Bradley, L., Hendricks, B., Ballard, M., Chan, C. D., Hooper, L., Peluso, P., & Southern, S. (2018). Bylaws of the International Association of Marriage and Family Counselors: A Division of the American Counseling Association Revised January 2004; January 2018. *The Family Journal, 26*(3), 269-277.

Peluso, P. R., Diaz, P., & Tabib, G. (2018). Quantitative video coding of therapist-client sessions. *Mathematical Modeling of Social Relationships: What Mathematics Can Tell Us About People, 31-50.*

Strawinska-Zanko, U., Liebovitch, L. S., & Peluso, P. R. (2018). Rupture and Repair. *Mathematical Modeling of Social Relationships: What Mathematics Can Tell Us About People, 69.*

Leite, R. O., & Peluso, P. (2018). The effects of racial and ethnic differences or similarities on the therapeutic alliance. *FAU Undergraduate Research Journal, 7*, 46-46.

Peluso, P. R., & Freund, R. R. (2018). Therapist and client emotional expression and psychotherapy outcomes: A meta-analysis. *Psychotherapy, 55*(4), 461. doi:[doi:10.1037/pst0000165](https://doi.org/10.1037/pst0000165)

Luedke, A. J., Peluso, P. R., Diaz, P., Freund, R., & Baker, A. (2017). Predicting dropout in counseling using affect coding of the therapeutic relationship: An empirical analysis. *Journal of Counseling & Development, 95*(2), 125-134.

Cunningham, A., Sperry, L., Brady, M. P., Peluso, P. R., & Pauletti, R. E. (2016). The effects of a romantic relationship treatment option for adults with autism spectrum disorder. *Counseling Outcome Research and Evaluation, 7*(2), 99-110.

Peluso, P. R., Liebovitch, L. S., Gottman, J. M., Norman, M. D., & Su, J. (2012). A mathematical model of psychotherapy: An investigation using dynamic non-linear equations to model the therapeutic relationship. *Psychotherapy Research, 22*(1), 40-55. doi:[doi: 10.1007/s11571-011-9157-x](https://doi.org/10.1007/s11571-011-9157-x)

Čechova, D., & Peluso, P. R. (2012). Individual Psychology in the Slovak Republic. *Journal of Individual Psychology*, 68(3), 245-256.

Villares, E., Brigman, G., Frain, M., & Peluso, P. R. (2012). The Impact of Student Success Skills on Standardized Test Scores: A Meta-Analysis. *Counseling Outcome Research and Evaluation. Individual Psychology: The Journal of Adlerian Theory Research & Practice*, 3, 3-16. doi:[10.1177/2150137811434041](https://doi.org/10.1177/2150137811434041).

León, A., Villares, E., Brigman, G., Webb, L., & Peluso, P. (2011). Closing the achievement gap of Latina/Latino students: A school counseling response. *Counseling Outcome Research and Evaluation*, 2(1), 73-86. doi:[doi:10.1177/2150137811400731](https://doi.org/10.1177/2150137811400731)

Mozdzierz, G. J., Peluso, P. R., & Lisiecki, J. (2011). Evidence-based psychological practices and therapist training: At the crossroads. *Journal of Humanistic Psychology*, 51(4), 439-464. doi:[doi:10.1177/0022167810386959](https://doi.org/10.1177/0022167810386959)

Liebovitch, L. S., Peluso, P. R., Norman, M. D., Su, J., & Gottman, J. M. (2011). Mathematical model of the dynamics of psychotherapy. *Cognitive Neurodynamics*, 5, 265-275. doi:[10.1007/s11571-011-9157-x](https://doi.org/10.1007/s11571-011-9157-x)

Sperry, L., Carlson, J., & Peluso, P. R. (2011). Research in Couples and Family Therapy. *Counseling and Human Development*, 43(5), 1-11.

Peluso, P. R., Stoltz, K. B., Belangee, S., Frey, M. R., & Pelus, J. P. (2010). A Confirmatory Factor Analysis of a Measure of the Adlerian Lifestyle, the BASIS-A Inventory. *Journal of Individual Psychology*, 66(2), 245-256.

Peluso, P. R., Peluso, J. P., Buckner, J. P., Kern, R. M., & Curlette, W. (2009). Measuring lifestyle and attachment: An empirical investigation linking individual psychology and attachment theory. *Journal of Counseling & Development*, 87(4), 394-403.

Horton, E. G., Diaz, N., Peluso, P. R., Mullaney, D., Weiner, M., & McIlveen, J. W. (2009). Relationships between trauma, posttraumatic stress disorder symptoms, dissociative symptoms, and lifetime heroin use among individuals who abuse substances in residential treatment. *Journal of Addictions & Offender Counseling*, 29(2), 81-95.

Bilot, J., & Peluso, P. R. (2009). The use of the ethical genogram in supervision. *The Family Journal*, 17(2), 175-179.

Peluso, P. R. (2008). Introduction to Special Issue of The Family Journal on Infidelity. *THE FAMILY JOURNAL: COUNSELING AND THERAPY FOR COUPLES AND FAMILIES*, 16(4), 291-292.

Villares, E., Brigman, G., & Peluso, P. R. (2008). Ready to Learn: An Evidence-Based Individual Psychology Linked Curriculum for Prekindergarten through First Grade. *Journal of Individual Psychology, 64*(4).

Peluso, P. R., & Spina, P. (2008). Understanding infidelity: Pitfalls and lessons for couples counselors. *The Family Journal, 16*(4), 324-327.

Peluso, P. R., & Macintosh, H. (2007). Emotionally Focused Couples Therapy and Individual Psychology: A Dialogue Across Theories. *Journal of Individual Psychology, 63*(3), 247-269.

Miranda, A., Webb, L., Brigman, G., & Peluso, P. (2007). Student success skills: A promising program to close the academic achievement gap for African American and Latino students. *Professional School Counseling, 10*(5), 2156759X0701000506. doi:490-497

Peluso, P. R. (2006). Expanding the use of the ethical genogram: Incorporating the ethical principles to help clarify counselors' ethical decision-making styles. *The Family Journal, 14*(2), 158-163. doi:158-163

Miranda, A. O., Bilot, J. M., Peluso, P. R., Berman, K., & Van Meek, L. G. (2006). Latino families: The relevance of the connection among acculturation, family dynamics, and health for family counseling research and practice. *The Family Journal, 14*(3), 268-273.

Watts, R. E., Peluso, P. R., & Lewis, T. F. (2005). Expanding the acting as if technique: An Adlerian/constructive integration. *Journal of Individual Psychology, 61*(4), 380-387.

Watts, R. E., & Peluso, P. R. (2005). Imaginary team members: A couples counseling perspective. *The Family Journal, 13*(3), 332-335.

Peluso, P. R., Peluso, J. P., White, J. F., & Kern, R. M. (2004). A comparison of attachment theory and individual psychology: A review of the literature. *Journal of Counseling & Development, 82*(2), 139-145.

Peluso, P. R., Peluso, J. P., Buckner, J. P., Curlette, W. L., & Kern, R. M. (2004). An Analysis of the Reliability of the BASIS-A Inventory Using a Northeastern and Southeastern US Sample. *Journal of Individual Psychology, 60*(3).

Peluso, P. R. (2003). The ethical genogram: A tool for helping therapists understand their ethical decision-making styles. *The Family Journal, 11*(3), 286-291.

Peluso, P. R., & Kern, R. M. (2002). An Adlerian Model for Assessing and Treating the Perpetrators of Domestic Violence. *Journal of Individual Psychology, 58*(1), 87-103.

Peluso, P. R. (2002). Counseling families affected by suicide: An interview with Iris Bolton. *The Family Journal*, 10(3), 351-357.

Kern, R. M., & Peluso, P. R. (1999). Using individual psychology concepts to compare family systems processes and organizational behavior. *The Family Journal*, 7(3), 236-244.

Refereed Books

Peluso, P. R., & Peluso, S. (2025). *Why not a career in coaching? Teaching clinicians and executives the basic and advanced skills of successful coaching*. Solana Beach, CA: Cognella Academic Publishing. Retrieved from <https://titles.cognella.com/why-not-a-career-in-coaching-9781793586247>

Paul R. Peluso. (2022). *Advanced Principles of Counseling and Psychotherapy: Learning, Integrating, and Consolidating the Nonlinear Thinking of Master Practitioners (2nd Ed.)*. New York: Routledge Publishers. Retrieved from <http://dx.doi.org/10.4324/9781003088400>

Peluso, P. R. (2022). *Principles of Counseling and Psychotherapy: Learning the Essential Domains and Nonlinear Thinking of Master Practitioners*. New York: Routledge Publishing. Retrieved from <https://www.taylorfrancis.com/books/mono/10.4324/9781003088394/principles-counseling-psychotherapy-paul-peluso>

Peluso, P. R. (2019). *A Family Systems Guide to Infidelity: Helping Couples Understand, Recover From, and Avoid Future Affairs*. New York: Routledge.

Sperry, L., & Peluso, P. R. (2019). *Couple Therapy: Theory and Effective Practice*. New York: Routledge.

Mozdzierz, G., Peluso, P. R., & Lisiecki, J. (2014). *Advanced Principles of Counseling and Psychotherapy: Learning, Integrating, and Consolidating the Nonlinear Thinking of Master Practitioners*. New York: Routledge.

Mozdzierz, G., Peluso, P. R., & Lisiecki, J. (2014). *Principles of Counseling and Psychotherapy: Learning the Essential Domains and Nonlinear Thinking of Master Practitioners (2nd Ed.)*. New York: Routledge.

Mozdzierz, G., Peluso, P. R., & Lisiecki, J. (2009). *Principles of Counseling and Psychotherapy: Learning the Essential Domains and Nonlinear Thinking of Master Practitioners*. New York: Routledge.

Sperry, L., Carlson, J., & Peluso, P. R. (2006). *Couples Therapy: Integrating Theory, Research, & Practice (2nd Ed.)*. Denver: Love Publishers.

Edited Books

Peluso, P. R., & Irvine, T. (Eds.). (2024). *Infidelity A Practitioner's Guide to Working with Couples in Crisis (2nd ed.)* [Edited Book]. New York: Routledge Publishers.

Peluso, P. R., Parsons, M., & Watts, R. (Eds.). (2013). *Changing Aging, Changing Family Therapy: Practicing with 21st Century Realities* [Edited Book]. New York: Routledge Publishers.

Peluso, P. R. (Ed.). (2007). *Infidelity A Practitioner's Guide to Working with Couples in Crisis* [Edited Book]. New York: Routledge Publishers.

Refereed Book Chapters

Peluso, P. R., & Freund, R. R. (2019). Facilitating Emotional Expression. In John C. Norcross, & Michael J. Lambert (Eds.), *Psychotherapy relationships that work (3rd ed.)* (pp. 421-460). New York: Oxford University Press.

Freund, R. R., Baker, A. Z., & Peluso, P. R. (2018). Adler's Individual Psychology and Spirituality. In *Spirituality and Religion in Counseling* (pp. 116-131). Routledge.

Peluso, P. R., & Vensel, S. (2013). Humanistic couples counseling. In *Humanistic perspectives on contemporary counseling issues* (pp. 135-158). Routledge.

Gottman, J. M., Peluso, P. R., & Bilot, J. (2012). An Interview with John M. Gottman. In *Changing Aging, Changing Family Therapy* (pp. 200-213). Routledge.

McGoldrick, M., Peluso, P. R., & Oles, K. (2012). An Interview with Monica McGoldrick. In *Changing Aging, Changing Family Therapy* (pp. 214-224). Routledge.

Parsons, M., & Peluso, P. R. (2012). Grandfamilies and Their Grand Challenges. In *Changing Aging, Changing Family Therapy* (pp. 62-78). Routledge.

Watts, R. E., Peluso, P. R., & Parsons, M. (2012). Grief, meaning making, and spirituality. In *Changing Aging, Changing Family Therapy* (pp. 185-194). Routledge.

Peluso, P. R. (2012). Introduction to the Interviews. In *Changing Aging, Changing Family Therapy* (pp. 196-199). Routledge.

Peluso, P. R. (2012). Personality as a self-consistent unity: A contemporary view. In *Alfred Adler revisited* (pp. 57-70). Routledge.

Parsons, M., & Peluso, P. R. (2012). Physical health in the elderly. In *Changing Aging, Changing Family Therapy* (pp. 95-111). Routledge.

Peluso, P. R. (2012). Summarizing changing aging, changing family therapy. In *Changing Aging, Changing Family Therapy* (pp. 260-277). Routledge.

Peluso, P. R., Parsons, M., & Watts, R. E. (2012). Work and financial issues related to living longer. In *Changing Aging, Changing Family Therapy* (pp. 141-164). Routledge.

Ng, Kok-Mun, Peluso, P. R., & Smith, S. D. (2011). Marital satisfaction, intimacy, enqing, and relationship stressors among Asians. In *Recovering intimacy in love relationships* (pp. 351-372). Routledge.

Peluso, P. R. (2007). Infidelity: Introduction and overview. In *Infidelity* (pp. 1-7). Routledge.

Pittman, F., Berman, K., & Peluso, P. R. (2007). Reflections of a Master: An Interview with Frank Pittman. In *Infidelity* (pp. 279-289). Routledge.

Rasmussen, P. R., & Kilborne, K. J. (2007). Sex in intimate relationships: Variations and challenges. In *Infidelity* (pp. 11-29). Routledge.

Peluso, P. R. (2007). Style of life. In *Readings in the theory of Individual Psychology* (pp. 205-222). Routledge.

Peluso, P. R. (2007). Summarizing infidelity: Lessons learned along the way. In *Infidelity* (pp. 319-324). Routledge.

Refereed Proceedings

Gibilisco, H., Laubenberger, M., Spiridonov, V., Belga, J., Hallstrom, J. O., & Peluso, P. R. (2018). A multi-modal approach to sensing human emotion. In *2018 IEEE International Conference on Big Data (Big Data)* (pp. 2499-2502). IEEE.

Miranda, A., Burns, C., Peluso, P., Milman, V., Coulter, S., & Miranda, A. (2004). The connection between stress-coping resources and craving in a group of addicted women. In *JOURNAL OF ADDICTIVE DISEASES* (pp. 148-148). HAWORTH PRESS INC 10 ALICE ST, BINGHAMTON, NY 13904-1580 USA.

Nonrefereed Monographs

Brigman, G., & Peluso, P. (2009). *Parent success skills*. Boca Raton, FL: Atlantic Education Consultants.

Contracts and Grants

Contracts and Grants Pending

Peluso, P. R. (Jul 2025). *Secondary Analysis of Emotional Exchanges in Psychotherapy: Enhancing Outcomes through Sentiment Analysis and Computer Vision*. Submitted to National Institute of Mental Health. Total award \$154,000.

Curriculum Vitae

Dania Tawfiq

General Information

University address: Human Development & Family Science
Anne Spencer Daves College of Education, Health, and Human Sciences
120 Convocation Way
Florida State University
Tallahassee 32304-FL

E-mail address: dtawfiq@fsu.edu

Professional Preparation

2024 Ph.D., Florida State University. Major: Marriage and Family Therapy.

2020 Ed.S., Florida State University. Major: Counseling and Human Services.

2020 M.S., Florida State University. Major: Counseling and Human Services. Clinical Mental Health Counseling.

2014 B.S., Florida State University. Major: Exercise Science.

Nondegree Education and Training

2025–present Online Quality Initiative Course.

FSU Office of Digital Learning and Academic Technology.

2025 Quality Matters: Applying the QM Rubric.

2025 FSU Center for the Advancement of Teaching Course Design.

2022 Attachment-Based Family Therapy.

Drexel University.

