

The University Of

1985-86

T A M P A

Journal



VOLUME I

NUMBER 1

About this catalog...

Statements set forth in this catalog outline the current rules, regulations, and institutional policies of the University and are for informational purposes only; they should not be construed as the basis of a contract between a student and this institution.

The University admits students of both sexes and all races, regardless of their color, national or ethnic origin, and/or any handicap. This policy of nondiscrimination extends, both in letter and in spirit, to all areas of a student's experience at the University.

The University does not discriminate on the basis of sex, race, color, handicap, and/or national or ethnic origin in the recruitment, admission, and advancement of students and/or in the recruitment, employment, and advancement of faculty and staff and/or in the design and operation of any of our programs and activities.

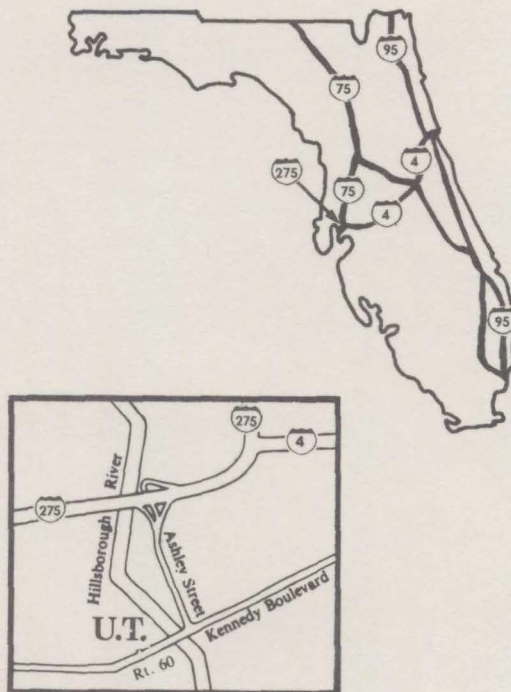
The designated coordinator for University compliance with federal laws and regulations concerning nondiscrimination is the office of Vice President for Business and Finance, Room 106, Plant Hall, whose phone number is (813) 253-3333, extension 513.

The University assumes that its students will conduct themselves as responsible citizens and will comply with the regulations set forth in either the application or the readmission information sent or handed to students. Therefore, the University reserves the right to dismiss any student whose conduct on or off campus is unbecoming to a University of Tampa student or reflects discredit on the institution.

The University certifies that this catalog is true and correct in both content and policy.

It is the responsibility of each student to read and understand the provisions of The University of Tampa catalog under which he is registered.

Applications and inquiries should be sent to the Director of Admissions, The University of Tampa, Tampa, Florida 33606. The University telephone number is (813) 253-3333. Call toll-free in Florida (800) 282-4773, or from other states, Puerto Rico, and the Virgin Islands (800) 237-2071.

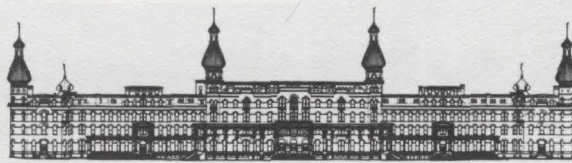


The University of Tampa is easily reached by air, car, train, or bus. Tampa is served by Tampa International Airport, with flights on most major airlines to and from cities across the country. It is also served by Amtrak, by Greyhound and Trailways bus lines, and by two interstate highways.

Volume 1, Number 1

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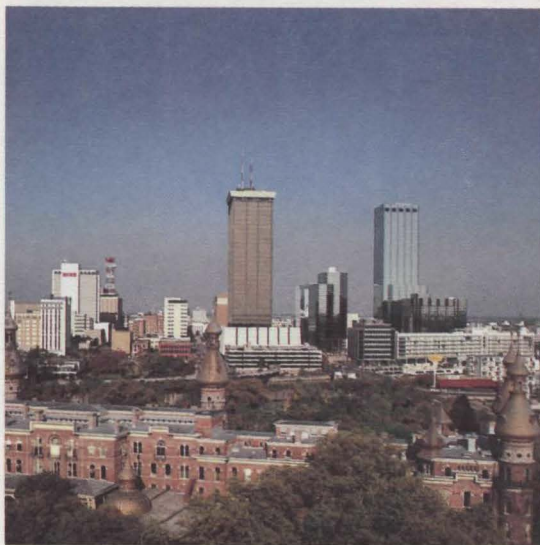
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The University Of
T A M P A



The Curtain Rises . . .



THE STAGE:

A "Megatrend" city and a Super Bowl city, a bustling, dynamic metropolis of the future. Gleaming new architectural arrivals downtown change the skyline monthly, scanning the Hillsborough River and Tampa Bay. Nearby, the festive sounds of Busch Gardens can be heard. Epcot Center, Disney World, and Sea World lure tourists and residents in one direction, while the eternally warm, inviting sunshine and the white powdery beaches of the Gulf of Mexico beckon from another. Nearby Tampa Stadium packs crowds every weekend for the professional football and soccer home teams.

THE SETTING:

At the heart of this modern city, headquartered in an enormous National Historic Landmark that was once one of the world's most luxurious resort hotels, The University of Tampa is bounded by the serene green lawns, palm trees, and tropical plants of Plant Park; the Hillsborough River's exceptional crew race course; a dramatic view of booming downtown Tampa; and some of the best athletic fields in the East.

On campus, three theaters host resident thespian companies and a variety of professional and campus productions. The newest and one of the best sports facilities in the East has just been added to the grounds. The Lee Scarfone Gallery and the Henry B. Plant Museum offer cultural and exhibition opportunities. These all surround Plant Hall, the residence halls, and the University's other academic offices, classrooms, laboratories, and studios.





THE ACTORS:

On stage right: the 1,800 undergraduates who come from across the country and around the world. They work hard at their studies, play hard with a full schedule of activities that range from athletics to Zeta Phi Beta sorority, and they benefit from the close campus/community spirit that provides challenging internships, contacts with the business community, and career opportunities.

On stage left: a committed faculty that believes in small class size, individual attention, up-to-the-minute academic and career advising.

Supporting cast: A strong, enthusiastic core of residence hall directors and advisors; deans; a Student Activities director; student employment service professionals; Panhellenic and Interfraternity Council members; athletes; dedicated food service employees; professional counselors; ROTC corps members; Student Government officers; undergraduate honorary society and interest organization members; friends; caring parents; and interested alumni.



ACT I: THE UNDERGRADUATE YEARS

The dynamic new city and the traditional values of Florida's oldest west coast university react like the chemical elements of a successful scientific experiment to offer U.T. students the best of both worlds.

The University prides itself on its growing list of academic majors that answer

the needs of the coming decades, provide a strong liberal arts base, and reflect the changing times.

The students are asked to meet traditional general curriculum requirements to achieve a strong liberal arts education—but those traditional requirements are approached in non-traditional, updated ways.

The University of Tampa faculty and students have pioneered an important





covenant: partnership learning—and they respond creatively. This means that no one gets lost in the crowd, no one is unable to reach a professor for extra help or for a conversation in the Student Union. Classes are small, professional attention—whether from faculty members or administrators on campus—is immediate, course work is geared to the students' needs and interests.

They live by a traditional academic calendar—with an interesting twist. U.T. undergraduates have a choice: to take 14-week, semester-long classes or follow a more flexible, concentrated, 7-week calendar that invites them to take only two courses at a time.

When comparing it to other universities, students find that The University of Tampa asks something a little different of its faculty: emphasize teaching first, publishing and individual endeavors second. The students come first.

Never has leadership been emphasized so strongly. The Dean of Students



offers an extraordinary EXCEL program (Expanded Curriculum for Excellence in Leadership) geared to providing leadership skills and experience for recognized and potential campus leaders.

The Diplomat Program, also new, is a student-run service organization whose goal is a productive campus/community relationship. In their Spartan red blazers, the Diplomats promote the University's mission and spirit, have fun, and meet some exciting people along the way.

Student/faculty/administration task forces address campus issues and concerns, as does the Student Government.



The sports program emphasizes leadership in competition. After more than a decade's absence, men's basketball returned to the U.T. courts in 1983, and the NCAA team became the first opening-season team ever to walk away with a conference title and enter the post-conference national play-offs. Six other athletic teams advanced to NCAA Division II championship play in 1985: baseball, volleyball, soccer, and men's and women's swimming. The Hillsborough River is rapidly becoming the winter training grounds for East Coast crew teams and Olympic hopefuls.

The U.T. Honors Program gives students the leadership position in defining their course work—they don't necessarily do *more* work, they do *better* work.

Leaders of government and politics, sports stars, top names in entertainment, cultural leaders, best-selling authors and playwrights, world-renowned musicians—all appear at and near the University.



ACT II: TO BE THE BEST AFTER GRADUATION

The University of Tampa's contributions to each of its students' lives vary as dramatically as the post-graduation paths on which they start out—but the University has provided them with educated, mature perspectives on life, interests, and opportunities. Those students can best tell their own stories.

A campus leader: "Being a Diplomat opened doors to all kinds of community contacts . . . We helped with Chamber of Commerce coffees, at the mayor's \$50,000 fund-raising dinner, and in the concession stand at the Super Bowl. I had the chance to meet and work with

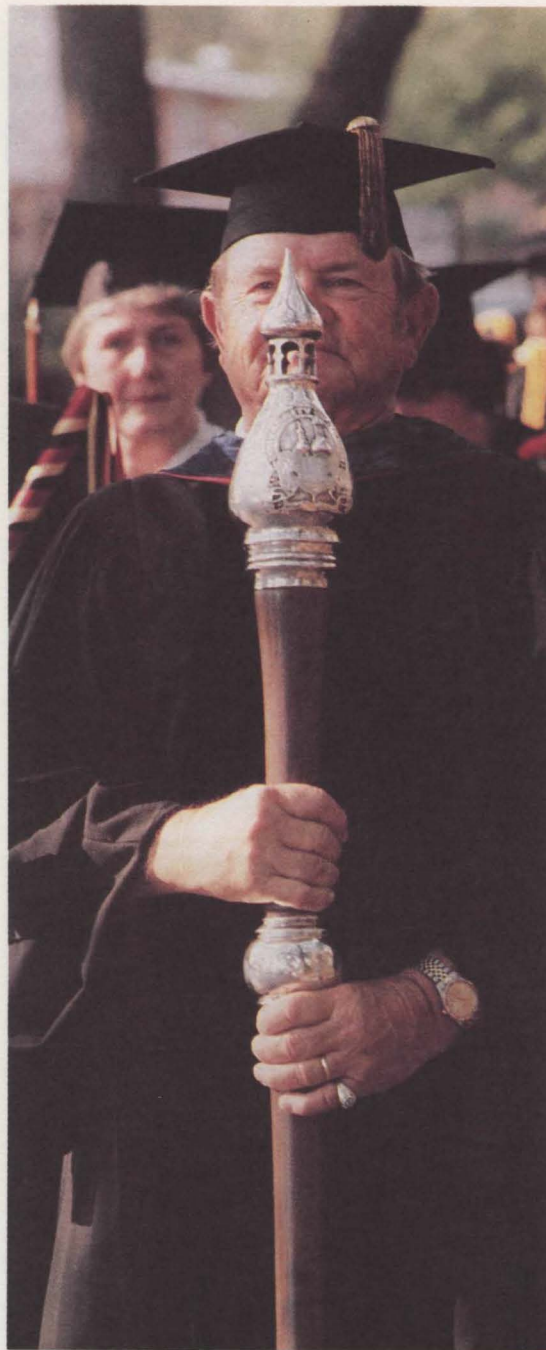


prominent business people who are the movers and shakers of Tampa."

A former Student Government senior senator: "I had the opportunity to work with an outstanding, creative, energetic group of students and faculty/staff advisers; I represented my entire class, and the S.G. scholarships helped pay my bills."

One former student newspaper editor: "The leadership position I had with the *Minaret* gave me invaluable skills of managing and cooperating with people. It prepared me for a 'real life' situation better than any other college experience."

A graduating business major: "My four years at U.T. have provided me with the opportunity to search within myself and learn my capabilities, my dreams, and my ambitions. I leave with a lot of memories—but also with expectations of the future, a future brighter because of my education here."



1985-1986 Catalog

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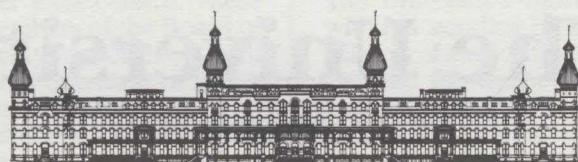
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The University

The University

The History

Early in the morning of August 2, 1933, a battered pick-up truck arrived at Hillsborough High School. One reconditioned typewriter, two letter files, a small pile of stationery, a few office supplies and several folders of student records were loaded onto the back of the truck.

This was the official moving day, when Tampa Junior College was transformed into The University of Tampa and when its headquarters — and eventually its 262 students — moved from the local high school where classes had been held for two years to the deserted, littered halls of the building that would become known as Plant Hall.

Riding on the truck with all the worldly possessions of the fledgling university was its president, Frederic H. Spaulding, the former principal of Hillsborough High School and the man who had been the motivating force behind establishing the first local university or college for Tampa's high school graduates. This was not a university founded by a religious order, a royal charter or the state; it was a university established by concerned local community leaders who wanted to offer the best possible education to high school graduates.

Plant Hall, the main academic and administrative building for The University of Tampa, by 1933 already had an extraordinary history. Formerly the grand and luxurious Tampa Bay Hotel, the building represented — and still represents — the city and its history through the years. Local historians credit its builder, railroad and shipping magnate Henry B. Plant, with the transformation of Tampa from a sleepy fishing village to what would become the "Megatrend City" of the 1980s. There is no other academic building in the world quite like it.

Built between 1888 and 1891, the hotel was designed to surpass all other grand winter resorts. At a cost of \$3 million, the 511-room giant rose to a flamboyant height of five stories, surrounded by ornate Victorian "gingerbread" and topped by Moorish minarets, domes and cupolas.

Inside, the hotel exhibited antiques from around the world, including treasures from the collections of Marie Antoinette, Louis XIV, Isabella and Ferdinand of Spain, Napoleon and Queens Elizabeth, Victoria and Mary, Queen of Scots. Some of the outstanding furnishings have been preserved in the Henry B. Plant Museum, on the first floor of Plant Hall.

Also a reminder of the hotel days, the inviting riverside gardens stretching out in front of Plant Hall still provide a place for walks, quiet talks and study — as well as for frisbee and faculty/student games, concerts and art exhibits.

The rooms that once hosted Teddy Roosevelt and his Rough Riders, Sarah Bernhardt, Babe Ruth (who signed his first baseball contract in the hotel's grand dining room), Clara Barton, Stephen Crane, Mrs. Ulysses S. Grant, the Prince of Wales and many other celebrities of their day, are today classrooms, laboratories, public rooms, academic and administrative offices — the heart of the University that now fans out around Plant Hall.

Over the years the University grew beyond Plant Hall; theaters, auditoriums, residence halls, a computer center, student union, art facilities, a new sports complex and additional classrooms have spread along the Hillsborough River location.

The University of Tampa was founded in the depths of the Depression to answer a need for higher education for Tampa Bay area students who could not afford to leave home for college. Since those early years, the University has grown to nearly 2,000 students from most of the states and territories and many foreign countries. U.T. students pursue challenging academic careers in a wide array of fields, as well as extracurricular interests ranging from metal sculpture to athletics, drama, poetry, scuba diving, public service and much more.

The University is unusual in its strong ties to the local business community, which has backed it from the days when it was just a dream of Fre-

deric Spaulding and other local citizens. These ties are evident in the members of the Board of Trustees and other University supporters, as well as in the special relationship University of Tampa students have with downtown Tampa.

This catalog offers a bird's eye tour of student life at The University of Tampa; an explanation of the way academic affairs here work; a list of who's who; and ways in which you can achieve a top-notch education, enjoy four mind-challenging years and make your mark on the University.

"Opportunities," "partnership learning," "close ties with faculty and other students," "intimate, friendly atmosphere," "active and caring," "a small college atmosphere with big university assets," —these are the themes that you'll find cropping up again and again as you become acquainted with The University of Tampa.

The Mission

Inspired by belief in God, respect for human dignity and love of freedom, and desiring that this University be a distinguished independent institution of higher learning, the Board of Trustees hereby establishes the mission of The University of Tampa to be the education of students by helping them develop a personal integration of intellectual, moral and practical knowledge, which will assist them in becoming productive, responsible, self-reliant and free persons.

To this end, the University will endeavor to provide excellence in all its programs, with the aim of developing students who possess an appreciation for rational and disciplined thought as well as a sense of obligation to participate and to lead in providing service to humanity.

The University of Tampa Accreditation

The University of Tampa is fully accredited by the Southern Association of Colleges and Schools.

The University's music program is accredited with full standing by the National Association of Schools of Music. In addition, the University is accredited for teacher education by the Florida State Board of Education. The Florida State Board of Education also recognizes the University with full approval for veterans' educational benefits.

About the campus

Symbolically, graphically and geographically, The University of Tampa lies at the heart of the City of Tampa, and in the past decade the city has become one of the country's most exciting growth areas.

A poster prominently displayed in many Tampa offices and in travel agencies around the country, shows a sandcastle replica of the city skyline, with The University of Tampa's unique 13 Moorish/Turkish/Old Spanish/Late Victorian minarets, cupolas and domes in the foreground and the legend "TAMPA: Where wonders never cease." The local Chamber of Commerce slogan adds to the contemporary image of the city: "Tampa: Where the good life gets better every day." John Naisbett's best-seller about the coming decades, *Megatrends*, pinpoints Tampa as one of America's leaders in the next few years.

The campus, made up of 37 buildings plus athletic facilities, green space and parklands, covers 69 acres stretching along the banks of the Hillsborough River in the midst of Tampa's booming downtown. Plant Park, noted for its "Sticks of Fire" sculpture by O.V. Shaffer, provides the setting for educational and cultural pursuits open to the entire community. Concerts, art exhibits, festivals, special gatherings and an occasional springtime class all make use of the open space.

Ask many Tampons what The University of Tampa means to them and more often than not the response is "a cultural center for downtown happenings."

Artswatch, the community-wide arts festival held annually in Tampa, has made Plant Park its headquarters for the weekend-long activities. The renowned Asolo State Theater of Sarasota has made U.T.'s David Falk Theatre its home-away-from-home. The University's McKay Auditorium

hosts the Florida Orchestra performances. And the University provides faculty and facilities for the Pre-College Music Program for youngsters and non-University students of music.

The University is also home to the Tampa Players, Spanish Little Theatre, Tampa Ballet, Tampa Preparatory School and the American Language Academy. In addition, there are numerous student-run and directed dramas, musicals, concerts and recitals.

The University's flagship

A National Historic Landmark, Plant Hall serves as the University's flagship. Here are housed classrooms, laboratories, administrative and faculty offices, clubrooms, post office, campus switchboard and the Henry B. Plant Museum, featuring many of the original antique hotel furnishings and *objets d'art*. The old hotel's grand ballroom, grand salon and magnificent domed dining room (now called Fletcher Lounge) have been restored and are used for recitals, plays, lectures, receptions, banquets, dances and concerts.

In the basement of Plant Hall lies the Rathskeller, once the quarters for the old hotel's men's-only tavern room. This is a common meeting place for faculty, students, staff and alumni. Salads, sandwiches, soft drinks, beer and wine, are served daily.

A hub of activity

The University Student Union is the hub of extra-curricular campus activity, housing the yearbook, student newspaper and Student Activities offices, lounges, meeting rooms, the student and faculty cafeteria and snack bar and the campus bookstore.

A place for study, research and meditation

The classic contemporary simplicity of Merl Kelce Library stands in modern architectural contrast to the historic Moorish-American architectural detail of Plant Hall. Inside, the library is cool, quiet and roomy — a place to study, conduct research or just meditate.

The library is well equipped to meet the diversified needs of college students. It has 186,400 bound volumes, 52,300 microforms, 1,700 periodicals and there is seating for 466 persons, including individual study carels, 16 study rooms,

three seminar rooms and an audio-visual facility with listening booths. Approximately 5,000 volumes were catalogued last year, and thousands of pamphlets, publications, audio-visual materials, microfilms and other items were also processed.

Open to students, faculty, staff, alumni and other interested browsers, the open-shelves system provides free access to nearly the entire collection.

The library is a depository for United States and state government publications. Its special collections include old and rare books, first editions, autographed editions, materials on Florida and the Southeast, the outstanding Florida Military Collection and the University Archives.

Special services augment classroom learning. Professional reader's advisory, reference and interlibrary loan assistance is provided for students as well as for faculty members. The library personnel will make restricted materials obtainable at any time when the need arises. A self-service photocopy machine, microfilm readers and reader-printer, audio-visual equipment and help are always available.

Locations of community-wide interest

Stretching out behind the library and Plant Hall are facilities as familiar to downtown residents as they are to students.

McKay Auditorium, acquired in 1972 and then renovated, seats 1,800. Here the Florida Orchestra and other community and student productions are performed.

The David A. Falk Theatre (formerly the Park Theatre) is located across Kennedy Boulevard from Plant Hall. In 1981 it was extensively renovated through a generous grant from the David Falk Foundation. Here University music and drama productions, lectures and convocations take place. Among some of the gatherings that took place there in recent years were political rallies for presidential candidates John Glenn and Jesse Jackson; a public reading by Pulitzer Prize-winning playwright Edward Albee; an economic forum led by Thomas J. Peters, the author of the best-seller *In Search of Excellence* and leading American corporate executives; and the first on-campus Tampa performance by the Asolo State Theater of Sarasota.

In the old Florida State Fairgrounds complex

In the old Florida State Fairgrounds buildings, now converted and restored, are housed the art, music and ballet studios, the Lee Scarfone Gallery and the computer center with its microcomputer wing housing equipment, classrooms and faculty offices. The fairgrounds themselves have been transformed into the most modern of sports arenas.

Pepin/Rood Stadium, borders the edge of the old fairgrounds. The stadium has 4,000 seats overlooking the outdoor sports fields, splendid facilities for soccer by day or by night, world-class track and field, baseball, tennis and other sports for campus and community audiences.

Across North Boulevard from the stadium is the new Spartan Sports Complex, which opened in the fall of 1984. It holds a gymnasium seating 3,500 for intercollegiate and professional sports, weight and training facilities, offices for coaches and professors, locker rooms, concessions, classrooms, laundry, physiology laboratory and gymnastics room.

In the nearby fairgrounds complex are the new Saunders Center for the Arts, the new Music Center, and the Lee Scarfone Art Gallery, reputed to be the finest small gallery in the Tampa Bay area. The Fine Arts Division of The University of Tampa exhibits many shows there during the academic year, among them the annual faculty and student exhibitions. The gallery is also a natural setting for small dramatic productions and concerts.

Within the same complex is the Computer Resources Center, which houses more than \$1 million in state-of-the-art computer equipment and software furnished by the NCR Corporation. The main portion of the computer center was added to campus in 1978; last year a microcomputer center opened, enlarging the center's capabilities dramatically, providing additional space, and making computer service and training available to all interested students and faculty. The computer center offers hands-on experience in a labor-

atory environment, combining practical application with theoretical instruction.

The University of Tampa has a strong Army ROTC program and an agreement with the University of South Florida Air Force ROTC program. In addition to classrooms and offices, the ROTC building contains a rifle range, library and cadet lounge.

Home away from home

There are 10 residence halls on campus for University students, several of them luxurious former hotels. Each has its own unique features, but all are air-conditioned, carpeted, furnished and provide ample study areas. Most have television lounges and recreational space as well.

Rivershore Tower, Howell, Delo and University East Halls are coeducational. Smiley Hall and University South are for women only, while McKay Hall and University North house men. In addition, the University has two apartment-style living units: University West and Spartan Arms, both coeducational.

Opening in the fall of 1986 will be a new \$3.1 million coeducational apartment-style residential complex accommodating 223 students.

All these facilities are discussed in greater detail in the sections pertaining to the academic, cultural or athletic life of the University.

1985-1986 Academic Calendar

FALL 1985 SEMESTER

July 29, Monday	Last day to apply for graduate admission for Fall 1985 semester.
August 22, Thursday	Residence Hall open for New Freshmen and New Transfer Students only, 8:30 a.m. Faculty Workshop
August 23, Friday	Fall registration for all New Freshmen only, 8:00 a.m.-4:00 p.m. (all 14-week and 1st and 2nd 7-week classes).
August 24, Saturday	Orientation and Testing for New Freshmen.
August 25, Sunday	Residence Halls open for Continuing Students, 8:30 a.m. Orientation continues for new students.
August 26, Monday	Fall registration for all New Transfer Students, 8:00 a.m.-noon and all Continuing Students, noon-4:00 p.m. (all 14-week and 1st and 2nd 7-week classes). Fall Evening Registration for Graduate and Nursing Students, 6:00 p.m.-7:00 p.m. All Monday evening classes begin on this date.
August 27, Thursday	Classes begin for all 14-week and 1st 7-week classes, 8:00 a.m.
August 29, Thursday	Last day to add 1st 7-week classes.
September 2, Monday	Labor Day Holiday — No classes.
September 3, Tuesday	Last day to add 14-week classes. Last day to drop and add without drop/add fee.
September 10, Tuesday	Last day for dropping fall semester classes (including all 14-week and 1st and 2nd 7-week classes) with 50% credit on tuition.
September 24, Tuesday	Last day for dropping fall semester classes (including all 14-week and 1st and 2nd 7-week classes) with 25% credit on tuition.
October 1, Tuesday	Students dropping a 1st 7-week class after this date.
October 16, Wednesday	1st 7-week classes end.
October 17, Thursday	Final Exams for 1st 7-week classes. No daytime 14-week classes will meet — Evening 14-week classes <i>will</i> meet.
October 18, Friday	Vacation day — no 7-week or 14-week classes on this day. Late registration for 2nd 7-week classes.
October 21, Monday	Final grades for 1st 7-week classes due in Registrar's office, noon. Spring and Summer 1985 "I" grades converted to grades of "F" 14-week classes resume, 8:00 a.m. 2nd 7-week classes begin, 8:00 a.m.
October 23, Wednesday	Last day to add 2nd 7-week classes.
November 7, Thursday	Students dropping a 14-week class after this date will receive WF if failing.
November 11, Monday	Spring 1986 Semester Timetables and Pre-enrollment Forms available in Registrar's office beginning this date.
November 22, Thursday	Students dropping a 2nd 7-week class after this date will receive WF if failing.
Nov. 25-26, Mon.-Tue.	Spring 1986 Semester Pre-enrollment Period.
November 27, Wednesday	Thanksgiving Vacation begins, 6:00 p.m.
December 2, Monday	All classes resume, 8:00 a.m.
December 3, Tuesday	Last day to apply for graduate admission for Spring 1986 Semester.
December 9, Monday	Fall 1985 Semester classes end.
Dec. 11-13, Wed.-Fri.	Final Examination Period.
December 14, Saturday	Residence Halls close, 12:00 noon.
December 17, Tuesday	All grade sheets (including seniors') due in Registrar's office, noon.
December 20, Friday	Fall 1985 Semester grade reports mailed. December degree conferring date (no ceremony — diplomas and transcripts mailed on January 13).

SPRING 1986 SEMESTER**January 5, Sunday****January 6, Monday****January 7, Tuesday****January 9, Thursday****January 13, Monday****January 20, Monday****February 3, Monday****Feb. 7-9, Fri.-Sun.****February 10, Monday****February 12, Wednesday****February 20, Thursday****February 21, Friday****Feb. 22-Mar. 2, Sat.-Sun.****March 3, Monday****March 5, Wednesday****March 20, Thursday****March 30, Sunday****March 31, Monday****April 4, Friday****April 7, Monday****April 10-11, Thu.-Fri.****April 16, Wednesday****April 23, Wednesday****Apr. 25-29, Fri.-Tues.****April 30, Wednesday****May 4, Sunday****May 5, Monday****May 8, Thursday**

Residence Hall open.

Spring Registration for all students, 9:00 a.m.-4:00 p.m. (all 14-week and 1st and 2nd 7-week classes)

Spring Evening Registration for Graduate and Nursing Students, 6:00 p.m.-7:00 p.m.
All Monday evening classes begin on this date.

Classes begin for all 14-week and 1st 7-week classes, 8:00 a.m.

Last day to add 1st 7-week classes.

Last day to add 14-week classes.

Last day to drop and add without drop/add fee.

Diplomas and transcripts for December graduates will be issued on this date.

Last day for dropping spring semester classes (including all 14-week and 1st and 2nd 7-week classes) with 50% credit on tuition.

Last day for dropping spring semester classes (including all 14-week and 1st and 2nd 7-week classes) with 25% credit on tuition.

Homecoming (No break in classes).

Gasparilla Day Holiday — No classes.

Students dropping a 1st 7-week class after this date will receive WF if failing.

1st 7-week classes end.

Final exams for 1st 7-week classes. No 14-week classes will meet.

Spring Vacation. No 14-week or 7-week classes will meet.

Final grades for 1st 7-week classes due in Registrar's office, 12:00, noon.

All Fall 1985 Semester "I" grades converted to grades of "F"

14-week classes resume, 8:00 a.m.

2nd 7-week classes begin, 8:00 a.m.

Last day to add 2nd 7-week classes.

Students dropping a 14-week class after this date will receive WF if failing.

Easter (No break in classes).

1986 Summer Session and Fall 1986 Semester Timetables and Pre-enrollment Forms available in Registrar's office beginning this date.

1986 Summer Session Pre-enrollment period. Students dropping a 2nd 7-week class after this date will receive WF if failing.

Last day to apply for graduate admission for 1986 Summer Session I.

Fall 1986 Semester Pre-enrollment Period.

Honors Convocation (time to be announced).

Spring 1986 Semester classes end.

Final Examination Period (Exams for Tuesday, Wednesday and Thursday night classes will be held during the evenings of April 22, 23 and 24, respectively).

Seniors' grade sheets due in Registrar's office, noon.

Residence Halls close (except for graduating seniors).

Commencement Ceremony, 2 p.m.

All grade sheets (other than seniors') due in Registrar's office, noon.

Spring 1986 Semester grade reports mailed.

Undergraduate Admission

1986 SUMMER SESSION I

3-week classes meet 5 days each week

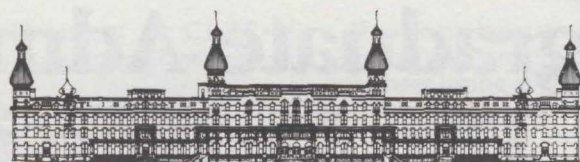
Monday through Friday. 6- and 12- week classes meet 4 days each week — Monday through Thursday.

- May 6, Tuesday** Registration for 1986 Summer Session I (including 3-week, 6-week and 12-week classes) 10:00 a.m.-4:00 p.m. and 6:00-7:00 p.m.
- May 7, Wednesday** Classes begin for 1986 Summer Session I (including 3-week, 6-week and 12-week classes) 8:00 a.m.
- May 8, Thursday** Last day to add 3-week classes.
- May 12, Monday** Last day to add Summer Session I (6-week) classes.
- May 14, Wednesday** Last date to add 12-week classes.
- May 23, Friday** Last day to apply for graduate admission to the 1986 Summer Session II.
- May 26, Monday** Memorial Day Holiday — No classes.
- May 28, Wednesday** 3-week classes end.
- June 9, Monday** Students dropping a Summer Session I (6-week) class after this date will receive WF if failing.
- June 18, Wednesday** 1986 Summer Session I (6-week) classes end.
- June 20, Friday** Summer Session I (3-week and 6-week) grade sheets due in Registrar's office, noon.

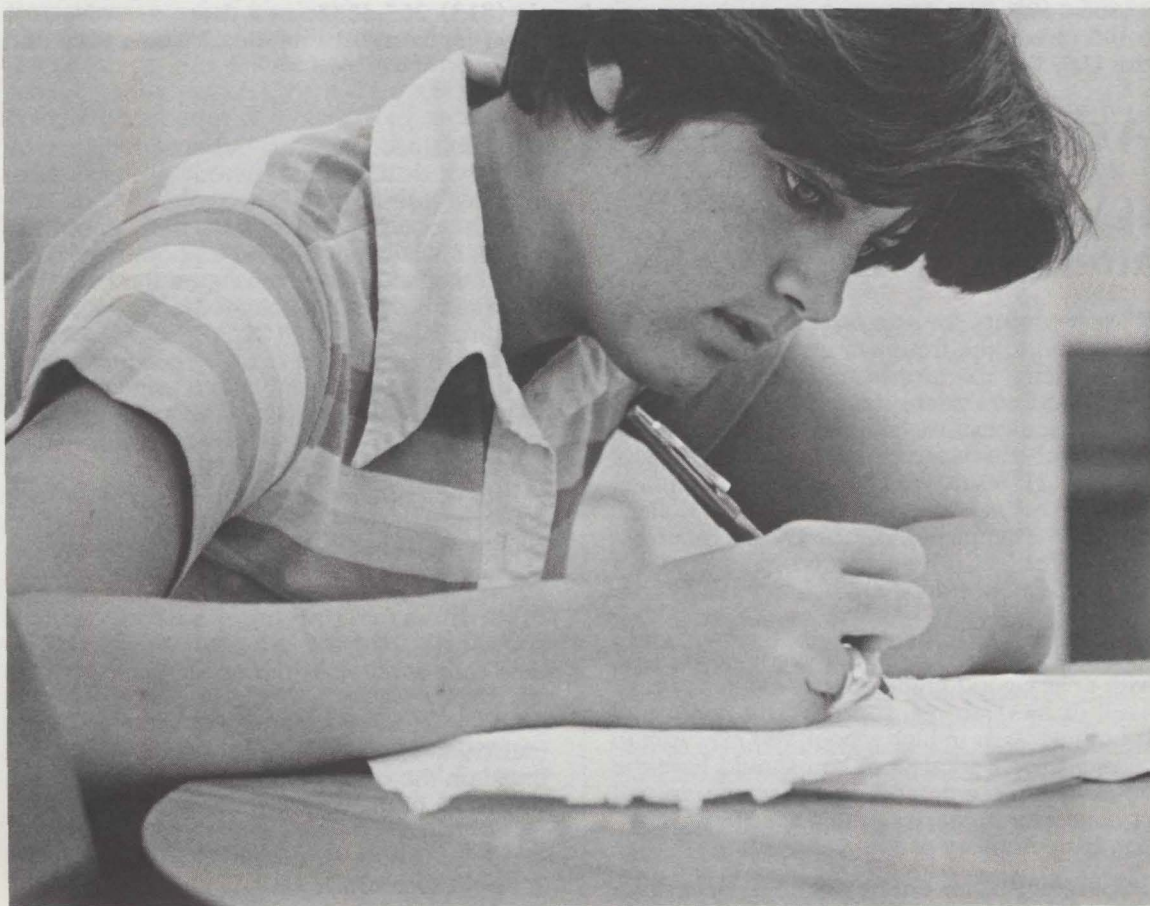
1986 SUMMER SESSION II

Registration for 1986 Summer Session II (6-week) classes, 1:00-4:00 p.m. 12-week classes will not meet on this date.

- June 23, Monday** Classes begin for 1986 Summer Session II (6-week) classes, 8:00 a.m.
- June 24, Tuesday** Last day to add Summer Session II (6-week) classes.
- June 26, Thursday** Fourth of July Holiday — No classes.
- July 4, Friday** Students dropping a 12-week class after this date will receive WF if failing.
- July 8, Tuesday** Students dropping a Summer Session II (6-week) class after this date will receive WF if failing.
- July 22, Tuesday** Last day to apply for graduate admission to the Fall 1986 Semester.
- July 28, Monday** 12-week classes end.
- July 31, Thursday** 1986 Summer Session II (6-week) classes end.
- August 4, Monday** Summer Session II and 12-week grade sheets due in Registrar's office, noon.
- August 6, Wednesday** August degree-conferring date (no ceremony — diplomas and transcripts mailed on August 22).
- August 11, Monday** Diplomas and transcripts for August graduates will be issued on this date.
- August 22, Friday**



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Undergraduate Admission

Undergraduate Admission To The University

This chapter is divided into sections depending on your status — as a new freshman, a transfer student, visiting student, nursing student, auditor or elementary or secondary teacher returning for credits. If you have additional questions about admission policies, feel free to write to the Director of Admissions, The University of Tampa, Tampa, Florida 33606-1490. The University telephone number is (813) 253-3333, and there are also two toll-free telephone numbers: in Florida, (800) 282-4773; from other states, Puerto Rico and the U.S. Virgin Islands, (800) 237-2071.

Admission Policy

If you have never attended college

Requirements for admission

Admission to the freshman class is based upon (1) academic performance in high school or high school equivalency earned through the General Educational Development Tests (G.E.D.), with a score that is acceptable to The University of Tampa; (2) results of the Scholastic Aptitude Tests (S.A.T.) administered by the College Entrance Examination Board or the American College Test (A.C.T.); and (3) recommendation of the high school principal or counselor.

Early admission

If you are an unusually well prepared student, with a very good grade-point average and high S.A.T. or A.C.T. scores, and you have completed your junior year in high school, you may want to consider early admission. You should have the unqualified recommendation of your principal or counselor. Inquiries should specifically mention Early Admissions Plan.

Advanced Placement and C.L.E.P. programs

If you have taken advanced placement courses in high school, you may receive advanced placement credit for these courses. Submit the re-

sults obtained on your Advanced Placement Tests, which are administered by the College Entrance Examination Board.

High school students have the opportunity to gain full admission to the sophomore class by submitting satisfactory results on the battery of tests administered through the College-Level Examination Program (C.L.E.P.) of the College Entrance Examination Board. These tests measure the students' general knowledge in the broad areas of English composition, social studies, humanities, general science, mathematics and other related subjects.

Full or partial credit may be granted as a result of these tests, which may enable you to bypass the required freshman-level courses in these areas.

Procedures for applying as a new freshman

You should apply at the end of your junior year or as early as possible in your senior year of high school. A tentative acceptance may be given on the basis of a three-and-one-half year high school transcript. Final acceptance, however, will be based on the complete high school record. You should be prepared to submit:

1. Application form, completely filled out.
2. Application fee of \$30.
3. High school transcripts showing academic program completed, scholastic average, date of graduation and recommendation of counselor or principal.
4. Scores on the S.A.T. and/or the A.C.T.

5. Scores on Advanced Placement or C.L.E.P. tests, for those applicants desiring advanced-standing credit.

If you are an undergraduate transfer student

Requirements for admission

If you are thinking of transferring to The University of Tampa, you will be asked to send a high school transcript, S.A.T. or A.C.T. scores, and a complete transcript of credits from each of the colleges or universities that you previously attended. These should be addressed to the Director of Admissions at The University of Tampa. Once all these documents have been received by the Admissions Office, your application will be processed as speedily as possible.

In order to be accepted at U.T., you should still be eligible to re-enter the institution you last attended. A "C" average or better in 24 or more semester hours of credit from an accredited college or university is required; this average will include all grades, regardless of the policies of the previous institutions. If you have less than 24 semester hours of college credit, you will be admitted as a new freshman, and you should follow the procedures for a new freshman application, in addition to sending your college transcripts.

Advanced standing for associate degree holders

If you are qualified for admission to The University of Tampa and you have an Associate of Arts Degree earned in the transfer preparatory program of a regionally accredited junior or community college, you may enter U.T. with full junior status. The University of Tampa asks for at least 60 hours of credit earned with grades of "C" or better.

Transfer credit acceptance policy

The University has established a comprehensive transfer credit acceptance policy. Complete details are outlined in the Academic Policies and Procedures section of this catalog.

If you have been accepted for admission to the University, you might want to request an evaluation sheet listing all the credit that was granted to you in the transfer. Once all transcripts, score reports and other necessary documents have been received by the University (at least 60 days prior to registration), this evaluation sheet will be complete and available.

Procedures for applying as a transfer student

For admission as a transfer student, you must submit the following:

1. Application form, completely filled out.
2. Application fee of \$30.
3. Complete transcript of credits from each institution previously attended, plus score reports and other substantiating documents as required.
4. High school transcript. 5. S.A.T. or A.C.T. scores.

College Level Academic Skills Test (CLAST)

Information concerning the CLAST is contained in the Financial Aid section of this catalog.

If you are an international student

Students from other countries are encouraged to apply for admission. The requirements are the same as for American high school or transfer students, except that results in the Test of English as a Foreign Language (T.O.E.F.L.) examination are used in place of the S.A.T. or A.C.T. The minimum acceptable T.O.E.F.L. score is 550.

In addition, as an international student, you must submit your transcripts and documents from foreign institutions to *World Education Services, Inc.*, for an evaluation of the credit earned and the institution that granted it. Application forms for evaluation by this service are available through the University's Admissions office upon request.

You must make appropriate financial arrangements prior to acceptance.

If you are a nursing student

Admission requirements for registered nurses interested in entering the Bachelor of Science in Nursing program are given in the chapter on Undergraduate Academic Programs.

If you are a visiting (transient) student

If you regularly attend another institution, you may register as a visiting student for one semester or for the Summer Session. You will need to submit:

1. Application form and \$10 application fee.
2. A letter from the institution in which you are enrolled that grants permission to attend The University of Tampa. The letter should outline the courses for which you are allowed to register and the period of time for which you are permitted to enroll.
3. A permit from your regular college for each term. The University of Tampa welcomes you to attend classes here for two consecutive semesters; after you have completed them, the University asks you either to apply as a transfer student or to think about returning to your former college.

If you are interested in auditing classes

You may register as an auditor at The University of Tampa by submitting an application form and a \$10 application fee. As an auditor, you will earn no college credit; nor will your academic work be graded. In order to audit classes, you are not required to submit records of previous academic work.

If you are an elementary or secondary school teacher

Elementary and secondary school teachers may attend the University to take courses for certification. If you are a teacher wishing to take undergraduate-level courses for certification, you should submit an application, a \$10 application fee and a copy of your state certification. No other documents or records of previous academic work are necessary, unless you intend to work for a second degree.

General information about admission

The Admissions Committee of the University may, upon request, review the documents of any applicant and, based on individual circumstances, make exceptions to one of the requirements mentioned in the above sections.

The University reserves the right to refuse admission to any applicant or readmission to any student or to dismiss any student whose conduct is judged detrimental to the University program.

No portion of your academic record from another institution should be withheld; this may result in a permanent dismissal without credit for work completed at The University of Tampa. Credit is given only for acceptable courses on which grades of "C" or better were earned.

Admissions appeals

If you wish to appeal an admission decision, you

should submit your appeal in writing to: Chairman, The Admissions Committee, Box F, The University of Tampa, 401 West Kennedy Boulevard, Tampa, Florida 33606-1490. Included with the written appeal should be documentation to support your reasons for the appeal.

Financial Information

The University of Tampa believes that educational costs to students must remain reasonable and consistent with excellence in instruction and support facilities.

As part of the University's calendar, you may take seven- and 14-week courses concurrently during a semester. The University uses the term "semester" in reference to the payment of tuition and fees as denoting a 14-week period of time.

The tuition and fees shown in this section apply to the total number of semester hours of credit taken during the course of a semester, whether the student takes seven-week courses, 14-week courses or a combination of both. The tuition also applies to the total number of credit hours taken during any combination of offerings during summer sessions.

The following tuition and fees, including room and board fees, are applicable to the 1985-86 school year. The University of Tampa, however, reserves the right to make changes in costs at the beginning of any term as circumstances may require.

Application fees

The University of Tampa requires a non-refundable deposit from all candidates for admission.

Regular degree-seeking students (full- and part-time)	\$30
Non-degree-seeking post-baccalaureate students	\$10
Re-applicants (former U.T. students)	\$10
Auditing and transient students	\$10

Costs

The basic semester costs for 1985-86 are as follows:

Tuition (12-18 credit hours)	\$3,290
Activities fee (non-refundable)	\$121
Athletic fee (non-refundable)	\$27
Room (fall & spring semester) average . . .	\$745
Board (fall & spring semester) average . . .	\$722
Total	\$4,905

Full-time undergraduate tuition

The \$3,290 tuition per semester permits a student to take from 12 to 18 hours during any semester. An additional charge of \$145 is made for each registered hour in excess of 18 hours for one semester.

Part-time undergraduate tuition

A student taking between one and eight credit hours will be charged \$145 per credit hour. A student taking between nine and 11 credit hours will be charged \$480 for each registered hour in excess of eight hours.

Other tuition

Other tuition costs per credit hour are as follows:

Nursing students (all courses)	\$120
Women's Re-Entry Students (for Re-entry courses only)	\$145
MacDill Center Studies (for MacDill courses only)	\$50
Graduate (M.B.A.) Students (for graduate courses only)	\$150

Activity fee

The \$121 Activity Fee is assessed each semester to all full-time students taking 12 credit hours or more. The fee provides basic support to the Student Health Service, the University of Tampa Student Government Association and other student-sponsored organizations. It also enables, through partial support, the offering of student programs, such as concerts, plays, guest lecturers and other activities of a social and recreational nature. This fee also entitles a student to receive the campus weekly newspaper.

Athletic fee

The Athletic Fee is assessed each semester to all full-time undergraduate students — those taking 12 credit hours or more. This fee provides the student with free admission to University of Tampa on-campus athletic events and recreational and intramural use of athletic facilities.

Room rent

Students wishing to live in University housing may do so by contacting the University Housing Office. The semester room rate schedule is as follows:

Rooms:

Single	\$870 — 1,055
Double	\$615 — 795
Triple	\$695 — 705

Apartments:

Double	\$815 — 860
Triple	\$850 — 860

Board

Meals are served on the student meal contract at the University Dining Hall throughout the academic year except during the following vacation periods: Thanksgiving (November 28 through December 1, 1985); Christmas (December 14, 1985, through January 4, 1986); and Spring Vacation (February 22 through March 2, 1986).

Students living in the following residence halls are required to be on a meal plan: University East and Delo, Howell, Smiley and McKay halls. All medical excuses and waivers must be approved by the Associate Provost before a student is released from a meal plan.

Students have the option of selecting one of the following board plans: (The charge indicated is for one semester only)

Plan A...19 meals per week.....	\$809
Plan B...15 of 19 meals per week.....	\$722
Plan C...10 of 15 meals per week (M-F) ..	\$642
Plan D...10 of 19 meals per week	\$695

Other expenses

All students have the privilege of auditing classes. As a regularly enrolled full-time student, you may be permitted to audit one course each semester without additional charges. In all other cases, an auditor shall pay \$145 per credit hour.

Books and supplies will probably cost about \$150 each semester. The bookstore will ask for cash or check payments for all purchases.

There are five additional fees charged when they apply: graduation fee (required of all graduating students), \$25; schedule change fee, \$15; teaching internship fee, \$15; campus vehicle registration fee, \$10; and late registration fee, \$25.

Certain courses will also ask for a fee to cover field trips or travel; these courses are noted in the Course Description section of this catalog.

Deposits**Enrollment deposit**

To pre-enroll in classes as a continuing student, whether you are full- or part-time, you will be asked for a \$50 non-refundable deposit prior to the pre-enrollment dates noted in the Academic Calendar. This will be credited to your account.

Room deposit

As a new student you will need to deposit \$200 with a completed application in order to reserve housing for either the fall or spring semesters. Because residence hall space is limited, you will be encouraged to submit your housing application and deposit at the earliest possible date, to make sure you will have a room waiting for you. One-half of the deposit (\$100) will be refunded if you write to cancel the reservation before July 1 of the fall semester and December 1 of the spring semester. No refunds can be granted after the refund deadline dates.

As a continuing student interested in reserving housing, you will be asked to make a non-refundable deposit of \$100.

Damage deposit

Each student living in University housing is required to pay and maintain a damage and key deposit of \$75. This deposit is used to cover any charges for damages to private and public areas

as well as the replacement of lost housing keys.

A refund of the unexpended deposit will be made to students who withdraw from University housing.

If you are dependent upon any aid plan or any other source of funds, you will still need to pay your deposits by deadline dates specified in this catalog. You may use account credit balances to cover deposit requirements.

Prepayment plan

There is an option of monthly payments of educational expenses available through one of three organizations. For information about these sources, write to:

Academic Management Services, P.O. Box 1000,
Pawtucket, Rhode Island 02860.

Insured Tuition Plan, 53 Beacon Street, Boston,
Massachusetts 02108

The Tuition Plan, Concord, New Hampshire
03301.

Withdrawals and refunds

If you withdraw after final exams at the close of the fall or spring semesters, you must notify the Counseling office in order to avoid financial penalties.

Registered students withdrawing prior to attending classes must notify the Registrar's office before the beginning of classes to avoid financial penalties.

Students dropping courses or withdrawing from the University within two weeks (or within one week for summer session) after the last day of registration will be granted a 50 percent adjustment of tuition, and during the third and fourth weeks, will receive a 25 percent adjustment.

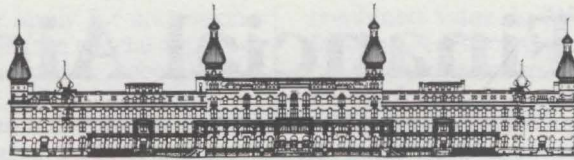
Board will be adjusted on a pro rata basis for the full weeks remaining after the Meal Plan Identification Card is relinquished. (Meal Plan week runs from Sunday through Saturday.) Charges for room rent will not be adjusted.

Payment of bills

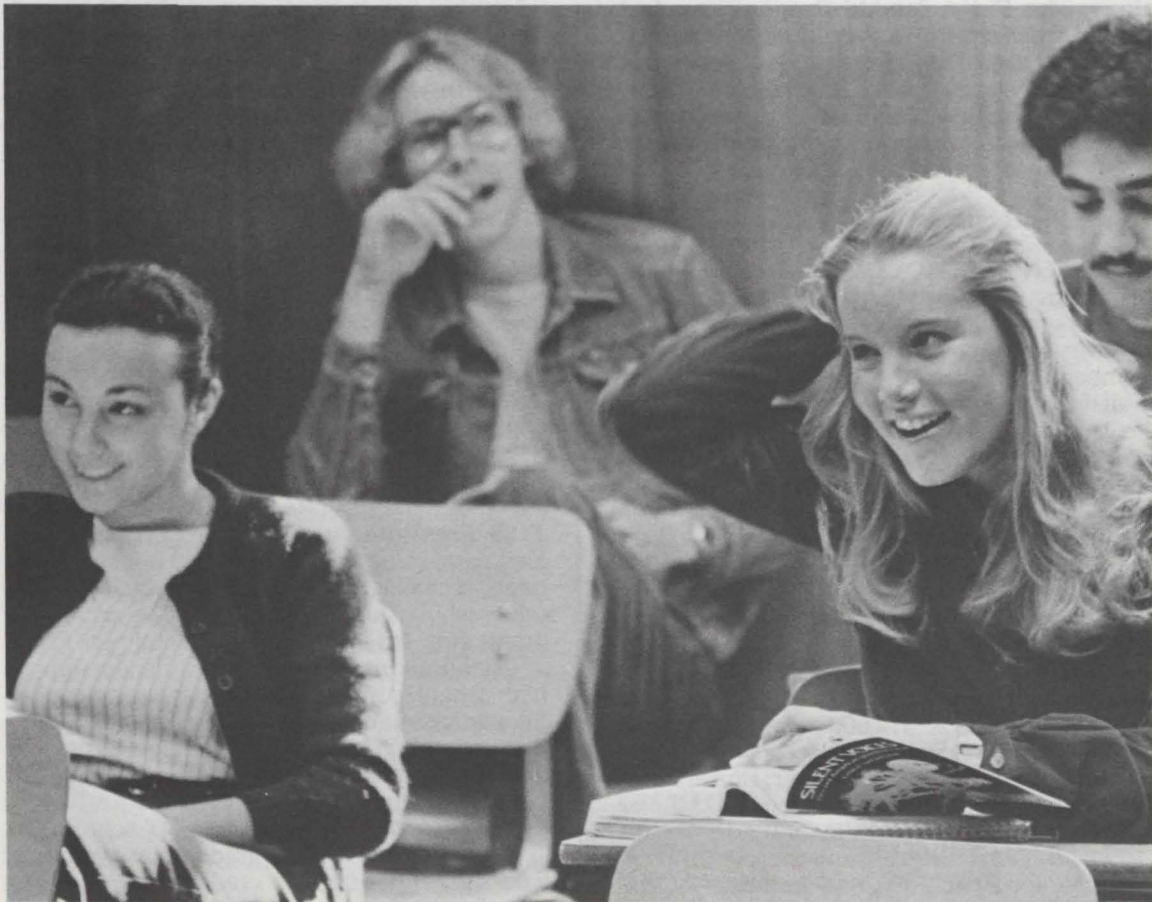
So that your registration is fixed for each enrollment term, you must pay all required charges. Payment may be made in advance of the registration date or at the time of registration.

All bills must be paid before classes start; the University will be unable to grant an honorable separation, an official record of credits or a diploma until all University accounts are cleared.

Financial Aid



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Financial Aid

Financial Aid

The University of Tampa offers a strong financial aid program that assists qualified students from the United States with their educational expenses. The primary responsibility for financing a college education must be assumed by the parents and/or the student. The University of Tampa does, however, provide assistance to students whose parents cannot provide all funds needed to meet educational costs. In recent years more than 65 percent of the University's students have received some type of financial assistance. This assistance may be granted on the basis of need and/or on the basis of academic, artistic or athletic qualifications. The Financial Aid Program is administered without regard to race, color, sex, religion, handicap or national origin. It is also administered in accordance with the nationally established policy of meeting demonstrated need; that is, the difference between the student's resources (parental contribution, summer earnings, savings, et cetera) and the total cost of attending The University of Tampa. Such cost includes tuition, fees, room, board, supplies, transportation and an allowance for personal expenses.

National scholarships

PRESIDENT'S SCHOLAR: Freshmen

Maximum value is \$16,000 (\$4,000 per year). Students receiving these scholarships are ineligible for other scholarships listed herein. The number of scholarships awarded is limited by availability of funds.

Qualifications: Have a grade-point average of 3.50 or better or be in the top fifteen percent of the graduating class and composite math and verbal S.A.T. score of 1100 or better or composite A.C.T. score of 25. Renewed each year for students maintaining a grade-point average of 3.00 or better.

Application procedures: Apply for admission as a full-time student.

R.O.T.C. SCHOLAR: Freshmen and Transfer Students.

Maximum value is \$12,000 room and board (\$3,000 per year). Students receiving these scholarships are ineligible for other University of Tampa scholarships. The number of scholarships is limited by availability of funds.

Qualifications: Selection by the U.S. Army or Air Force for a two-, three- or four-year R.O.T.C. Scholarship, and participation in the ROTC pro-

gram as a military service scholarship student registered at The University of Tampa. (Special note: Air Force scholarship students will take R.O.T.C. courses at the University of South Florida in Tampa.) Renewed each year for continuing military service scholarship students.

Application procedures: Apply for admission as a full-time student, indicating that you are an applicant for a U.S. Army and/or Air Force R.O.T.C. Scholarship and furnish documentation when the scholarship is awarded.

LEADERSHIP/EXTRACURRICULAR ACTIVITIES: Freshmen and Transfer Students

Maximum value is \$6,000 (\$1,500 per year). Students receiving these grants are ineligible for other scholarships listed herein. The number of grants awarded is limited by availability of funds.

Qualifications: Demonstrated leadership in high school, community or college; or meaningful participation in extracurricular activities in high school, community or college. Freshmen need a minimum grade-point average of 2.50 or better or composite math and verbal S.A.T. score of 900 or better or composite A.C.T. score of 20. Transfer students need a grade-point average of 2.00 and 26 transferable credits. Renewed each year for students in good academic standing who demonstrate student leadership or continue meaningful extracurricular activities at The University of Tampa.

Application Procedures: Apply for admission as a full-time student. Submit the special application, together with appropriate recommendations.

Florida scholarships

PRESIDENT'S SCHOLAR: Freshmen

Maximum value is \$16,000 (\$4,000 per year). Florida high school graduates qualified for the State of Florida Tuition Voucher will receive an additional \$3,340 (\$835 per year). Maximum combined total is \$19,340 (4,835 per year). Students receiving these scholarships are ineligible for other scholarships or grants listed herein, except the Tuition Voucher. The number of scholarships awarded is limited by availability of funds.

Qualifications: Have a grade-point average of 3.50 or be in the top fifteen percent of the graduating class and a composite math and verbal S.A.T. Score of 1100 or better or a composite A.C.T. score of 25 or better. Renewed each year for students maintaining 3.00 academic average.

Application Procedures: Apply for admission as a full-time student.

HILLSBOROUGH COUNTY

HONOR ROLL SCHOLAR: Freshman

Maximum value is \$16,000 (\$4,000 per year). Florida high school graduates qualified for the State of Florida Tuition Voucher will receive an additional \$3,340 (\$835 per year). Maximum combined total is \$19,340 (\$4,835). Students receiving these scholarships are ineligible for other scholarships or grants listed herein, except Tuition Voucher. The number of scholarships awarded is limited by availability of funds.

Qualifications: Be selected by the *Tampa Tribune's* selection committee as a Hillsborough County Honor Roll student for the Senior Year 1985-86. Renewed each year for students maintaining good academic standing.

Application Procedures: Apply for admission as a full-time student.

FLORIDA SCHOLAR: Freshman and Transfer Students

Maximum value is \$14,000 (\$3,500 per year). Florida high school graduates qualified for the State of Florida Tuition Voucher will receive an additional \$3,340 (\$835 per year). Maximum

combined value is \$17,340 (\$4,335 per year). Students receiving these scholarships are ineligible for other scholarships or grants listed herein, except for the Tuition Voucher. The number of scholarships awarded is limited by availability of funds.