- 2022 Structured Clinical Interview for DSM Disorders (SCID-5).
- 2022 The Body Project Group Facilitation.
- 2021 The Gottman Research Institute, A Research-Based Approach to Relationships, Level 2.
- 2019 The Gottman Research Institute, A Research-Based Approach to Relationships, Level 1.
- 2018 Applied Suicide Intervention Skills.
- 2-1-1 Big Bend.

Professional Credential(s)

- 2025–present Licensed Mental Health Counselor.
- 2025–present AAMFT Approved Supervisor.
- 2017–present Certified Hotline Counselor.
- 2-1-1 Big Bend.

Professional Experience

- 2024–present Assistant Teaching Professor, Human Development & Family Science, Florida State University.
- 2022–2023 Instructor of Record, Human Development & Family Science, Florida State University.

Honors, Awards, and Prizes

- Journal of Marital and Family Therapy Apprentice Reviewer of the Year, JMFT (2023).
- Academic Leadership Award, FSU College of Health and Human Sciences (2023).

Current Membership in Professional Organizations

- American Association of Marriage and Family Therapy

American Counseling Association
Florida Counseling Association
Florida Mental Health Counseling Association
National Alliance on Mental Illness Tallahassee
National Council on Family Relations

Teaching

Courses Taught

Contexts of Adolescent Development (CHD3243) (2024–present).
Individual and Family Life Span Development (FAD3220) (2023–present).
Family Relationships: A Life Span Development Approach (FAD2230) (2022–2023).

Research and Original Creative Work

Publications

Refereed Journal Articles

Wu, Q., **Tawfiq, D.**, Jalapa, K., Lee, C., & Pocchio, K. (2024). A family systems investigation on couple emotional intimacy, parent-child relationships, and child social skills in middle childhood. *Child Development, 95*(6), 2195-2214. doi:[10.1111/cdev.14155](https://doi.org/10.1111/cdev.14155)

Wu, Q., Radey, M., Han, S., Jalapa, K., **Tawfiq, D.**, & McWey, L. (2024). Profiles of perceived resources among low-income, rural mothers: Prospective associations with maternal and child outcomes. *Family Process, 63*(1), 331-347. doi:[10.1111/famp.12862](https://doi.org/10.1111/famp.12862)

Wu, Q., Jalapa, K., Han, S., **Tawfiq, D.**, & Cui, M. (2023). A dynamic systems perspective towards executive function development: Susceptibility at both ends for inhibitory control. *Development and Psychopathology, 35*(2), 782-790. doi:[10.1017/S0954579422000037](https://doi.org/10.1017/S0954579422000037)

Jalapa, K., Wu, Q., **Tawfiq, D.**, Han, S., Lee, C., & Pocchio, K. (2023). Multigenerational homes buffered behavioral problems among children of Latinx but not White non-Latinx mothers. *Research on Child and Adolescent Psychopathology, 51*(10), 1391-1405. doi:[10.1007/s10802-023-01082-9](https://doi.org/10.1007/s10802-023-01082-9)

Morris, K., McDowell, C., **Tawfiq, D.**, Outler, C., & Kimmes, J. (2023). Relationship mindfulness, negative relationship quality, and physical health. *Journal of Marital and Family Therapy, 50*(1), 136-149. doi:[10.1111/jmft.12677](https://doi.org/10.1111/jmft.12677)

Tawfiq, D. (2022). "Feminism is intersectional": Interview with Evan Imber-Black, PhD on feminism and marriage and family therapy. *Journal of Feminist Family Therapy*. doi:[10.1080/08952833.2022.2106062](https://doi.org/10.1080/08952833.2022.2106062)

Vance, S., Dong, S., & **Tawfiq, D.** (2022). Mindfulness, openness to diversity, and color-blind racial ideology among white undergraduate students. *College Student Journal*, 56(2), 119–130.

Jaurequi, M., Kimmes, J., Ledermann, T., Seibert, G., Pocchio, K., & **Tawfiq, D.** (2022). Relationship satisfaction and sleep problems among college students: Serial indirect effects via relationship mindfulness and negative emotional symptoms. *Journal of American College Health*, 70(7), 2143-2151. doi:[10.1080/07448481.2020.1845183](https://doi.org/10.1080/07448481.2020.1845183)

Nonrefereed Books

Tawfiq, D., & McDowell, C. (2025). Therapist's attitudes about technology and teletherapy. In R. A. Cobb (Eds.) *The therapist's notebook for systemic teletherapy: Creative interventions for effective online therapy*. New York: Routledge.

Presentations

Refereed Presentations at Conferences

Tawfiq, D., Wu, Q., McWey, L., Lowery, D., & Kimmes, J. (presented 2024, November). *Adult attachment mindfulness and individual anxiety: A longitudinal mediation approach*. Poster presentation at AAMFT Systemic Family Therapy Conference, AAMFT, Orlando, FL. (National)

Jalapa, K., Wu, Q., Han, S., Lee, C., **Tawfiq, D.**, & Pocchio, K. (presented 2023, November). *Predictors of father-child relationships among white and hispanic multigenerational homes*. Presentation at National Council on Family Relations Annual Conference, NCFR, Orlando, FL. (National)

Pocchio, K., Park, P., Wu, Q., **Tawfiq, D.**, Han, S., & Outler, C. (presented 2023, November). *The impact of social support on body project treatment: A qualitative design*. Poster presentation at National Council on Family Relations Annual Conference, NCFR, Orlando, FL. (National)

Lee, C., Wu, Q., Marroquin, C., Park, P., Jalapa, K., Han, S., **Tawfiq, D.**, & Pocchio, K. (presented 2023, November). *Understanding Korean parents' expectations and parenting: A gender perspective*. Presentation at National Council on Family Relations Annual Conference, NCFR, Orlando, FL. (National)

Pocchio, K., Wu Q, Park. S, **Tawfiq, D.**, Han, S., & Outler, C. (presented 2023, September). *Feasibility and obstacles of an adapted body project treatment*. Presentation at Intervention Research in Systemic Family Therapy Conference, AAMFT, Provo, UT. (National)

Han, S., Wu, Q., Jalapa, K., **Tawfiq, D.**, & Lee, C. (presented 2023, March). *Longitudinal associations among mother-father Intimacy, father-child relationship, and child's social skills development in middle childhood*. Poster presentation at Biennial Meeting of Society for Research in Child Development, SRCD, Salt Lake City, UT. (National)

Jalapa, K., Wu, Q., **Tawfiq, D.**, Han, S., Lee, C., & Pocchio, K. (presented 2023, March). *Multigenerational homes: A buffer for child behavioral problems against maternal depression among Hispanic Mothers*. Presentation at Biennial Meeting of Society for Research in Child Development, SRCD, Salt Lake City, UT. (National)

Jalapa, K., Wu, Q., **Tawfiq, D.**, Han, S., & Lee, C. (presented 2022, November). *Can multigenerational homes Buffer Behavioral Problems against Maternal Depression among Children of Hispanic versus White Mothers*. Poster presentation at National Council on Family Relations Annual Conference, NCFR, Minneapolis, MN. (National)

Tawfiq, D., Wu, Q., Jalapa, K., Han, S., & Lee, C. (presented 2022, November). *Clients sleep quality and the therapeutic in couples therapy*. Poster presentation at National Council on Family Relations Annual Conference, NCFR, Minneapolis, MN. (National)

Wu, Q., Radey, M., Han, S., Jalapa, K., **Tawfiq, D.**, & McWey, L. (presented 2022, November). *Profiles of perceived resources among low-income, rural mothers: Prospective associations with maternal and child mental health*. Poster presentation at National Council on Family Relations Annual Conference, NCFR, Minneapolis, MN. (National)

Jaurequi, M., Kimmes, J., Seibert, G., Pocchio, K., Otero-Vargas, F., & **Tawfiq, D.** (presented 2020, November). *Sleep: The Role of Relationship Satisfaction and Mindfulness*. Presentation at American Association for Marriage and Family Therapy Conference, AAMFT, Orlando, FL. (National)

Iturriaga, V., **Tawfiq, D.**, Monk, M., & Crenshaw, &. (presented 2020, February). *No place called home: Contextualizing the impact of deportation and the need for counseling and social justice advocacy for undocumented families*. Poster presentation at Florida Mental Health Counseling Association Conference, FMHCA, Lake Mary, FL. (State)

Emanuel-Wright, A., Magwood, N., **Tawfiq, D.**, & Norzea, L. (presented 2020, February). *The impact of microaggressions on substance abuse levels in African American college students who attend primarily white institutions*. Poster presentation at Florida Mental Health Counseling Association Conference, FMHCA, Lake Mary, FL. (State)

Monagas, &., Eto, &., Stephens, &., Magwood, N., & **Tawfiq, D.** (presented 2020, February). *The role of emotional dysregulation in eating disorders and borderline personality disorder and its implications on treatment.* Poster presentation at Florida Mental Health Counseling Association Conference, FMHCA, Lake Mary, FL. (State)

Awarded 1st Place Poster.

Monk, M., Spitz, C., Iturriaga, V., **Tawfiq, D.**, & Norzea, L. (presented 2020, February). *Trauma and aggression in youth: A review of current literature and recommendations.* Poster presentation at Florida Mental Health Counseling Association Conference, FMHCA, Lake Mary, FL. (State)

Iturriaga, V., Turner, K., Crenshaw, E., & **Tawfiq, D.** (presented 2019, March). *Culturally competent counseling with asylum seekers and refugees from El Salvador.* Poster presentation at Florida Mental Health Counseling Association Conference, FMHCA, Lake Mary, FL. (State)

Tawfiq, D., Iturriaga, V., Crenshaw, E., & MacVicar, F. (presented 2019, March). *From strain to strength: exploring burnout, resilience, and client outcomes in counseling.* Poster presentation at Marvalene Hughes Research in Education Conference, FSU, Tallahassee, FL. (Local)

McCullough, A., **Tawfiq, D.**, & Norzea, L. (presented 2019, March). *Mental health counseling considerations and applications for transgender individuals.* Poster presentation at Marvalene Hughes Research in Education Conference, FSU, Tallahassee, FL. (Local)

McCullough, A., **Tawfiq, D.**, & Norzea, L. (presented 2019, February). *Mental health counseling considerations and applications for transgender individuals.* Poster presentation at Florida Mental Health Counseling Association Conference, FMHCA, Lake Mary, FL. (State)

Awarded 3rd Place Poster.

Tawfiq, D., Iturriaga, V., & Crenshaw, E. (presented 2019, February). *Risk factors, resilience, and implications of occupational burnout on counselors and patient outcomes.* Poster presentation at Florida Mental Health Counseling Association Conference, FMHCA, Lake Mary, FL. (State)

Awarded 1st Place Poster.

Refereed Presentations at Symposia

Tawfiq, D., Iturriaga, V., & Monk, M. (accepted). Implications of trauma informed care for childhood abuse on adult severe obesity and dysfunctional eating patterns. In *Florida Counseling Association Trauma Symposium*. Poster presentation to be conducted at the meeting of FCA, Clearwater, FL. (State)

Service

Florida State University

FSU Department Service

Chair, University Curriculum Committee (2025–present).

Undergraduate University Curriculum Committee for Department of Human Development & Family Science.

Faculty Advisor, Human Development & Family Science Club (2025–present).

Member, HDFS Assistant Professor Search Committee (2025–present).

Member, HDFS Scholarship Committee (2025–present).

Member, HDFS Teaching Faculty Search (2025–present).

Member, HDFS Assistant Professor Search Committee (2023).

Member, MFT Program Director Search Committee (2023).

The Profession

Guest Reviewer for Refereed Journals

Gender and Education Journal (2025–present).

Journal of Marital and Family Therapy (Feb 2022–Aug 2025).

Curriculum Vitae

Qiong (Joanna) Wu

April 28, 2025

General Information

University address: Department of Human Development and Family Science
Anne Spencer Daves College of Education, Health, and Human Sciences
322 Sandels Building
Florida State University
Tallahassee, Florida 32306-1491

E-mail address: qwu3@fsu.edu

Web site: <https://annescollege.fsu.edu/faculty-staff/dr-qiong-joanna-wu>

Professional Preparation

2018 Ph.D., The Ohio State University. Major: Human Development and Family Science. Specialization in Couple and Family Therapy & Quantitative Research Methods. Supervisor: Dr. Xin Feng.

Qiong Wu. (2018). *Maternal Emotion Socialization and Child Emotion Regulation in At-Risk Populations*. Unpublished doctoral dissertation, The Ohio State University.

2014 M.S., The Ohio State University. Major: Human Development and Family Science. Supervisor: Dr. Xin Feng.

Qiong Wu. (2014). *Relationships among Maternal Emotion-related Socialization, Depressive Symptoms and Child Emotion Regulation: Child Emotionality as a Moderator*. Unpublished master's thesis, The Ohio State University.

2012 B.S., Peking University. Major: Psychology.

Professional Experience

2024–present Associate Professor, Human Development and Family Science, Florida State University.

2024–present Program Director, Marriage and Family Therapy Doctoral Program, Human Development and Family Science, Florida State University.

2018–2024 Assistant Professor, Human Development and Family Science, Florida State University.

Honors, Awards, and Prizes

Journal of Marital and Family Therapy Reviewer of the Year, Journal of Marital and Family Therapy (2020).

Member Spotlight, Society for Research in Child Development Asian Caucus (2020).

First Year Assistant Professor Award, Council on Research & Creativity, Florida State University (2019). (\$20,000).

ISSBD Early Career Scholar Travel Grant, International Society for the Study of Behavioural Development (2018). (\$1,000).

OAMFT Scholarship, AAMFT Ohio Division (2017). (\$200).

SRCD Student Travel Award, Society for Research in Child Development (2017). (\$300).

College of Education and Human Ecology Scholarship, The Ohio State University (2017).

College of Education and Human Ecology Scholarship, The Ohio State University (2016).

College of Education and Human Ecology Scholarship, The Ohio State University (2015).

EHE-Helen Strow Travel Award, College of Education of Human Ecology, The Ohio State University (2014). (\$750).

College of Education and Human Ecology Scholarship, The Ohio State University (2014).

Research Fellow, Crane Center for Early Childhood Research and Policy, The Ohio State University (2014).

College of Education and Human Ecology Scholarship, The Ohio State University (2013).

College of Education and Human Ecology Scholarship, The Ohio State University (2012).

Current Membership in Professional Organizations

American Association for Marriage and Family Therapy

International Society for the Study of Behavioral Development

National Council on Family Relations

Society for Research in Child Development

Teaching

Courses Taught

Clinical Assessments in MFT (FAD4905)
Advanced Longitudinal Modeling in Family Science (FAD6701)
Professional Development in Family and Child Sciences (CHD5617)
Child Growth and Development: The Foundation Years (CHD2220)
Research Topics (PSY 4920)
Dissertation Prep (CHD5906)
Longitudinal Data Analysis (FAD6935)
Practicum in Marital and Family Therapy (FAD6940)
Systems Theory and Techniques (FAD 5906)
Child Adversity (FAD5900)
Special Project (FAD 5970)
Supervised Research (FAD 5912)
Emotion Socialization and Regulation (FAD 5906)
Child Development (online) (HDFS 2410D)
Child Development (HDFS 2410)

Clinical Practice

Practicum, Couple and Family Therapy Clinic, OSU (2018)

Internship, Star House (2018)

Emotion Intervention Pilot Study (PI: Xin Feng, Ph.D.), OSU (2017)

Practicum, Parenting and Family Clinic, Schoenbaum Family Center, OSU (2017)

Supervision of Clinical Practice

Internship supervisor, FSU MFT program (2023)

Practicum supervisor, FSU Center for Couple and Family Therapy (2023)

Student supervisor, OSU Couple and Family Therapy Clinic (2018)

New Course Development

Systems Theory and Techniques (2022)

Emotion Socialization and Regulation (2021)

Longitudinal Data Analysis (2020)

Doctoral Committee Chair

Han, S. J., graduate. (2024). *Longitudinal bidirectional associations between parent-child positive relationships and internalizing problems in middle childhood.*

Pocchio, K., graduate. (2024). *The feasibility of the adapted body project training and its impact on treatment outcomes.*

Tawfiq, D., graduate. (2024). *Adult attachment, mindfulness, and individual anxiety: A longitudinal mediation approach.*

Jalapa, K., doctoral candidate.

Lee, C. R., doctoral candidate.

MacVicar, F., doctoral student.

Zhang, X., doctoral student.

Doctoral Committee Member

Park, S. M., graduate. (2024).

McDowell, C., graduate. (2024).

Unhjem, L., graduate. (2024).

Srivastava, S., graduate. (2023).

Lancaster, M., graduate. (2020).

Johnson, T., doctoral candidate.

Cockey, A. J., doctoral student.

Hughes, A., doctoral student.

Opara, C., doctoral student.

Stange, K., doctoral student.

Lowery, D., doctoral student.

Triplett, N., doctoral student.

de Leon, K., doctoral student.

Master's Committee Chair

Stein, H., graduate. (2024).

Bryant, T., student.

Barrett, R., student.

Master's Committee Member

Lindholm, M., student.

Vazquez, S., student.

Bachelor's Committee Member

Evans, B., student.

Research and Original Creative Work

Program of Research and/or Focus of Original Creative Work

I am interested in the intergenerational transmission of psychopathology in the family. I have focused my research on examining how maternal depression affects young children's socioemotional development through frameworks of emotion socialization and emotion regulation. As an applied researcher and clinician, I am also interested in process-oriented research in family therapy interventions aimed at improving emotional interactions among family members. Finally, as a quantitative methodologist, I collaborate in various research projects.

Publications

Refereed Journal Articles

McWey, L. M., Wu, Q., *Outler, C., Millender, E., & Radey, M. (submitted). Public and private safety nets, maternal stress, and child mental health outcomes among low-income families. *Journal of Child and Family Studies*. Manuscript submitted for publication.

Ku, S., Hooper, E., Wu, Q., Braren, S., & Blair, C. (in press). Bidirectional associations among maternal depressive symptoms, child social skills and child executive function development using latent change scores. *Developmental Psychology*.

Millender, E., Radey, M., Sabuncu, B. C., Wu, Q., & McWey, L. M. (in press). Exploring the interplay of social safety nets, race, ethnicity, and nativity on psychological distress among low-income mothers. *Child Psychiatry & Human Development*.

Slesnick, N., Brakenhoff, B., Bungler, A., Chavez, L., Cuthbertson, C., Famelia, R., Feng, X., Fitzpatrick, M., Ford, J., Holowacz, E., Jaderlund, S., Kelleher, K., Luthy, E., Mallory, A., Martin, J., Pizzulo, A., Stone-Sabali, S., Wu, Q., Zhang, J., & Yilmazer, T. (in press). Patterns of service needs and use by subgroups of youth experiencing homelessness. *Journal of Social Distress and Homelessness*.

- Wu, Q., Radey, M., McWey, L., & Millender, E. (2025). Within-family processes among safety nets, maternal parenting stress and child behavioral problems among low-income families: The importance of race and ethnicity. *Family Process*. doi:[10.1111/famp.13056](https://doi.org/10.1111/famp.13056)
- Wu, Q., *Han, S., *Tawfiq, D., *Jalapa, K., *Lee, C., & *Pocchio, K. (2024). A family systems investigation on couple emotional intimacy, parent-child relationships, and child social skills in middle childhood. *Child Development*, 95(6), 2195-2214. doi:[10.1111/cdev.14155](https://doi.org/10.1111/cdev.14155)
- Zhang, J., Wu, Q., Slesnick, N., Feng, X., & Ford, J. (2024). Co-occurring trajectory of housing stability and parenting stress and its effects on child behavior problems: A randomized controlled trial of housing intervention for young homeless mothers. *Family Process*, 63(3), 1249-1268. doi:[10.1111/famp.12954](https://doi.org/10.1111/famp.12954)
- Wu, Q. (2024). Fluctuations in maternal depressive symptoms, anxiety, and anger and children's depression risk in middle childhood. *Research on Child and Adolescent Psychopathology*, 52, 1247–1260. doi:[10.1007/s10802-024-01201-0](https://doi.org/10.1007/s10802-024-01201-0)
- Radey, M., Wu, Q., McWey, L. M., & Millender, E. (2024). Instrumental safety net configurations and changes over time among low-income, vulnerable families. *American Journal of Orthopsychiatry*, 94(3), 339–351. doi:[10.1037/ort0000728](https://doi.org/10.1037/ort0000728)
- Wu, Q., Radey, M., *Han, S., *Jalapa, K., *Tawfiq, D., & McWey, L. M. (2024). Profiles of perceived resources among low-income, rural mothers: Prospective associations with maternal and child outcomes. *Family Process*. doi:[10.1017/S0954579422000037](https://doi.org/10.1017/S0954579422000037)
- Wu, Q., *Jalapa, K., *Lee, C., *Zhang, X., & Langlais, M. (2024). Temperamental shyness, peer competence, and loneliness in middle childhood: The role of positive emotion. *Research on Child and Adolescent Psychopathology*, 52, 1887–1899. doi:[10.1007/s10802-024-01246-1](https://doi.org/10.1007/s10802-024-01246-1)
- Wu, Q. (2024). The degree of fluctuations in maternal depressive symptoms in early childhood is associated with children's depression risk: Initial evidence and replication between two independent samples. *Research on Child and Adolescent Psychopathology*, 52(5), 727-741. doi:[10.1007/s10802-023-01159-5](https://doi.org/10.1007/s10802-023-01159-5)
- Wu, Q., *Jalapa, K., *Han, S., *Tawfiq, D., & Cui, M. (2023). A dynamic systems perspective towards executive function development: Susceptibility towards both ends for inhibitory control. *Development and Psychopathology*, 35(2), 782-790. doi:[10.1017/S0954579422000037](https://doi.org/10.1017/S0954579422000037)
- Wu, Q., Zhang, J., Walsh, L., & Slesnick, N. (2023). Heterogeneous trajectories of suicidal ideation among homeless youth: Predictors and suicide-related outcomes. *Development and Psychopathology*. doi:[10.1017/S0954579422000372](https://doi.org/10.1017/S0954579422000372)

Slesnick, N., Zhang, J., Feng, X., Mallory, A., Martin, J., Famelia, R., Brakenhoff, B., Yilmazer, T., Wu, Q., Ford, J., Holowacz, E., Jaderlund, S., Hatsu, I., Luthy, E., Chavez, L., Walsh, L., & Kelleher, K. (2023). Housing and supportive services for substance use and self-efficacy among young mothers experiencing homelessness: A randomized controlled trial. *Journal of Substance Use Treatment, 144*, 108917. doi:[10.1016/j.jsat.2022.108917](https://doi.org/10.1016/j.jsat.2022.108917)

Wu, Q., & Cui, M. (2023). How much maternal sensitivity is adaptive: Fear temperament, high-intensity fear, and preschooler's behavioral problems. *Journal of Affective Disorders, 328*, 200-209. doi:[10.1016/j.jad.2023.02.040](https://doi.org/10.1016/j.jad.2023.02.040)

Slesnick, N., Brakenhoff, B., Bunker, A., Chavez, L., Cuthbertson, C., Famelia, R., Feng, X., Fitzpatrick, M., Ford, J., Holowacz, E., Jaderlund, S., Kelleher, K., Luthy, E., Mallory, A., Martin, J., Pizzulo, A., Yilmazer, T., Wu, Q., & Zhang, J. (2023). Lessons learned from housing first, rapid rehousing trials with youth experiencing homelessness. *American Journal of Community Psychology*. doi:[10.1186/s13722-023-00413-x](https://doi.org/10.1186/s13722-023-00413-x)

*Jalapa, K., Wu, Q., *Tawfiq, D., *Han, S., *Lee, C., & *Pocchio, K. (2023). Multigenerational homes buffered behavioral problems among children of Latinx but not White non-Latinx mothers. *Research on Child and Adolescent Psychopathology*. doi:[10.1007/s10802-023-01082-9](https://doi.org/10.1007/s10802-023-01082-9)

Wu, Q., McWey, L. M., & Ledermann, T. (2023). Which therapist perceptions best predict client outcomes? A naturalistic examination. *Journal of Marital and Family Therapy, 49*(1), 151-168. doi:[10.1111/jmft.12611](https://doi.org/10.1111/jmft.12611)

Wu, Q., & Hooper, E. (2023). White and Black Parents' emotion coaching beliefs: Differential associations with preschooler's behavioral problems. *Journal of Family Psychology*. doi:[10.1037/fam0001089](https://doi.org/10.1037/fam0001089)

Ledermann, T., Rudaz, M., Wu, Q., & Cui, M. (2022). Determine power and sample size for the simple and mediation Actor-Partner Interdependence Model. *Family Relations, 71*(4), 1452-1469. doi:[10.1111/fare.12644](https://doi.org/10.1111/fare.12644)

Wang, X., Wu, Q., & Phelps, B. J. (2022). How Do Fathers Help? A Moderation Analysis of the Association between Adverse Childhood Experiences and Child Behavioral Health in Fragile Families. *Child Psychiatry & Human Development, 53*, 754–764. doi:[10.1007/s10578-021-01170-1](https://doi.org/10.1007/s10578-021-01170-1)

Wu, Q., Zhang, J., Walsh, L., & Slesnick, N. (2022). Illicit Drug Use, Cognitive Distortions, and Suicidal Ideation Among Homeless Youth: Results From a Randomized Controlled Trial. *Behavior Therapy, 53*(1), 92-104. doi:[10.1016/j.beth.2021.06.004](https://doi.org/10.1016/j.beth.2021.06.004)

- Wu, Q., *Su, T., McWey, L. M., & Ledermann, T. (2022). Individual's pretreatment psychological symptoms and progress in couples therapy: A person-centered analysis. *Family Process, 61*(2), 591-608. doi:[10.1111/famp.12713](https://doi.org/10.1111/famp.12713)
- Wu, Q., Feng, X., Yan, J., Hooper, E. G., Gerhardt, M., & Ku, S. (2022). Maternal emotion coaching styles in the context of maternal depressive symptoms: Associations with preschoolers' emotion regulation. *Emotion, 22*(6), 1171-1184. doi:[10.1037/emo0000916](https://doi.org/10.1037/emo0000916)
- Wu, Q. (2021). A biopsychosocial perspective on maternal parenting in the first two years of infant life. *Behavioural Brain Research, 411*, 113375. doi:[10.1016/j.bbr.2021.113375](https://doi.org/10.1016/j.bbr.2021.113375)
- Wu, Q., Yan, J., & Cui, M. (2021). A Developmental Hierarchical-Integrative Perspective on the Emergence of Self-Regulation: A Replication and Extension. *Child Development, 92*(5), e997-e1016. doi:[10.1111/CDEV.13559](https://doi.org/10.1111/CDEV.13559)
- Yan, J. J., Schoppe-Sullivan, S., Wu, Q., & Han, Z. R. (2021). Associations from Parental Mindfulness and Emotion Regulation to Child Emotion Regulation Through Parenting: the Moderating Role of Coparenting in Chinese families. *Mindfulness, 12*(6), 1513-1523. doi:[10.1007/s12671-021-01619-3](https://doi.org/10.1007/s12671-021-01619-3)
- Wu, Q., *Farley, T., & Cui, M. (2021). Breastfeeding, maternal psychopathological symptoms, and infant problem behaviors among low-income mothers returning to work. *Social Science and Medicine, 285*, 114288. doi:[10.1016/j.socscimed.2021.114288](https://doi.org/10.1016/j.socscimed.2021.114288)
- Zhang, J., Wu, Q., & Slesnick, N. (2021). Childhood sexual abuse moderates the mediating pathways connecting cognitive distortions and suicidal ideation among homeless youth. *American Journal of Orthopsychiatry, 91*(5), 682-692. doi:[10.1037/ort0000569](https://doi.org/10.1037/ort0000569)
- Wu, Q., Parker, M. L., McWey, L. M., & Ledermann, T. (2021). Couple Satisfaction, Depressive Symptoms, and the Therapeutic Alliance: A Systemic Perspective. *Family Process, 60*(2), 393-408. doi:[10.1111/famp.12594](https://doi.org/10.1111/famp.12594)
- Wu, Q., & Gazelle, H. (2021). Development of Infant High-Intensity Fear and Fear Regulation from 6 to 24 Months: Maternal Sensitivity and Depressive Symptoms as Moderators. *Research on Child and Adolescent Psychopathology, 49*(11), 1473-1487. doi:[10.1007/s10802-021-00842-9](https://doi.org/10.1007/s10802-021-00842-9)
- Yan, J. J., Feng, X., Shoppe-Sullivan, S. J., Gerhardt, M., & Wu, Q. (2021). Maternal Depressive Symptoms Predict Girls' but Not Boys' Emotion Regulation: A Prospective Moment-to-Moment Observation Study. *Research on Child and Adolescent Psychopathology, 49*(9), 1227-1240. doi:[10.1007/s10802-021-00806-z](https://doi.org/10.1007/s10802-021-00806-z)

- Zhang, J., Wu, Q., & Slesnick, N. (2021). Social Problem-Solving and Suicidal Ideation Among Homeless Youth Receiving a Cognitive Therapy Intervention: A Moderated Mediation Analysis. *Behavior Therapy, 52*(3), 552-563. doi:[10.1016/j.beth.2020.07.005](https://doi.org/10.1016/j.beth.2020.07.005)
- Cully, L., Wu, Q., & Slesnick, N. (2021). The Role of Maternal Acceptance in Mediating Child Outcomes Among Substance Using Women Experiencing Intimate Partner Violence. *Journal of Interpersonal Violence, 36*, 3191–3208. doi:[10.1177/0886260518774300](https://doi.org/10.1177/0886260518774300)
- Wu, Q. (2021). Trajectory of Maternal Postpartum Depressive Symptoms Moderates the Bidirectional Associations between Maternal Intrusive Parenting and Infant Fear. *Journal of Affective Disorders, 292*, 359-368. doi:[10.1016/j.jad.2021.05.099](https://doi.org/10.1016/j.jad.2021.05.099)
- Gerhardt, M., Feng, X., Wu, Q., Hooper, E., Ku, S., & Chan, M. (2020). A naturalistic study of parental emotion socialization: Unique contributions of fathers. *Journal of Family Psychology, 34*, 204–214. doi:[10.1037/fam0000602](https://doi.org/10.1037/fam0000602)
- Wu, Q., McWey, L. M., & Ledermann, T. (2020). Clients' Attributions of the Presenting Problem and the Therapeutic Alliance in Couple Therapy: Systemic Versus Intrapersonal Perspectives. *Journal of Marital and Family Therapy, 46*(4), 661-673. doi:[10.1111/jmft.12432](https://doi.org/10.1111/jmft.12432)
- Slesnick, N., Zhang, J., Feng, X., Wu, Q., Walsh, L., & Granello, D. H. (2020). Cognitive Therapy for Suicide Prevention: A Randomized Pilot with Suicidal Youth Experiencing Homelessness. *Cognitive Therapy and Research, 44*(2), 402-411. doi:[10.1007/s10608-019-10068-1](https://doi.org/10.1007/s10608-019-10068-1)
- Wu, Q., Zhang, J., Walsh, L., & Slesnick, N. (2020). Family network satisfaction moderates treatment effects of cognitive therapy among homeless youth experiencing suicidal ideation. *Behaviour Research and Therapy, 125*, 103548. doi:[10.1016/j.brat.2019.103548](https://doi.org/10.1016/j.brat.2019.103548)
- Wu, Q., & Feng, X. (2020). Infant emotion regulation and cortisol response during the first two years of life: Association with maternal parenting profiles. *Developmental Psychobiology, 62*, 1076-1091. doi:[10.1111/DEV.21965](https://doi.org/10.1111/DEV.21965)
- Wu, Q., Zhang, J., & Slesnick, N. (2020). Intergenerational transmission of maternal overprotection and child anxiety in substance-using families. *Journal of Anxiety Disorders, 73*, 102236. doi:[10.1016/j.janxdis.2020.102236](https://doi.org/10.1016/j.janxdis.2020.102236)
- Wu, Q., Feng, X., Gerhardt, M., & Wang, L. (2020). Maternal depressive symptoms, rumination, and child emotion regulation. *European Child and Adolescent Psychiatry, 29*(8), 1125-1134. doi:[10.1007/s00787-019-01430-5](https://doi.org/10.1007/s00787-019-01430-5)