Qualifications: Be a graduate of a Florida high school. Freshmen need a grade-point average of 3.50 or placement in the top twenty percent of the graduating class and a composite math and verbal S.A.T. score or 1000 or a composite A.C.T. score of 23. Transfers need a 3.20 grade-point average and 26 transferable semester credits. Renewed each year for students maintaining 3.00 grade-point average.

Application procedures: Apply for admission as a full-time student.

TUITION GRANTS: Freshmen and Transfer Students

Maximum value is \$8,000 (\$2,000 per year). Florida high school graduates qualified for the State of Florida Tuition Voucher may also receive an additional \$3,340 (\$835 per year). Maximum combined value is \$11,340 (\$2,835 per year). Students awarded these grants are ineligible for other scholarships listed herein, except the Tuition Voucher. The number of scholarships awarded is limited by availability of funds.

Qualifications: Graduate from a Florida high school and be accepted at The University of Tampa. Freshmen need a minimum grade-point average of 2.50. Transfer students need a grade-point average of 2.00 and 26 transferable hours. Renewed each year for students maintaining good academic standing.

Application procedures: Apply for admission as a full-time student.

Need-based financial aid

NATIONAL DIRECT STUDENT LOAN (NDSL)

This federally funded loan program provides funds to students with demonstrated financial need. This loan carries a five percent simple interest rate, while repayment and interest accrual do not begin until six months after the student ceases to be enrolled on at least a half-time basis.

COLLEGE WORK-STUDY PROGRAM (CWSP)

This federally funded program provides part-time employment to students with demonstrated financial need. Each year students are employed in most departments on campus, and average yearly awards are \$1,000, which represents approximately 10 hours of weekly employment. Some examples of CWSP jobs at The University of Tampa include: desk clerk at the library, laboratory assistant, cashier, secretarial assistant and groundskeeper.

SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT PROGRAM (SEOG)

This federally funded program provides grants to students with financial need; these grants do not have to be reimbursed. SEOG's are generally renewed each academic year, provided that students comply with the standards of satisfactory academic progress and their financial circumstances do not radically change.

UNIVERSITY OF TAMPA GRANTS

The University has funds to offer students with demonstrated financial need, and priority is given to students who comply with the application deadline.

How and when to apply for need-based assistance

In order to assess the financial need of each applicant, the University uses the facilities of the American College Testing Program (A.C.T.). All interested applicants should file the Family Financial Statement (FFS) by February 15, 1985, in order to receive maximum consideration for need-based financial aid from The University of Tampa. By filing the FFS by this date, the University will receive the application in advance of the March 15 deadline for aid consideration.

NOTE: While the FFS is preferred by the University, the Financial Aid Form (FAF) of the College Scholarship Service is also acceptable.

Awards to entering students are made in mid-March, and recipients are given three weeks in which to indicate their acceptance of the offer. Awards to returning students are made in mid-April, although the application deadline is

also March 15. For an aid application to be considered complete:

1. The University of Tampa has received the FFS.
2. The applicant has been accepted for admission to the University and intends to matriculate on a full-time basis.
3. For transfer students, the University has received a financial aid transcript from every college or university previously attended.
4. Continuing students must be in compliance with the standards of satisfactory academic progress and not be in default on any loan or owe a payment of a federal grant for previous attendance at U.T.

Late applicants receive consideration for financial assistance only if funds are still available.

Financial aid is offered on the basis of financial need, with priority given to those students who demonstrate academic scholarship, leadership and strong commitment to enroll in the University for the upcoming academic year.

Approximately three weeks after filing the FFS, the University receives a Comprehensive Financial Aid Report from A.C.T. This report provides an estimate of the student's resources available for higher education. This estimate of available resources is then deducted from the costs of attendance at the University, and the resulting figure is the applicant's financial need.

In order to meet a student's financial need, the University attempts to offer a "package" of aid, which may consist of any one, or combination, of the aforementioned types of assistance. A typical financial aid package awarded to incoming freshmen for 1984-85 was:

Total costs	\$10,500
Student resources	\$ 4,800
Financial need	\$ 5,700

Aid offered:

Florida Tuition Voucher	\$768
Pell Grant	\$1,900
NDSL	\$1,000
CWSP	\$1,000
SEOG	\$1,000
Total aid	\$5,668

Other possible sources of aid

PELL GRANT

This program is funded and administered by the Department of Education and uses the Family Financial Statement (FFS) to determine student eligibility. Approximately four to six weeks after filing the FFS, applicants will receive a Student Aid Report from the Department of Education.

This Student Aid Report (SAR) will provide instructions concerning grant payments, which during 1984-85 ranged from \$200 to \$1,900 per year.

STATE SCHOLARSHIP AND GRANT PROGRAMS

The State of Florida has two programs to assist students in financing higher education. One, the Florida Student Assistance Grant, is based on the applicant's financial need as evidenced on the FFS, and during 1984-85, this award was \$1,200 per year.

The other program, the Florida Tuition Voucher Fund, is a grant to graduates of a Florida high school who have been residents of Florida for a minimum of two years. During 1984-85, this award was \$768 per year to all eligible students attending a private college or university within the state. Applications are available at the U.T. Financial Aid Office.

Other states also have a scholarship or grant program to assist students, and details may be obtained at local high schools, colleges or universities.

GUARANTEED STUDENT LOAN PROGRAM (GSLP)

This program enables students to borrow up to \$2,500 per year from their local bank, credit union or similar lending institution. The cumulative maximum for undergraduate study is \$12,500, while repayment and seven to nine percent interest accrual do not generally begin until six months after students terminate their education or cease enrollment on at least a half-time basis.

Students from families with adjusted gross incomes of \$30,000 or more will qualify for

GSL's up to their "unmet need" as determined by a needs test. All students are required to submit income information in order to determine their eligibility for this program. In most states parents of dependent undergraduate students are eligible to borrow up to \$33,000 per academic year at a 12 percent interest rate. This program is referred to as "Auxiliary Loans to Assist Students" (ALAS) and interested parents should contact their local bank or credit union for more detailed information.

Specific information about this loan program and application forms may be obtained at most commercial banks within the student's state of residence. Students having difficulty in finding a lender in their area should contact the University Financial Aid office for assistance.

College-Level Academic Skills Test (CLAST)

Effective August 1, 1985, Florida residents receiving state-funded assistance are required to pass the College-Level Academic Skills Test (CLAST) if they earn 60 or more semester hours of credit after this date. Students who receive CLAST scores which do not satisfy State Board of Education standards may remain eligible to receive state financial aid awards if they are enrolled in instruction related to the acquisition of skills necessary for the successful completion of the testing program.

Disbursement of financial aid

All aid funds are awarded for the entire academic year, one-half of which are credited to each semester. With the exception of the College Work-Study Program, where students are paid weekly as work is performed, aid funds are applied directly to student charges at the beginning of each semester.

All aid awarded by the University may be used only during the standard fall and spring semesters.

Academic eligibility for financial aid

Satisfactory academic progress for federal student financial aid, which includes the Guaranteed Student Loan Program, is defined as the successful completion of at least seventy-five percent of all credit hours attempted and a minimum cumulative grade-point average of 2.00 for undergraduates (3.00 for graduate students). Students failing to achieve this successful completion rate and/or minimum GPA after consecutive semesters are ineligible for assistance until these levels of academic progress are attained.

Undergraduate students are ineligible for aid once they have attempted 165 credit hours (including those earned at other institutions). Graduate students are ineligible after attempting 48 credit hours. Satisfactory academic progress for transfer students will be determined solely by the coursework taken at The University of Tampa; however, credits earned on a transient basis at other institutions will be used in determining a minimum successful completion rate of seventy-five percent.

The following provisions also apply to The University of Tampa's standards of satisfactory academic progress for federal student financial aid recipients: (1) Credit hours attempted is defined as those credits for which the student is enrolled at the expiration of the tuition return period. (2) Satisfactory academic progress for students enrolled in any or all of the optional summer sessions (Summer Session I or II) will be determined after the last summer session in which the student takes courses. (3) once a student has repeated courses three times at The University of Tampa, further course repetitions will be disregarded in enrollment status determination and GPA calculations. (4) The only non-credit course offered at The University of Tampa, (ORI 100), will be considered as four hours in determining enrollment status and the seventy-five percent successful completion rate. (5) A grade of "I" (Incomplete) is considered unsuccessful, and the attempted credit hours will be

attributed to the seventy-five percent completion rate. (6) The credit hours for course withdrawal ("W") will be attributable to the seventy-five percent completion rate, except for semesters in which the student successfully completes at least 12 credit hours.

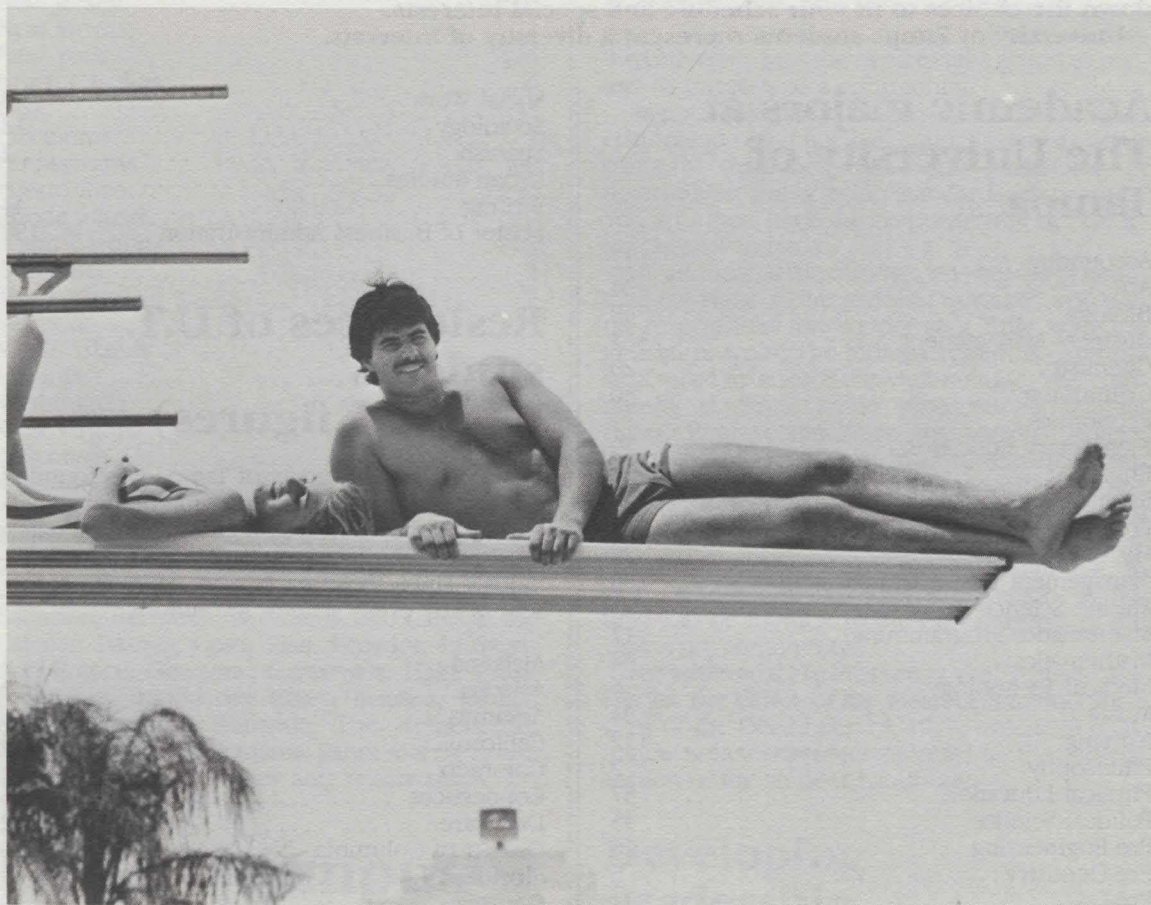
The ability to appeal the loss of eligibility for federal and state aid is possible under extenuating circumstances (such as illness or accident). This appeal should be made in writing with appropriate documentation to the Director of Financial Aid, and the appeal will be adjudicated by The University of Tampa Financial Aid Committee.

Caveat

This information is accurate as of April, 1985, and future federal and/or state legislation may alter program requirements and/or University policy.



The University Of
T A M P A



Student Life & Activities

Student Life and Activities

The Office of Student Affairs is responsible for many of the programs and activities that take place outside the classroom and enhance life at the University — these range from fraternity and sorority life to residence hall life, Student Government, the Diplomat and EXCEL programs, health care, counseling and study skill services and many others.

The aim of programs run by the Office of Student Affairs is to help you acquire the skills that will give you a head start in the post-graduate world. The next few pages offer a bird's-eye view of what special programs and leadership opportunities are available on The University of Tampa campus. Your decision — and it may be a difficult decision — is to narrow down the choices to fit your schedule and special interests.

University of Tampa students represent a diversity of interests.

Academic majors at The University of Tampa

Accounting	112
Art	34
Biology	98
Business Management	363
Chemistry	20
Criminology	50
Economics	19
Elementary Education	29
English	31
Finance	41
French	7
History	26
Management Information Systems	200
Marine Science	73
Mathematics Programming	17
Mathematics	34
Medical Technology	6
Music	34
Nursing	172
Philosophy	2
Physical Education	57
Political Science	45
Pre-Engineering	16
Pre-Dentistry	6
Pre-Law	21
Pre-Medicine	40
Pre-Veterinary Science	8
Psychology	76
Quantitative Analysis	2
Social Sciences	6

Social Work	8
Sociology	12
Spanish	2
Urban Studies	2
Writing	43
Master of Business Administration	180

Residences of U.T. students (1984-85 figures)

Although The University of Tampa was founded during the Depression to provide higher education for Tampa Bay area high school graduates, the student body has widened in scope enormously since those early days. Students represent nearly every state in the union:

Alabama	4
Arizona	2
Arkansas	1
California	5
Colorado	4
Connecticut	66
Delaware	2
District of Columbia	1
Florida	1320
Georgia	10
Idaho	3
Illinois	26
Indiana	18
Kansas	4
Kentucky	16

Louisiana	2
Maine	2
Maryland	80
Massachusetts	31
Michigan	20
Minnesota	8
Mississippi	2
Missouri	11
Nebraska	1
Nevada	1
New Hampshire	10
New Jersey	116
New Mexico	2
New York	146
North Carolina	6
Ohio	32
Oklahoma	1
Pennsylvania	60
Puerto Rico	40
Rhode Island	9
South Carolina	3
Tennessee	5
Texas	7
Vermont	7
Virgin Islands	15
Virginia	18
Washington	6
West Virginia	7
Wisconsin	7
Wyoming	2

The University also draws a substantial number of students from other nations. Last year the student body was represented by natives of the Bahamas, Bermuda, Bolivia, Brazil, Canada, the Cayman Islands, Costa Rica, Ecuador, El Salvador, France, Germany, Guatemala, Haiti, India, Indonesia, Iran, Ivory Coast, Jamaica, Jordan, Kuwait, Lebanon, Malaysia, The Netherlands, Nicaragua, Norway, Panama, Saudi Arabia, Spain, Sweden, Trinidad, Turkey and Venezuela.

Life on campus

Shared responsibility, personal freedom and collective safety and harmony — these are the aims of all administrative offices and student organizations on campus. The University promises that

every effort will be made to assure the best quality of life for the campus community.

The Board of Trustees has adopted a policy statement concerning student conduct. It emphasizes that the University is a community of scholars devoted to higher learning who have an obligation to support an atmosphere of mutual respect and high regard for the life and property of the University.

All members of the University family share in a respect for the law and adhere to the standards of conduct consistent with the University's purpose. These standards are self-enforced, unless the University sees the need to take action to protect its interests as a community.

As members of the Student Government Association and residence hall councils, and as occupants of residence halls, you participate in determining the specific standards of conduct. You will then have the responsibility of honoring these standards.

In all judicial situations, you will be guaranteed the right of due process; in return, you will be responsible for cooperating fully with the judicial process. The judicial system is carefully structured to ensure the well-being of the community at large, while protecting individual rights. Representation on the various judicial boards balances authority from all University constituencies: students primarily, as well as faculty, staff and administration. Only under exceptional circumstances would the president of the University or his representative suspend a student, in cases where the individual's presence "is believed to be inimical to the best interests of the University community."

For additional clarification of the Trustees' policy, ask the Office of the Dean of Students for a copy of the December 15, 1977, executive committee policy statement or refer to the judicial section of the student handbook.

Developing Leadership Skills

Many of the organizations sponsored or assisted by the Office of Student Affairs will offer you the

chance to develop leadership and decision-making skills. This chapter offers you a sampling of what is available on campus; several of these programs are unique to The University of Tampa, designed specifically with student needs in the 1980s in mind.

Student Government

If you are interested in participating in campus governance, in speaking out about University policies and procedures or in helping to arrange speakers, concerts, plays and cultural performances, the Student Government is the place for you.

All recognized clubs organizations, interest groups, residence halls and independents have voting power in the General Assembly of the Student Government, but all students are urged to present their views there. The members of the General Assembly also have the responsibilities for manning the various programming committees that provide campus-wide activities.

These committees are chaired by class representatives chosen in campus elections during the Spring Semester. The president and officers of the student body are also elected at that time; they make up the Executive Council.

Funding for the Student Government comes from the student activities fee you pay at registration. From this money, the Student Government funds all programming committees, as well as the *Minaret*, the campus newspaper; the *Moroccan*, the yearbook; and *Quill*, the University's literary journal.

Student membership on University committees

You may also have the opportunity to participate in University governance and have a voice in the growth and development of the University as a voting member of the Collegium, the faculty/student/administrative governing board of the internal affairs of the University or of the Student Judicial Board.

Another University committee governs student publications; representatives of the *Minaret*, *Moroccan* and *Quill* serve on the Student Publi-

cations Committee, along with faculty members.

Campus leadership organizations do not end here, however. There is a wide assortment of activities and groups from which to choose.

The University of Tampa Diplomats

The trademarks of the Diplomats are their Spartan red jackets, gold ties or scarves and black skirts or slacks — this group is an important and highly visible presence on campus.

Each year 25 students are chosen for the Diplomats; the process involves an intensive look at these students' commitment to the philosophy and spirit of the University, their level of maturity, sense of responsibility, abilities to communicate effectively and leadership capabilities. The Diplomat program is a student service organization that promotes communication both within the University and between the University and the community.

Co-sponsored by the Student Affairs and Alumni offices, the Diplomat program creates opportunities for students to interact with alumni and local business and civic leaders. Diplomats provide vital services as official University of Tampa student hosts during New Student Orientation programs, Family Weekend, Commencement ceremonies and a wide assortment of other University functions.

EXCEL: Expanded Curriculum for Excellence in Leadership

EXCEL is the newest student leadership program on campus and one of the most excitingly innovative. Campus leaders and new students recognized as potential leaders apply for a position in the EXCEL program; the top candidates are chosen by a committee composed of students, faculty members and University administrators.

This is a three-year program with a planned basic curriculum and an advanced curriculum. During their final year in the program, EXCEL members become the planners and presenters and serve as planning and problem-solving teams in addressing current University issues.

Programs are organized to investigate a diversity of leadership roles, challenges and problems. Speakers represent leaders in University offices; local, state and national civic and business organizations; and well known authorities on leadership issues.

The programs combine a variety of learning experiences — readings, seminars, lectures, case studies, small group work, field trips and retreats.

EXCEL was formed because of a University-wide adherence to the following ideals: • Leadership is a valuable commodity • Leadership qualities can be acquired and skills learned • It is part of the University's educational mission to encourage students to develop these qualities and skills • A student's extracurricular life is important and should be integrated with the academic curriculum.

Although EXCEL is not credit-based, as an EXCEL participant you receive certificates for completing part or all of the curriculum.

Resident Advisors

Your RA may be the first person you meet when you arrive on campus. Paraprofessional staff members, RA's are currently enrolled students at the University; one is assigned to live on each floor of every residence hall.

They have been trained by the professional residence life staff to help plan social and educational programs; their major concern is the happiness and welfare of each member of their unit. They will be a friend, administrator, counselor, programmer, peacemaker and resource person.

You will have the opportunity to apply for an RA position in the spring of each academic year. Like the Diplomat and EXCEL program requirements, this application will involve personal interviews, written recommendations and a look at your academic and extracurricular records.

Task forces

A task force is a group formed on an *ad hoc* basis for a single purpose. It may be established to study and make recommendations on a specific problem, to accomplish a single goal, complete a

one-time project or address a specific issue.

The Office of the Dean of Students has inaugurated a series of task forces to address significant campus issues and problems. These are composed of students, staff and faculty working toward cooperative University planning. Along the way, important skills are learned: how to conduct research, write, plan, organize, analyze, coordinate, follow up, evaluate, make cooperative decisions, solve problems, exercise creativity, set priorities, develop diplomacy, work with colleagues and produce positive results.

The Voluntary Action Center

Coordinated by the Director of Student Activities, the Voluntary Action Center (VAC) provides a central on-campus organization for the development and planning of volunteer activities, including working with hospitals, children's homes and crisis centers. The VAC is a clearinghouse that matches volunteers with human service agencies that need their services.

Campus Organizations

Honor and recognition societies

Outstanding academic performance, leadership skills and extracurricular achievements are recognized by membership in honor and recognition societies; there are 15 of these societies on campus.

Alpha Chi is the scholarship honor society. Beta Beta Beta recognizes achievements in biology. The others are Delta Sigma Pi (business), Kappa Delta Pi (education), Kappa Kappa Psi (music), Omicron Delta Epsilon (economics), Omicron Delta Kappa (leadership), Order of Omega (Greek men), Pershing Rifles (military), Phi Alpha Theta (history), Phi Eta Sigma (freshman scholarship), Pi Sigma Alpha (political science), Psi Chi (psychology), Rho Lambda (Greek women) and Sigma Tau Delta (English).

Greek organizations

Fraternity and sorority organizations, known as the "Greeks" because of their Greek letter designation, date back to the very early days on campus. Each year the rush season invites freshmen and interested upperclass students to visit the groups in a social setting and decide whether or not to pledge with a fraternity or sorority.

There are four sororities on campus, Alpha Chi Omega, Delta Gamma, Delta Zeta and Zeta Phi Beta; they are governed by a student-administered Panhellenic Council. The University of Tampa Interfraternity Council links the eight campus fraternities: Alpha Epsilon Pi, Phi Beta Sigma, Phi Delta Theta, Pi Kappa Phi, Sigma Alpha Epsilon, Sigma Phi Epsilon, Theta Chi and Zeta Beta Tau.

These groups are involved in a wide range of activities, from community service (local beneficiaries have included the Heart Fund, United Way and holiday parties for underprivileged children) to intramural competition, leadership activities and parties — formal dances, barbecues, beach weekends and weekend parties. Once you are settled on campus, you will be invited to take a look at Greek life.

Interest groups

No matter what activities interest you, there are special groups that offer unique challenges, including: Accounting Club, Army ROTC Cadet Battalion, Association for Black Collegiates, Biology Club, Campus Christian Fellowship, Chemistry Club, Computer Club, U.T. Diplomats, U.T. Drill Team, Hilel Jewish Student Union, Karate Club, International Organization Club, *Minaret*, *Moroccan*, Newman Club, Outdoor Club, Physical Education Majors Club, *Quill*, ROTC Running Club, Rugby Club, Scuba Club, Spartan Waterski Club, Student Government, Student Political Organization, SUNA, U.T. Theatre Club, Varsity Athletic Association and Volleyball Club.

Student publications

There are three student-run publications on campus: the national award-winning newspaper, the *Minaret*; the yearbook, the *Moroccan*; and the campus literary journal, *Quill*. All offer a chance to become part of a team aiming at publishing quality, artistic literary material and acquiring new skills along the way. The editors and assistant editors are selected each spring by the Student Publications Committee on the basis of experience, performance on the staff and qualifications.

The University newspaper: the *Minaret*

If you are interested in journalism, as a career or an educational experience, the *Minaret* may be the place for you. A weekly that offers everything from athletics to zoological topics in its pages, it offers openings for photographers, business managers and advertising salesmen, writers, editors and lay-out artists.

Promotions within the staff are on a competitive basis.

The University yearbook: the *Moroccan*

The *Moroccan* staff offers the official chronicle of a year at The University of Tampa, covering with imaginative efforts the major events of University life. Dedicated to the senior class, the *Moroccan* offers another type of editorial and business/advertising experience.

The student literary journal: *Quill*

Whether your creative interests lie in poetry, essay writing, fiction, drawing or photography, *Quill* can offer you an opportunity for publication. The magazine is designed and produced by students; contents are selected competitively by the student editorial board. Anyone may apply for a position on the editorial board; final selection is made on the basis of experience and qualifications.

Services to Students

Developmental Transcripts

Not only does participation in these events broaden your college years, but it can also contribute toward your success, both because of the skills you can learn and because of the fine achievements you accumulate while at U.T.

The University of Tampa has begun a Developmental Transcript program to assist you with future references and to keep track of those achievements. This transcript is an official University document issued from the Office of Student Affairs that lists activities and organizations in which you participate while at U.T. Included in this transcript are honors and awards earned, leadership positions held, special achievements, and certificates, letters of recommendation or other documents pertaining to student achievements.

The Counseling Center

Personal, career, reading/study skills counseling is offered by the University of Tampa's Counseling Center, located in Room 306 of Plant Hall. In addition, the center can make referrals for tutoring and training programs.

Confidentiality is a prime concern in the Counseling Center — the staff respects your right to personal privacy and will not violate this right. The confidential nature of *all* counseling contacts maintained.

Counseling services are provided on an individual or group basis, free. If you have any questions about the services available, call the center at (813)253-3333, extension 378. The center's hours are weekdays from 8:30 a.m. to 5:00 p.m. Immediate walk-in counseling is available, although appointments are encouraged.

Personal counseling

The primary objectives in personal counseling are to help you, as a unique and developing student, adjust to college life, develop effective interpersonal relationships and skills, and discover and take advantage of your full potential. A professional counselor is available to help you effectively cope with personal conflicts or crises that are difficult to bear alone.

Group counseling is offered to help students learn preventive, healthy living skills — skills such as relaxation and stress management, assertive behavior, interpersonal communication skills and methods of self-discovery and personal growth. Individual counseling can help you cope with loneliness, depression, relationships, substance abuse and personal growth.

Career counseling

This service is geared to helping you identify your career interests and skills, clarifying your values and making the decision-making process about selecting a college major, career field or graduate study easier.

A computer-assisted Career Resources Library is stocked with educational, career and occupational information. The center also offers DISCOVER, a user-friendly and complete career information and guidance system, designed specifically to meet the needs of today's college students.

Reading/study skills counseling

Time management, notetaking, test preparation, computer-assisted speed reading and test and math anxiety reduction are topics for individual study skills counseling and group workshops offered by the Counseling Center.

Tutor referrals and training

The Counseling Center maintains a list of tutors trained by University staff members for students requiring help in specific subjects. A small fee is charged for tutoring services.

Student Career Opportunities and Employment (SCOPE)

SCOPE — The Student Career Opportunities and Employment office is dedicated to preparing University of Tampa students for life during and after graduation. Our goals are to assist students in the sometimes confusing process of finding a job and to bring them and the employers together.

Students can find part-time, temporary and summer jobs, on and off campus; and graduating senior receive assistance with career-level opportunities. Alumni may use the SCOPE Office services for finding employment or in making career transitions.

Through the SCOPE Office, you can learn job-hunting techniques, resume-writing and interviewing skills by attending various workshops. You might also consider taking advantage of the various placement services offered: Employer Library of company literature and job-search references, placement credentials files, on-campus interviewing, job vacancy listings and referrals. Also, various business and professional persons from the Tampa community are eager to meet with you informally and give you advice and information.

Health Services

The University Health Center believes in "wellness" — paying close enough attention to your body and its needs so that you prevent most illnesses and feel energetic enough to meet all the demands of college life. The Health Center is located on the southwest corner of Pepin/Rood Field and is open weekdays from 8:00 a.m. to 6:00 p.m. The center is staffed by three registered nurses and a doctor who has office hours for a part of each day.

In case of an emergency when the Health Center is not open, students are referred to hospitals and emergency walk-in clinics in the University's immediate vicinity. The Health Center also

has a list of physicians who are specialists in their fields if a student needs referral for additional treatment.

Allergy injections are given with the patient's serum for a nominal fee. Laboratory tests and x-rays are arranged through the Health Center when necessary. You can obtain certain medications without charge; charges for any other medications are nominal.

Your parents will be contacted in case of severe illness or hospitalization, provided you sign a release statement. All your health records are confidential and can only be released if you are a minor or if you sign a release statement.

A Women's Health Care Clinic is held once a week with a local gynecologist and "rap sessions" are often organized to discuss health-related issues.

For full-time U.T. students there is automatic coverage by the student health insurance carrier. However, it is recommended that all students who have private coverage keep it during their college years. Coverage for part-time students and dependents of students is available at additional cost.

Campus Store

One of the first places you will probably visit is the Campus Store. It is now University-operated and has a new location on "B" Street across from the Scarfone Gallery. This is where you can buy textbooks, clothing, school supplies and other convenience items—as well as the kind of University memorabilia a new student and returning alumni require.

Among other services the Campus Store offers are film developing, ordering class rings, caps and gowns and free notary service. The Campus Store has been expanded to twice its former size and offers year-round textbook buying, along with an expanded art department, more trade books, records and tapes. A suggestion box is located at the front entrance. Your suggestions are appreciated.

Food services

The University cafeteria is located in the students' activities hub: the Student Union. Faculty, administrators, students and staff eat there on a cash basis or by purchasing the boarding plan, which is outlined in the section on Financial Information. Students living in certain residence halls are required to choose one of the boarding plans. Serving hours are posted in the Union and listed in the Student Handbook.

Student mail and telephone service

Probably the office visited more frequently than any other on campus is the University Post Office, located on the first floor of Plant Hall.

Both resident and commuter students are assigned a post office box, with its own combination. Please don't give your combination away — unless you don't mind having others read your personal mail! Two deliveries a day and official University notifications, keep your box full.

Your official University mailing address will be your post office box number — not your residence hall room number. Your residence hall address should not be given to correspondents for mailing purposes.

United Parcel Service delivers all student parcels to the residence halls or students' off-campus local addresses.

There are telephone pay stations in each residence hall for personal long-distance calls, which cannot be placed through the campus switchboard. There are also on-campus lines for calls to faculty and administrative offices.

Safety and police

Recognizing its responsibility to provide a safe and secure atmosphere, the University maintains its own police department. The offices are in Howell Hall, with an "operations annex" nearby. The Department of Safety and Police operates 24

hours a day, 365 days a year, and all police officers are fully commissioned law enforcement officers who can help with any type of police or safety-related matters.

Vehicles on campus

The police department's responsibilities are to enforce the University's regulations and state law; it is also responsible for all vehicle movement and parking on campus. All staff and students must register their vehicles with the campus police during the first week of each semester. At that time they receive parking decals designating the areas in which they are to park. Use of all on-campus parking is limited to those vehicles with the proper color-coded decal. Guests may receive a visitor permit at the Howell Hall office or at the University Gatehouse Information Center, which stands by the main entrance.

You can obtain a copy of the current "Traffic and Parking Regulations" and a campus map from the information center or any police officer.

Student insurance

Full-time undergraduates are covered by student health and accident insurance. The premium is included in your required fees. Part-time students are urged to subscribe to student insurance or to carry a private policy.

Duplicating service

The Duplicating Center is available for quick-copy and large printing requests. Departments, clubs and organizations are assigned budget account numbers for these purposes and at the end of each month the Business Office bills for the services. Personal copy printing is available on a cash basis. There are also coin-operated machines located on campus for your use.

University Residence Life

At the University of Tampa you will seldom hear the term "dormitory" because "residence hall" is a more accurate term for the comprehensive educational environment the University promises to resident students. The professional residence hall staff works hard to create a stimulating setting where students can develop strong personal and social relationships.

Although no one is required to live on campus, 65 percent of the undergraduates choose to do so. There is no on-campus housing available for married students at this time.

The University offers a number of different residential options. You may choose from large high-rises that were once luxurious hotels to halls that are small and cozy; men and women can live next door to each other, or you may decide to choose an all-male or all-female residence.

There are five residence halls available for new students, one exclusively male, one exclusively female and three coed. You can have your choice of a double (there are 351) or a triple suite (17); more than 90 percent of these have private or adjoining bathrooms. Although there are 86 single rooms and 55 apartments on campus, they are typically occupied by upperclass students and generally not available to new students during their first semester.

Opening in the fall of 1986 will be a new \$3.1 million coeducational apartment-style residence complex accommodating 223 students.

Coeducational residence halls

Rivershore Towers (double rooms, 184 residents)

Howell Hall (single and double rooms and triple suites, 187 residents)

Delo Hall (single and double rooms and triple suites, 200 residents)

University West (double and efficiency apartments, 46 residents)

University East (double rooms, 23 residents)

Spartan Arms (double and triple apartments, 70 residents)

Residence hall for women

Smiley Hall (single and double rooms, 127 residents)

Residence hall for men

McKay Hall (single and double rooms, 165 residents)

On a first-come, first-served, space-available basis, campus housing is optional for all students. Priority for assignments to campus residence halls is determined by the date of your filing a complete housing application.

Students in University East and Delo, McKay, Howell and Smiley halls take one of the board meal plans; the plans are optional for those residence halls with kitchen facilities. Laundry facilities are available in all residence halls.

If you need additional information or help in acquiring housing on or off campus, contact the University's Residence Life and Housing Office.

The Arts at The University

One of the most exciting elements of U.T.'s liberal arts environment is the chance for you to test your talents and broaden your aesthetic horizons by participating in, or attending, the University's Fine Arts programs. These range from art gallery exhibits to theater productions, music and dance groups.

Musical activities at the University

The Performing Arts are held in a new facility for the Music Department in the Saunders Center for the Arts. The 11,000-square-foot facility was designed by the music faculty to incorporate state-of-the-art features for training musicians. There is a computer room, audio-visual room and a small recording studio, along with the traditional Band and Choral rehearsal rooms, classrooms, Wenger practice modules and faculty offices.

In addition to this facility, the University has several outstanding performing halls; McKay Auditorium which seats 1800, Falk Theatre which seats 1000 and the Plant Hall Ballroom which seats 300, for recitals and chamber music.

Filling these halls with music are the student ensembles: Collegiate Chorale, Show Chorus, Jazz Band, Jazz Combo, Concert Band, "Spirit of the Spartans" Pep Band, Classical Guitar Quartet, the String Quartet and other *ad hoc* student groups. Special musical productions in the Falk Theatre combine the talents of students and faculty. The tradition of the Collegiate Chorale going on tour during the Spring Break provides audiences in other states an opportunity to hear this ensemble.

The **Minaret Series** is a chamber music series in the Ballroom, where outstanding guest artists provide recitals ranging from flute and harp to solo concerts of outstanding quality.

In Residence at the University is violinist Esther Glazer offering master classes and special concerts such as the performance of the complete Beethoven piano/violin sonatas in a series of three recitals. The Hoffman Chamber Soloists and the Florida Orchestra perform in the Ballroom and the McKay Auditorium.

Piano study along with organ and harpsichord give many keyboard students the opportunity to explore their potential on all three instruments. Pianists appear annually in the traditional concerto recital.

The **Pre-College Music Program** offers people of all ages in the community the opportunity to study with the University's music faculty. Monthly recitals and master classes, theory classes, Suzuki violin and private lessons are all

features of this educational offering through the Music Department.

Ballet and modern dance at the University

The University's dance program, which offers ballet and modern dance, has produced some fine performers over the years, some of whom have eventually returned to campus to teach. If you are a dancer, you may have the opportunity to perform with the University's ballet company-in-residence, the Tampa Ballet Company.

The Henry B. Plant Museum

For a taste of what the Tampa Bay Hotel (now Plant Hall) was like in its heyday, take a moment to wander through the halls and rooms of the Henry B. Plant Museum, located on the first floor of the former hotel. Besides containing original antique furnishings from the hotel's golden years, the museum has been the recipient of some fine art, china, antique and Boehm bird collections.

The museum offers a strong educational program, with frequent exhibits of period life styles and art, speakers and holiday tours. There is also a Gasparilla Room, dedicated to Tampa's unique pirate-inspired February holiday. The museum gift shop is a great way to pick up unusual holiday gifts or a special thank-you for a considerate roommate.

The Lee Scarfone Gallery

The University's teaching gallery, the Lee Scarfone Gallery provides the campus and the community with an outstanding visual arts gallery suitable for music and dance performances.

The gallery's purpose is to exhibit works of art as an extension of the classroom and to use the space for public functions that benefit from the artistic environment. Art students are encouraged to become involved in art exhibitions by entering works in the numerous competitions

available in the community. Each year the gallery exhibits the finest examples of faculty and student work.

Theater productions

The University's David Falk Theatre is the home of major productions sponsored by the Fine Arts Division. Recent shows have included *The Apple Tree*, performed by the U.T. Players, a student-faculty-alumni theatrical group. The Tampa Players, a professional theatre company, is in residence at the Lafayette Arcade Theatre on campus.

Writers at the University

The writing area, supported by the sponsorship of the Division of Humanities, arranges each year a series of readings and talks by internationally famous authors. Among the writers who have read on our campus recently are Edward Albee, Margaret Atwood, Peter Matthiessen, Richard Eberhart, Kate Wilhelm, Martin Duberman and Joy Williams.

Athletics at the University

Through the years, athletics at The University of Tampa and national exposure have essentially gone hand in hand for UT student-athletes, coaches, administrators, supporters and fans. What began in the 1950s with football has now transcended nearly all of the University's fourteen intercollegiate sports — national competitiveness.

In 1984-85, six Spartan and Lady Spartan teams competed for national championships conducted by the National Collegiate Athletic Association (NCAA). It was a year which saw the men's basketball team become the only basketball team in NCAA history to participate in post-season play

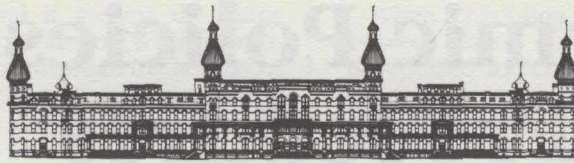
during its first two seasons of competition. (The University of Tampa reinstated men's basketball after a 13-year hiatus.) The University's soccer team (ranked Number 1 in the nation throughout most of the season), the women's volleyball team and the men's golf team all advanced to NCAA post-season play. The men's and women's swimming teams each placed in the nation's Top Ten, including the men's third place finish. Those six sports, along with U.T.'s baseball team, were all ranked among the country's Top Twenty in their respective sports.

While U.T. teams did very well, seven individual athletes brought national recognition to the University by earning All-America honors. Todd Linder (men's basketball), Per-Ake Jonsson and Al Smith (soccer), Mike Halfast, Dave Hunter and Bill Key (men's swimming) and Paul Royak (men's golf) garnered national accolades for their outstanding individual performances.

The University has among the best small-University athletic facilities in the nation. Last season marked the opening of the Spartan Sports Center — a modern multifacility athletics and activities complex. Included in the 60,000-square-foot facility, which seats nearly 4,000 spectators for events, are the University's athletic and physical education offices, six spacious locker rooms, up-to-date weight and training rooms, a physical laboratory, classrooms and concession areas.

Pepin/Rood Stadium, home of the Spartan soccer team and world-class track and field meets, has been renovated and lighted. It now provides 4,000 covered seats. The soccer field is surrounded by a 400-meter, eight lane, all-weather running track and spacious areas for field events. Other University athletic facilities include an outdoor NCAA-regulation-size swimming pool, baseball field, boathouse and dock and new lighted tennis courts.

If you don't have the time or the talents for varsity sports, intramural program is excellent. Regardless of skill or ability, the program offers a chance for exercise, companionship and the thrill of competition. You can participate in any one of the 25 intramural activities, including flag-football, volleyball, basketball, water sports, billiards, tug-of-war, golf and softball. These are offered to men and women individually and together.



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Academic Policies & Procedures

Academic Policies and Procedures

The University of Tampa grants the degrees of Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, Bachelor of Science in Nursing, Bachelor of Music, Associate of Arts and Master of Business Administration.

The following academic procedures are outlined to enable each student to secure the greatest benefit from his course of study and to make certain that he satisfies all requirements for graduation in planned sequence.

When a student enters the University, he agrees to comply with the curriculum regulations as outlined in the catalog. A student may choose either of two catalogs: (1) The one in effect at the time of original enrollment, provided the period between the original enrollment and graduation does not exceed six calendar years; or (2) the one in effect at the time of graduation. This policy applies to any student who leaves the University and later returns, except that if graduation is not possible within the required six years, the student must use either the catalog in effect at the time of re-entry or the one in effect at the time of graduation. This policy applies only to the extent that courses and programs listed in previous catalogs or curriculum guides are still offered. In the event the University makes major changes in its program, every effort will be made, where possible, not to prolong a student's program of study beyond that originally planned. Reasonable adjustments will be accommodated if possible. Also, a student in teacher education must comply with the latest teacher certification requirements.

The Calendar

The University of Tampa's school year is divided into two semesters and two summer sessions. The calendar, however, permits students to enroll in one of several combinations of seven-week and/or 14-week classes during the course of each semester. The 14-week classes span the entire length of the semester; whereas the seven-week classes are conducted during either the first or the last half of each semester.

The appropriate beginning and ending dates applicable to the seven- and 14-week classes are contained in the Academic Calendar in the first section of this catalog. The class timetable has a complete listing of seven- and 14-week classes.

Semester Hour Credits and Honor Points

A semester hour is the unit of credit given for the satisfactory completion of a subject which

normally meets one hour each week for 14 weeks or two hours each week for 7 weeks.

A system of honor points is used to evaluate the quality of work done by the student in completing his subjects. Honor points are awarded on the basis of the point value of the grade multiplied by the number of semester hours credit carried by the subject.

Grades have the following honor point values:

A Outstanding	4.0 honor points
AB Excellent	3.5 honor points
B Very good	3.0 honor points
BC Good	2.5 honor points
C Average	2.0 honor points
CD Below average	1.5 honor points
D Passing, but unsatisfactory	1.0 honor points
F Failure	No honor points

Other marks given are I for incomplete, W for withdrawal within the first ten weeks of a 14-week class and first five weeks of a 7-week

class, or for withdrawal if *passing* thereafter through the last day of classes (WF for withdrawal if *failing* thereafter through the last day of classes); S (satisfactory) and U (unsatisfactory), given for internship programs and for all courses taken on a pass-fail basis. Grades of I, W, S and U carry no honor point value and do not affect grade-point averages. *A grade of WF, however, affects the grade-point average in the same manner as a grade of F*

To graduate with the Bachelor's or Associate's degree, the number of honor points must be at least *twice* the number of semester hours for all college-level courses attempted at the University, including courses which are repeated. (See rule concerning repeated courses.) The same applies for graduation with the Master's degree, except that the number of honor points must be at least *three times* the number of semester hours. This means that for graduation the undergraduate student must have an average of "C" and the graduate student must have an average of "B" on all work attempted at the University. Prior to graduation, the student must remove all grades of "I" and all grades of "F" in required courses.

Class load

A student taking at least 12 semester hours of undergraduate work or six semester hours of graduate work during the course of a semester, may be considered a full-time student. The normal load for undergraduates is 16 to 18 hours; for graduate students, 12 hours.

Undergraduate students with less than a "B" average may not register for more than 18 hours. A student taking a minimum of 12 semester hours and making a "B" average or better will be permitted to register for 19 hours the next semester. If the "B" average is maintained, that student may then register for a maximum of 21 hours the following semester — and may continue to do so as long as the "B" average is maintained.

Students in EDU 405, 406, or 407 are restricted to 18 hours. Any student registering for 19 or more hours, must have specific approval of the chairman of the division in which the student is majoring.

When scheduling a combination of seven- and 14-week classes during a semester, the student is required to schedule seven-week classes as evenly between the first and second seven-week periods as possible. The Trial Schedule printed on the back of the class timetable should be used to graphically guide the student and the advisor in an even distribution of classes when setting up a schedule.

Student classification

A student's classification as a freshman, sophomore, junior or senior is based on his standing in terms of semester hours of credit earned.

The minimum qualifications for each class are:

Freshman.....	fewer than 28 semester hours of credit
Sophomore.....	28 semester hours of credit
Junior	60 semester hours of credit
Senior	90 semester hours of credit

Students with fewer than 60 semester hours of credit may not take advanced courses — those with numbers of 300 or more — without special permission. Courses with numbers of 500 or more are customarily for graduate students only. Courses with numbers of 600 or more may be taken by graduate students only.

Electing courses on a pass-fail basis

Juniors and seniors who are in good standing may elect up to a total of 8 semester hours of credit toward a degree to be graded on a pass-fail basis. Courses required in a student's major or minor, those used to satisfy general curriculum distribution requirements, professional education courses and courses taken as a part of the Master's degree may be elected on a pass-fail basis.

Students must specify the pass-fail courses at the time of pre-enrollment or, if not pre-enrolled, at the time of registration. Students must show a transcript of their academic record at the time of pre-enrollment or registration to

prove eligibility. Transcripts may be obtained in the Office of the Registrar.

Dropping courses

Students who drop a course or withdraw from the University within the first ten weeks of a 14-week class or first five weeks of a 7-week class will receive a grade of "W" on all courses dropped. Thereafter, and through the last day of classes, the student will receive a grade of "W" if passing at the time the course is dropped or "WF" if failing at the time the course is dropped.

Repeating courses

If a student repeats a course, his or her grade *will be* included in his or her overall grade-point average only if the student was previously awarded a grade of "CD," "D," "F" or "S." When a grade of "C" or better is earned, the grade and hours for subsequent attempts will not be included in the student's overall grade point average, although the course and grade will be listed on the student's permanent academic record and any transcripts of that record. Credit is limited to only one course attempt, except for courses listed in the catalog that are approved for multiple credit.

Incomplete work

When a student is doing satisfactory work in a course but has been unable to complete the required work and the reasons given are acceptable to the instructor, a grade of "I" is given. In giving this grade, the instructor commits himself to the promise that there will be no penalty for lateness. He also gives the student a specific time (not later than mid-term of the following semester) in which the work must be completed. Failure of the student to complete work within the time limit will result in an "F" being recorded as the final grade.

Absences

It is the policy of the University faculty that absence rules be maintained and administered

by individual professors. Students are responsible for determining the absence policy of each of their professors. Auditor students also are subject to absence rules.

Dean's List

The Dean's List is composed of undergraduate students who have achieved a grade-point average of 3.5 or better during the semester while taking at least 15 semester hours of graded work (grades of "A," "AB," "B," "BC," "C," "CD," "D," or "F"). Students remain on the list as long as the average of 3.5 or better is maintained. No student who has been disciplined or found guilty of a breach of conduct during the semester will be named to the Dean's List.

Grade reports

All 7-week, 14-week and summer sessions grades will be mailed to students at their permanent home addresses. Students may also obtain their grades from their individual professors. Each student's permanent academic record is maintained by the Office of the Registrar. Official transcripts of this record may be released to the student or others only with the student's permission. The charge for each official transcript issued is \$2.

Regulations on academic warning and dismissal

Any student failing to maintain a cumulative grade-point average at or above prescribed minimum levels is placed on academic warning. Failure to maintain a satisfactory academic standard may result in a student being dismissed from the University. Students who are dismissed may apply for re-admission to the University only after one year or more has elapsed. Application will be made to the Provost who will make a decision as to re-admission based on the student's written appeal plus a personal interview, if necessary.

Detailed retention standards for undergraduates are shown below and are printed on the stu-

dent's grade reports. Such regulations for graduate students may be obtained from the Registrar.

Undergraduate retention standards

0-16 hours attempted

1.60 or higher — Good standing

Below 1.60 — Academic warning

17-27 hours attempted

2.00 or higher — Good standing

1.60-1.99 — Academic warning

28-59 hours attempted

2.00 or higher — Good standing

1.75-1.99 — Academic warning

Below 1.75 — Academic dismissal

60-93 hours attempted

2.00 or higher — Good standing

1.95-1.99 — Academic warning

Below 1.95 — Academic dismissal

94 or more hours attempted

2.00 or higher — Good standing

Below 2.00 — Academic dismissal

All students whose grade-point averages fall within the academic dismissal range will have their records reviewed by the Academic Dismissal Committee and are subject to dismissal following the spring semester.

For transfer students, transfer credit is not included in computation of cumulative grade-point averages. For these students, the record always shows earned hours in excess of attempted hours. In such cases, the required minimum grade-point average will have to be the minimum for the total hours earned rather than attempted. The actual grade-point average earned, however, will still be computed on hours attempted at The University of Tampa only.

Graduate retention standards

The Graduate Council will review any degree-seeking student who has completed 12 semester hours of credit or more with a grade-point average below 3.00. Each student is subject to dismissal if, in the opinion of the Graduate Council, the student is not making satisfactory progress toward graduation.

Normally, any student completing all degree course requirements with a grade-point average below 3.00 will be dismissed. Upon appeal, the Graduate Council may allow the student to take no more than two additional courses to raise the grade-point average to 3.00.

Withdrawal procedure

Any student who desires to leave the University prior to the end of a current session must follow prescribed withdrawal procedures. Failure to withdraw officially will result in a failing grade in each course in which the student is enrolled, jeopardizing his chances of being re-admitted to The University of Tampa or transferring to another college. Official withdrawals are initiated in the Office of the Dean of Students.

Requirements for graduating seniors

It is the responsibility of each student anticipating graduation to ensure that graduation requirements have been met: The University assumes no responsibility for a student's failure to familiarize himself with the general and specific requirements for graduation. Students are urged to consult advisors or the Office of the Registrar concerning any problems involved in registration or fulfillment of catalog requirements for his degree.

Application for degree

Each degree-seeking student must file an Application for degree and degree plan with the Office of the Registrar prior to the following dates so that records may be checked to make sure that the student will be able to qualify. For graduate students, the filing of this form, duly signed and approved, constitutes admission to candidacy.

To graduate in:	Application must be filed not later than:
December	The previous March 1st
April	The previous October 31st
August	The previous October 31st

General degree requirements

To qualify for the Bachelor of Arts, the Bachelor of Science, the Bachelor of Science in Nursing, the Bachelor of Fine Arts, or the Bachelor of Music degree, a student must earn a minimum of 124 semester hours of credit, or 64 semester hours for the Associate of Arts degree, and must

meet general and specific course requirements. Further, the student must have earned at least an average of "C," a 2.00 grade-point average, on all work attempted at U.T., including authorized repeated courses. A student must also have earned a 2.00 grade-point average in the courses specifically required and/or applying toward his major. General degree requirements for the Master's degree are shown under the appropriate sections of the Academic Programs chapter of the catalog and in the Graduate Study chapter.

The 124-hour graduation requirement for Bachelor's degrees applies retroactively to all students graduating under the 1981-82 and subsequent catalogs.

Candidates for the Associate of Arts degree must complete all requirements within the first 90 semester hours which are creditable as college work at U.T. This would include all transfer and military credit granted by U.T. For the purpose of this rule, the student does not have the option of delaying the granting of transfer credits to avoid having more than 90 hours recorded on his record.

Each student is responsible for taking the courses required to graduate. Help in planning a course of study may be obtained from faculty advisors. This catalog should be used as a continuing reference.

Residence requirements

To graduate, the student must complete the last 31 semester hours of credit for the Bachelor's degree and the last 16 semester hours for the Associate degree in residence at U.T. The 31-hour residency requirement applies retroactively to all students graduating under the 1981-82 and subsequent catalogs. All work creditable toward the Master's degree must normally be taken in residence. Up to nine semester hours of transfer credit, however, may apply toward the Master's degree with the approval of the graduate program director.

Commencement exercises

Degrees are granted in December, April and August of each academic year. The exact degree-conferring dates are shown in the Academic Calendar. All academic requirements must be satisfied and all indebtedness to the University must be cleared before the degree can be granted. Degrees are not awarded retroactively, but rather

on the next degree-conferring date following satisfaction of all academic and financial requirements.

The University's commencement exercises are held at the end of each academic year in April. Students earning degrees any time since the previous year's exercises may participate.

Students receiving the Associate degree do not participate in the commencement ceremony.

Questions on these policies should be directed to the Registrar.

Graduation Honors

The names of students receiving Bachelor's degrees who graduate with academic honors are announced on Commencement Day, and the honors are inscribed on their diplomas. Graduation honors, however, are not awarded to those receiving second Bachelor degree. The three levels of honors are:

Cum Laude for those with grade-point averages of at least 3.50 earned on all work attempted at The University of Tampa and grade-point averages of at least 3.50 when combined with all previously attempted college work. At least 31 semester hours of credit must have been earned at The University of Tampa.

Magna Cum Laude for those with grade-point averages of at least 3.75 earned on all work attempted at The University of Tampa and grade-point averages of at least 3.75 when combined with all previously attempted college work. At least 31 semester hours of credit must have been earned at The University of Tampa.

Summa Cum Laude for those with grade-point averages of at least 4.00 earned on all work attempted at The University of Tampa and grade-point averages of at least 4.00 when combined with all previously attempted college work. At least 31 semester hours of credit must have been earned at The University of Tampa.

Transfer credit evaluation policy

Resident transfer credit

For qualified undergraduate students, the University accepts from other regionally accredited

institutions credit which was earned with grades of "C" or better. For graduate students, only transfer credit earned with grades of "B" or better will be considered. The acceptance of such credit, however, is limited to that of a *liberal arts* nature. Credit earned in vocational, technical, or terminal type courses is not acceptable, unless the equivalent of such courses are offered at The University of Tampa. Credit which is deemed as *liberal arts* is normally accepted, even if such credit was earned in courses not specifically offered at The University of Tampa.

Credit may be granted for work taken at some institutions which are not fully accredited by a regional accrediting association. Such credit, however, is granted only on a *provisional* basis, which means that the undergraduate student must attain at least a "C" average ("B" average for graduate students) on at least 12 semester hours of work during his first semester at The University of Tampa in order to validate the transfer credit. If this condition is not met, such transfer credit is invalidated and removed from the student's record.

Credit earned during and prior to attendance at a junior or community college is limited to 64 semester hours. When a student has a total of 64 or more semester hours creditable toward a University of Tampa degree, whether earned at U.T. or elsewhere, any subsequent work taken at a junior college will not be counted as transfer credit. If the student, however, wishes to use any or all of this junior college credit toward his degree, his total will be cut to 64.

Transient credit from other institutions

Subject to all the provisions of the Transfer Credit Evaluation Policy shown above, a student may attend another institution as a transient or visiting student, either concurrently or not, while continuing as a University of Tampa student. Students wishing to attend other institutions for the purpose of using such credit toward a University of Tampa degree must secure written permission from the Registrar's office.

Non-resident transfer credit

A maximum of 60 semester hours of non-resident credit may be granted to undergradu-

ate students. Non-resident credit is defined as all academic credit earned through means *other than* through regular classroom courses conducted on the main campus of The University of Tampa, at the MacDill Center, or *in residence* at another accredited institution. No credit is granted for Extension Course Institute (ECI) courses or other military educational sources not listed in the current edition of the Guide to the Evaluation of Educational Experiences published by the American Council on Education.

Credit for military service

Any student who has completed at least one year of active military service may receive two semester hours credit in Health Education at The University of Tampa.

Correspondence courses

Academic credit up to a total of 30 semester hours may be granted for the completion of correspondence courses taken through the correspondence divisions of regionally accredited colleges or universities. The amount of credit allowed for each course will be the amount granted by the correspondence institution. No graduate credit is awarded for correspondence courses.

Credit earned through USAFI and DANTES

Students may receive academic credit, up to a total of 30 semester hours, for the successful completion of USAFI group study or correspondence courses with end-of-course tests of USAFI Subject Standardized Tests. Credit may be granted for the USAFI Subject Standardized Tests only a percentile rank of 20 or better has been achieved. Credit may be granted only for those USAFI end-of-course tests whose results are reported as (D), "With Distinction," or (S), "Satisfactory." All USAFI work upon which credit is based must have been completed prior to July 1, 1974. On subject standardized tests taken after July 1, 1974, credit will be granted only for those taken under the auspices of the Defense Activity for Non-Traditional Education Support program (DANTES).

Service Schools

Students may receive academic credit, up to a total of 30 semester hours, for the successful com-

pletion of courses taken at Military Service Schools. The amount of credit granted will be that recommended by the American Council on Education in its "Guide to the Evaluation of Educational Experiences in the Armed Forces." No credit is granted for training programs designated as "technical and vocational in nature." Credit recommendations on service schools training which cannot be identified in the Guide may be obtained by writing the Commission on Accreditation of Service Experiences. In these cases, the student should complete a Request for Evaluation Form which should be sent to the Commission.

Extension courses

Extension credit may be earned in locations designated as Extension Centers or in any other off-campus location where courses not carrying "residence credit" are conducted by an institution. Total extension course credit is limited to 30 semester hours. No graduate credit is awarded for extension courses.

CLEP examinations

Students may receive academic credit, up to a total of 30 semester hours, for satisfactory results on any or all of the College-Level Examination Program general examinations (CLEP) administered either through the College Entrance Examination Board or through the USAFI. Up to 30 semester hours of credit may also be granted for satisfactory results on certain subject examinations of the CLEP. Information concerning the subject exams for which credit is granted and the minimum level of achievement required on these tests may be secured by contacting the Office of the Registrar. Credit for CLEP exams will not be granted to students who have previously earned credit in that subject on a more advanced level. Further, students who are native speakers in a foreign language will not be granted CLEP credit in that language.