Wu, Q., & Slesnick, N. (2020). Substance Abusing Mothers with a History of Childhood Abuse and Their Children's Depressive Symptoms: The Efficacy of Family Therapy. *Journal of Marital and Family Therapy*, 46(1), 81-94. doi:[10.1111/jmft.12364](https://doi.org/10.1111/jmft.12364)

Ku, S., Feng, X., Hooper, E., Wu, Q., & Gerhardt, M. (2019). Interactions between familial risks profiles and preschoolers' emotionality in predicting executive function. *Journal of Applied Developmental Psychology*, 63, 76-86. doi:[10.1016/j.appdev.2019.06.001](https://doi.org/10.1016/j.appdev.2019.06.001)

Wu, Q., & Slesnick, N. (2019). Interruption of Dysfunctional Mother-Child Reciprocal Influences Associated With Family Therapy. *Journal of Family Psychology*, 33(7), 753-763. doi:[10.1037/fam0000536](https://doi.org/10.1037/fam0000536)

Wu, Q., Feng, X., Hooper, E., Gerhardt, M., Ku, S., & Chan, M. (2019). Maternal emotion coaching and preschooler's emotionality: Moderation by maternal parenting stress. *Journal of Applied Developmental Psychology*, 65, 101066. doi:[10.1016/j.appdev.2019.101066](https://doi.org/10.1016/j.appdev.2019.101066)

Wu, Q., Hooper, E., Feng, X., Gerhardt, M., & Ku, S. (2019). Mothers' depressive symptoms and responses to preschooler's emotions: Moderation by child expression. *Journal of Applied Developmental Psychology*, 60, 134-143. doi:[10.1016/j.appdev.2018.09.005](https://doi.org/10.1016/j.appdev.2018.09.005)

Wang, X., Wu, Q., & Yoon, S. (2019). Pathways from infancy father engagement to late childhood aggression: Mediation through mother's parenting stress. *Child Psychiatry & Human Development*, 50, 605–617. doi:[10.1007/s10578-018-00866-1](https://doi.org/10.1007/s10578-018-00866-1)

Murnan, A., Wu, Q., & Slesnick, N. (2018). Effects of Ecologically-Based Family Therapy with Substance Using, Prostituting Mothers. *Journal of Family Therapy*, 40(4), 557-583. doi:[10.1111/1467-6427.12187](https://doi.org/10.1111/1467-6427.12187)

Wu, Q., Harwood, R. L., & Feng, X. (2018). Family Socioeconomic Status and Maternal Depressive Symptoms: Mediation through Household Food Insecurity across Five Years. *Social Science & Medicine*. doi:[10.1016/j.socscimed.2018.08.043](https://doi.org/10.1016/j.socscimed.2018.08.043)

Hooper, E. G., Wu, Q., Ku, S., Gerhardt, M., & Feng, X. (2018). Maternal Emotion Socialization and Child Outcomes among African Americans and European Americans. *Journal of Child and Family Studies*, 27(6), 1870–1880. doi:[10.1007/s10826-018-1020-9](https://doi.org/10.1007/s10826-018-1020-9)

Brakenhoff, B., Wu, Q., & Slesnick, N. (2018). Substance Using Mothers Experiencing Suicidal Thoughts: Impact of Parenting Behaviors on Child Behavior Problems. *Journal of Child and Family Studies*, 27(2), 629-638. doi:[10.1007/s10826-017-0897-z](https://doi.org/10.1007/s10826-017-0897-z)

Murnan, A., Wu, Q., & Slesnick, N. (2018). The Impact of Parenting on Child Mental Health among Children of Prostituting Mothers. *Children and Youth Services Review*, 89, 212-217. doi:[10.1016/j.childyouth.2018.04.042](https://doi.org/10.1016/j.childyouth.2018.04.042)

Wu, Q., Slesnick, N., & Murnan, A. (2018). Understanding Parenting Stress and Children's Behavior Problems among Homeless, Substance-Abusing Mothers. *Infant Mental Health Journal*, 39(4), 423-431. doi:[10.1002/imhj.21717](https://doi.org/10.1002/imhj.21717)

Wu, Q., Slesnick, N., & Zhang, J. (2018). Understanding the role of emotion-oriented coping in women's motivation for change. *Journal of Substance Abuse Treatment*, 86, 1-8. doi:[10.1016/j.jsat.2017.12.006](https://doi.org/10.1016/j.jsat.2017.12.006)

Wu, Q., Feng, X., Hooper, E. G., & Ku, S. (2017). Maternal Emotion Socialization, Depressive Symptoms and Child Emotion Regulation: Child Emotionality as a Moderator. *Infant and Child Development*, 26(1), e1979. doi:[10.1002/icd.1979](https://doi.org/10.1002/icd.1979)

Yang, F., Wu, Q., & Li, S. (2014). Learning-induced uncertainty reduction in perceptual decisions is task-dependent. *Frontiers in Human Neuroscience*, 8, 282. doi:[10.3389/fnhum.2014.00282](https://doi.org/10.3389/fnhum.2014.00282)

Invited Book Chapters

Wu, Q., Ledermann, T., & McWey, L. M. (2024). Multilevel models in couple and family therapy. In R. Miller, & L. Johnson (Eds.), *Advanced Methods in Family Therapy Research (2nd Ed.)*. New York, NY: Routledge Press.

*Otero-Vargas, F., & Wu, Q. (2022). Chapter 6: Central and East Asia. In M. L. Parker, & K. Campbell (Eds.), *Women and Sexuality: Global Lives in Focus*. Santa Barbara, CA: ABC-CLIO.

Cully, L., Wu, Q., & Slesnick, N. (2018). Ecologically based family therapy for adolescents who have left home. In Sean Kidd, Natasha Slesnick, Tyler Frederick, Jeff Karabanow, & Stephen Gaetz (Eds.), *Mental Health & Addiction Interventions for Youth Experiencing Homelessness: Practical Strategies for Front-line Providers*. Toronto: Canadian Observatory on Homelessness Press. Retrieved from http://homelesshub.ca/sites/default/files/COH-MentalHealthBook_0.pdf

Presentations

Refereed Presentations at Conferences

*Lee, C., Wu, Q., *Jalapa, K., & *Zhang, X. (presented 2024, November). *A prospective study of Korean parents' education fever, subjective happiness, and parenting styles in middle childhood*. Poster presentation at the 2024 National Council on Family Relations Annual Conference, National Council on Family Relations, Bellevue, WA. (National)

*Tawfiq, D., Wu, Q., McWey, L., *Lowey, D., & Kimmes, J. (presented 2024, November). *Adult attachment, mindfulness, and individual anxiety: A longitudinal mediation approach*. Poster presentation at the 2024 Intervention Research in Systemic Family Therapy Conference, American Association for Marriage and Family Therapy, Orlando, FL. (National)

*Jalapa, K., Wu, Q., & *Lee, C. (presented 2024, November). *Examining spillover and crossover effects of parental depressive symptoms and parental involvement among Latinx multigenerational families*. Poster presentation at the 2024 National Council on Family Relations Annual Conference, National Council on Family Relations, Bellevue, WA. (National)

*Lee, C., & Wu, Q. (presented 2024, November). *Korean parents' subjective happiness, parenting style, and the moderating effect of education fever: A longitudinal analysis*. Poster presentation at the 2024 Intervention Research in Systemic Family Therapy Conference, American Association for Marriage and Family Therapy, Orlando, FL. (National)

*Han, S., & Wu, Q. (presented 2024, November). *Longitudinal bidirectional associations between parent-child positive relationships and internalizing problems in middle childhood*. Poster presentation at the 2024 Intervention Research in Systemic Family Therapy Conference, American Association for Marriage and Family Therapy, Orlando, FL. (National)

*Park, S., Lee, S., & Wu, Q. (presented 2024, November). *Mother's couple relationship quality, internal working models, parenting stress and child outcomes: A mediation analysis*. Poster presentation at the 2024 National Council on Family Relations Annual Conference, National Council on Family Relations, Bellevue, WA. (National)

Gazelle, H., & Wu, Q. (presented 2024, June). *Transactions between anxious solitude and social anxiety symptoms from middle childhood to early adolescence: Impact of the middle school transition*. Presentation at the 27th biannual meeting of the International Society for the Study of Behavioural Development, International Society for the Study of Behavioural Development, Lisbon, Portugal. (International)

Radey, M., Millender, E., Wu, Q., & McWey, L. (presented 2023, December). *The landscape and importance of low-income mothers' safety nets for mental health & health equity*. Presentation at the 8th Annual Conference, Florida Maternal Mental Health Collaborative, Florida Maternal Mental Health Collaborative, Tallahassee, FL. (Regional)

Wu, Q. (Chair). (presented 2023, November). *Cultural considerations of risk and protective factors within children's familial environment*. Presentation at the 2023 National Council on Family Relations Annual Conference, National Council on Family Relations, Orlando, FL. (National)

McWey, L., Wu, Q., Radey, M., & Millender, E. (presented 2023, November). *Maternal public and private safety nets and child behavior problems among families living in poverty*.

Presentation at the 2023 National Council on Family Relations Annual Conference, National Council on Family Relations, Orlando, FL. (National)

Hooper, E. G., Feng, X., Wu, Q., & Ku, S. (presented 2023, November). *Pilot study on conjoint therapy for maternal depression and children's problem behaviors*. Presentation at the 2023 National Council on Family Relations Annual Conference, National Council on Family Relations, Orlando, FL. (National)

*Jalapa, K., Wu, Q., *Tawfiq, D., *Han, S., *Lee, C., & *Pocchio, K. (presented 2023, November). *Predictors of father-child relationships among White and Hispanic multigenerational homes*. Presentation at the 2023 National Council on Family Relations Annual Conference, National Council on Family Relations, Orlando, FL. (National)

Radey, M., Wu, Q., McWey, L., & Millender, E. (presented 2023, November). *Public and private safety net configurations of low-income mothers*. Poster presentation at the 2023 National Council on Family Relations Annual Conference, National Council on Family Relations, Orlando, FL. (National)

*Lee, C., Wu, Q., *Marroquin, C., *Park, S. P., *Jalapa, K., *Han, S., *Tawfiq, D., & *Pocchio, K. (presented 2023, November). *Understanding Korean parents' expectations and parenting: A gender perspective*. Presentation at the 2023 National Council on Family Relations Annual Conference, National Council on Family Relations, Orlando, FL. (National)

Wang, X., Dimambro, S. V., & Wu, Q. (presented 2023, November). *Veteran parents' posttraumatic stress disorder and harsh parenting: Does family racial composition matter?* Presentation at the 2023 National Council on Family Relations Annual Conference, National Council on Family Relations, Orlando, FL. (National)

Wu, Q., & Hooper, E. G. (presented 2023, November). *White and Black Parents' emotion coaching beliefs: Differential associations with preschooler's behavioral problems*. Presentation at the 2023 National Council on Family Relations Annual Conference, National Council on Family Relations, Orlando, FL. (National)

*Pocchio, K., *Park, S. P., Wu, Q., *Tawfiq, D., *Han, S., & *Outler, C. (presented 2023, September). *Feasibility and obstacles of an adapted body project treatment*. Presentation at the 2023 Intervention Research in Systemic Family Therapy Conference, Intervention Research in Systemic Family Therapy, Provo, Utah. (National)

Radey, M., Wu, Q., McWey, L., & Millender, E. (presented 2023, June). *The instability of public and private safety nets over childhood among low-income, vulnerable families*. Presentation at the 2023 Children of the Noughties Conference, Children of the Noughties, London, England. (International)

*Han, S., Wu, Q., *Jalapa, K., *Tawfiq, D., *Lee, C., & *Pocchio, K. (presented 2023, April). *Longitudinal associations among mother-father intimacy, father-child relationship, and child's social skills development in middle childhood*. Poster presentation at the 2023 Biennial Meeting of Society for Research in Child Development, Society for Research in Child Development, Salt Lake City, UT. (National)

*Jalapa, K., Wu, Q., *Tawfiq, D., *Han, S., & *Lee, C. (presented 2022, November). *Can multigenerational homes buffer behavioral problems against maternal depression among children of Hispanic versus White mothers*. Poster presentation at the 2022 National Council on Family Relations Annual Conference, National Council on Family Relations, Minneapolis, MN. (National)

*Tawfiq, D., Wu, Q., *Jalapa, K., *Han, S., & *Lee, C. (presented 2022, November). *Clients sleep quality and the therapeutic in couples therapy*. Poster presentation at the 2022 National Council on Family Relations Annual Conference, National Council on Family Relations, Minneapolis, MN. (National)

Wu, Q., Radey, M., *Han, S., *Jalapa, K., *Tawfiq, D., & McWey, L. (presented 2022, November). *Profiles of perceived resources among low-income, rural mothers: Prospective associations with maternal and child mental health*. Poster presentation at the 2022 National Council on Family Relations Annual Conference, National Council on Family Relations, Minneapolis, MN. (National)

Zhang, J., Wu, Q., Slesnick, N., Feng, X., & Ford, J. (presented 2022). *Co-occurring trajectory of housing stability and parenting stress and its effects on child behavior problems: A randomized controlled trial of housing intervention for young homeless mothers*. Poster presentation at Society for Prevention Research annual meeting, Society for Prevention Research, Seattle, WA. (National)

Ku, S., Hooper, E., Wu, Q., Braren, S., & Blair, C. (presented 2021). *Bidirectional associations among maternal depressive symptoms, child social skills, and child executive function using latent change score analysis*. Presentation at the 2021 National Council on Family Relations Annual Conference, National Council on Family Relations, online. (National)

Zhang, J., Wu, Q., & Slesnick, N. (presented 2021). *Childhood sexual abuse moderates the mediating pathways between cognitive distortions and suicidal ideation among homeless youth*. Poster presentation at Society for Prevention Research annual meeting, Society for Prevention Research, online. (National)

Wang, X., Wu, Q., & Phelps, B. (presented 2021). *How do fathers help? A moderation analysis of the association between adverse childhood experiences and child behavioral health in fragile families*. Presentation at ResilienceCon 2020, ResilienceCon, online. (National)

Wu, Q., Zhang, J., Walsh, L., & Slesnick, N. (presented 2021). *Illicit drug use, cognitive distortions, and suicidal ideation among homeless youth: Results from a Randomized Controlled Trial*. Presentation at the 10th Conference on Emerging Adulthood, Society for the Study of Emerging Adulthood. (National)

Yan, J., Feng, X., Schoppe-Sullivan, S., Gerhardt, M., & Wu, Q. (presented 2021). *Maternal depressive symptoms predict girls' but not boys' emotion regulation: a prospective moment-to-moment observation study*. Presentation at 2021 Biennial Meeting of Society for Research in Child Development, Society for Research in Child Development, online. (National)

Wu, Q. (presented 2021). *Maternal postpartum depression trajectory moderates the bidirectional association between maternal intrusiveness and infant fear*. Presentation at 2021 Biennial Meeting of Society for Research in Child Development, Society for Research in Child Development, online. (National)

Yan, J., Feng, X., Schoppe-Sullivan, S., Gerhardt, M., & Wu, Q. (presented 2020). *Maternal depressive symptoms and moment-to-moment observation of children's emotion regulation*. Presentation at the 6th International Congress of Clinical and Health Psychology on Children and Adolescents, International Congress of Clinical and Health Psychology on Children and Adolescents, online. (International)

Hooper, E., Feng, X., Wu, Q., Ku, S., & Gerhardt, M. (presented 2020). *Mother-child contingent emotional responses, maternal depressive symptoms, and child problem behaviors: Associations in preschool years*. Presentation at the 6th International Congress of Clinical and Health Psychology on Children and Adolescents, International Congress of Clinical and Health Psychology on Children and Adolescents, online. (International)

Zhang, J., Wu, Q., & Slesnick, N. (presented 2020). *Social problem solving and suicidal ideation among youths receiving cognitive therapy: A mediation analysis*. Presentation at Society for Prevention Research annual meeting, Society for Prevention Research, online. (National)

Wu, Q., & Slesnick, N. (presented 2019). *Family therapy interrupts mother-child reciprocal influences*. Presentation at 2019 American Association for Marriage and Family Therapy Annual Conference, American Association for Marriage and Family Therapy, Austin, TX. (National)

Wu, Q., Feng, X., & Gerhardt, M. (presented 2019). *Maternal depressive symptoms, rumination, and child emotion regulation*. Presentation at 2019 Biennial Meeting of Society for Research in Child Development, Society for Research in Child Development, Baltimore, MD. (National)

Yan, J., Wu, Q., & Schoppe-Sullivan, S. (presented 2019). *Parents' self- and partner-oriented parenting perfectionism and fathers' positive engagement*. Poster presentation at 2019 Biennial Meeting of Society for Research in Child Development, Society for Research in Child Development, Baltimore, MD. (National)

Hooper, E., & Wu, Q. (presented 2018). *An intervention for depressed mothers and their young children*. Presentation at 2018 American Association for Marriage and Family Therapy Annual Conference, American Association for Marriage and Family Therapy, Louisville, KY. (National)

Ku, S., Feng, X., Hooper, E., Wu, Q., & Gerhardt, M. (presented 2018). *Bidirectional associations between maternal parenting and children's executive function*. Presentation at the 25th biannual meeting of the International Society for the Study of Behavioural Development, International Society for the Study of Behavioural Development, Gold Coast, Australia. (International)

Chan, H. M., Feng, X., Gerhardt, M., Wu, Q., & Ku, S. (presented 2018). *Children's emotion regulation flexibility and negative emotions in relation to maternal characteristics*. Presentation at the 25th biannual meeting of the International Society for the Study of Behavioural Development, International Society for the Study of Behavioural Development, Gold Coast, Australia. (International)

Wu, Q., & Slesnick, N. (presented 2018). *Effects of family therapy among children of abused mothers*. Presentation at 2018 American Association for Marriage and Family Therapy Annual Conference, American Association for Marriage and Family Therapy, Louisville, KY. (National)

Cully, L., Wu, Q., & Slesnick, N. (presented 2018). *Maternal acceptance and child outcomes among mothers reporting intimate partner violence*. Presentation at International Family Therapy Association 2018 World Family Therapy Congress, International Family Therapy Association, Bangkok, Thailand. (International)

Hooper, E., Feng, X., Wu, Q., Ku, S., & Gerhardt, M. (presented 2018). *Mother-child contingent emotional responses: Relations with maternal depressive symptoms, child problem behaviors, and parenting stress*. Presentation at the 25th biannual meeting of the International Society for the Study of Behavioural Development, International Society for the Study of Behavioural Development, Gold Coast, Australia. (International)

Wu, Q., Feng, X., Ku, S., & Gerhardt, M. (presented 2018). *Reciprocal relations between mother's emotion coaching and preschooler's emotionality: Moderation by maternal parenting stress*. Presentation at the 25th biannual meeting of the International Society for the Study of Behavioural Development, International Society for the Study of Behavioural Development, Gold Coast, Australia. (International)

Murnan, A., Wu, Q., & Slesnick, N. (presented 2018). *The impact of parenting on child mental health among children of prostituting mothers*. Presentation at International Family Therapy Association 2018 World Family Therapy Congress, International Family Therapy Association, Bangkok, Thailand. (International)

Gerhardt, M., Feng, X., Wu, Q., Hooper, E., & Ku, S. (presented 2017). *A naturalistic study of fathers and mothers emotion socialization practices*. Presentation at 2017 Biennial Meeting of Society for Research in Child Development, Society for Research in Child Development, Austin, TX. (National)

Murnan, A., Wu, Q., Cully, L., & Slesnick, N. (presented 2017). *Effects of family systems therapy with prostituting women*. Presentation at International Family Therapy Association 2017 World Family Therapy Congress, International Family Therapy Association, Malaga, Spain. (International)

Wu, Q., Slesnick, N., & Murnan, A. (presented 2017). *Homeless mothers' parenting stress and child behavioral problems*. Presentation at 2017 National Council on Family Relations Annual Conference, National Council on Family Relations, Orlando, FL. (National)

Hooper, E., Feng, X., Wu, Q., Ku, S., & Gerhardt, M. (presented 2017). *Mother and child emotional responses: relations with child problem behavior*. Presentation at 2017 National Council on Family Relations Annual Conference, National Council on Family Relations, Orlando, FL. (National)

Wolph, O., Wu, Q., Gerhardt, M., & Feng, X. (presented 2017). *Mothers and fathers sociodemographic characteristics: Prospective associations with preschoolers' problem behaviors*. Presentation at 2017 Biennial Meeting of Society for Research in Child Development, Society for Research in Child Development, Austin, TX. (National)

Brakenhoff, B., Wu, Q., & Slesnick, N. (presented 2017). *Substance using mothers experiencing suicidal thoughts: Impact of parenting behaviors on child behavior problems*. Presentation at College on Problems of Drug Dependence 2017 Symposium, College on Problems of Drug Dependence, Montreal, Canada. (International)

Wu, Q., Feng, X., Hooper, E., Ku, S., & Gerhardt, M. (presented 2017). *The relation between early behavioral inhibition and loneliness in late childhood: The role of emotion expression*. Presentation at 2017 Biennial Meeting of Society for Research in Child Development, Society for Research in Child Development, Austin, TX. (National)

Gerhardt, M., Feng, X., Wu, Q., Hooper, E., & Ku, S. (presented 2016). *Emotion expressions of children and parents in naturalistic and laboratory setting*. Presentation at the 24th biannual meeting of the International Society for the Study of Behavioural Development, International Society for the Study of Behavioural Development, Vilnius, Lithuania. (International)

Hooper, E., Wu, Q., & Gerhardt, M. (presented 2016). *Maternal characteristics and child emotional reactivity across time: The role of family expressivity*. Presentation at the 24th biannual meeting of the International Society for the Study of Behavioural Development,

International Society for the Study of Behavioural Development, Vilnius, Lithuania.
(International)

Hooper, E., Wu, Q., Ku, S., Bridgeman, C., & Feng, X. (presented 2016). *Mother and child emotion expressions and emotion responses*. Presentation at 2016 National Council on Family Relations Annual Conference, National Council on Family Relations, Minneapolis, MI.
(National)

Wu, Q., Hooper, E., & Gerhardt, M. (presented 2016). *Mothers' depressive symptoms and responses to children's emotions: Moderated by child negative emotion expressions*. Presentation at the 24th biannual meeting of the International Society for the Study of Behavioural Development, International Society for the Study of Behavioural Development, Vilnius, Lithuania. (International)

Gerhardt, M., Feng, X., Ku, S., Hooper, E., & Wu, Q. (presented 2015). *Child self-regulation and parental depression*. Presentation at 2015 National Council on Family Relations Annual Conference, National Council on Family Relations, Vancouver, Canada. (International)

Gerhardt, M., Wu, Q., Feng, X., Hooper, E., & Ku, S. (presented 2015). *Father emotion socialization and children's emotion expression*. Presentation at 2015 Biennial Meeting of Society for Research in Child Development, Society for Research in Child Development, Philadelphia, PA. (National)

Hooper, E., Feng, X., Ku, S., Gerhardt, M., & Wu, Q. (presented 2015). *Maternal depression and child externalizing problems: The role of peers*. Presentation at 2015 National Council on Family Relations Annual Conference, National Council on Family Relations, Vancouver, Canada.
(International)

Wu, Q., Feng, X., Hooper, E., Ku, S., & Gerhardt, M. (presented 2015). *Maternal depression and children's behavior problems: A reciprocal perspective*. Presentation at 2015 National Council on Family Relations Annual Conference, National Council on Family Relations, Vancouver, Canada. (International)

Feng, X., Ku, S., Hooper, E., & Wu, Q. (presented 2015). *Maternal depression and preschoolers' anxious/depressed symptoms: Mediation by maternal rumination and child executive function*. Presentation at 2015 Biennial Meeting of Society for Research in Child Development, Society for Research in Child Development, Philadelphia, PA. (National)

Hooper, E., Feng, X., Ku, S., Gerhardt, M., Wu, Q., & Sleva, S. (presented 2015). *Maternal emotion socialization and child outcomes among African Americans and European Americans*. Presentation at 2015 Biennial Meeting of Society for Research in Child Development, Society for Research in Child Development, Philadelphia, PA. (National)

Ku, S., Feng, X., Hooper, E., & Wu, Q. (presented 2015). *Maternal psychological health and preschoolers' executive function: The moderating role of child temperamental sadness*. Presentation at 2015 Biennial Meeting of Society for Research in Child Development, Society for Research in Child Development, Philadelphia, PA. (National)

Ku, S., Feng, X., Gerhardt, M., Hooper, E., & Wu, Q. (presented 2015). *The effects of maternal depressive symptoms and sensitivity on child executive function: The moderating role of child positivity*. Presentation at 2015 National Council on Family Relations Annual Conference, National Council on Family Relations, Vancouver, Canada. (International)

Wu, Q., Feng, X., Ku, S., Gerhardt, M., Hanna, N., & Hooper, E. (presented 2014). *A naturalistic observation of parental socialization of child negative emotions in relation to maternal depression*. Presentation at the 23rd Biennial Meeting of the International Society for the Study of Behavioral Development, International Society for the Study of Behavioural Development, Shanghai, China. (International)

Hooper, E., Feng, X., Christian, L. M., Slesnick, N., & Wu, Q. (presented 2014). *Emotion expression, depressive symptoms, and stress: Maternal profiles related to child outcomes*. Presentation at the 23rd Biennial Meeting of the International Society for the Study of Behavioral Development, International Society for the Study of Behavioural Development, Shanghai, China. (International)

Wu, Q., Feng, X., & Hooper, E. (presented 2014). *Profiles of emotionality and regulation in preschoolers: Associations with externalizing and internalizing problems and maternal socialization*. Presentation at the 23rd Biennial Meeting of the International Society for the Study of Behavioral Development, International Society for the Study of Behavioural Development, Shanghai, China. (International)

Wu, Q., Shen, J., Wu, X., & Li, T. (presented 2013). *Adolescent attachment, coping strategies and affect facing an epidemic*. Presentation at 2013 Midwestern Psychology Association Conference, Midwestern Psychology Association, Chicago, IN. (National)

Hooper, E., Feng, X., & Wu, Q. (presented 2013). *Maternal depression and mother-child affect expression*. Presentation at 2013 National Council on Family Relations Annual Conference, National Council on Family Relations, San Antonio, TX. (National)

Wu, Q., Zhong, J., & Feng, X. (presented 2013). *The relationships among family invalidation, adolescent depression, emotion regulation, and attachment insecurity*. Presentation at 2013 Biennial Meeting of the Society of Research in Child Development, Society for Research in Child Development, Seattle, WA. (National)

Nonrefereed Presentations at Conferences

**Esquenazi, A., & Wu, Q. (presented 2023, April). *Parent daily emotion study: A look on parental depression and its outcomes*. Presentation at Florida State University Undergraduate Research Symposium, Florida State University, Tallahassee, FL. (Local)

**Reis, V., & Wu, Q. (presented 2023, April). *Strengthening families: The impact of couple intimacy on parent-child relations and child development in pre-adolescents*. Presentation at Florida State University Undergraduate Research Symposium, Florida State University, Tallahassee, FL. (Local)

**Boudreaux, A., **McNamara, J., *Pocchio, K. E., Wu, Q., **Bishop, K., **Najjar, A., **Swikehardt, A., & *Park, P. S. (presented 2023, April). *The Adapted Body Project: Examining the relationships affecting eating disorders*. Presentation at Florida State University Undergraduate Research Symposium, Florida State University, Tallahassee, FL. (Local)

**Coombe, C., & Wu, Q. (presented 2023, April). *The effects of postpartum anxiety on young children*. Presentation at Florida State University Undergraduate Research Symposium, Florida State University, Tallahassee, FL. (Local)

Invited Lectures and Readings of Original Work

Wu, Q. (2021, October). *Maternal depression and young children's emotional development: Indirect links, moderated effects, and reciprocal processes*. Delivered at Department of Psychology, Florida State University. (Local)

Wu, Q. (2021, July). *Maternal emotion coaching styles in the context of maternal depressive symptoms: Associations with preschooler's emotion regulation*. Delivered at Psychology Youth Forum, School of Psychological and Cognitive Sciences, Peking University. (International)

Wu, Q. (2020, January). *Modeling longitudinal data in marriage and family therapy*. Delivered at Department of Family and Child Sciences, Florida State University. (Local)

Wu, Q. (2018, April). *Intergenerational transmission of psychopathology between mothers and children in high-risk populations*. Delivered at Department of Family and Child Sciences, Florida State University. (Local)

Wu, Q. (2018, April). *Intergenerational transmission of psychopathology between mothers and children in high-risk populations*. Delivered at Department of Human Development and Family Studies, Kent State University. (Local)

Wu, Q. (2018, March). *Family intervention with substance-using mothers and their children*. Delivered at Department of Human Development and Family Studies, University of Alabama. (Local)

Wu, Q. (2018, February). *Intergenerational transmission of psychopathology between mothers and children in high-risk populations*. Delivered at The Family Institute, Northwestern University. (Local)

Contracts and Grants

Contracts and Grants Funded

Wu, Q. (PI), Cui, M. (co-I), & Ralston, P. (co-I). (Jul 2024–Jun 2025). *Understanding race-related health disparities among rural, Low-SES mothers and children*. Funded by U.S. Department of Health and Human Services, Health Resources and Services Administration. Total award \$120,000.

McWey, L. (PI), Radey, M. (co-I), Cui, M. (co-I), & Wu, Q. (co-I). (Jul 2024–Jun 2026). *Parents' safety nets, child protective services involvement, and child outcomes*. Funded by National Institute of Child Health and Human Development. Total award \$154,000.

Wu, Q. (PI). (Jan 2023–Dec 2023). *Maternal daily depressive symptoms and infant emotional and behavioral problems*. Funded by College of Health and Human Sciences, Florida State University. Total award \$10,000.

Wu, Q. (PI). (Jan 2023–Jun 2023). *SGP: Maternal daily depressive symptoms and infant behavioral problems*. Funded by Council on Research & Creativity, Florida State University. Total award \$3,000.

Radey, M. (PI), McWey, L. (co-PI), Wu, Q. (co-I), & Milender, E. (co-I). (Jul 2022–Jun 2023). *Understanding safety nets and maternal and child health from birth through age 15*. Funded by U.S. Department of Health and Human Services, Health Resources and Services Administration. Total award \$100,000.