Advanced placement credit

Students may receive academic credit, up to a total of 30 semester hours, for successful completion of Advanced Placement (AP) Courses taken in high school. Credit is granted only for those courses completed with a score of 3, 4, or 5. The

following policy applies specifically to Advanced Placement (AP) credit in English: With a score of 3 on the AP Composition Test, credit for ENG 101 will be granted; with a score of 4 or 5, credit for both ENG 101 and 102 will be granted. With a score of 3 or 4 on the AP Literature Test, credit for either ENG 206 or 208 will be granted; with a score of 5, credit for either ENG 206 and 207 or ENG 208 and 209 will be granted. Policies concerning the granting of other AP credit may be obtained from the Registrar's office.

Residency required

Non-residence credit may not be granted to fulfill the last 31 semester hours earned toward a University of Tampa degree. The last 31 hours must be earned in residence at The University of Tampa.

Documentation

Civilian correspondence or extension courses
It is required that a student who enrolls in a civilian correspondence or extension course arrange to have a transcript of record of the course sent to The University of Tampa upon completion.

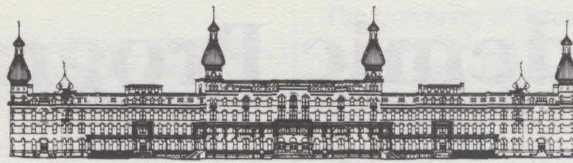
USAFI and DANTES examinations

Results of subject standardized tests and CLEP examinations taken under the auspices of USAFI prior to July 1, 1974, may be obtained by writing: DANTES Contractor Representative (transcripts), 2318 South Park Street, Madison, Wisconsin 53713. Results of subject standardized tests and CLEP examinations taken under the auspices of DANTES after July 1, 1974, may be obtained by writing: DANTES Contractor Representative (CLEP), Educational Testing Service, PO BOX 2819, Princeton, New Jersey 08540.

Service schools

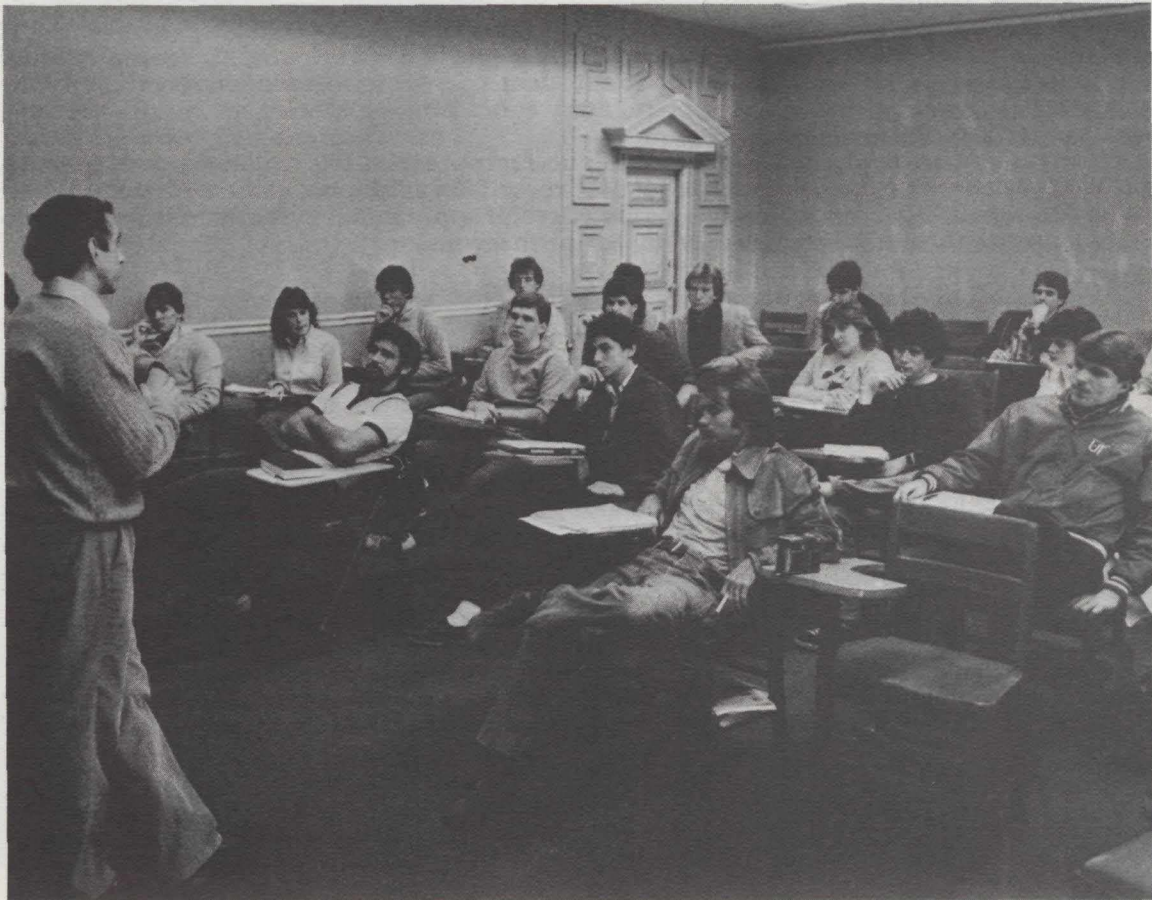
Veterans: Students who are separated or discharged from the Armed Forces must submit a DD Form 214, Armed Forces of the United States Report of Discharge, as documentation of credit for health education and credit for service school training.

Military personnel on active duty: Students who are currently on active duty must submit a completed and signed DD Form 295, Application for the Evaluation of Educational Experiences During Military Service.



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Academic Programs

Academic Programs

The number of semester hours required for undergraduate majors and minors will depend upon the fields of concentration, but may not be less than 24 for a major or 15 for a minor. Requirements for majors and minors in the various fields will be found under the headings for the several divisions in cases which involve more than the minima. At least 16 semester hours of the undergraduate major, exclusive of all internship work, must be earned at The University of Tampa.

Every undergraduate candidate for a degree must offer a major. Students may also, if desired, complete the requirements for more than one major or minor. The completion of such minors or majors will be noted on the student's permanent academic record. A minor may not be earned in biochemistry, elementary education, social sciences, marine science, medical technology or nursing.

If the student has completed the requirements for more than one major, those majors will be officially noted on the student's permanent record. An additional major will not be noted officially, however, unless at least 24 hours of credit apply independently to that major do not count toward the hours required by the primary major.

Requirements for degrees

Associate of Arts

In addition to the general curriculum distribution, candidates for the Associate of Arts degree must complete 16 semester hours of courses from one of the following areas of concentration: biology, chemistry, economics, English, geography, history, management information systems, mathematics, one of the modern languages, philosophy, physics, political science, psychology, sociology and writing. Biology courses numbered below 203, chemistry numbered below 150 and mathematics courses numbered below 260 may not count toward a concentration for the Associate of Arts degree.

The Associate degree requires a minimum of 64 semester hours, including the general curriculum distribution, area concentration and electives.

Bachelor of Arts

Students majoring in English, French, history, philosophy, political science, psychology, social work, sociology, Spanish, urban studies or writ-

ing will be awarded the Bachelor of Arts degree.

This degree requires a minimum of 124 semester hours, including the general curriculum distribution, all major requirements and electives.

Bachelor of Science

Students majoring in accounting, art (arts administration/management concentration only), biochemistry, biology, business management, chemistry, criminology, economics, elementary education, finance, management information systems, marine science, marketing, mathematical programming, mathematics, medical technology, physical education, quantitative analysis or social sciences, will be awarded the Bachelor of Science degree.

This degree requires a minimum of 124 semester hours, including the general curriculum distribution, all major requirements and electives.

Bachelor of Fine Arts

Students majoring in art will be awarded the Bachelor of Fine Arts degree.

This degree requires a minimum of 124 semester hours, including the general curriculum distribution, all major requirements and electives.

Bachelor of Music

Students majoring in music (music education, music theory and studio performance concentrations only) will be awarded the Bachelor of Music degree.

This degree requires a minimum of 124 semester hours, including the general curriculum distribution, all major requirements and electives.

Bachelor of Science in Nursing

Students majoring in nursing will be awarded the Bachelor of Science in Nursing degree.

This degree requires a minimum of 124 semester hours, including the general curriculum distribution, all major requirements and electives.

Master of Business Administration

The degree requires a minimum of 36 semester hours, including 27 hours of core courses and nine hours of electives.

Requirements for a second Bachelor's degree

A student who has earned a Bachelor's degree at

The University of Tampa or at any other regionally accredited college or university may earn a second Bachelor's degree at U.T. For the second degree, at least 31 semester hours of credit must be earned in residence at U.T., and it must all be earned *after* the previous Bachelor's degree was awarded. No credit earned prior to the awarding of the previous degree may be used to fulfill any part of the 31 hours required for the second degree.

The 31 hours of credit must include credit for all major courses not previously taken. Courses required for the major that were taken for credit as part of the first degree do not need to be repeated for credit. At least 16 semester hours of credit applicable toward the major in the second degree, however, must have been earned at The University of Tampa.

If remaining major courses needed for the second degree do not amount to at least 31 hours, elective courses must be taken to complete the 31-hour requirements.

All appropriate academic rules in this catalog applying to a first Bachelor's degree apply also in the pursuit of the second degree. Graduation honors, however, are not awarded to those receiving second Bachelor's degrees.

Majors, minors and concentrations

For specific requirements for a major, minor or concentration in:

Accounting	Economics and Business
Adult Fitness	Education
Aerospace Studies	Aerospace Studies
Art	Fine Arts
Art History	Fine Arts
Arts Administration/Management	Fine Arts
Biochemistry	Science and Mathematics
Biology	Science and Mathematics
Business Administration	Economics and Business
Business Administration, Master of	Economics and Business
Business Management	Economics and Business
Chemistry	Science and Mathematics
Criminology	Social Sciences
Economics	Economics and Business
Elementary Education	Education

See listings under the Division of:

**For specific requirements for a major,
minor or concentration:**

English	Humanities
Finance	Economics and Business
French	Humanities
German	Humanities
History	Social Sciences
Management Information Systems	Economics and Business
Marine Science-Biology	Science and Mathematics
Marine Science-Chemistry	Science and Mathematics
Marine Science-Biology-Chemistry	Science and Mathematics
Marketing	Economics and Business
Mathematical Programming	Economics and Business
Mathematics	Science and Mathematics
Medical Technology	Science and Mathematics
Military Science	Military Science
Music	Fine Arts
Nursing	Nursing
Philosophy	Humanities
Physical Education	Education
Political Science	Social Studies
Pre-Engineering	Science and Mathematics
Pre-Dentistry	Science and Mathematics
Pre-Medicine	Science and Mathematics
Pre-Veterinary Science	Science and Mathematics
Psychology	Social Sciences
Quantitative Analysis	Economics and Business
Recreation	Education
Religion	Humanities
Social Sciences	Social Sciences
Social Work	Social Sciences
Sociology	Social Sciences
Spanish	Humanities
Speech and Drama	Fine Arts
Sports Management	Education
Telecommunications	Humanities
Urban Studies	Social Sciences
Women's Studies	Social Studies
Writing	Humanities

**See listings under the
Division of:****Diagnostic and
placement testing
in English**

All new freshmen and transfer students who do not already have credit for ENG 100-102 or their equivalent will be required to take diagnostic and placement tests in English prior to the term they enter the University (time and place will be announced in advance).

For native speakers of English, the examination will cover basic language and composition skills. Students with sufficient scores will be placed in the regular ENG 101-102 sequence. Students whose scores indicate language skill deficiencies that would make it difficult for them to achieve satisfactory progress in ENG 101-102 will be required to take ENG 100 before enrolling in ENG 101-102.

For non-native speakers of English, the examination will include basic language and composition and a brief writing sample. Students with sufficient scores will be placed in the regular ENG 101-102 sequence.

Students whose scores indicate language skill deficiencies that would make it difficult for them to achieve satisfactory progress in ENG 101-102 will be required to take either ENG 100 or ENG 110 before enrolling in ENG 101-102. (For students with poor performance in ENG 110, the professor may also recommend ENG 111 as a prerequisite to ENG 101-102.) Students whose scores indicate they are not ready for college-level work will be referred to the American Language Academy, which is resident on the University campus.

All of the examinations described above are strictly for diagnostic and placement purposes and will have no effect on students' qualifications for admission to the University.

The Honors Program

Administered by Francis Gillen, Ph.D., the Honors Program is offered to help outstanding students reach their full potential by bringing them together in at least one honors class a year during their freshman and sophomore years; to assure for these students continued close contact with professors during the junior and senior years by requiring that at least three "honors contract" courses or seminars be elected; and to create on campus a sense of pride in academic achievement by conducting a program for students who want to distinguish themselves in their liberal arts and professional studies. The Honors Program offers many enrichment activities to enhance the academic courses.

Admission to the Honors Program

The following categories of students will be invited to join the Honors Program:

1. Incoming freshmen, by invitation;
2. Continuing students who earn a 3.4 grade-point average or better at the end of their first,

second or third semester; juniors who have attained a 3.5 grade-point average or better in course work completed in the previous academic year and who have a minimum overall GPA of 3.3. (Seniors are ineligible to begin participation.)

3. Transfer students who have attained a 3.5 GPA or better after one semester.

Continuation in the Honors Program

Participation in the program is voluntary at all stages. Students must maintain a 3.0 grade-point average at the conclusion of the freshman year; a 3.3 grade-point average at the conclusion of the sophomore year; and a 3.5 grade-point average or permission of the director thereafter.

Types of honors courses

1. Special honors courses: Open only to honors students, these limited enrollment courses count as part of the student's general curriculum distribution requirements. These courses are separate from the regular curriculum offerings and are designated "Honors Courses" in the catalog. All courses deal each year with a theme related to the higher learning processes appropriate to honors students such as "Revolution: Mindsets and Breakthroughs," "Learning Through the Clash of Ideas," and "Gaining the Larger Picture: Roots, Cycles, Contexts."
2. Honors contract courses: Courses regularly offered in the Timetable, approved by the Division as "honors contract courses," are so designated in the Timetable. Honors students in each class make them an honors course by entering into a contract with the individual faculty members to approach the work at a more advanced, individualized level.
3. Honors thesis: Honors students are offered the opportunity to write an honors thesis.
4. Honor seminars: Each year junior and senior students will be invited to share their findings about the previous year's topic in a special honor seminar.

Course requirements for the Honors Program

Honors students must take at least one honors course each year during their freshman and soph-

omore years, and they are encouraged to take one each semester. Students may not take more than one honors course during a semester. Students entering the program at the sophomore or junior level take two honors courses that year. Honors students must take at least three 300- and 400-level honors contract courses during their junior and senior years or write an honors thesis or take junior-senior seminars in place of honors contract courses.

Designation of courses in the student's records

Honors courses of all types will be designated "honors" on the student's permanent record. The student's transcript will show the years in which he or she has been a member of the program. A student who completes the program will be designated as an Honors Program Graduate with all the distinction that designation implies.

General Curriculum Distribution requirements

The University of Tampa requires that each undergraduate student develop, in addition to his or her major area, a General Curriculum Distribution within the broad framework listed below.

	Minimum semester hours:
A. Academic skills component	15
ENG 101 (4 hours)	
ENG 102 (4 hours)	
MAT 160 or higher — but not MAT 201 or 302 (4 hours)	
CSC 200 or higher (3 hours)	
B. Natural Science component	6
One biological and one physical or chemical science course. At least one course taken to fulfill this component must be a laboratory course.	
C. Humanities/Fine Arts component	11
Composed of courses in the following disciplines: English, philosophy, religion, foreign languages, art, music, speech, drama and those writing courses so designated in the catalog.	
D. Social Science component	11
Composed of courses in the following disciplines: history, psychology, sociology, economics, geography, political science, urban studies and those criminology and social work courses so designated in the catalog.	
E. Interdisciplinary Studies component	4
Composed of a designated interdisciplinary course (or courses) at the 300 or 400-level, each combining two or more disciplines in the areas of ethical/political issues, international issues, cultural issues, social issues and technological issues. IDS courses are listed each semester in the Class Timetable.	

Total hours: 47

Special provisions

1. Transfer students are *not* exempt from fulfilling the Interdisciplinary component.
2. Courses used to satisfy requirements in the Humanities/Fine Arts and Social Science components cannot be used to satisfy requirements in any major.
3. Courses taken to fulfill the requirements in the Humanities/Fine Art and Social Science components must be selected from at least two different disciplines.
4. Only those "special" Summer Session courses and Honors courses approved for inclusion may be taken to fulfill distribution requirements.
5. A maximum of four credit hours in studio/ performance-oriented courses may apply toward the Humanities/Fine Arts component.
6. At least *one* course taken to fulfill distribution requirements must deal either in a direct of in a comparative way with contemporary non-western and/or third world concerns. Courses meeting this requirement will be so designated in the Timetable of Classes each term.
7. MAT 201 or MAT 302 may not be used to satisfy the mathematics portion of the Academic Skills Component.

Exemption of the mathematics portion of the Academic Skills Component

Any student who has (1) been placed in MAT 170 or higher as a result of the summer pre-freshman placement exam and (2) whose curriculum does not require MAT 170 or higher (except MAT 201 or MAT 302) may elect (one time) to take the exemption 160 exam. Students who pass this exam will have the mathematics portion of the Academic Skills Component waived with no credit granted for MAT 160. (Any student who has not taken the summer pre-freshman placement exam may do so by contacting the chairman of the Division of Science and Mathematics.)

Division of Economics and Business

Faculty: Associate Professor Hoke, *Chairman*; Dana Professor Fesmire; Professors Cyzewski, Dunham, Long, Munyan, Truscott, Vaughn; Associate Professors Brust, Kittner, McDonald, Moss, Perlow, Richards, Roberts, Shaafi, Squires; Assistant Professors Bahn, Heine, Platau., Tyson; Instructor Jefferies; Adjunct Instructors Anderson, Browning, Cropsey, Cury, Ebra, Fisk, Hamilton, Kane, Knight, Krause, Macalusco, Magriby, Moore, Morris, Northcutt, Oak, Taylor, Webber.

Core requirements of the Division of Economics and Business

All students should have a basic set of foundation requirements before entering into a specific program of study leading to a major in accounting, business management, economics, finance, management information systems or quantitative analysis. Accordingly, students are required to complete the following foundation courses as prerequisites to undertaking 300- and 400- level courses in their major:

ACC 202	3
ACC 203	3
BUS 210	3

CSC 200	3
ECO 204	3
ECO 205	3
MAT 160	4

Sem. Hrs. 22

Accounting

Requirements for a major in accounting:

Division core requirements	22
ACC 310	4
ACC 311	4
ACC 304	3
ACC 401	3
ACC 402	3
BUS 230	3
BUS 231	3
FIN 310	3
From ACC 351, 352, 353, 354, 404, 405, 406, 430, 440, 410.	9

Sem. Hrs. 57

Requirements for a minor in accounting; 15 semester hours of credit in accounting courses.

Business Management

Requirements for a major in business/management:

Division core requirements	22
BUS 230	3
FIN 310	3
MGT 330	3
MKT 300	3
MGT 431	3
ECO 308	3
From MGT 340, 361, MKT 351, 360, 372, BUS 380, 460, FIN 440 (or other 300- or 400-level division courses with division chairman approval)	9
ECO 320 or 321	3

Sem. Hrs. 52

Requirements for a minor in business administration:

ACC 202	3
ACC 203	3
ECO 204	3
ECO 205	3
BUS 230	3

MGT 330	3
MKT 300	3
From FIN 310, MGT 340, 361, MKT 351, 360. .	3

Sem. Hrs. 24

Requirements for a minor in sports management:

The sports management minor is available only to students who are majoring in business management.

PED 110	2
PED 150	2
PED 270	2
PED 411	2
PED 412	3
PED 280	3
PED 290	3
PED Activities	4
HEA 100	2

Sem. Hrs. 23

Economics

Requirements for a major in economics:

Division core requirements	22
ECO 308	3
ECO 320	3
ECO 321	3
From ECO 240, 370, 421, 430, 440, 450, 461, BUS 460.	12

Sem. Hrs. 43

Requirements for a minor in economics, 18 semester hours of credit in economics courses.

Finance

Requirements for a major in finance:

Division core requirements	22
ACC 310	4
FIN 310	3
FIN 440	3
FIN 490	3
BUS 380 or 460	3
FIN 491	3
ECO 308 or FIN 320	3

Two courses from	
BUS 380 or 460;	
ACC 311 or 353;	
ECO 320, 321 or 430	6

Sem. Hrs. 50

Requirements for a minor in finance:*

FIN 310	3
FIN 440	3
*FIN 490 or 491	3
FIN 320 or ECO 308	3

Sem Hrs. 12

*Prerequisites for the above courses include BUS 210, ACC 202 and 203, CSC 200, MAT 160 and ECO 204 (19 hours).

Management Information Systems

Requirements for a major in management information systems.

Division core requirements	22
CSC 230	3
CSC 250	3
CSC 350	3
CSC 380	3
CSC 390	3
CSC 408	3
CSC 418	3
CSC 419	3
From CSC 235, 240, 260, 330,	
490, 499, MAT 225, ACC 351, BUS 460	12

Sem. Hrs. 58

Requirements for a minor in management information systems:

CSC 200	3
CSC 230	3
CSC 250	3
CSC 380	3
CSC 408	3
CSC 418	3
CSC Elective	3

Sem. Hrs. 21

Marketing

Requirements for a major in marketing:*

Division core requirements	22
FIN 310	3

MKT 300	3
MKT 360	3
MKT 450	3

Marketing Core (2 of 4 required)

From MKT 351, 352, 353, 354

Marketing electives (may include any Marketing Core courses not already taken)

9

Sem. Hrs. 49

Requirements for a minor in marketing:*

ACC 202	3
ECO 204	3
MKT 300	3

Marketing Core (2 of 4 required)

From MKT 351, 352, 353, 354

Marketing electives (may include any Marketing Core courses not already taken)

6

Sem. Hrs. 21

***IMPORTANT:** See required prerequisites contained in the course descriptions.

Marketing Curriculum/Career Specialization

Required marketing courses, marketing core courses, marketing electives and other University courses may be combined to the following limited marketing specialties:

Marketing Research Specialty

MKT 360, 412, 497 (Research Internship)

Recommended marketing core:

MKT 351, 352, 354

Other useful electives:

WRI 384; BUS 380, 460; PSY 200 or 203; or CSC electives.

Sales Management and Professional Salesmanship Specialty

MKT 321, 371, 497 (Sales Internship)

Recommended marketing core:

MKT 353, 354

Other useful marketing elective:

MKT 372

Other useful electives:

MGT 340, PSY 322; and SPE 200 or 208

Promotion Specialty

MKT 351, 411, 413, 497 (Promotion Internship)

Recommended marketing core:

MKT 351, 354

Other useful electives:

WRI 382, 383 and/or courses in journalism and telecommunications

Retailing Specialty

MKT 372, 497 (Retail Internship)

Recommended marketing core:

MKT 351, 353

Other useful electives:

MGT 489; and additional courses in finance and accounting

Marketing Management Specialty

MKT 300, 360, 450, 497 (Marketing Internship)

Recommended marketing core:

MKT 351, 352, 354

Other useful marketing electives:

MKT 371, 410

Other useful electives:

ECO 320; MGT 330, 489; and other BUS electives

Mathematical Programming

Requirements for a major in mathematical programming:

CSC 200	3
CSC 230	3
CSC 240	4
CSC 260	3
CSC 345	4
CSC 470	3
MAT 260	4
MAT 261	4
MAT 262	4
MAT 301	4
MAT 308	4
BUS 460 (Prereq. BUS 210)	3
CSC and/or MAT electives (Not lower than CSC 250 and MAT 307)	15

Sem. Hrs. 58

Requirements for a minor in mathematical programming:*

CSC 200	3
CSC 230	3
CSC 240	4
CSC 345	4
CSC 470	3
MAT 308	4

Sem Hrs. 21

*Prerequisites for the above courses include BUS 210, MAT 260 and 261 and BUS 460 (14 hours)

Quantitative Analysis

Requirements for a major in quantitative analysis

Division core requirements	22
CSC 230	3
CSC 240	4
CSC 470	3
BUS 380	3
BUS 460 (Prereq. BUS 210)	3
MAT 225	4
From ACC 304, 351, FIN 310, MGT 330, CSC 250, 260, 330, 499, ECO 320, 440	15

Sem. Hrs. 57

Requirements for a minor in quantitative analysis:

CSC 200	3
CSC 230	3
CSC 240	4
CSC 380	3
BUS 460 (Prereq. BUS 210)	3
MAT 225	4

Sem Hrs. 20

Master of Business Administration Degree Program

Prior to enrollment in the Master of Business Administration degree program, the student should have the following background in undergraduate work: 6 semester hours each in accounting and economics and 3 semester hours each in statistics, management, marketing, business finance, introduction to computers, mathematics and legal environment of business.

If the student is deficient in any of these areas, there are several ways in which the foundation requirements may be satisfied. The University has developed 500-level courses to assist in meeting these requirements. ACC 500 substitutes for the 6 hours of undergraduate accounting; ECO 500 fulfills the 6 hours of undergraduate economics; and MGT 500 satisfies the mathematics and statistics prerequisites.

CLEP exams are an alternative method of satisfying the prerequisites. Contact the Registrar's office about examinations in the various subject areas.

Requirements for admission to the program include a 2.75 grade-point average in the last 60 semester hours of college work and either a composite verbal and quantitative score of 1000 on the GRE or a score of 450 on the GMAT. Conditional acceptance to the program may be granted if one of these two requirements is not met. See the Graduate Program chapter of this catalog for details on the graduate admission standards for both American and foreign applicants.

The Master of Business Administration program includes 27 semester hours of core courses and 9 hours of electives.

Core courses

The 27 semester hours of core courses required of all Master of Business Administration degree candidates are ACC 603, Managerial Accounting; ECO 605, Managerial Economics; ECO 610 Macroeconomic Theory and Policy; FIN 606, Financial Management; MGT 608, Organization Theory; MGT 610, Management Information Systems; MGT 612, Quantitative Methods; MGT 615, Seminar in Business Policy; and MKT 609, Marketing Management. These courses must be included in the student's program in the sequence required by his graduate program advisor. The basic core courses ACC 603, MGT 608, MGT 612 and ECO 605 or 610 are prerequisites for the rest of the courses in the program and must be taken before the more advanced courses

Electives

The 9 semester hours of electives may be selected from the following; ACC 401, 402, 405, 406, 430, 440, 614, 620, 625, 626; BUS 440, 450, 490; ECO 420, 430, 440, 461, 570, 615; FIN 620; MGT 602, 617, 622, 624; MKT 618, 627. A maximum of 4 semester hours of approved credit at the 400-level may be used to meet the elective requirement. One approved nonbusiness elective may be used as part of the 9 semester hours of electives. Appropriate extra work in any 400-level course will be required to warrant graduate credit.

Requirements for graduate study

Potential enrollees and students enrolled in the Master of Business Administration degree program should also read the Graduate Program section and the Academic Policies and Procedures section.

Division of Education

Faculty: Professor Rodriguez, *Chairman*; Associate Professors Bragg, Bohren, Vlahov; Assistant Professors Birrenkott, Cloutier, Silverman; Adjunct Instructors Bireda, Cristina, Griggs, Kocker, Lester, Moore, Soriano, Yanger

The philosophy of the Division of Education is that a broad liberal arts background with professional preparation, including early and varied clinical experience is an important aspect of all programs offered by the Division of Education.

Students majoring in education are preparing for careers in the broad areas of teaching, adult fitness, recreation, sports management and their related fields.

Satisfactory completion of the prescribed teaching program satisfies the requirements for a temporary teaching certificate in the State of Florida and most other states. Sophomore standing is required for admission to education courses. Most students working toward certification are required to gain extensive experience working with children. Any course transferred to this University for purposes of meeting teacher education requirements must be equivalent to a specific University of Tampa course. After graduation, the prospective teacher must successfully complete the Florida Teacher Certification Examination and complete the Beginning Teacher's Program to qualify for a regular Florida teaching certificate.

Students who apply for admission to the teacher education program must submit test scores on either the ACT or the SAT. Florida State Department of Education rules require that students admitted to approved teacher education

programs have a minimum composite score of 17 on the ACT or a minimum composite score of 835 on the SAT. Students planning to teach usually apply for acceptance to the program during the sophomore year. Application must be obtained from the Division of Education and completed and returned promptly. Demonstration of communication and computation competencies are required for admission to teacher education. The Teacher Education Committee will review the qualifications of each candidate before acceptance or rejection is decided. Remedial study may be required before professional standing is granted.

Undergraduate programs in teacher education approved by the Florida State Department are: art, elementary education, English, mathematics, music, physical education, biology and social studies. For details, consult the Chairman, Division of Education.

Courses taken in the Elementary Education Program will serve as elective hours toward graduation if the student has not been officially admitted into the Teacher Education Program.

Requirements are subject to change periodically to comply with State Department of Education regulations.

Programs in adult fitness, sports management and recreation are offered through the physical education area. Requirements for each of these programs are listed individually under each area of concentration.

Internship programs

The teaching internship program at the University consists of a full semester in the schools. This is preceded by the observation and limited assistance portions of education courses that could begin as early as the sophomore year in various required courses such as EDU 200.

Students desiring to enroll in the teaching internship program (EDU 405, 406, 407) must apply no later than the end of the third full week of classes of the semester preceding the proposed internship. Students must have met all criteria of acceptance and have been admitted into the professional education program before applying to enter the internship program.

Students in EDU 405, 406, 407 are not permitted to enroll in course work other than EDU 488

concurrently with internship without special permission of the Coordinator of Interns.

At the time of application a student must have a 2.00 grade-point average or better on a 4.00 scale. A minimum 2.00 grade-point average must be achieved for certification in the major and professional education courses.

Each year the Florida State Department of Education allows the The University of Tampa to admit students to the Professional Education Program who have not met all the requirements for admission into the program. This number cannot exceed ten percent of those students who are presently accepted into The University of Tampa's Education Program.

Those students who have passed the battery of the Teacher Education Competency Test, have an SAT score between 800 and 834 and who have passed all sections of the Florida Teacher Certification Examination will be eligible for consideration as part of this ten percent waiver.

The decision as to who will constitute this group of students will be made bi-yearly by the members of the Education faculty. The grade-point average of the students being considered as part of the ten percent waiver will be a major deciding criteria.

The final phase of the teaching internship program is normally planned for the final semester. The full semester's work will last a minimum of 15 weeks. Earlier consideration requires special permission, with the exception of intercollegiate students who must student teach in the semester in which they are not participating in their sport.

Internship may be denied for any of the following reasons: (1) grade-point average below the minimum requirement of 2.00; (2) physical, emotional, social or psychological abnormalities incompatible with performance in standard public school classroom; (3) lack of motivation; (4) failure to complete requirements in professional education courses.

The teaching internship program is a full-time activity. Detailed requirements are available in a document which may be obtained from the Office of the Division of Education.

Students majoring in art or music who wish to seek state teaching certification should consult the Chairman, Division of Fine Arts, for teaching

requirements unique to the areas of art or music.

Non-teaching internship/field experiences are available in the area of adult fitness and sports management. Interested students should contact their advisors for requirements and further information.

Elementary Education

Requirements for a major in elementary education:

Major courses

EDU 204.....	2
EDU 230.....	4
EDU 301.....	4
EDU 305.....	4
EDU 307.....	4
EDU 309.....	4
EDU 312.....	4
EDU 319.....	2
EDU 320.....	4

Professional courses

EDU 200.....	4
EDU 250.....	4
EDU 302.....	4
EDU 303.....	4
EDU 403.....	2
EDU 404.....	2
EDU 405.....	12
EDU 483.....	3
EDU 488.....	3
EDU 238 or PSY 240.....	2

Sem. Hrs. 72

To qualify for teacher certification in Early Childhood Education in Florida, the major must include EDU 321 and 322.

Secondary Education

To qualify for teacher certification on the secondary level in Florida, the following 30 hours of professional courses are required in addition to being admitted to the teacher education program and the requirements in the major teaching field:

EDU 200.....	4
EDU 238.....	2
EDU 250.....	4

EDU 306.....	2
EDU 407.....	12
EDU 483.....	3
EDU 488.....	3

Sem. Hrs. 30

To qualify for certification in art, EDU 204, 423 and EDU 406 (instead of EDU 407) are required in addition to the above courses.

To qualify for certification in music, EDU 230, 423 and EDU 406 (instead of EDU 407) are required in addition to the above courses.

To qualify for certification in social sciences, EDU 308 and 401 are required in addition to the above courses.

To qualify for certification in science, EDU 310 and 401 are required in addition to the above courses.

To qualify for certification in mathematics, EDU 311 and 401 are required in addition to the above courses.

To qualify for certification in English, EDU 300 and 401 are required in addition to the above courses.

Health Education

To qualify for Teacher certification in health education (grades 7-12) in Florida, the 18 semester hours of professional courses and 27 semester hours of education courses listed below are required:

Professional courses

HEA 230.....	3
PED 460.....	3
HEA 250 or BIO 307.....	3
HEA 100.....	2

Any 7 hours from:

HEA 103, 401; PED 150, SOC 305.....	7
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Education courses

EDU 200.....	4
EDU 238.....	2
EDU 407.....	12
EDU 488.....	3
PED 400.....	3
PED 450.....	3

Sem. Hrs. 47

Physical Education

Requirements for all concentrations within the area of physical education, with the exception of sports management include the following *Physical Education Core* courses:

PED 110.....	2
PED 150.....	2
PED 270.....	2
PED 330.....	3
PED 340.....	3
PED 400.....	3
PED 412.....	3
PED 450.....	3
HEA 100.....	2
HEA 230.....	3

Sem Hrs. 26

Teaching Concentration — kindergarten through 8th grade

To qualify for Florida teaching certification in physical education grades K through 8, the following courses are required in addition to the physical education core:

Major courses

PED 307.....	3
PED 252.....	3
PED 312.....	3
EDU 305.....	3
EDU 204.....	2
EDU 230.....	4

Professional education courses

EDU 200.....	4
EDU 238.....	2
Internship.....	12
EDU 488.....	3

Sem Hrs. 39

Teaching concentration — 6th through 12th grades

To qualify for Florida teaching certification in physical education grades 6 through 12, the following courses are required in addition to the physical education core:

Major courses

PED 105.....	2
PED 240.....	2
PED 151.....	1
PED 200.....	1

PED 460.....	3
PED 312 or 252.....	3
From PED 320, 321, 322, 323.....	6
EDU 423.....	3

Professional education courses

EDU 200.....	4
EDU 238.....	2
Internship.....	12
EDU 488.....	3

Sem. Hrs. 42

Adult Fitness Concentration

It is a non-teaching concentration preparing the student for careers in the corporate/community fitness structure. The following professional education courses are required in addition to the physical education core:

HEA 103.....	3
PED 105.....	2
PED 271.....	3
PED 312.....	3
PED 411.....	2
PED 460.....	3
PED 280.....	3
Any combination of other activity courses....	6

Sem. Hrs. 25

Sports Management Concentration

A combination of selected courses in the business and physical education curricula prepares students for careers in sports-oriented business.

Required physical education courses:

PED 105.....	2
PED 110.....	2
PED 150.....	2
PED 151.....	1
PED 200.....	1
PED 240.....	2
PED 252.....	3
PED 270.....	2
PED 280.....	3
PED 400.....	3
PED 411.....	2
PED 412.....	3
PED 460.....	3
HEA 100.....	2
HEA 230.....	3
Three courses from: PED 320, 321, 322, 323...	6

Required business-related courses

ACC 202.....	3
ACC 203.....	3
BUS 210.....	3
BUS 230.....	3
BUS 310.....	3
BUS 330.....	3
BUS 350.....	3
ECO 204.....	3
ECO 205.....	3

Sem. Hrs. 67

Field work in sports management, PED 490, is highly recommended in the sports management concentration. Students interested in registering for PED 490 should contact their advisors for the requirements and further information concerning the field experience.

General professional concentration

A student may major in physical education without selecting one of the four previously listed concentrations. A student in the general professional concentration is required to complete the physical education core courses plus the required major courses in either of the two teaching concentrations.

Requirements for a minor in physical education

HEA 100.....	2
HEA 230.....	3
PED 110.....	2
From PED 320, 321, 322, 323	2
PED 252 or 312.....	3
PED 400.....	3
PED 412.....	3
EDU 305 or 423	3

Sem. Hrs. 21

Requirements for a minor in sports management

The sports management minor is available only to students who are majoring in business management:

PED 110.....	2
PED 150.....	2
PED 270.....	2
PED 280.....	3

PED 411.....	2
PED 412.....	3
PED activities.....	4
HEA 100.....	2
PED 290.....	3

Sem. Hrs. 23

Recreation

The minor in recreation curriculum is a non-teaching program and is designed for those preparing for recreation leadership positions in public governmental programs, voluntary agencies, industry, hospitals, churches, etc. It does not lead to professional certification as a teacher. The curriculum requires the completion of 24 semester hours of credit in required courses and guided activities.

Requirements for a minor in recreation:

PED 150.....	2
PED 151.....	1
PED 240.....	2
From PED 202, 401, 411, 470	10
From PED 312; MUS 239, 240.....	2
From PED 320, 321, 322, 323	2
From drama, handicrafts or art, sociology, music, ecology	6

Sem. Hrs. 25

The 6 hours above from allied fields must be courses other than those used in the major and general curriculum distribution.

The University of Tampa offers two courses in athletic training, but does not presently have an approved athletic training curriculum.

Division of Fine Arts

Faculty: Dana Professor Testa-Secca, Chairman; Professor Edberg; Associate Professor DeMeza, Harris, Isele, Luter, Mohn, Nosti, Westly; Adjunct Instructors Anzia, Cowden, D. Decker, G. Decker, Glazer, McCulloh, Mitchell, McCall, Smith, Switzer, Taylor, Toote; Artist-in-Residence Glazer.

Art (B.F.A. Degree Program)

Requirements for the major:

ART 153, 154 (Drawing).....	8
ART 200 (Ceramics).....	4
ART 201 (Painting).....	4
ART 202 (Sculpture).....	4
ART 203 (Printmaking).....	4
ART 204 (Design).....	4
ART 205 (Sculpture-Design).....	4
ART 207 (3-D Drawing).....	4
ART 304 (Adv. Drawing).....	4
From ART 270, 271, 272, 273, 274, 275, 276, 277 (History).....	12
Additional ART in area of concentration*....	12
ART electives.....	8

Sem. Hrs. 72

*The areas of concentration are: drawing, painting, printmaking, sculpture, ceramics. An internship program is available which will allow selected students to gain experience for credit in several art-related fields.

To receive Florida State Teachers Certification, students should consult with the Division of Education or the appropriate section of this catalog for additional course requirements.

Art (B.S. Degree Program with concentration in Arts Administration/Management)

Requirements for the major:

From ART 270, 271, 272, 273, 274, 275, 276, 277 (History).....	8
ART 153 or 154 (Drawing).....	4
ART 200 or 205 (Ceramics or Sculpture).....	4
ART 204 (Design).....	4
ART 207 or 304 (3-D Drawing or Advanced Drawing).....	4
ART electives.....	20
ACC, ARM, BUS, CSC, ECO & MAT courses listed under "Arts Administration".....	50

Sem. Hrs. 94

Requirements for a minor in art: 24 semester hours of credit to include 4 hours each in drawing, painting, sculpture or ceramics and art history.

Requirements for a minor in art history: 24 semester hours of credit in art history courses.

The Division of Fine Arts reserves the right to retain selected student works for a permanent student collection.

Arts Administration/Management

The following courses are to be taken in addition to the art courses required for the B.S. degree program with concentration in Arts Administration:

Arts Management

ARM 200 (Introduction).....	2
ARM 480 (Seminar).....	2
ARM 498 (Internship).....	8

Business Management

ACC 202, 203 (Accounting).....	6
CSC 200 (Computers).....	3
ECO 204 (Microeconomics).....	3
ECO 205 (Macroeconomics).....	3
MAT 160 (College Algebra).....	4
BUS 210 (Statistics).....	3
BUS 230 (Business Law).....	3
FIN 310 (Financial Management).....	3
MGT 330 (Principles of Management).....	3
MKT 300 (Marketing).....	3

Sem. Hrs. 54

The 8-hour internship (ARM 498) will be performed throughout the senior year.

A concentration in arts administration automatically earns a minor in business administration and fulfills all foundation courses required for admission to the Master of Business Administration (M.B.A.) program.

Music (B.M. Degree Program)

Students uncertain about their professional objectives are urged to begin with MUS 100, MUS 122, Studio Lessons and one ensemble. This schedule will ensure proper music major courses required for advanced study while permitting a smooth transfer to all other degree programs at a later date.

Requirements for a major in music with concentration are indicated:

	Music Education	Music Theory	Studio Performance	Music Minor
Basic Theory				
MUS 122, 123	8	8	8	8
MUS 222, 223	8	8	8	—
Advanced Theory				
From MUS 270, 322, 324*, 325**	4	8	2	—
Music History				
MUS 102	4	4	4	4
From MUS 201, 202 203, 204, 208	6	8	8	2
Piano Proficiency	NC	NC	NC	—
Senior Recital				
MUS 246	—	—	1	—
Conducting				
From MUS 236, 315, 316	4	4	2	—
Techniques				
From MUS 225, 226, 227, 228, 229	5	5	3	—
Studio Performance				
On major instrument	12	12	16	5
Ensembles				
From MUS 288, 291, 292, 293, 295, 309, 310, 311, 312, 313, 314	8	8	8	5
Piano/Harpsichord/ Organ***	—	2	2	—
Music electives	6	8	13	—
	<hr/>	<hr/>	<hr/>	<hr/>
Sem. Hrs.	65****	75	75	24

*Required for all B.M. degrees (Form.)

**Required for all education and theory majors (Orchestration).

***Piano, harpsichord or organ study must be beyond the piano proficiency level.

****To receive Florida State Teachers Certification, students must consult with the Division of Education and the appropriate sections of this catalog for additional course requirements.

NC means no credit toward the degree for meeting the requirements. Credits accumulated during the piano study for the Piano Proficiency Examination may count toward music electives.

Requirements for Music Majors: All prospective music majors, freshmen and transfer students must audition for acceptance into the program. Personal auditions are preferred, but cassette tape auditions will be considered.

New music majors will be given placement examinations in theory and piano proficiency at the beginning of their first semester. Additional study beyond the proficiency level is required of all theory and performance majors. Pianists may study harpsichord and/or organ for this requirement.

All students enrolled for studio performance courses (private music lessons) MUS 248 through 267 for 2 credits hours perform before the faculty jury each semester. Those enrolled for one credit hour perform before the faculty jury only in the spring semester. There is a concert attendance requirement for these courses. There may also be a master class attendance requirement. Consult the studio teacher.

The Bachelor of Music degree is accredited by the National Association of Schools of Music. NASM requires that studies in the major area and supportive courses in music total at least 65 percent of the curriculum. Therefore music majors are advised to take 4 hours in the Humanities/Fine Arts component in music as a supportive course.

Music opportunities for the general student: The music area provides numerous performance and educational opportunities for all University students. Non-music majors are encouraged to audition for ensembles, take private lessons and study music theory and history. Certain courses are geared toward the general student with little or no background in music. These are Music Fundamentals (MUS 100), Introduction to Music Appreciation (MUS 102), Music History (MUS 208) and Piano Class (MUS 110,111).

The music program is a member, in full standing, of the National Association of Schools of Music (NASM).

Speech and Drama

Requirements for a minor in speech and drama: 20 semester hours of credit in speech and drama courses.

Division of Humanities

Faculty: Associate Professor Schenck, *Chairman*; Professors Fernandez, Gillen, Harder, Leith, Locke, Mendelsohn, Stewart; Associate Professors Cave, Favata, Giancola, Lohman, Nelson, Solomon; Assistant Professors Boxill, Breslow, Van Spanckeren; Adjunct Instructors DeRose, Grunlund, Russo, Shriner, Vander Veen.

Courses taken as a student's designated major in the Humanities Division may not be used to satisfy requirements for the general curriculum distribution. Occasional exceptions to this policy may be granted by the Division Chairman to individuals earning a double major.

English

Requirements for a major in English: 44 semester hours of credit in English courses which must include one British literature survey (ENG 206 or 207), one American literature survey (ENG 208 or 209), World Literature I (ENG 201) and at least 20 semester hours of credit in English courses numbered 300 or above. ENG 101 and 102 required in the student's general curriculum distribution may *not* count toward the major. Writing (WRI) courses may not be used to satisfy the English major or minor.

To qualify for teacher certification in English on the secondary level in Florida, the English major must include ENG 204, 205, 312, 4 semester hours in British literature and 4 semester hours of American literature. In addition, the student must also take ENG 101 and 102, at least 4 semester hours in fundamentals of speech and the required professional education courses. (See paragraph on Secondary Education under Division of Education)

Requirements for a minor in English: 20 semester hours of credit in English courses; at

least 8 semester hours must be in courses numbered 300 or above. ENG 101 and 102 may not count toward the minor.

ENG 101 or 102 are not prerequisite for any 200-level English course.

French

Requirements for a major in French: 32 semester hours of credit in courses numbered 200 or above and 16 hours in another modern language.

Requirements for a minor in French: 24 semester hours of credit in French courses. Students whose native language is French may not enroll in courses below the 300-level.

German

Courses in German are offered. No major or minor, however, is available.

Students whose native language is German may not enroll in courses below the 300-level.

Philosophy

Requirements for a major in philosophy: 36 semester hours of credit, of which at least 12 hours must be 300-level or above. Requirements include PHL 200, 201, 450, and two courses from PHL 203, 300 and 301. Either REL 205 or 217 may be counted toward the major but not as a substitute for any of the specified requirements of the major.

Requirements for a minor in philosophy: 20 semester hours of credit to include PHL 200, 201, and at least one 300- or 400-level course. Either REL 205 or 217 may be counted toward the minor but not as a substitute for any of the specified requirements of the minor.

Religion

Requirements for a minor in religion: 20 semester hours to include REL 203, 204 and 205. PHL 206 may be counted toward the minor, but not as a substitute for any of the specified requirements of the minor.

Spanish

Requirements for a major in Spanish: 32 semester hours of credit in courses numbered 200 or

above and 16 hours in another modern language.

Requirements for a minor in Spanish: 24 semester hours of credit in Spanish courses.

Students whose native language is Spanish may not enroll in courses below the 300-level.

Telecommunications

Requirements for a major in telecommunications: 56 semester hours of credit to include 48 hours in telecommunications courses and 8 hours from the following special art, writing and/or drama courses: ART 224, 244, 308; DRA 205; WRI 210, 271, 240, 250, 362. The 8 hours of art, writing and/or drama courses must be completed before taking TLC 353 or any 400-level telecommunications course. Students should pay particular attention to the prerequisites required for each course.

Requirements for a minor in telecommunications: 24 semester hours of credit. Included may be ART 224, 244 and any telecommunications courses, except TLC 343, 353, 423, 433 and 434. Students should pay particular attention to prerequisites required for each course.

Writing

Requirements for a major in writing: 48 semester hours of credit consisting of 32 semester hours in writing courses and 16 semester hours in literature courses (8 hours at the 200-level and 8 hours at the 300-level or above). Courses will be selected in consultation with the major advisor.

Requirements for a minor in writing: 28 semester hours of credit consisting of 20 semester hours in writing courses and 8 hours in literature courses (4 hours at the 200-level and 4 hours at the 300-level or above). Courses will be selected in consultation with the writing advisor.

Literature courses used to fulfill the writing major or minor. ENG 101-102 may *not* count toward the writing major or minor. Writing (WRI) courses may not be used to satisfy the English major or minor.

Division of Nursing

Faculty: Associate Professor Martin, *Chairman*; Professor Clark; Assistant Professors Morris, Talley, Trekas; Adjunct Instructors Aertker, Drukker, Morris.

The philosophy of the Division of Nursing is that professional nursing is based on the arts, sciences, humanities and nursing knowledge. This basis should provide the information and experience necessary for the nurse to function as a generalist who assumes leadership in the health care areas.

The *Bachelor of Science in Nursing Program* (BSN Program) is designed specifically for registered nurses who are eligible for advance placement in the nursing major. The nursing major at The University of Tampa is comprised of 57 semester hours of credit in nursing and 67 semester hours of credit in general education which includes the General Curriculum Distribution, support and elective coursework. R.N. students must successfully complete a challenge process to be awarded 24 hours of nursing credit. These credits validate knowledge and skills gained through previous educational and work experience.

Admission to the Program

Registered nurses interested in the BSN Program must meet the requirements described earlier in the catalog for admission to The University of Tampa and the following additional criteria:

1. The applicant must be currently licensed by the State of Florida as a registered nurse. (Evidence of eligibility for licensure may be accepted in lieu of a current State of Florida license.)
2. The applicant must have a cumulative grade-point average of 2.50 overall in transfer coursework. If the grade-point average is below 2.50, but above 2.00, conditional admission will be granted to take up to 12 semester hours at The University of Tampa. Progress will be evaluated upon completion of these credit hours. Full acceptance to the nursing major will be granted upon achievement of a

grade of "C" or better in each of the courses comprising the 12 hours.

3. The applicant must provide proof of personal-liability insurance coverage prior to enrolling in the first clinical practicum.
4. The applicant must complete a comprehensive physical examination prior to enrolling in the first clinical practicum.
5. The applicant must complete the Nursing Challenge Process prior to enrolling in the first clinical practicum.

Overview of the BSN requirements

The following is a general guide to the credit required for the BSN degree. Because of differences in amounts of transfer credit granted, the actual credit among students may vary slightly. In all cases, however, a total of at least 124 semester hours of credit is required for the degree.

Sem. Hrs.

General Curriculum Distribution	47
Nursing credit by Challenge Process	24
Upper-division nursing credit	33
Additional required support courses	11
Electives — any	9

Total: 124

General Curriculum Distribution

The General Curriculum Distribution requirements are contained earlier in this chapter. Students pursuing the BSN degree must complete all general curriculum distributions requirements with the following stipulations:

1. As part of the natural science component, each nursing student must have credit in a microbiology course and in an anatomy and physiology course. (This does not waive the requirement that at least one course taken to fulfill this component must be a laboratory course.)
2. As part of the Humanities/Fine Arts component, each nursing student must have credit in PHL 201 (Logic).
3. As part of the social science component, each nursing student must include credit in a gen-

eral or introductory psychology course and a general or introductory sociology course.

Nursing Challenge Process — granting lower-division nursing credit

By design, the BSN Program enables registered nurses to complete the requirements necessary to acquire a Bachelor of Science in Nursing. The education provided increases knowledge in the nursing discipline and in general education without repetition of prior learning. The education provided in hospital based and associate degree programs provides the foundation for extending the knowledge and experiential bases at the baccalaureate level. Therefore, prior learning and experience must be validated prior to enrollment in upper-division clinical nursing courses. Credit is awarded in the following ways:

1. Students must successfully complete the series, "Differences in Nursing Care," a three-part American College Testing Proficiency Program (ACT-PEP) test which has a nationally accepted passing score of 45. (See note below.)
2. All students must successfully challenge a clinical skills examination. (See note below.)
3. Upon completion of both parts of the challenge process, the student will be awarded 24 semester hours of credit in nursing.

Note: Both the ACT-PEP test and the clinical skills examination may be repeated up to three times. If passing scores are not attained, the student cannot continue in the BSN Program at The University of Tampa.

Applicants who are preparing for testing and who wish to begin studies toward the BSN prior to the completion of the Nursing Challenge examinations may enter division courses other than Clinical Nursing Courses. The University offers a number of the required and elective courses relevant to the BSN during morning and evening hours convenient for the employed nurse to get BSN studies underway before completion of testing.

General education prerequisites to nursing major

The following general education courses (part of the General Curriculum Distribution) must

be completed *prior* to enrolling in the upper-division nursing courses: Composition and Rhetoric (ENG 101-102), College Algebra (MAT 160), Computer Science (CSC 200), Anatomy and Physiology, Microbiology, General Psychology, Introduction to Sociology.

Nursing credit

In order to fulfill upper-division requirements for the BSN degree, students must complete the following required nursing courses and additional required support courses. (BIO 130, MAT 201 and SOC 307 may not be used in the Academic Skills, Natural Sciences or Social Science components.)

NUR 301.....	2
NUR 305*.....	5
NUR 311.....	3
NUR 318**.....	6
NUR 346*.....	5
NUR 432.....	2
NUR 436*.....	5
NUR 446*.....	5

Total upper-division nursing: 33

BIO 130.....	3
MAT 201.....	4
SOC 307.....	4

Total add'l required support courses: 11

*All 5-hour courses include a clinical practicum experience.

**NUR 318 includes 4 hours of classroom work and 2 hours of college laboratory practice each week.

A minimum grade of "C" is required in all nursing and support courses. In addition, a grade of "C" is required for all designated prerequisites to progress in the programs.

Division of Science and Mathematics

Faculty: Associate Professor Punzo, Chairman; Professors Ellison, Ford, Gude, Jackson, Smith,

Wilde; Associate Professors Garman, Price, Schuler, Snell, Sumner, Winkler; Assistant Professors Bessman, Martin; Instructors Burroughs, Dove, Rice, Sich, Toro, White.

Biology

Requirements for a major in biology:

BIO 203	4
BIO 204	4
BIO 228	4
BIO 350	4
BIO 405	4
BIO 410	1
BIO electives	16
CHE 150	4
CHE 151	4
CHE 230	4
CHE 231	4
PHY 200	4
PHY 201	4
MAT 170	4

Sem. Hrs. 65

All students should have a basic set of foundation courses as a biology major. Accordingly, students are required to take specified courses in biology, chemistry, physics and mathematics. In addition to the basic requirements, it is advisable that a student pursue a specialized area of biology. To specialize for professional and graduate schools, as well as many biologically oriented careers in teaching, industry and government, the 16 hours of BIO electives can be taken in one of four different tracks as follows:

Cellular Biology Track

BIO 307	4
BIO 317	4
BIO 360	4
CHE 320	4

Sem. Hrs. 16

Pre-Professional Track

BIO 250	4
BIO 310	4
BIO 330	4
CHE 320	4
MAT 260 (in place of MAT 170)	

Sem. Hrs. 16

Ecology Track

BIO 212	4
BIO 224	4
BIO 225	4
BIO 345	4

Sem. Hrs. 16

General Biology Track

BIO electives 16

(Any combination of BIO courses taken in consultation with the student's advisor.)

Students who major in biology may use any of the science or mathematics courses required in the major to satisfy the general curriculum distribution.

Requirements for a minor in biology. Any 20 semester hours of credit in biology from BIO 190 and above.

Chemistry

Requirements for a major in chemistry:

CHE 150	4
CHE 151	4
CHE 200	4
CHE 230	4
CHE 231	4
CHE 320	4
CHE 350	4
CHE 351	4
CHE 425	4
CHE 430	4
CHE 450	2
CHE 451 or 452	2
PHY 200	4
PHY 201	4
PHY 205	4
MAT 260	4
MAT 261	4

Sem. Hrs. 64

CHE 449 and MAT 262 are strongly recommended for the chemistry major.

Requirements for a minor in chemistry:

CHE 150	4
CHE 151	4
CHE 230	4

CHE 231.....	4
CHE 200 or 320	4

Sem. Hrs. 20

Biochemistry

Requirements for a major in biochemistry:

CHE 150.....	4
CHE 151.....	4
CHE 200.....	4
CHE 230.....	4
CHE 231.....	4
CHE 320.....	4
CHE 350.....	4
CHE 351.....	4
CHE 420.....	4
CHE 450.....	2
CHE 451 or 452	2
BIO 204.....	4
BIO 330.....	4
BIO 405.....	4
PHY 200 or 202	4-5
PHY 201 or 203	4-5
MAT 260.....	4
MAT 261.....	4

Sem. Hrs. 68-70

BIO 360, 350 and MAT 262 are strongly recommended for the biochemistry major.

Marine Science-Biology

Requirements for a major in marine science-biology:

BIO 203.....	4
BIO 204.....	4
BIO 212.....	4
BIO 224.....	4
BIO 225.....	4
BIO 345.....	4
BIO 405.....	4
BIO 410.....	4
BIO electives.....	8
MAR 150.....	4
MAR 226.....	4
MAR 301.....	4
MAR 327.....	4
MAR 330.....	4
CHE 150, 151.....	8
CHE 230, 231.....	8

PHY 200, 201.....	8
MAT 170.....	4

Sem. Hrs. 85

The 8 hours of biology electives are to selected in consultation with an academic advisor, MAT 260 and 261 are recommended but not required.

Marine Science-Chemistry

Requirements for a major in marine science-chemistry:

BIO 203.....	4
BIO 204.....	4
BIO 212.....	4
BIO 345.....	4
MAR 150.....	4
MAR 226.....	4
MAR 301.....	4
MAR 327.....	4
MAR 330.....	4
CHE 150, 151.....	8
CHE 200.....	4
CHE 230, 231.....	8
CHE 350, 351.....	8
CHE 425.....	4
CHE 449 or 450	2
CHE 451 or 452	2
MAT 260, 261.....	8
MAT 200, 201.....	8

Sem. Hrs. 88

Marine Science-Biology-Chemistry

Requirements for a major in marine science-biology-chemistry:

BIO 203, 204.....	8
BIO 212.....	4
BIO 224.....	4
BIO 225.....	4
BIO 345.....	4
BIO 405.....	4
BIO 410.....	1
BIO electives.....	8
MAR 150.....	4
MAR 226.....	4
MAR 301.....	4
MAR 327.....	4

MAR 330.....	4
CHE 150, 151.....	8
CHE 200.....	4
CHE 230, 231.....	8
CHE 350, 351.....	8
CHE 425.....	4
CHE 449 or 450.....	2
CHE 451 or 452.....	2
MAT 260, 261.....	8
PHY 200, 201.....	8

Sem. Hrs. 109

The 8 hours of biology electives are to be selected in consultation with an academic advisor. Those students electing the marine science-biology-chemistry major should not expect to complete this work in four years.