Wu, Q. (PI). (May 2021–Aug 2021). *COFRS: Understanding the Unique Challenges Among Mothers and Children in Rural, Low-Income Families*. Funded by FSU CRC. Total award \$20,000.

Wu, Q. (PI). (Jul 2019–Dec 2019). *SGP: Gene X Environment Interaction and Longitudinal Development Children's Problem Behaviors*. Funded by FSU CRC. Total award \$250.

Wu, Q. (PI). (May 2019–Aug 2019). *FYAP: Understanding the Process of Change in Couple Therapy: A Systemic Perspective*. Funded by FSU CRC. Total award \$20,000.

Resource Grant

Parker, M. L., Wu, Q., Kimmes, J., & McWey, L. (2020–2021). A grant of \$1335. *Clinical research in Marriage and Family Therapy*. Sponsored by Robert B. Bradley Library Research Grants, Florida State University.

Contracts and Grants Pending

Wu, Q. (PI), Cui, M. (Co-I), & Ralston, P. A. (Co-I). (Jun 2023). *Race-related mental health disparities among rural, low-SES, Black mothers and young children*. Submitted to National Institutes of Health. Unspecified award amount.

McWey, L. (PI), Radey, M. (co-I), Cui, M. (co-I), & Wu, Q. (co-I). (Mar 2023). *Parents' safety nets, child protective services involvement, and child outcomes*. Submitted to National Institute of Child Health and Human Development. Unspecified award amount.

Wu, Q. (PI), Cui, M. (Co-I), & Ralston, P. A. (Co-I). (Jan 2023). *Understanding maternal sensitivity and children's multifaceted self-regulation development in a low-income, rural context*. Submitted to National Institutes of Health. Unspecified award amount.

Contracts and Grants Denied

Wu, Q. (PI). (Jul 2023). *CAREER: Examining fluctuations of maternal depressive symptoms as a mechanism of children's depression risk*. Submitted to National Science Foundation. Unspecified award amount.

Wu, Q. (PI), Cui, M. (Co-I), & Ralston, P. A. (Co-I). (Jan 2023). *Understanding race-related health disparities among rural, low-SES mothers and children*. Submitted to U.S. Department of Health and Human Services. Unspecified award amount.

Zhang, J. (MPI), Wu, Q. (MPI), Li, W. (co-I), & Wagner, D. (co-I). (Oct 2022). *Neural mechanisms underlying racial/ethnic disparities in adolescent substance use: Moderating mechanisms of minority stress in the ABCD study*. Submitted to National Institutes of Health. Unspecified award amount.

Wang, X. (PI), Wu, Q. (Co-I), & McWey, L. M (Co-I). (Apr 2022). *Informing child maltreatment surveillance: Early risks, service receipt, youth outcomes, and state disparities*. Submitted to

U.S. Department of Health and Human Services, Administration for Children and Families.
Unspecified award amount.

Wu, Q. (PI). (2021). *Transdiagnostic versus disorder-specific transmission of internalizing psychopathology: A meta-analytic study*. Submitted to Society for Research in Child Development. Unspecified award amount.

Wu, Q. (PI). (May 2020). *Dyadic associations between infant emotion regulation and maternal parenting behaviors among low-income families*. Submitted to Family Process Institute. Unspecified award amount.

Wu, Q. (PI). (2020). *Cross-generational transmission of depression risk: A relational perspective*. Submitted to Small Grants for Research Using Data from the PSID Child Development Supplement and the PSID Transition into Adulthood Supplement. Unspecified award amount.

Wu, Q. (PI). (2019). *Gene X environment interaction and children's problem behaviors: Longitudinal effects of early life stress and serotonin and dopamine genes*. Submitted to Society for Research in Child Development. Unspecified award amount.

Wu, Q. (PI). (2018). *Understanding the process of change in couple therapy: A systemic perspective*. Submitted to Family Process Institute. Unspecified award amount.

Service

Florida State University

FSU University Service

Alternate Representative for the College, Faculty Senate (2023–present).

Member, Teaching Evaluation Committee, Faculty Senate (2020–2023).

Department marshal, FSU Summer Commencement (2019).

FSU College Service

Member, Sabbatical Committee (2024–present).

Member, Research Faculty Search Committee (2023).

Judge, College of Human Sciences Research Showcase (2020).

FSU Department Service

Co-Chair, Graduate Curriculum Committee (2024–present).

Member, HDFS Executive Committee (2024–present).

Program Director, Marriage and Family Therapy Doctoral Program (2024–present).

Member, MFT Faculty Search Committee (2023–present).

Member, Undergraduate Curriculum Committee (2023–present).

Faculty Advisor, MFT Graduate Student Organization (2022–present).

Liaison, International MFT students (2020–present).

Chair, Faculty Search Committee (2024–2025).

Chair, Faculty Search Committee (2023–2024).

Member, Faculty Search Committee (2021).

Member, FSU PRN committee (2019).

Member, MFT program ad hoc committee (2018).

The Profession

Editor for Refereed Journals

Associate Editor, *Family Process* (2024–present).

Editorial Board Membership(s)

Family Process (2021–present).

Journal of Marital and Family Therapy (2020–present).

Guest Reviewer for Refereed Journals

European Child & Adolescent Psychiatry (2023–present).

Journal of Adolescence (2022–present).

Journal of Clinical Psychology (2022–present).

Developmental Psychology (2021–present).

Family Relations (2021–present).

Child Psychiatry & Human Development (2020–present).

Journal of Child and Family Studies (2020–present).

Public Health Nutrition (2020–present).

Child Development (2019–present).

Infant and Child Development (2019–present).

Journal of Family Issues (2019–present).

Journal of Health Psychology (2019–present).

Journal of Marital and Family Therapy (2019–present).

Journal of Positive Psychology (2019–present).

Family Process (2018–present).

Journal of Family Psychology (2018–present).

Journal of Abnormal Child Psychology (2017–present).

Social Development (2016–present).

Reviewer or Panelist for Grant Applications

FSU Council on Research & Creativity (2022–2023).

National Science Foundation (2022).

Department of Health, State of Florida (2021).

Department of Children and Families, State of Florida (2020).

Service to Professional Associations

Member, Mentorship Subcommittee, Society for Research in Child Development Asian Caucus (2020–present).

Faculty Mentor, SRCD Asian Caucus Mentorship Program (2021).

Conference abstract reviewer, American Association for Marriage and Family Therapy (2019).

Conference abstract reviewer, Society for Research in Child Development (2017).

Service to Other Universities

Mentor, Preparing Future Faculty Program, *University of Nebraska-Lincoln* (2021).

Proposal review committee, *EHE graduate research forum, Ohio State University* (2017).

Reviewer, EHE undergraduate scholarship application, *Ohio State University* (2017).

Chair, Volunteer Training & Recruitment Committee, *EHE graduate research forum, Ohio State University* (2014–2015).

Panel speaker, international student panel, *EHE college opening for new students, Ohio State University* (2013).

Curriculum Vitae

Spencer B. Youngberg

October 17, 2025

General Information

University address: Assistant Teaching Professor, Assistant Director of Center for Couple and Family Therapy Human Development and Family Sciences College of Education, Health and Human Sciences 120 Convocation Way Florida State University Tallahassee, Florida 32306. Phone: 253-678-2802

E-mail address: sby16@fsu.edu
syoungberg@fsu.edu

Professional Credential(s)

2021–present American Association for Marriage and Family Therapy.
AAMFT Approved Supervisor.

2021–present Licensed Marriage and Family Therapist.
License # MT 4264.

Professional Experience

2023–present Teaching Faculty I, Human Development and Family Sciences, College of Education, Health and Human Sciences, Florida State University. Designed and maintained Canvas course site and developed curriculum for class lectures, assignments, group projects, quizzes and exams. Established grading and feedback standards and schedule. Developed assignment and grading rubrics, ensuring feedback was consistent and received on time.

2021–present Assistant Clinic Director, Center for Couple and Family Therapy, College of Education, Health, and Human Sciences, Florida State University. Responsible for oversight of front office staff hiring, training, and instruction. Responsible for oversight of all center-related duties, including implementation and maintenance of center policies and procedures, ensuring all necessary services are provided in accordance with AAMFT Code of Ethics and FSU policies.

2022–2023 Visiting Assistant Professor, Human development and Family Science, Florida State University. Designed and maintained Canvas course site and developed curriculum for class lectures, assignments, group projects, quizzes

and exams. Established grading and feedback standards and schedule. Developed assignment and grading rubrics, ensuring feedback was consistent and received on time.

2021–2022 Adjunct Faculty, Human Development and Family Science, Florida State University. Designed and maintained Canvas course site and developed curriculum for class lectures, assignments, group projects, quizzes and exams. Established grading and feedback standards and schedule. Developed assignment and grading rubrics, ensuring feedback was consistent and received on time.

Current Membership in Professional Organizations

American Association for Marriage and Family Therapy (AAMFT)
Florida Association for Marriage and Family Therapy (FAMFT)

Teaching

Courses Taught

Child Growth and Development: The Foundation Years (CHD2220)
Parenting (CHD4537)
Practicum in Marital and Family Therapy (FAD6940)
Intro Marriage & Family Therap (PSY4910)
Intro Marriage & Family Therap (PSY4920)
Research Studies (CHD4905)
Advanced Clinical Marriage and Family Therapy Theory (FAD6605)
Marriage & Family Therapy (FAD4905)
Child Guidance (CHD3472)
Hope in Couple's Research (FAD5906)
College Teaching in Family Sciences (FAD5481)
Public Policy: Child and Family Issues (CHD4615)
Family Relationships: A Life Span Development Approach (FAD2230)

Clinical Practice

Private Practice, Licensed Marriage and Family Therapist, Tallahassee, FL Private practitioner providing evidence-based clinical services to couples, children, families, and individuals experiencing difficulties with divorce, trauma, family conflict, and infidelity, through a systemic lens (2025)

Registered Marriage and Family Therapist Intern Better Living Solutions Eating Disorder Clinic, Tallahassee, FL Private contractor providing evidence-based clinical

services to couples, children, families, and individuals experiencing difficulties with divorce, trauma, family conflict, eating disorders, and, infidelity, through a systemic lens. Facilitated affective/behavioral relationship skills group and interpersonal skills groups. Conducted individual and group support groups for intensive outpatient clients (2021)

Clinical Supervisor & Marriage and Family Therapist Registered Intern Center for Couple and Family Therapy, Florida State University, Tallahassee, FL Provide clinical supervision to doctoral and master's level clinicians. Implement evidence-based clinical services to couples, children, families, and individuals who are experiencing difficulties in behavioral, cognitive, or affective functioning through a systemic lens. Utilized play therapy techniques (sandbox). Co-facilitated affective/behavioral parenting group (2020)

Licensed Marriage and Family Therapist Associate Auburn Youth Resources, Auburn, WA Provided individual and family therapy services in home, school, and agency settings to children/youth and their families. Conducted extensive Managed Care assessments. Facilitated therapy groups for K-12, teaching pro-social skills, anger management, anxiety, and depression coping techniques. Utilized Parent-Child Interaction Therapy (PCIT) and play therapy. Facilitated extensive case management services and resources, aiding in managing clients' psycho-social, economic, and medical needs (2016)

Bachelor's Committee Member

Melvin, M., student. *Problematic Social Media use and its impact on Social Isolation, Body Image, and Self-esteem.*

Community Teaching Presentation

Youngberg, S. (2019). *Recognizing Signs of Mental Health Challenges in Yourself and Interpersonal Relationships, Youth Mental Health Awareness Workshop, Tallahassee, FL.* The Church of Jesus Christ of Latter-Day Saints.

Community Teaching Presentations

Youngberg, S. (2021). *Strengthening Family and Interpersonal Relationships, Youth Mental Health Seminar, Tallahassee, FL.* The Church of Jesus Christ of Latter-Day Saints.

Youngberg, S. (2018). *Effective Communication in Marriage and Family Relationships, Health and Wellness Seminar, Tallahassee, FL.* The Church of Jesus Christ of Latter-Day Saints.

Youngberg, S. (2018). *Working with Families in Divorce and Conflict.* Florida State University, Childcare and Early Learning Program.

Youngberg, S. (2017). *Using Self-Compassion and mindfulness to enhance well-being, Health and Wellness Seminar, Tallahassee, FL*. The Church of Jesus Christ of Latter-Day Saints.

Teaching Presentation at FSU

Youngberg, S. (2024). *How to Navigate Dual Relationships in a Personal and Professional Setting*. Department of Family and Child Sciences, Florida State University.

Youngberg, S., & Kellett, J. (2019). *Online Teaching Tips and Techniques. Program for Instructional Excellence: Teaching Training Workshop*. Florida State University Graduate School.

Youngberg, S., & Bagley, S. (2019). *Small Teaching Changes for a Big Impact*. Program for Instructional Excellence Teaching Training Workshop, Florida State University Graduate School.

Youngberg, S., & Barlow, J. (2018). *Tips and Techniques for Efficient Grading*. Program for Instructional Excellence Teaching Training Workshop, Florida State University Graduate School.

Research and Original Creative Work

Publications

Refereed Journal Articles

Youngberg, S., & Ward, D. (2018). The effectiveness of co-therapy teams? Does the therapists' gender matter? *Journal of Systemic Therapies*, 37(3), 61-73.
doi:10.1521/jsyt.2018.37.3.61

Lancaster, M., Jackson, L., Youngberg, S., Fitzgerald, M., & McWey, L. (2018). The role of peers in the linkages between harsh parenting and mental health outcomes among adolescents from families at-risk. *Journal of Aggression, Maltreatment & Trauma*, 27, 1060-1074. doi:10.1080/10926771.2018.1425789

Presentations

Refereed Papers at Conferences

Youngberg, S., Call, T., Parker, M., Farley, T., & Randolph, C. (presented 2019). *Adult attachment and health outcomes in couples therapy*. Paper presented at Marriage and Family Therapy Annual Conference, American Association for Marriage and Family Therapy, Austin, Texas. (National)

Wolford, S., Youngberg, S., & McWey, L. (presented 2018). *Parental identity and the mandated participation process*. Paper presented at The American Association for Marriage and Family Therapy Annual Conference, American Association for Marriage and Family Therapy, Louisville, Kentucky. (National)

Wolford, S., Youngberg, S., & McWey, L. (presented 2018). *The process of qualitative interviewing: From method to MFT*. Paper presented at The American Association for Marriage and Family Therapy Annual Conference, American Association for Marriage and Family Therapy, Louisville, Kentucky. (National)

Refereed Presentations at Conferences

Lancaster, M., Srivastava, S., Jaurequi, M., Jackson, L., & Youngberg, S. (presented 2019). *Supervisory responsibilities within MFT dual relationships*. Presentation at The American Association for Marriage and Family Therapy Annual Conference, American Association for Marriage and Family Therapy, Austin, Texas. (National)

Invited Workshops

Youngberg, S. (2024). *Creating a Qualitative Codebook*. Workshop delivered at Department of Family and Child Sciences, Florida State University. (Local)

In Preparation

Youngberg, S., McKiernan, D., & McWey, L. (2020–2025). *Identifying the process of hope in initial couple therapy sessions*. Florida State University.

Service

Florida State University

FSU University Service

Committee Member, University Curriculum Committee (2023–present).

The committee reviews and approves new/updated course syllabi each month.

Committee Member, Outstanding Teaching Assistant Award Selection Committee (2018–2020).

Reviewed graduate student teaching portfolios, including CVs, teaching philosophy, Course descriptions, and course evaluations.

FSU College Service

Chair and committee member, College of Education, Health, and Human Sciences Scholarship Committee (2023–present).

Review college-wide scholarship applications for undergraduate and graduate students. Make final selections of candidates.