Mathematics

Requirements for a major in mathematics:

CSC 240.....	4
MAT 260.....	4
MAT 261.....	4
MAT 262.....	4
Six courses from CSC 345, MAT 301, 307, 308, 309, 310, 401, 405, 499.....	24

Sem. Hrs. 40

Requirements for a minor in mathematics: 20 semester hours of credit in mathematics courses numbered 260 or above, CSC 345 may be substituted for one mathematics course.

Requirements for an AA degree in mathematics: 16 semester hours of credit in mathematics courses numbered 260 or above.

Students who major in mathematics may use appropriate mathematics and computer science courses required in the major to satisfy the requirements of the general curriculum distribution.

Medical Technology

Requirements for a major in medical technology:

BIO 203.....	4
BIO 204.....	4
BIO 307.....	4
BIO 317.....	4

BIO 360.....	4
BIO 405.....	4
CHE 150.....	4
CHE 151.....	4
CHE 200.....	4
CHE 230.....	4
CHE 231.....	4
CHE 320.....	4
PHY 200.....	4
PHY 201.....	4
MAT 170.....	4
Internship.....	32

Sem. Hrs. 92

In addition to the above, BIO 330 or 350 is recommended. The medical technology internship lasts for 12 months and will be performed during the senior year.

The medical technology internship and laboratory training is performed at any laboratory or hospital approved by the Council on Medical Education and Board of Medical Technology of the American Society of Clinical Pathologists.

The University will assume no responsibility for the student's admission to the medical technology laboratory or hospital. Present facilities in Tampa are limited. Students, therefore, may be required to find technology training outside of Tampa.

Pre-Engineering

Administered by: Professor Garman

Requirements for two-year pre-engineering students:

CSC 200.....	3
CSC 230.....	2
MAT 260.....	4
MAT 261.....	4
MAT 262.....	4
PHY 202.....	5
PHY 203.....	5
CHE 150.....	4
CHE 151.....	4
ENG 101.....	4
ENG 102.....	4
Electives.....	12

Sem. Hrs. 55

It is recommended that the electives include at least 6 hours of humanities and 6 hours of

economics. Students seeking a degree in engineering will normally transfer after two years, but do not usually receive an AA degree from The University of Tampa.

Pre-Dentistry, Pre-Medicine, Pre-Veterinary Science

Administered by: Professor Winkler

Students interested in these areas will usually major in the biology-preprofessional track, biochemistry or chemistry. Other majors are possible as long as the requirements for the professional school are met. Students should design their academic programs with the advice of their advisors.

Division of Social Sciences

Faculty: Professor Rynder, *Chairman*; Professors Botjer, Cheshire, Covington, Decker, Jennings, McCord, McReynolds, Piper; Associate Professors Kerstein, Quinn, Winston; Assistant Professors Denoff, Hekkanen, Musante, Schulz; *Adjunct Instructors* Deppen, Farnham, Fox, Syron

All requirements for majors and minors in the social sciences are in addition to the courses taken to fulfill the general curriculum distribution requirements.

Each major offered by the Division of Social Sciences requires at least 16 hours of credit in courses numbered 300 or higher to satisfy major requirements.

Each minor offered by the Division of Social Sciences requires at least 8 hours of credit in courses numbered 300 or higher to satisfy minor requirements.

No student may receive more than 16 hours of credit in any combination of field work/internship courses offered by the Division of Social Sciences.

Criminology

Requirements for a major in criminology:

CRM 101.....	4
CRM 102.....	4

CRM electives	19
SOC 100.....	4
From SSC 400, SOC 305, 306, 410	8
From PSC, PSY, SWK, UST	8

Sem. Hrs. 47

CRM 401 may not count for electives listed above

Requirements for a minor in criminology: 20 semester hours of credit in criminology courses, exclusive of CRM 401.

History

Requirements for a major in history:

American History	16
Non-American History	16
History electives	4

Sem. Hrs. 36

Requirements for a minor in history: 20 semester hours of credit in history. (Students may include a maximum of 4 hours credit from HIS 100 or HIS 101 toward a minor.)

Political Science

Requirements for a major in political science:

PSC 100	4
PSC 200	4
PSC electives	28

Sem. Hrs. 36

PSC 440 may not count for electives listed above. SSC 400 may count as a PSC elective.

Requirements for a minor in political science: 20 semester hours of credit.

Psychology

Requirements for a major in psychology: 36 semester hours of credit in psychology courses. Prospective graduate students in psychology are strongly urged to take PSY 311, 312 and 313.

Requirements for a minor in psychology: 20 semester hours of credit in psychology courses.

Social Sciences

The social sciences major is limited to those students who complete teacher certification requirements.

Requirements for a major in social sciences:	
HIS 202	4
HIS 203	4
HIS electives*	8
PSC 200	4
PSC elective	4
GEO 205	4
GEO elective	4
ECO 204	4
SOC elective	4
PSY elective	4

Sem. Hrs. 44

*The history elective must be 300-level or above and must be taken outside the field of American History.

When taken with the professional education courses required by the Division of Education, this program satisfies Florida requirements for certification in social sciences on the secondary level.

Sociology

Requirements for a major in sociology: 36 semester hours of credit in sociology courses, including SOC 410 and SSC 400. SOC 401 does not count toward the major.

Requirements for a minor in sociology: 20 semester hours of credit in sociology courses (excluding SOC 401).

Social Work

Students wishing to major in social work must apply for admission to the program and take courses in sequence as determined by the faculty. Students may satisfy Florida requirements for certification as a school social worker by taking additional courses.

Information on these special requirements is available at the Division office.

Requirements for a major in social work:

SWK 201	4
SWK 202	4
SWK 307	4
SWK 401	16
SOC 230 or 306	4
PSC 210, 303 or 304	4
SSC 400	4

From SOC 202, 305, 307, 402, CRM 212, PSY 303	12
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Sem. Hrs. 52

Requirements for a minor in social work:

SWK 201	4
SWK 202	4
SWK 307	4
SWK 401	8

From the social science courses

listed under the social work major (not including SWK 401)	8
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Sem. Hrs. 28

Urban Studies

Requirements for a major in urban studies:

UST 200	4
UST 203	4
UST 210	4
UST 301	4
UST 303	4
ECO 204	4
ECO 205	2
ECO 421	4

From UST 400, ECO 420, PSC 200, 211, 303, 304, SOC 306, SSC 400, CSC 220, 225	6
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Sem. Hrs. 36*

*The urban studies major may not include UST 440.

Requirements for a minor in urban studies: 20 semester hours of credit in urban studies courses, exclusive of UST 400, ECO 421 may also be counted towards this requirement.

Women's Studies

Requirements for a minor in women's studies: 20 semester hours of credit earned from the following. Eight of the 20 semester hours must be on the 300- and 400-level, including WST 300, which is a required course in the women's studies minor:

ENG 215	4
HIS 211	4
HIS 215	4
HIS 223	4
PHL 220	4
PSC 413-425	2-4

PSY 325	4
PSY 404	4
SOC 220	4
WST 300	4

Department of Military Science

Faculty: Moffitt, *Professor of Military Science*; Landers, Chaffin and Cook, *Assistant Professors*.

The Department of Military Science offers the US Army Reserve Officer Training Corps program on a voluntary basis for both men and women. The curriculum includes 24 credit hours of instruction by Military Science Department faculty over a four-year period.

Students may be enrolled in either a four- or two-year program. The four-year program (which can be completed in three years) normally requires a student to successfully complete all four years of the ROTC curriculum and a six-week advanced summer camp between the junior and senior years. The two-year program gives students who do not enroll in ROTC during the first two years of college and transfer students from non-ROTC colleges, the opportunity of taking ROTC. This program requires completion of an ROTC summer program prior to the college junior year, junior and senior ROTC courses and the advances summer camp of the four-year program. Either of these programs in conjunction with pursuit of an undergraduate degree qualifies the student to be commissioned as a second lieutenant in the United States Army.

All students interested in participation in the ROTC program should see an ROTC advisor at the Department of Military Science to obtain acceptance, scholarship and program placement information. Veterans, graduate students and those with prior ROTC experience are encouraged to inquire about special accelerated programs designed to meet their needs.

ROTC students must enroll successively in all course included in the Military Science curriculum. If necessary, students may make arrangements to take both the freshman and sophomore curriculum during their sophomore year. En-

rollment is an appropriate leadership laboratory is required for cadets and is not available to students who are not cadets.

The ROTC scholarship program at The University of Tampa may be of a special interest to prospective candidates since The University of Tampa is the only college in the country that will add free room and board to the benefits of free tuition, supplies and books provided by the Army.

Graduates will serve either in the Army Reserves or National Guard while pursuing a civilian career or will serve on active duty around the world. There are provisions for graduate school attendance prior to active duty service.

Requirements for a minor in military science:

MSC 301	2
MSC 302	1
MSC 401	2
MSC 402	4
MSC 203/HIS 201	4
One course from BUS 330, PSY 322, PSC 303, PHL 202	3-4
From HIS 413, 313, ENG 217	4
From HIS/PSC 406, PSC 313, 314	4
Leadership Lab	4
Modern Foreign Language	4
From PSY 200, SOC 100	4

Sem. Hrs. 33-34

In addition to the above, the student must successfully complete the ROTC basic course or ROTC Basic Camp, successfully complete ROTC Advanced Camp and be recommended for commission by the Military Science Department.

Department of Aerospace Studies (AFROTC)

Faculty: Turbiville, *Professor of Aerospace Studies (USF)*; Fabiano, Reynolds, Taylor, *Assistant Professors (USF)*.

The Air Force Reserve Officer Training Corps (AFROTC) is offered under a cross-town agreement with the University of South Florida (USF).

Some AFROTC courses are offered on The University of Tampa campus; the remainder at the USF campus. Full credit for all AFROTC courses is granted by The University of Tampa. The curriculum includes 24 credit hours of instruction by Aerospace Studies Department faculty over a four-year period. It is possible to earn a minor in Aerospace Studies from The University of Tampa.

Students may be enrolled in either a four-year or two-year program. The four-year program (which can be completed in three years in some instances) requires a student to successfully complete all four years of academic work (including one course in mathematical reasoning), AFROTC courses and a four-week training encampment between the sophomore and junior years. The two-year program gives students who do not enroll in AFROTC during their freshman and/or sophomore years and/or transfer students from non-AFROTC colleges, the opportunity of taking AFROTC. Selection for this program is in the spring semester prior to the entry year. The application process should be started in the fall semester in the year prior to the desired entry year. If selected, the student attends a six-week field training encampment during the summer prior to program entry. After entering the program, the student is required to complete all undergraduate requirements and 16 credit hours of AFROTC courses to qualify for a commission as second lieutenant in the Air Force. All cadets who successfully complete the final two years of the AFROTC program are brought onto active duty in the United States Air Force. Length of service is based on the type category with which you enter active duty.

Students interested in enrolling in the four-year program as freshmen may register for the course in the same manner as for any other University of Tampa course. All other interested students should contact the Department of Aerospace Studies, USF, for advisement. Veterans, active duty personnel and graduate students are encouraged to inquire about special accelerated programs designed for them.

Enrollment in a weekly, one credit hour leadership laboratory is required of all students entering the program. Students wear the Air Force uniform during these periods and are taught customs and courtesies of the Air Force.

Scholarships (4-, 3 1/2-, 3-, 2 1/2- and 2-year) are available to qualifying students. These scholarships pay all tuition, books, required fees and a \$100 per month tax-free stipend. In addition, and of special note, is The University of Tampa ROTC Scholarship program that provides free room and board to AFROTC scholarship recipients. All students in the final two years of program, regardless of scholarship status, receive the \$100 monthly tax-free stipend. Scholarship recipients are required to complete a course in English composition and one term of a modern foreign language.

Questions concerning The University of Tampa AFROTC program may be answered by calling the Aerospace Studies Department at USF (813) 974-3367.

Requirements for a minor in aerospace studies:

AFR 100	1
AFR 101	1
AFR 200	1
AFR 201	1
AFR 300	3
AFR 301	3
AFR 400	3
AFR 401	3
Leadership Laboratory	8
Modern Foreign Language	4
BUS 330, PHL 202, PSC 303 or PSY 322	3-4
ENG 217, HIS 413 or 414	4
HIS 406, PSC 313, 314 or 406	4
PSY 200 or SOC 100	4

Sem. Hrs. 43-44

In addition to the above, the student must successfully complete the AFROTC Field Training Camp and be recommended for commission by the Aerospace Studies Department.



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The Graduate Program

Graduate Study: The Master of Business Administration Degree

The University of Tampa offers one graduate degree: the Master of Business Administration (M.B.A.).

Application for admission

For admission as a degree-seeking graduate student, the following are required:

1. Application form, completely filled out.
2. Application fee: \$20, unless a continuing University of Tampa student.
3. All transcripts of previous college work, received directly from each institution.
4. Entrance examination score report received directly from the Educational Testing Service, Princeton, New Jersey.

The application form must be received by the University no later than 30 days prior to the official first day of classes for any term. All other official documentation (transcripts, test scores, etc.) must be received no later than seven days prior to the official first day of classes. If the application or documentation is received after these deadlines, the student's entrance will be updated to a later term.

Applicants from foreign countries

In addition to the required items listed above, all foreign applicants for the M.B.A. degree program must submit the following:

1. Score report on The Test of English as a Foreign Language (TOEFL) with a minimum score of 550.
2. Transcripts printed in *English* from all previous colleges attended.

Important: Transcripts *must* show *specific* subjects taken and the *grade* earned in each. If grades are expressed in other than the American system ("A," "B," "C," "D," "F"), a statement from the school must accompany the transcript showing the conversion of that grading system into the American System. Diplomas, certificates or general letters indicating attendance at a school will not substitute for transcripts as described here. The transcripts must reveal that the student has earned a 2.75 grade-point average (on a 4.00 scale) or better on the last 60 semester hours of credit (or equivalent) attempted on the college level.

In addition, all foreign applicants must submit their transcripts and documents from foreign institutions to *World Education Services, Inc.*, for a multi-purpose evaluation of the undergraduate degree earned and the institution granting it. Application forms for evaluation by this service are available through the University's Graduate Admissions Office upon request.

Standards for admission

Admission as a full degree-seeking student
Applicants for a full graduate degree-seeking sta-

tus must hold the Bachelor's degree from a regionally accredited college or university. A minimum of 2.75 grade-point average (on a 4.00 scale) on the last 60 semester hours of college work attempted, or quarter hour equivalent, is required.

Applicants for full degree-seeking status must also submit the scores on the aptitude portion of the Graduate Record Examination (GRE) of the Graduate Management Admission Test (GMAT). The composite verbal and quantitative scores on the entrance examination must be either 1000 or better on the GRE, or 450 or better on the GMAT. In addition, foreign applicants are required to present a score of 550 or better on the Test of English as a Foreign Language (TOEFL). See paragraph above for additional requirements for foreign students.

Admission as a conditional degree-seeking student

An applicant may be admitted as a conditional degree-seeking student under one of the following conditions:

1. The applicant has met one of the two criteria for full degree-seeking status, but not the other (minimum G.P.A. or minimum test score).
2. The applicant has the 2.75 grade-point average or better, but has not yet taken the entrance exam (GRE or GMAT). (In this event, the student must take the entrance exam and submit the scores prior to the end of the first semester of study.)
3. The Bachelor's degree was earned at an institution which is not a member of a regional accrediting association. (In this event, although conditional degree-seeking status would apply, the applicant must meet both the minimum grade-point average and test score requirements of full degree-seeking status.)

Conditional admission means that at the end of the semester in which the 12th hour (or more) of graduate (600-level) work is completed, the student must have a "B" average or better. At the end of this semester, the student's status will be reviewed. If the student has met all requirements for full degree-seeking status and has earned a "B" average, he will become a full de-

gree-seeking student. If not, he will be dismissed from the graduate program.

Background and prerequisites

An applicant for the Master of Business Administration Program need not have, prior to acceptance, previous academic work related to the field. The applicant, however, will be required by his graduate program advisor to take certain undergraduate-level prerequisites either prior to taking graduate courses or concurrently with his graduate courses.

Transfer credit

A maximum of nine semester hours of resident graduate-level credit taken at other regionally accredited institutions may be applied toward a Master's degree. Such credit must be evaluated as graduate-level credit by the Registrar and be approved by the graduate program advisor. Credit for work done by correspondence or extension will not be accepted for the graduate degree. Only credit earned with grades of "B" or better will be considered for transfer. Grades of "Pass" or "Credit" are acceptable unless the awarding institution certifies that such grades are equivalent to "B" or better. Transfer credit need not correspond with those available at The University of Tampa, but must be deemed appropriate to the M.B.A. degree.

Program of study and course requirements

Each graduate student will be assigned an advisor by his graduate program director. In consultation with his advisor, the student should plan a program of work to be completed for satisfaction of degree requirements. The appropriate sections of the chapter entitled *Academic Programs* in the catalog outline the basic course requirements for the Master's degree.

Residency

For the Master's degree, a minimum of 27 semester hours of credit must be earned on the main campus of The University of Tampa.

Time limit

A student is allowed seven years from the time M.B.A. work is begun (at The University of Tampa or elsewhere) in which to complete the Master's degree. Under certain circumstances, the student may revalidate, by examination, courses which are outdated by the time limit. This can be done only by permission of the Provost and the appropriate graduate program director.

Quality of work

Graduate students must attain an overall 3.00 grade-point average ("B") in all courses applying to the Master's degree. No grade below "C" will be accepted toward a graduate degree, but all grades on all applicable courses attempted since admission to the graduate program will be counted in computing the overall grade-point average.

Repeating of courses

Graduate students may repeat courses, but may do so only with courses in which a grade of "C" or less was earned. The grades earned each time a course is attempted, however, will be included in the student's overall grade-point average.

Admission to candidacy for a Master's degree

Admission to candidacy for a Master's degree is a separate step from admission to graduate study. Upon completion of 12 semester hours of acceptable graduate work, the student should complete his application for degree with his advisor. When signed and approved by the graduate program director and submitted to the Registrar, this form constitutes a formal admission to candidacy and application for degree. The degree program outlined thereon is considered official and may not be changed without the consent of the graduate program director. The deadlines for submission of this form to the Office of the Registrar are listed in the Academic Policies and Procedures chapter of this catalog.

General requirements

The graduate student should refer to the Academic Policies and Procedures chapter of this catalog for additional academic regulations and procedures applicable to all students at The University of Tampa.



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Metro College

Metro College

Metro College is the unit through which programs and courses designed expressly for adult learners are offered at The University of Tampa. Metro College programs include: *degree programs* leading to an undergraduate or graduate degree in a specific discipline or field of study; and *certificate programs* leading to certification of proficiency based upon criteria established by professional organizations. Courses offered within Metro College are usually scheduled during evening hours and on weekends to accommodate the working schedules of adult learners. Generally, Metro College courses are offered at a reduced tuition rate and may be taken only by persons enrolled in Metro College programs.

Bachelor of Liberal Studies Program

The Bachelor of Liberal Studies degree program (hereafter referred to as the B.L.S. Program) affords the adult learner an opportunity to concentrate, in lieu of a traditional major, in a general area of study — humanities, social studies, education, science and mathematics, fine arts or economics and business. A plan of study may also be designed combining courses from two of these areas.

Admission to the program

For admission to the Bachelor of Liberal Studies degree program, the student must be at least 25 years of age at the time of application and must submit the following for consideration:

- Application form, completely filled out
- Application fee: \$30
- Official high school transcript, sent directly from the high school and showing date of graduation
- Official transcript of credits sent directly from each college or university previously attended
- Any other documentation required for the

awarding of non-resident credit as outlined in the "Transfer Credit Evaluation Policy" section of the University Catalog

B.L.S. degree requirements

The following is a general guide to the credit required for the B.L.S. degree. Because of differences in amounts of transfer credit granted, the actual credit among students may vary slightly. In all cases, however, a total of at least 124 semester hours of credit is required for the degree.

<i>Degree Plan A.</i>	<i>Sem. Hrs.</i>
General curriculum distribution	35
One area of concentration	42
Electives	47

Total 124

<i>Degree Plan B.</i>	<i>Sem. Hrs.</i>
General curriculum distribution	35
First of two areas of concentration	24
Second of two areas of concentration	24
Electives	41

Total 124

A student's sequence of courses in either Degree Plan A or Degree Plan B must be approved by the Learning Advisory Committee.

General curriculum distribution requirements

Each B.L.S. student is required to develop, in addition to his or her area of concentration, a gen-

eral curriculum distribution within the broad framework outlined below. These distribution requirements vary from those applying to students in other degree programs.

	Minimum Sem. Hrs.
A. Academic skills Component	16
ENG 101, Composition & Rhetoric I	4
ENG 102, Composition & Rhetoric II	4
PHL 201, Logic	4
Dynamics of Communication	4
B. Liberal Studies Component	11
One course in each of the following areas:	
Humanities/Fine Arts	4
Natural Sciences	3
Social Sciences	4
C. Interdisciplinary Studies Component	8
Ethical and Political Issues	4
International Issues	4

Total Hrs. 35

- Credit earned to fulfill the requirements of the Humanities/Fine Arts portion of the Liberal Studies Component may be in either appreciation or studio courses.
- Credit earned to fulfill the requirements of the Natural Sciences portion of the Liberal Studies Component may be either laboratory or non-laboratory courses.
- Courses used to satisfy requirements in the general curriculum distribution cannot be used to satisfy any requirements in the student's chosen area of concentration — whether Degree Plan A or Degree Plan B.
- Only those "special" intersession and summer session courses and honors courses approved for inclusion may be taken to fulfill distribution requirements.
- At least *one* course taken to fulfill distribution requirements must deal either in a direct or in a comparative way with contemporary non-western and/or third world concerns. Courses meeting this requirement will be so designated in the Timetable of Classes each term.

Electives

At least one-half of the credit hours earned in

elective courses must be completed outside of the student's chosen area(s) of concentration.

Special features of the B.L.S. Degree Program

Independent Study

With the express approval of the Learning Advisory Committee, "readings" courses and/or supervised independent study opportunities are available to adult B.L.S. students whose specific needs cannot be met by an existing course. Qualified B.L.S. students may earn up to 10 semester hours of credit in supervised independent study.

Work experience credit

A maximum of 10 semester hours of elective credit may be granted to the adult B.L.S. student for verifiable expertise gained from previous vocational or avocational experience. Such work experience must parallel the material taken up in one or more existing University of Tampa courses.

The B.L.S. student is responsible for assembling and submitting to the Learning Advisory Committee a complete dossier providing clear documentation from persons who supervised or otherwise evaluated these work experiences. The committee will determine whether or not the student's work experience has given him or her the same level of competence that an equivalent University of Tampa course would have provided. The committee may require that the student pass a written examination to determine such equivalency.

If approved by the Learning Advisory Committee, the work experience credit will be entered on the student's record after a total of 96 semester hours of credit have been earned toward the B.L.S. degree.

Re-Entry Program for Women

Administered by: Sue G. McCord, PH.D.,
Director

The Re-Entry Program for Women is, as its title indicates, designed expressly for women who

wish to resume a college education. To facilitate the transition into the mainstream of college course work, the Re-Entry Program for Women provides intensive academic advising and personal as well as career counseling. The staff and faculty who comprise the program are oriented to the particular needs of the re-entering woman student and enhance her transition into the academic environment by:

Streamlining the admission and registration process by acting as a liaison between women students and specific administrative offices.

Building into each Re-Entry Program course the range of study skills necessary to success in college.

Offering small classes, thereby maximizing instructional benefits as well as peer support.

Admission requirements

Admission into the Re-Entry Program for Women occurs after a personal interview with the director of the program. Once admitted, students in the program may enroll in and complete requirements for a maximum for eight courses specifically designated as part of the Re-Entry Program curriculum. These eight courses must be completed within two academic years of the date of the student's initial registration as a Re-Entry student, but this does not preclude the student's taking courses in the mainstream during that time.

A Re-Entry Program student is classified as a "regular" University of Tampa undergraduate when she schedules her first full-time load; or when she completes a maximum of eight Re-Entry courses; or when she completes two academic years of course work (whichever occurs first).

Curricular requirements

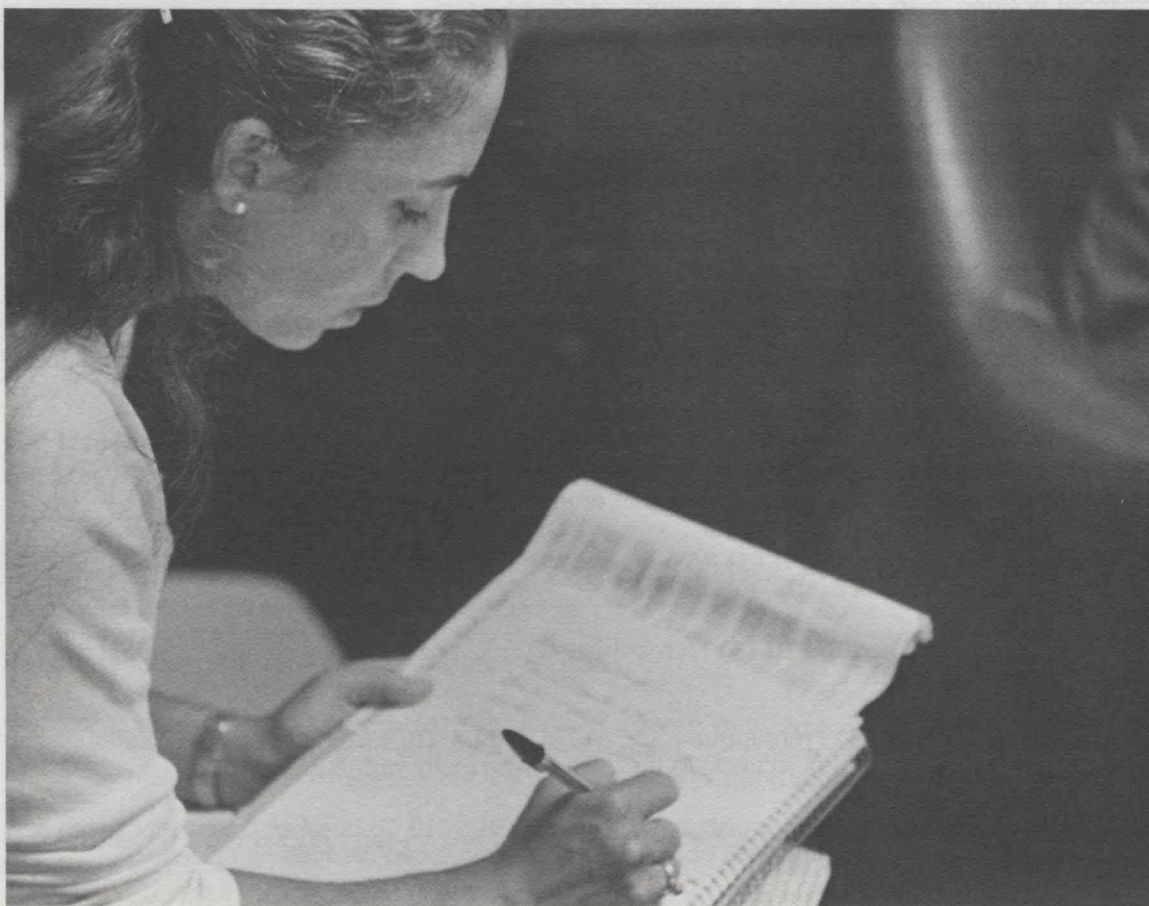
All courses taught within the Re-Entry Program for Women carry full academic credit and may be applied toward an undergraduate degree. Because such courses are designed to facilitate the transition of the re-entering woman student into regular degree programs, further curricular requirements are those of the particular degree program into which the student eventually matriculates.

The MacDill Center

The University's MacDill Air Force Base Center, in cooperation with the United States Air Force, offers degree programs for active duty military personnel of all services, their dependents and retired military personnel. The MacDill Center provides a twelve-month program with five accelerated nine-week terms. Additional information may be obtained by contacting the MacDill Center of The University of Tampa, MacDill A.F.B., Florida 33608.



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Course Descriptions

Course Descriptions

Courses with prerequisites are noted; all others are open to interested students.

Accounting Courses (ACC)

202 Financial Accounting (3) The study of balance sheet, income statement, statement of change in financial position, cash, receivables, inventory, and fixed assets.