Chair and Committee Member, Human Development and Family Sciences Scholarship Committee (2023–present).

Review department-wide scholarship applications for undergraduate and graduate students. Make final selections of candidates.

Practicum Supervisor, Center for Couple and Family Therapy Practicum Site Supervisor (2021–present).

Supervise and mentor multiple graduate students during practical experiential learning placement. Support and manage practicum students' case load by providing weekly supervision, processing cases, signing progress notes, and treatment plans/goals.

Committee Member, Faculty Advisory Committee (2023–2025).

Reviewed and selected candidates for college teaching awards (graduate and undergraduate teachers). Compiled and curated a list of resources for international students. Updated recommendations for promotion guidelines for specialized faculty.

FSU Department Service

Liaison, Departmental Program for Instructional Excellence (2018–2020).

Provided training for graduate student instructors and teaching assistants through training, including teaching and grading tips and techniques for in-person and online courses.

APPENDIX H1

DEGREE/CERTIFICATE PROGRAM PROPOSAL APPENDIX FOR DOCUMENTING SELECTED OUTCOMES AND THEIR ASSESSMENT PLANS - MS

Program Name: Master of Science in Marriage and Family Therapy (M.S. MFT)

Degree Level: Graduate (Master's) **Reporting Term:** Academic Year 2027-2028

PROGRAM OUTCOMES (POs)

Program Outcome #1

- **PO Name:** PO - Degree Program Enrollment
- **PO Statement:** The number of students enrolled in the Master of Science in Marriage and Family Therapy program will increase to ensure program vitality.
- **Description of Assessment Plan:** Unduplicated student enrollment will be tracked each Fall using the FSU Student Enrollment Dashboard, filtered by the specific MFT academic plan.
- **Numeric Target:** Program enrollment targets are as follows:
 - Fall 2027 = at least 12 students,
 - Fall 2028 = at least 15 students,
 - Fall 2029 = at least 20 students.

STUDENT LEARNING OUTCOMES (SLOs)

Student Learning Outcome #1

- **SLO Name:** SLO - Systemic & Relational Theory
- **SLO Statement:** Students will demonstrate knowledge of the major models of marriage and family therapy and other systemic theories that support the MFT field.
- **Description of Assessment Plan:** A comprehensive, program-wide examination will be administered at the end of the second year. The exam will include multiple-choice and short-answer questions covering core systemic theoretical principles, as outlined in the curriculum. *[Please note: This exam is still under development.]*
- **Numeric Target:** At least 75% of students will achieve a score of 80% or higher on the comprehensive theory examination items assessing this SLO.

Student Learning Outcome #2

- **SLO Name:** SLO - Ethical Foundations
- **SLO Statement:** Students will identify ethical and legal concerns relevant to the practice of MFT and analyze dilemmas pertinent to responsible practice.

- **Description of Assessment Plan:** Assessment of a final case study analysis or ethical dilemma paper in FAD 5618 (Legal, Ethical, and Professional Issues), taken in the first year. *[Please note: This paper is still under development.]*

This SLO will be assessed using the rubric that utilizes the 4-point scale (Unsatisfactory, Developing, Proficient, Exemplary) to align with program’s Final Case Presentation and the university’s examples for assessing advanced critical thinking. It specifically incorporates the AAMFT Code of Ethics (2026) and Florida Statute Chapter 491 (2025). The rubric is provided below.

The instructor of FAD 5618 will record results, which the Program Director will aggregate annually (Summer, Fall, Spring) for the faculty meeting in August.

- **Numeric Target:** At least 80% of students will achieve a level of 3: Proficient or higher across all rubric criteria.

Ethics Case Study Analysis Rubric

Criteria	1: Unsatisfactory	2: Developing	3: Proficient (Benchmark)	4: Exemplary
Identification of Ethical Dilemmas	Fails to identify core ethical or legal concerns within the case study.	Identifies basic issues but misses systemic complexities or power differentials.	Successfully recognizes and addresses primary ethical dilemmas and legal concerns presented.	Expertly identifies nuanced, overlapping ethical, legal, and systemic dilemmas.
Application of AAMFT Code (2026)	Little to no evidence of applying the 2026 AAMFT Code.	Inconsistently applies standards; citations to the Code are missing or inaccurate.	Accurately applies specific standards (e.g., Standard I: Responsibility to Clients) to the case.	Demonstrates mastery of the Code, including the distinction between aspirational values and rules of practice.
Florida Legal Mandates (Ch. 491)	Demonstrates limited understanding of Florida state laws.	Mentions mandates but fails to explain their specific clinical application.	Clearly explains how Chapter 491 (e.g., privileged communication, mandated reporting) governs the scenario.	Expertly synthesizes Florida statutes with clinical practice, demonstrating advanced professional judgment.
Conflict Resolution & Decision-Making	Decision-making is arbitrary or lacks a systemic rationale.	Proposes a course of action but lacks clear justification based on	Articulates a clear systemic rationale; meeting the higher standard when the	Proactively anticipates complex dynamics and justifies actions with exceptional

		professional standards.	Code and Law conflict.	theoretical and ethical depth.
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APPENDIX H2

DEGREE/CERTIFICATE PROGRAM PROPOSAL APPENDIX FOR DOCUMENTING SELECTED OUTCOMES AND THEIR ASSESSMENT PLANS - EDS

Program Name: Specialist in Education in Marriage and Family Therapy (Ed.S. MFT)
Degree Level: Graduate (Specialist) **Reporting Term:** Academic Year 2027-2028

PROGRAM OUTCOMES (POs)

Program Outcome #1

- **PO Name:** PO - Professional Competence & Licensure Readiness
- **PO Statement:** The program will prepare students for successful completion of all requirements for state licensure as a Marriage and Family Therapist in Florida and for passing the national MFT licensing examination.
- **Description of Assessment Plan:** The program will annually collect and analyze data from the Association of Marital and Family Therapy Regulatory Boards (AMFTRB) on graduates' performance on the National MFT Exam. The exam is designed to determine if applicants have attained the knowledge and experience essential for entry-level professional practice. It focuses on the tasks a therapist must perform and the knowledge required to perform those tasks successfully. The exam is computer-based and consists of 180 multiple-choice, objective questions. Candidates are allotted a total testing time of four hours.

The exam is divided into six content domains, weighted as follows:

1. **The Practice of Systemic Therapy (16%):** Incorporating systemic theory and maintaining therapeutic relationships.
2. **Assessing, Hypothesizing, and Diagnosing (16%):** Assessing client systems and forming systemic hypotheses.
3. **Designing and Conducting Treatment (17%):** Developing and implementing interventions.
4. **Evaluating Ongoing Process and Terminating Treatment (16%):** Continuous evaluation and planning for termination.
5. **Managing Crisis Situations (16%):** Assessing and managing emergency or legally mandated interventions.
6. **Maintaining Ethical, Legal, and Professional Standards (19%):** Adherence to codes, competency, and professionalism.

Student cohorts will graduate in Summer semester. We will strongly recommend that they take the exam at the soonest possible point in time. Realistically, this will be approximately 6 months after graduation. We will assess the quarterly reports from the licensure board annually.

- **Numeric Target:** At least 75% of graduates taking the national MFT exam will pass on their first attempt.

STUDENT LEARNING OUTCOMES (SLOs)

Student Learning Outcome #1

- **SLO Name:** SLO - Clinical Competence in MFT Practice
- **SLO Statement:** Students will assess, diagnose, and treat a wide range of relational, systemic, and individual problems from a systemic paradigm.
- **Description of Assessment Plan:** Students will be evaluated by their COAMFTE-approved clinical supervisors using a standardized clinical skills rubric that aligns with the program's core competencies. Supervisors complete the rubric during the final supervision session of the clinical placement.

The rubric has six criteria:

1. Systemic Case Conceptualization and Analysis;
2. Ethical and Legal Practice;
3. Therapeutic Relationship and Alliance;
4. Intervention Implementation and Fidelity;
5. Cultural Sensitivity; and
6. Professional Documentation.

Each criterion is evaluated on a 3-point scale:

1-Needs Improvement = Performance is inconsistent or lacking in critical areas. Requires frequent, direct supervision and additional training to address foundational knowledge or skill gaps;

2-Meets Expectation = Performance consistently demonstrates foundational competency, professional judgment, and adherence to systemic principles required for entry-level independent practice;

3-Exceeds Expectation = Performance consistently demonstrates exceptional skill, theoretical depth, and independent judgment. The student anticipates complex systemic dynamics and integrates clinical feedback flawlessly.

Suggested Description of Each Core Clinical Competency at the Target Level

Criterion #	Name of Competency	Meets Expectation (Level 2)
1	Systemic Case Conceptualization and Analysis	The student consistently analyzes client issues by identifying systemic patterns, relational dynamics, and cyclical interactions within the family structure. The student articulates a clear systemic hypothesis that guides treatment planning.
2	Ethical and Legal Practice	The student consistently recognizes and addresses ethical dilemmas, maintains appropriate professional boundaries, and adheres to all relevant state and federal laws, and

		professional standards (e.g., AAMFT Code of Ethics) in documentation and practice settings.
3	Therapeutic Relationship and Alliance	The student effectively establishes and maintains rapport with clients across diverse relationship configurations, demonstrates empathy, and utilizes self-of-the-therapist principles to foster a collaborative and secure working alliance.
4	Intervention Implementation and Fidelity	The student accurately selects and implements systemic interventions (e.g., reframing, boundary setting, sculpturing) that align directly with the conceptualized diagnosis and chosen systemic theory (e.g., structural, strategic, narrative).
5	Cultural Sensitivity	The student demonstrates awareness of their own cultural perspective and actively incorporates diverse client perspectives (including race, ethnicity, socioeconomic status, sexual orientation, ability, etc.) into case conceptualization and intervention planning, adjusting modalities accordingly.
6	Professional Documentation	The student completes all required clinical paperwork (e.g., progress notes, treatment plans, intake summaries) in a timely manner, ensuring that documentation is accurate, objective, and clearly reflects a systemic perspective and clinical justification.

- **Numeric Target:** At least 80% of students will receive “Meets Expectation” or higher on each of the six criteria on the clinical skills rubric.

Student Learning Outcome #2

- **SLO Name:** SLO - Systemic Case Conceptualization and Professionalism
- **SLO Statement:** Students will demonstrate the ability to conceptualize complex cases from a systemic paradigm and provide effective and ethical clinical services to a broad range of client systems.
- **Description of Assessment Plan:** At the end of their final year of clinical training, students will present a detailed case to a three-member faculty panel. Students must demonstrate the integration of systemic theory, clinical interventions, and adherence to professional standards. The panel will evaluate the presentation using the Final Case Presentation (FCP) Evaluation Rubric (see below). This rubric utilizes a 4-point scale to align with university standards for advanced graduate outcomes and incorporates the 2026 AAMFT Code of Ethics and Florida Statute Chapter 491.
- **Numeric Target:** At least 80% of students will score at the level of “3: Proficient” or “4: Exemplary” on all 4 rubric criteria from all members of the faculty panel.

Final Case Presentation (FCP) Evaluation Rubric

Criteria	1: Unsatisfactory	2: Developing	3: Proficient (Benchmark)	4: Exemplary
Clarity of Communication	Presentation is unorganized; fails to use professional or systemic terminology.	Organization is loose; some misuse of systemic concepts.	Presents a clear, cohesive narrative using professional MFT terminology.	Demonstrates superior oral communication, engaging the panel with expert mastery of the subject matter.
Depth of Systemic Analysis	Fails to identify relational patterns or contextual factors governing the case.	Identifies basic interactions but lacks depth in analyzing family homeostasis or developmental stages.	Articulates a systemic hypothesis incorporating client contextual factors and relational dynamics.	Expertly synthesizes complex patterns, power differentials, and biopsychosocial influences into a nuanced diagnosis.
Justification of Interventions	Interventions are arbitrary or disconnected from the case conceptualization.	Implements interventions with limited fidelity to a specific systemic theory.	Selects and justifies theory-based interventions (e.g., reframing, boundary setting) aligned with client goals.	Proactively adapts interventions to complex clinical scenarios with exceptional theoretical precision.
Professionalism & Ethics	Demonstrated significant breaches in conduct or failed to address core ethical/legal standards.	Inconsistent application of ethical rules; requires substantial prompting from the panel.	Successfully and reliably demonstrates ethical competencies adhering to AAMFT Code (2026) and FL Law (Ch. 491).	Acts as a role model; proactively applies ethical principles to novel or high-risk clinical situations.



FLORIDA STATE UNIVERSITY
BOARD OF TRUSTEES
Academic Affairs Committee

ACTION ITEM

V



FLORIDA STATE UNIVERSITY

BOARD OF TRUSTEES

Academic Affairs Committee

ACTION ITEM V

June 18, 2026

SUBJECT: Proposal to Repeal Regulation FSU-5.003 University Undergraduate Admission Committee Procedures

PROPOSED COMMITTEE ACTION

Request to approve the repeal of Regulation FSU-5.003 University Undergraduate Admission Committee Procedures Program

AUTHORITY FOR BOARD OF TRUSTEES ACTION

Board of Governors Regulations 1.001 (3)(j), (4), 6.001, BOT Delegations to President

BACKGROUND INFORMATION

This Regulation requires updating and essential elements are contained elsewhere. It is also being replaced by a new more general Admission Regulation and Policy.

ADDITIONAL COMMITTEE CONSIDERATIONS

This is a Select Regulation pertaining to admissions, which requires approval by the Florida Board of Governors pursuant to the Regulation Development Procedure for State University Boards of Trustees.

Supporting Documentation Included: Regulation FSU-5.003 text

Submitted by: Office of the Provost and Executive Vice President for Academic Affairs

FSU-5.003 University Undergraduate Admission Committee Procedures.

~~(1) General.~~

~~(a) Members of the University Admissions Committee are appointed by the Executive Vice President and admissions policy recommendations originating with the Committee are reported to the Executive Vice President. The Committee is reported to the Executive Vice President. The Committee membership is as follows: 6 Faculty members with 3-year terms, 2 Student members with variable terms, and 4 Ex-officio members — University Registrar, Director of Admissions, Director of Horizons Unlimited, and Director of Articulation Affairs with continuing membership. The Committee is concerned with ruling on appeal cases relating to undergraduate admission and recommending policy regarding University admission, subject to the ultimate authority and discretion of the President.~~

~~(b) The Committee will regularly meet during the fourth and eighth weeks of each quarter, with the date, time and location to be determined and announced by the Committee Chairperson. Additional meetings may be called by the Chairperson as needed. At each meeting the Committee will consider appeal cases which have occurred, with the remainder of the meeting periods being used to address other Committee business.~~

~~(c) The Director of Admissions will serve as Executive Secretary to the Admissions Committee. The Executive Secretary is responsible for: preparing appeal cases, making the full academic record for each appeal case available in the Admissions Office to the Committee membership at least one full day prior to the committee meeting in which the case is to be considered, interceding on behalf of the Committee when direct contact between the student and the Committee is requested, and recording and distributing the minutes of each Committee meeting. The voting record for each meeting will become a part of the minutes for that meeting. The Executive Secretary will prepare in advance of each Committee meeting a file on each applicant appealing to the Committee. The file will contain the appellant's application, supporting documentation, and a completed Appeal Worksheet. An Attendance and Voting Record will be prepared by the Executive Secretary and executed by: entering each~~

~~applicant's name and status on the Record and recording the vote by the Committee membership. The Committee may not take action on any application the Committee believes to be incomplete.~~

~~(d) The Committee complies with the Florida "government in the sunshine" ruling. Students making appeal must submit a detailed letter to the committee carefully describing and documenting~~

~~special circumstances constituting the basis for the appeal. Students may discuss their appeal with individual Committee members prior to regular Committee meetings. Requests for Committee member contact must be made through the Executive Secretary of the Committee.~~

~~(2) Voting Procedures.~~

~~(a) All members of the Committee, except the Director of Admissions and Committee Chairperson, are eligible to vote on appeal cases. All members of the Committee, except the Committee Chairperson, are eligible to vote on policy recommendations and other business of the Committee. The Committee Chairperson may vote in order to break a tie vote.~~

~~(b) Appeal cases and policy recommendations cannot be considered if a voting quorum is not present. A voting quorum consists of six voting-eligible Committee members. The Chairperson may be counted as a voting member in order to establish a quorum.~~

~~(c) A Committee motion regarding an admission appeal will be carried by a simple majority of the voting-eligible members present. A motion concerning admissions policy recommendations will be carried by a 2/3 majority vote of the voting-eligible members present. Voting is to be "for" or "against" the motion or "abstain" by voice or hand-raised acknowledgement. The Executive Secretary for the Committee will record the vote of each voting member and the complete voting record will become a part of the minutes of the meeting.~~

~~(d) Each applicant for admission is to be considered individually on his or her own merit. Motions to "move the list" or any portion of the list, are prohibited.~~

~~(3) Presentation of Appeal Cases.~~

~~(a) The Executive Secretary is responsible for insuring that a prescribed data record~~

is prepared for each admission appeal case and seeing that data from each record are abstracted on the appropriate Appeal Worksheet.

~~(b) The Executive Secretary will make completed appeal records available to Committee members at least one full day in advance of the meeting date on which the cases are to be reviewed. Committee members are urged to review each case at the Admissions Office prior to the Committee meeting and then bring to the Committee meeting their tentative recommendations regarding admission or questions to be raised about each case.~~

~~(c) Case presentation proceeds by:~~

~~1. Random assignment of individual cases to committee members for presentation to the full committee;~~

~~2. A courtesy motion by the committee member case presenter for admission;~~

~~3. Courtesy second to the motion;~~

~~4. Discussion of the case by the committee member case presenter followed by a general discussion by the membership; and~~

~~5. A call for the question.~~

~~Specific Authority BOG Regulation 1.001(3)(j), Reg. Procedure July 21, 2005 Law Implemented 240.227(8), 240.233 FS., 6C-6.001(1), F.A.C. History New 9-30-75, Amended 7-21-76, Formerly 6C2-5.03.~~



FLORIDA STATE UNIVERSITY
BOARD OF TRUSTEES
Academic Affairs Committee

ACTION ITEM

VI



FLORIDA STATE UNIVERSITY

BOARD OF TRUSTEES

Academic Affairs Committee

ACTION ITEM VI

June 18, 2026

SUBJECT: Proposal to Repeal Regulation FSU-5.008 Graduate and Post-Baccalaureate Professional Programs Admissions

PROPOSED COMMITTEE ACTION

Request to approve the repeal of Regulation FSU-5.008 Graduate and Post-Baccalaureate Professional Programs Admissions

AUTHORITY FOR BOARD OF TRUSTEES ACTION

Board of Governors Regulations 1.001 (3)(j), (4), 6.001, BOT Delegations to President

BACKGROUND INFORMATION

This Regulation requires updating and essential elements are contained elsewhere. It is also being replaced by a new more general Admission Regulation and Policy.

ADDITIONAL COMMITTEE CONSIDERATIONS

This is a Select Regulation pertaining to admissions, which requires approval by the Florida Board of Governors pursuant to the Regulation Development Procedure for State University Boards of Trustees.

Supporting Documentation Included: Regulation FSU-5.008 text

Submitted by: Office of the Provost and Executive Vice President for Academic Affairs

~~FSU-5.008 Graduate and Post-Baccalaureate Professional Programs Admissions~~

~~(1) This regulation applies to all students seeking admission to a graduate degree program or to a post-baccalaureate professional program at Florida State University.~~

~~(2) Each admitted student to a graduate degree program or to a post-baccalaureate professional program must meet the following minimum requirements:~~

~~(a) Each applicant shall be required to meet all University requirements as generally provided at www.admission.fsu.edu/ and specifically for Graduate Admission, at http://registrar.fsu.edu/bulletin/grad/info/grad_degree.htm~~

~~(b) Admission shall be based on a holistic review of credentials in which multiple criteria are used to judge the appropriateness of the applicant to pursue graduate study.~~

~~(c) Applicants must have either:~~

~~1. an earned bachelor's degree from a regionally accredited U.S. institution or a comparable degree from an international institution with a minimum 3.0 (on a 4.0 scale) grade point average (GPA) as determined by the University for all work attempted while registered as an upper division undergraduate student working toward a baccalaureate degree; or~~

~~2. A graduate degree from a regionally accredited U.S. institution or a comparable degree from an international institution may substitute for (c) 1. for admission.~~

~~(d) Applicants must have scores meeting departmental or degree program minimums on a nationally standardized graduate admissions test, such as the General Test of the Graduate~~

~~Record Examination (GRE), the Miller Analogies Test (MAT), the Graduate Management Admission Test (GMAT), or an equivalent, that is acceptable for the program to which the student is applying.~~

~~(e) Departments or degree programs may develop criteria for admission to specific degree programs which differ from (d) above.~~

~~(f) International applicants whose first language is not English are required to show proficiency in the English language. Florida State University accepts the results of the Test of English as a Foreign Language (TOEFL), the Michigan English Language Assessment Battery (MELAB), the International English Language Testing System (IELTS) or the successful completion of Florida State University's Center for Intensive~~

English Studies (CIES). Applicants must submit official results with the required test score or official documentation from CIES. Scores are considered official only when they are sent directly to the Office of Admissions from the testing agency. Examinee copies are not considered official. Test score requirements may be found at http://registrar.fsu.edu/bulletin/grad/info/grad_degree.htm

(g) Each program admissions committee may impose more restrictive admission requirements than those stated above. Admissions requirements shall not include preferences in the admissions process for applicants on the basis of race, ethnic background, sex, religion, national origin, age, or disability. University and program-specific admissions requirements shall be published in the Catalog.

(h) To accommodate unique circumstances, the University may waive these requirements for individual students. Such waivers shall not be granted routinely and shall be limited to no more than 10% of the program's graduate enrollment.

(i) Applicants denied admission shall be given notice of denial within a reasonable period of time following the decision. Upon the applicant's written request, the University shall provide the reasons for the rejection in writing. Applicants denied admission and who meet the minimum University and departmental standards may request reconsideration by written request to the University within thirty days of the date of denial. The request shall contain reasons why reconsideration is warranted.

(j) Students who wish to enroll in courses, but not degree programs, at the post-baccalaureate level, may enroll under the classification of post-baccalaureate non-degree students. Admissions committees wishing to admit post-baccalaureate non-degree students to graduate degree

programs after the students have satisfactorily completed a specified number of credits may do so under conditions specified by the Graduate School.

Specific Authority BOG Regulation 1.001(3)(j) ; Reg. Procedure July 21, 2005. Law Implemented BOG Regulations 1.001(4) (a)3., 6.003, Sections 1001.74(1), (2), Florida Statutes.

History New 6-17-200



FLORIDA STATE UNIVERSITY
BOARD OF TRUSTEES
Academic Affairs Committee

ACTION ITEM

VII



FLORIDA STATE UNIVERSITY

BOARD OF TRUSTEES

Academic Affairs Committee

ACTION ITEM VII

June 18, 2026

SUBJECT: Regulation FSU-5.001 University Admissions

PROPOSED COMMITTEE ACTION

Request to approve Regulation FSU-5.001 University Admissions

AUTHORITY FOR BOARD OF TRUSTEES ACTION

Board of Governors Regulations 1.001 (3)(j), (4), 6.001, BOT Delegations to President

BACKGROUND INFORMATION

This Regulation summarizes the general admission requirements and replaces two regulations set for repeal, FSU-5.003, and FSU-5.008. It also specifically references the general admissions policy and procedures.

ADDITIONAL COMMITTEE CONSIDERATIONS

This is a Select Regulation pertaining to admissions, which requires approval by the Florida Board of Governors pursuant to the Regulation Development Procedure for State University Boards of Trustees.

Supporting Documentation Included: Regulation FSU-5.001 text

Submitted by: Office of the Provost and Executive Vice President for Academic Affairs

New Proposed Regulation

FSU-5.001 University Admissions.

The admission of students to Florida State University is governed by this regulation.

(1) In the admission of students, the University takes into consideration each applicant's academic ability and other factors such as creativity, talent, and character. The University's admissions process must also comply with Section 1001.7415, Florida Statutes.

(2) Undergraduate Admissions. All undergraduate applicants, including First-Time-in-College (FTIC) applicants, transfer applicants, readmission applicants, transient applicants, and non-degree seeking applicants, must meet the general admission requirements as set forth in the University General Admission Policy and posted in the University's General Bulletin and Admissions website, as well as those requirements for the relevant academic unit and all applicable Florida Board of Governors regulations pertaining to their admission. Exceptions to these requirements may be permitted on an individual basis where allowed by federal and state law, Florida Board of Governors regulations and governing University regulations and policies.

(3) Graduate and Post-Baccalaureate Admissions. All graduate applicants must meet the general graduate admission and graduate readmission requirements as set forth in the University General Admissions Policy and posted in the University's General Bulletin and Admissions website, as well as those requirements for the relevant academic unit and the Graduate School and all applicable Florida Board of Governors regulations pertaining to their admission. College and program admission requirements are implemented by the University through the appropriate graduate admissions committees or the academic dean's office and University minimum requirements for admission are posted in the General Bulletin. Exceptions to these requirements may be permitted on an individual basis where allowed by federal and state law, Florida Board of Governors regulations and governing University regulations and policies.

(4) International Students Admissions. Applicants are considered international if they are not U.S. citizens, dual citizens, or Permanent Residents. Within enrollment, space, and fiscal limitations, eligible international students may be accepted for admission to the University consistent with state and federal law, this University admission regulation, the University General Admissions Policy, and the requirements set forth in Florida Board of Governors Regulation 6.009 or as otherwise required by regulation or law. The requirement for English proficiency is established in the University General Admissions Policy.

(5) Mandatory Disclosure of Misconduct. The University requires disclosure of criminal conduct, pending criminal charges, and educational misconduct on the application to

determine whether the admission of the applicant is in the best interest of the University. The University reviews all applications and may refuse to admit an applicant due to misconduct, including but not limited to situations when such actions have been found to disrupt or interfere with the orderly conduct, process, functions, or programs of any prior institution attended.

- (a) Applicants who fail to disclose criminal misconduct, pending criminal charges, or any educational misconduct, or who fail to give complete and accurate responses and/or documents, are in violation of this disclosure requirement and may be subject to appropriate action by the University, including denial of admission or readmission, revocation of admission, disciplinary action, and/or invalidation of credits or degrees earned.
- (b) Applicants are required to promptly notify the University should any information subject to this regulation that was previously provided on the application change prior to enrollment in the University. This includes the obligation to furnish information concerning events that must be disclosed as part of this disclosure requirement which occur prior to enrollment in the University. Failure to provide such information may subject the applicant to revocation of admission, disciplinary action, and/or invalidation of credits or degrees earned.

(6) Admission of students to Florida State University is within the jurisdiction of the University President as specifically delegated by the University Board of Trustees, and shall be in accordance with the University's mission and goals, subject to the standards adopted by federal and state law and Florida Board of Governors regulations.

Authority: BOG Regulation 1.001 and 6.001 History New_____



FLORIDA STATE UNIVERSITY
BOARD OF TRUSTEES
Academic Affairs Committee

ACTION ITEM

VIII



FLORIDA STATE UNIVERSITY

BOARD OF TRUSTEES

Academic Affairs Committee

ACTION ITEM VIII

June 18, 2026

SUBJECT: Tenure Upon Appointment

PROPOSED COMMITTEE ACTION

Request to approve 2025-2026 Tenure Upon Appointment Candidates

AUTHORITY FOR BOARD OF TRUSTEES ACTION

FSU-1.004 University Constitution, Article VI, Section B. Tenure, Nonreappointment, Termination, and Suspension

BACKGROUND INFORMATION

The tenure review committee has reviewed the tenure nominations and applications and made recommendations to the Provost and President. The Provost and President recommended awarding tenure to 6 faculty members reviewed for tenure upon appointment. All candidates met requirements of the University's rigorous tenure review process.

ADDITIONAL COMMITTEE CONSIDERATIONS

Approval by the Florida Board of Governors is not required.

Submitted by: Office of Faculty Development & Advancement & Office of the Provost and Executive Vice President for Academic Affairs.



FLORIDA STATE UNIVERSITY
BOARD OF TRUSTEES
Academic Affairs Committee

ACTION ITEM

IX



FLORIDA STATE UNIVERSITY

BOARD OF TRUSTEES

Academic Affairs Committee

ACTION ITEM IX

June 18, 2026

SUBJECT: Promotion and Tenure

PROPOSED COMMITTEE ACTION

Request to approve the awarding of tenure to one faculty member as recommended by the President

AUTHORITY FOR BOARD OF TRUSTEES ACTION

Board of Governors Regulation 5.940 Tenure and Permanent Status; FSU-1.004 University Constitution, Article VI, Section B. Tenure, Nonreappointment, Termination, and Suspension

BACKGROUND INFORMATION

The University Promotion and Tenure Committee has reviewed the tenure nomination and application and made a recommendation to the Provost and President. President McCullough has recommended the award of tenure to this faculty member meeting the requirements of the University's rigorous promotion and tenure procedures.

ADDITIONAL COMMITTEE CONSIDERATIONS

Approval by the Florida Board of Governors is not required.

Submitted by: Office of Faculty Development & Advancement & Office of the Provost and Executive Vice President for Academic Affairs.



FLORIDA STATE UNIVERSITY
BOARD OF TRUSTEES
Academic Affairs Committee

ACTION ITEM

X



FLORIDA STATE UNIVERSITY

BOARD OF TRUSTEES
Academic Affairs Committee

ACTION ITEM X

June 18, 2026

SUBJECT: Amendment to Florida State University's 2026 Accountability Plan

PROPOSED BOARD ACTION

Request to amend the Non-Resident Undergraduate Enrollment Rate projections as previously approved in Florida State University's 2026 Accountability Plan

AUTHORITY FOR BOARD OF TRUSTEES ACTION

Board of Governors Regulation 2.002(3)

BACKGROUND INFORMATION

The Board of Trustees approved Florida State University's 2026 Accountability Plan on April 13, 2026, which included projections for nonresident undergraduate enrollment. Since that time, the Florida Legislature enacted HB 5601E, which links institutional accountability for nonresident enrollment to the projections contained in each university's Accountability Plan. As a result, the University is proposing revisions to its nonresident enrollment projections to ensure they reflect current enrollment expectations and provide an appropriate basis for future accountability.

ADDITIONAL COMMITTEE CONSIDERATIONS

The revised table will be included when the Board of Governors submits the university's accountability plan with a System summary of the university plans to the Governor, the President of the Senate, and the Speaker of the House of Representatives.

Supporting Documentation Included: Revised Non-Resident Enrollment Rate table

Submitted by: Office of the Provost and Executive Vice President for Academic Affairs.

**AMENDMENT TO
2026
ACCOUNTABILITY PLAN**

FLORIDA STATE UNIVERSITY
Pending BOT Approval on June 18, 2026





ENROLLMENT PLANNING (cont.)

Non-Resident Undergraduate Enrollment Rate [Fall term]

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	9	11	11	12	12	.	.	.	.	.
APPROVED GOALS	.	.	.	13	13	13	13	13	13	.
PROPOSED GOALS	.	.	.	.	.	13	13	13	13	13

Note: Reflects the percentage of students enrolled who are considered non-residents pursuant to Board Regulation 7.006.



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