203 Managerial Accounting (3) Prerequisite: ACC 202. The study of liabilities, equities, ratios, basic cost systems, and cost/volume/profit analysis.

310-311 Intermediate Accounting I, II (4,4) Prerequisites: ACC 202, 203. ACC 310 is prerequisite for ACC 311. Introduction to alternative methods of income measurement and asset valuation employed in financial reporting.

304 Cost Accounting (3) Prerequisites: ACC 202, 203. Methods of estimating the cost of product, responsibility segments, capital budgeting, and cost behavior patterns.

351 Accounting Information Systems (3) Prerequisites: ACC 202, 203; CSC 200. Design and implementation of manual, mechanical, and electronic systems for processing accounting data. Use of accounting data in management planning and control systems.

352 Federal Tax Accounting I (3) Open to all students. Prerequisite: ACC 202. Laws and regulations governing individual income taxes. Preparation of individual income tax forms.

353 Federal Tax Accounting II (3) Prerequisite: ACC 352. Laws and regulations governing taxation of corporations and partnerships.

354 Federal Tax Accounting III (3) Prerequisite: ACC 352. Laws and regulations governing taxation of estates, trusts, and gifts.

401 Auditing Theory (3) Prerequisites: ACC 310, 311; BUS 210. Generally accepted auditing standards, ethics, reporting, and objectives. To be taken concurrently with ACC 402.

402 Auditing Practice (3) Prerequisites: ACC 310, 311; BUS 210. To be taken concurrently with ACC 401, this course studies the processes of judgment formation based on auditing evidence.

404 Special Topics in Cost Accounting (3) Prerequisite: ACC 304. Quantitative aspects of managerial accounting.

405 Advanced Accounting (4) Prerequisites: ACC 310, 311. Home office and branch accounting, preparation of consolidated financial statements for interlocking corporations, and partnerships.

406 Special Topics in Advanced Accounting (3) Prerequisites: ACC 310, 311. Special topics including installment sales, consignments, foreign currency transactions, bankruptcy, estates, and trusts.

410 Topics in Accounting (1-4) Prerequisite: Consent of Division Chairman. A readings or independent studies course taken for variable credit.

430 Fund Accounting (3) Prerequisite: ACC 311. Basic principles of accounting for government units, hospitals, universities, churches, and other non-profit organizations.

440 Seminar in Accounting (3) Prerequisite: Open only to senior accounting majors. A final course in accounting designed to integrate the various areas of accounting. Students intending to sit for the C.P.A. exam will find that this course will provide an excellent overview of the various areas in accounting.

498 Accounting Internship (4-12) Prerequisites: Senior standing with at least an overall B average; approval of the Division Chairman; and completion of 21 semester hours of accounting, including ACC 310, 311, 352, 353, and 401. Practical aspects of public accounting through internship at a local firm under supervision of faculty and firm representatives. Will be graded on a pass-fail basis. May not be used to satisfy major requirements.

500 Accounting for Management (3) For graduate students only. Study of the methods used in preparing financial statements and reports. Emphasis is on the nature and use of information in financial statements and reports rather than on stressing accounting techniques. This course does not satisfy the State Board of Accounting requirement as a graduate course.

600 Topics in Accounting (1-3) Open only to graduate students. Requires written permission of the M.B.A. Director. A rigorous program of selected readings or independent research project taken for variable credit.

603 Managerial Accounting (3) For graduate students only. Prerequisites: ACC 500 or equivalent. The use of accounting information by managers as an aid in planning and controlling operations. Topics include basic budgeting, capital budgeting, cost-volume-profit analysis, incremental analysis, relevant cost analysis, cash flow and funds flow analysis, responsibility accounting, segment performance evaluation, standard cost accounting systems.

614 Tax Planning and Research (3) For graduate students only. Prerequisites: ACC 352, 353, 603. Topics covered include the use of various tax research tools, the minimization of tax liability through proper tax planning, and the management of a company's tax position with frequent reference to court cases and IRS Code.

620 Advanced Accounting Theory and Practice (3) For graduate students only. Prerequisite: ACC 603. A comprehensive study of current pronouncements of the Financial Accounting Standards Board. Areas to be covered include inflation accounting, deferred income, taxes, leases, pension plans, and other relevant topics.

625 Financial Statement Analysis (3) For graduate students only. Consideration of available alternative methods of income measurement and asset valuation. Tools and analytical objectives of financial statement analysis.

626 Corporate Tax Planning (3) For graduate students only. Prerequisite: ACC 352. Course coverage includes basic corporate tax structure and history of taxation process, corporate reorganizations, liquidations, consolidations, and S-corporations. Portions of the course will include research topics to aid in developing tax planning techniques.

Air Force ROTC Courses (AFR)

Air Force ROTC courses are open only to students enrolled in the Air Force ROTC program offered under the cross-town agreement with the University of South Florida.

100-101 The Air Force Today I, II (1,1) This course deals with the Air Force in the contemporary world through a study of the total force structure, strategic offensive and defensive forces, general purpose forces, and aerospace support forces.

200-201 The Development of Air Power I, II (1,1) This course is a study of air power from balloons and dirigibles through the jet age; a historical review of air power employment in military and non-military operations in support of national objectives; a look at the evolution of air power concepts and doctrine.

300-301 Air Force Leadership and Management I, II (3,3) An integrated management course emphasizing the individual as a manager in an Air Force milieu. The individual motivational and behavioral processes, leadership, communication, and group dynamics are covered to provide a foundation for the development of the junior officer's professional skills as an Air Force officer (officer-ship). The basic managerial processes involving decision-making, utilization of analytic aids in planning, organizing, and controlling in a changing environment are emphasized as necessary professional concepts. Organizational and personal values, management of forces in change, organizational power, politics, and managerial strategy and tactics are discussed within the context of the military organization. Actual Air Force cases are used to enhance the learning and communication processes.

400-401 American Defense Policy I, II (3,3) This course is a study of U.S. National Security Policy which examines the formulation, organization, and implementation of national security; context of national security; evolution of strategy; management of conflict; and civil-military interaction. It also includes blocks of instruction on the military profession/officership and the military justice system. The course is designed to provide future Air Force officers with a background of U.S. National Security Policy so they can effectively function in today's Air Force.

110, 111, 210, 211, 310, 311, 410, 411 Air Force ROTC Leadership Laboratory (1,1,1,1) The Air Force ROTC Leadership Laboratory is a one-hour-per-week practicum in leadership and management. Leadership Laboratory allows AFROTC cadets to put to use the leadership and management theories they have learned in their AFROTC academic classes. The Leadership Laboratory is based upon an actual Air Force organization and is completely cadet organized, staffed, and managed.

Art Courses (ART)

Courses offered for 2-6 hours of credit are to be taken on a concentration basis with the consent of the instructor or, for art majors, the instructor or main advisor. Studio courses meet five hours weekly. Courses are open to all students, regardless of major, unless otherwise indicated.

102 Art Fundamentals (4) A studio-oriented introduction to art designed to meet the general curriculum distribution requirement for non-art majors. Not to be taken by art majors or minors for art credit.

153 Beginning Drawing (4) An introduction to traditional problems in draftsmanship and pictorial organization. Development of pictorial form and space by line and value obtained through a variety of media.

154 Figure Drawing (4) An introduction to problems in pictorial organization, using the human figure and other organic forms as reference.

200 Beginning Ceramic Design (4) A survey of ceramic materials and their function in relation to art values; basic laboratory practice in hand-building processes and glazing of ware; related information on survey of clay origins and composition, decorating processes; firing kilns; and non-technical glaze composition. Emphasis will be placed on pottery and sculptural form.

201 Beginning Painting (4) Introduction to the materials and techniques of oil and other painting media. Development of form through color and texture by appropriate emphasis on objective appearance conditioned to meet the requirements of a controlled composition and aesthetic concept.

202 Beginning Sculpture (4) An approach to sculptural form and problems through the sculptural use of classic and contemporary materials and methods. Emphasis will be placed on the clear understanding of the separate nature of carved and modeled forms and the value of the character of the material to the final work.

203 Beginning Printmaking (4) Prerequisite: Six hours of drawing or consent of instructor. An approach to printmaking as an expressive medium through exploration of form and pictorial organization in drypoint, relief, and intaglio printmaking.

204 Beginning Design (4) Fundamental principles of visual organization. Emphasis upon two-dimensional design and the use and theory of color. Also principles of three-dimensional design with projects in construction, modeling, and carving in a variety of materials.

205 Intermediate Sculpture (4) A continuation of ART 202.

206 Lettering and Layout (4) A study of lettering from its aesthetic as well as its functional aspects. Emphasis is given to the formal nature of layout and to lettering and calligraphy as art forms.

207 Three-Dimensional Drawing (4) Problems in draftsmanship relating to three-dimensional form and media utilizing a variety of drawing media.

208 Beginning Photography (4) An introduction to materials and techniques of photography.

224 Video as Personal Expression (4) Prerequisite: None. An introduction to the basic tools of video designed to encourage the exploration of the expressive potential of the medium. May be substituted for TLC 243 as an introductory-level video production course.

244 Image Processing (4) Prerequisite: ART 224 or equivalent. Basic introduction of the potentials of hybrid image processing equipment. Students will shoot videotapes for the purpose of altering the images utilizing image-processing tools.

270 History: Primitive Culture (4) A critical and analytical study of significant primitive historical and prehistoric works of art with reference to architecture, sculpture, painting, and the minor arts.

271 History: Pre-Columbian (4) A critical and analytical study of significant Pre-Columbian works of art with reference to architecture, sculpture, painting and the minor arts.

272 History: Ancient Cultures of the Near East (4) A critical and analytical study of ancient Near Eastern historical works of art with reference to architecture, sculpture, painting, and the minor arts.

273 History: Greco-Roman (4) A critical and analytical study of significant Greco-Roman works of art including the ancient Mediterranean area with reference to architecture, sculpture, painting, and the minor arts.

274 History: Medieval (4) A critical and analytical study of significant Medieval works of art with reference to architecture, sculpture, painting, and the minor arts.

275 History: Renaissance (4) A critical and analytical study of significant Renaissance works of art with reference to architecture, sculpture, painting, and the minor arts.

276 History: Baroque and Rococo (4) A critical and analytical study of significant Baroque and Rococo works of art with reference to architecture, sculpture, painting, and the minor arts.

277 History: 19th and 20th Centuries (4) A critical and analytical study of significant 19th- and 20th-century works of art with reference to architecture, sculpture, painting, and the minor arts.

300 Advanced Ceramic Design (4) A continuation of ART 200.

301 Advanced Painting (4) A continuation of ART 201.

302 Advanced Sculpture (4) Designed to give intensified experience in sculptural form with emphasis on individual experimentation and competence in one or more sculptural materials.

303 Advanced Printmaking (4) A continuation of ART 203.

304 Advanced Drawing (4) Continuation of ART 153 and 154 with emphasis given to the advanced study of the relationship of principles to pictorial organization and the consideration and practice of drawing as a final form.

308 Advanced Photography (4) Designed to increase a student's technical knowledge as well as to increase his ability for individual expression. The problems involve multiple imagery, serial photography, and other exercises to increase a student's creative potential. Experimentation with larger format as well as other aspects of the photographic medium will be encouraged.

NOTE: The following studio courses require the consent of the instructor, and may be repeated for additional credit.

400 Special Problems: Ceramics (2-6) Prerequisite: Consent of instructor. Designed for the professionally oriented art student, to allow him to select and explore intensively the area of ceramics with the guidance of a member of the art faculty.

401 Special Problems: Painting (2-6) Prerequisite: Consent of instructor. Designed for the professionally oriented art student, to allow him to select and explore intensively the area of painting with the guidance of a member of the art faculty.

402 Special Problems: Sculpture (2-6) Prerequisite: Consent of instructor. Designed for the professionally oriented art student, to allow him to select and explore intensively the area of sculpture with the guidance of a member of the art faculty.

403 Special Problems: Printmaking (2-6) Prerequisite: Consent of instructor. Designed for the professionally oriented art student, to allow him to select and explore intensively the area of printmaking with the guidance of a member of the art faculty.

404 Special Problems: Drawing (2-6) Prerequisite: Consent of instructor. Designed for the professionally oriented art student, to allow him to select and explore intensively the area of drawing with the guidance of a member of the art faculty.

408 Special Problems: Photography (2-6) Prerequisite: Consent of instructor. Designed for the professionally oriented art student, to allow him to select and explore intensively the area of photography with the guidance of a member of the art faculty.

411 Internship in Applied Art (1-4) Prerequisites: Junior and senior art majors only, with consent of art area coordinator. Student is placed with advertising agency, magazine or other related fields for hand on experience. May be repeated for additional credit.

Arts Management Courses (ARM)

200 Introduction to Arts Management (2) A survey of non-profit fine arts management practices, e.g., fund raising, public relations, audience development, management structure, etc.

480 Seminar in Arts Management (2-4) Prerequisites: Completion of six hours of ARM 200 and 498. Content varies as announced in class timetable. With the approval of the arts management advisor, 480 may be repeated for additional credit if content varies.

498 Internship (1-15) Prerequisites: ARM 200 and consent of instructor. "On-the-job" experience in the fine arts management agencies. The Tampa Arts Council, Plant Museum, Scarfone Art Gallery, Tampa Ballet Company are representative.

Biology Courses (BIO)

See also Marine Science Courses.

All courses include lecture and laboratory except where noted.

107 Medical Microbiology (4) Open only to nursing students. An introduction to the fundamentals of microbiology with special emphasis on the role of microbes as agents of infectious disease and the body's response to these intruders. A laboratory component will focus on collection, manipulation, growth and identification of bacteria.

112 Environmental Science (3) An interdisciplinary study concerned with the historical, ecological, social, political, and economic ramifications of the global environmental crisis. Issues such as demographics, energy, pollution, natural resources, and environmental policy will be addressed. Designed for non-science majors. This course will satisfy general curriculum distribution requirements, but is not applicable towards a biology major or minor.

125 Biological Science (3) Characteristics of life, metabolism, reproduction, genetics, physiology, development, evolution, and ecology, with an emphasis on everyday application to human concerns. Designed for non-science majors. This course will satisfy general curriculum distribution requirements, but is not applicable towards a biology major or minor.

130 Pathophysiology (3) Prerequisites: Anatomy and Physiology, Microbiology (lower-division credits). Open only to nursing students. The physiological mechanisms underlying the disease process will be emphasized. Modern concepts of stress and its role in the etiology of disease as well as the interaction of stress with the major regulatory systems will be studied.

175 Human Genetics (4) Open only to nursing students. This course is a basic introduction to the principles of human genetics, including Mendelian, population, and molecular aspects. Topics include pedigree analysis, chromosomal abnormalities and their clinical effects, immunogenetics, pharmacogenetics, genetics of behavior, prenatal and postnatal diagnosis and treatment, and genetic counseling.

203 Biological Diversity (4) The diversity in the plant and animal phyla. Taxonomy, ecology, behavior, evolution, and reproduction will be stressed.

204 Biological Unity (4) Cellular biology emphasizing cell structure, metabolism, control mechanisms, and genetic systems of both plants and animals.

209 Biological Research Methods (2) Prerequisites: BIO 203, 204; MAT 170. A course designed to acquaint students with the scientific method, how to access the biological literature, including biological abstracts, index medicus, science citation index and BIOSIS; the fundamentals of science writing; and quantitative analysis, including experimental design, statistical inference and hypothesis testing.

212 Ecology (4) Prerequisite: BIO 203. Major emphasis on the relationships between natural communities and their environment. Final unit concerned with human conditions.

217 Evolution (4) Prerequisites: BIO 203, 204. Lecture only. An examination of micro- and macroevolution, including the origin of genetic variation, the dynamics of genes in populations, evolutionary processes, such as adaption, speciation and extinction; evidence from the fossil record, punctual equilibrium, molecular aspects of evolution, origin of life and hominid evolution.

224 Invertebrate Zoology (4) Prerequisites: BIO 203, 204. Structure, physiology, life histories, and group relationships of invertebrate animals.

225 Vertebrate Zoology (4) Prerequisites: BIO 203, 204. Structure, ecology, behavior, and taxonomy of the major vertebrate classes.

228 Terrestrial Plants (4) Prerequisites: BIO 203, 204. A study of the morphology, taxonomy, and ecology of land plants.

250 Comparative Vertebrate Anatomy (4) Prerequisites: BIO 203, 204. Vertebrate evolution through a detailed study of the organ systems of the shark, mudpuppy, and cat.

307 Microbiology (4) Prerequisites: BIO 203, 204; CHE 151. A study of the structure, function, and taxonomy of microorganisms and their interactions with man and his environment.

310 Developmental Biology (4) Prerequisites: BIO 203, 204; BIO 250 is recommended. A study of the developmental process in animals with emphasis on cellular mechanisms controlling development and on morphology of embryos.

317 Parasitology (4) Prerequisites: BIO 203, 204. A study of the major groups of parasites emphasizing those affecting humans and domesticated animals. Morphology, life history, ecology, and pathogenicity of each parasite will be studied.

330 General Physiology (4) Prerequisites: BIO 203, 204; CHE 151; MAT 170. The study of major physiological systems of animals from a comparative perspective. Functional anatomy, evolutionary relationships, and regulatory mechanisms will be stressed, as well as environmental physiology.

345 Advanced Ecology (4) Prerequisite: BIO 212. An in-depth study of advanced theoretical and applied branches of ecology, including current topics in evolutionary, behavioral, physiological, population, and community ecology. Field trips to selected habitats.

350 Cell Biology (4) Prerequisites: BIO 203, 204; CHE 231; MAT 170. The study of general cellular organization, evolution, the physico-chemical aspects of living systems and cell activities, energetics, cell division, membranes and membrane phenomena, the molecular basis of excitability, movement, cellular recognition, and biochemistry.

360 Immunology (4) Prerequisites: BIO 204; CHE 230; MAT 170; BIO 307 and 350 are recommended. The study of basic concepts pertaining to immunology, including immunocytology, immunohematology, autoimmune disease and immunobiochemistry.

405 Genetics (4) Prerequisites: BIO 203, 204; MAT 170; CHE 231 recommended. The principles of mendelian molecular and population genetics, including dominance, linkage, recombination and multiple-factor inheritance, the structure, expression and regulation of the genetic material, genetic engineering; the dynamics of genes in population, mutation, selection and genetic drift, genetic structure and variance in populations.

410 Senior Seminar (1) Prerequisites: Senior standing in biology or marine science. An in-depth study of a current topic in biology. Independent study project and presentation required.

440 Selected Topics in Biology (1-4) Prerequisites: At least 16 hours in biology with a grade-point average of 2.75 or better in the major and consent of the faculty. A course designed to provide students with an opportunity to select a topic in biology that they are interested in and explore the subject in depth with a higher level of sophistication than is usually possible in a formal class.

450 Biological Research (1-4) Prerequisites: At least 16 hours in biology and consent of the division chairman. The problem shall be selected in consultation with the division chairman and the professor in charge of the project. Two hours each week for each credit attempted.

499 Biological Internship (4-8) Prerequisites: BIO 203, 204; 56 semester hours of credit with at least a 3.0 average in the major or approval of division chairman; other prerequisite courses may be specified by the employer. Students are exposed to practical experience in biological and marine science related programs in a firm or agency under the supervision of faculty and firm representatives. This may be accomplished on a part-time or full-time basis and is graded on a pass-fail basis.

Business Management Courses (BUS)

210 Business Statistics (3) Prerequisite: MAT 160 or equivalent. An introductory course in business statistics. Topics covered include descriptive statistics, probability, random variables and probability distributions, the normal distribution, sampling techniques, interval estimation, hypothesis testing, and simple linear regression.

230 Basic Business Law (3) Prerequisite: ECO 204. A study of basic principles of common law, statutes, and administrative law.

231 Business Law for Management (3) Prerequisite: BUS 230. A continuation of BUS 230, with emphasis on case studies relative to specific management problems.

380 Advanced Business Statistics (3) Prerequisites: BUS 210; CSC 200. A continuation into the study of business statistics. The course emphasis will be on computer applications in descriptive and predictive statistics. Particular attention will be directed at the application of existing computer packages for the solution of statistical problems.

460 Quantitative Analysis for Business Decisions (3) Prerequisites: BUS 210; MAT 160. A basic course in the fundamentals of management science. Topics include the scientific method in conceptualizing, structuring, modeling, and resolving problems in business operations. Topics include decisions under uncertainty, inventory control, linear programming, PERT, and simulation.

Chemistry Courses (CHE)

In two-course sequences, the first course must be successfully completed before enrolling in the second course.

125 Chemical Science (3) A non-science majors course in chemistry that will introduce the basic concepts of chemistry and examine these in terms of "real world" examples. Designed for non-science majors, this course will satisfy general curriculum distribution requirements, but is not applicable towards a chemistry major or minor. Laboratory included.

150 General Chemistry I (4) Prerequisite: MAT 170 or equivalent. An introduction to the basic concepts of chemistry. Topics include the structure of atoms, periodicity, stoichiometry, gas laws, the physical states of matter and chemical bonding. Laboratory experiments are designed to supplement the lecture material.

151 General Chemistry II (4) Prerequisite: CHE 150. A continuation of General Chemistry I. Topics include kinetics, equilibrium, thermodynamics, electrochemistry, and redox reactions. Laboratory experiments are designed to supplement the lecture and include some qualitative analysis.

200 Introduction to Analytical Chemistry (4) Prerequisite: CHE 151. An advanced treatment of chemical equilibrium and its application to the quantitative analysis of chemical substances. Emphasis on gravimetric, volumetric, spectrophotometric, and potentiometric methods of analysis.

230 Organic Chemistry (4) Prerequisite: CHE 151. A study of the chemical properties and reactions of carbon and its derivatives. Topics include bonding, nomenclature, stereochemistry, substitution, elimination, and free-radical reactions, organometallic compounds, infrared and nuclear magnetic resonance spectroscopy, and the chemistry of alkyl halides, alcohols, ethers, epoxides, glycols, alkenes, and alkynes. Experiments which illustrate organic chemistry techniques and synthetic organic chemistry are emphasized.

231 Organic Chemistry II (4) Prerequisite: CHE 230. A continuation of Organic Chemistry I. Topics include aromaticity, the chemistry of benzene, aldehydes, ketones, carboxylic acids and their derivatives, amines, polycyclic and heterocyclic aromatic compounds, condensation reactions, carbohydrates, and amino acids and proteins. Experiments involving qualitative organic analysis, IR and NMR spectroscopy, and a synthetic project are emphasized.

320 Basic Biochemistry (4) Prerequisites: CHE 231 or permission of instructor. A study of the chemical properties and biologic functions of the atoms, molecules, macromolecules, and macromolecular complexes that contribute to living systems. Topics include pH, structure and function of carbohydrates, polysaccharides, lipids, proteins, and nucleic acids, enzyme kinetics, the major metabolic cycles and their cellular control processes, and the mechanisms of hormone action. In addition, the specialized metabolism of several organs and tissues, starvation, diabetes, mellitus, and alcoholism are presented. Lecture only.

350 Physical Chemistry I (4) Prerequisites: CHE 200; MAT 261; PHY 200, 201; or permission of instructor. An introduction to the fundamental principles that are applicable to physicochemical systems. Topics include gases and kinetic molecular theory, the laws of thermodynamics, phase equilibrium, ideal and nonideal solutions, electrochemistry, and surface phenomena. Laboratory included.

351 Physical Chemistry II (4) Prerequisites: CHE 350 or permission of the instructor. A continuation of Physical Chemistry I. Topics include kinetics, photochemistry, quantum mechanics, spectroscopy, and X-ray diffraction. Laboratory included.

420 Advanced Biochemistry (4) Prerequisites: CHE 320, 351; or permission of instructor. A course designed to follow Basic Biochemistry, consisting of selected topics in biochemistry. Topics may include DNA sequencing, nucleic acid, amino acid, protein, collagen, triglyceride, and phospholipid biosynthesis, uric acid metabolism, lipoproteins, atherosclerosis, prostaglandins, photosynthesis, vitamins, trace elements, immunochemistry, and the biochemistry of cancer. Experiments that illustrate biochemical concepts are emphasized. As time permits, the student will carry out experiments in the following areas: biochemical assays, enzymes (isolations, kinetics), chromatography, electrophoresis, clinical chemistry, and the physical chemistry of nucleic acids and/or proteins.

425 Advanced Inorganic Chemistry (4) Prerequisites: CHE 351 or permission of instructor. Atomic and molecular structure, types of chemical bonding, periodic relationships, typical reactions of inorganic substances, and modern experimental methods employed in inorganic chemistry. Laboratory included.

430 Advanced Instrumental Chemistry (4) Prerequisites: CHE 351 or permission of instructor. The theory and practice of modern instrumental methods of chemical analysis. Methodology to include spectrophotometric, chromatographic, and electroanalytical techniques, basic electronics will also be covered.

449 Chemical Laboratory Safety (2) Prerequisite: CHE 231. A course designed for science majors who are seeking industrial positions. Topics include toxicology, personal protection, corrosive chemical hazards, flammable hazards, explosive hazards, storage and disposal, pressure systems, equipment and radiation, ventilation and monitoring, and the philosophy of laboratory safety.

450 Scientific Literature (2) Prerequisites: CHE 231; CHE 200 or 320. This course covers primary, secondary, and tertiary literature sources and shows the manner in which they interrelate and complement each other. Topics include techniques and sources for retrospective and current awareness searches, the use of chemical abstracts, biological abstracts, Beilstein, and science citation index, compilations of constants and physical data, compendia, and recent developments in chemical abstracts, literature searches via computer. Exercises in scientific information retrieval stimulate the student to apply the concepts being discussed in lecture.

451 Introduction to Research (1-2) Prerequisite: CHE 231, and CHE 200 or 320; or permission of area coordinator. During the junior year, a project subject is chosen by qualified students in consultation with the chemistry staff. Laboratory research and a formal written report are required. The formal report must be presented to and accepted by the chemistry staff. In addition, each student will present an oral report of his or her work. The students who qualify will be selected by the chemistry staff. May be repeated once.

452 Chemical or Biochemical Literature Survey (2) Prerequisite: CHE 450. During the junior year, a project subject is chosen by students in consultation with the chemistry staff. Detailed library research and a formal written report, as well as an oral presentation of the report are required. The formal report must be presented to and accepted by the chemistry staff.

499 Selected Advanced Topics (1-4) A lecture and/or laboratory course offered at the discretion of the chemistry staff. The subject may be chosen from theoretical and/or practical, biochemistry, analytical, inorganic, physical, or organic chemistry. Available only to chemistry or biochemistry majors.

Computer Science Courses (CSC)

200 Introduction to Computers (3) An introductory course in computer data processing. Topics to be covered include the functions and capabilities of modern computing equipment; uses and application of computers in business, government, science and technology, and education; putting computers to work-systems analysis and design and the program development cycle; and ways in which people may be affected, now and in the future, by various computer applications. Program development will be in BASIC.

230 Computer Programming Concepts and Techniques (3) Prerequisite: CSC 200. A study of the fundamental concepts underlying problem-solving using computer languages. This course will cover efficiency, writability, readability, maintainability, and portability of computer software. The course is built on the principle of structured programming and is a foundation for the study of both high and low level languages and their applications.

235 Programming in BASIC (3) Prerequisite: CSC 230. A study of the programming techniques used in BASIC with emphasis on applications used on personal computers, such as spread sheets, word processing and graphics.

240 FORTRAN (4) Prerequisite: CSC 230. Introduction to the FORTRAN language with emphasis on mathematical and scientific application.

250 COBOL (3) Prerequisite: CSC 230. Introduction to the COBOL language with emphasis on business applications. The usage of interactive COBOL on computer terminals will be stressed for the solution of business programming applications.

260 Assembly Language (3) Prerequisite: CSC 230. A study of the basic assembly language for large-scale computers using hands-on experience with the University's NCR computer equipment. Course will emphasize manipulation of registers, debugging methods, and programming tools in a laboratory setting.

270 RPG Programming (3) Prerequisite: CSC 230. A study of the fundamentals and applications usage of the RPG programming language with emphasis on practical business and scientific applications.

330 Operating Systems Programming (3) Prerequisite: CSC 260. A study of system software, including UNIX and other operating systems.

345 Numerical Methods (4) Prerequisites: CSC 240; MAT 261. A computer-oriented course covering numerical solutions to equations and systems of equations, approximation theory, interpolation, numerical integration and differentiation, and numerical solutions to differential equations.

350 Advanced COBOL (3) Prerequisite: CSC 250. An advanced course in COBOL covering sequential and relative file processing, table handling, and the updating of master files with emphasis on the solution of business programming applications.

380 Data Processing Systems (3) Prerequisite: CSC 230. A study of the application of data processing hardware and software in data processing systems. Emphasis is placed on equipment capability as integral parts of DP Systems. Course will cover microcomputers, large computers, data entry and output devices, telecommunication, and other data processing system components.

390 Data Processing Administration (3) Prerequisite: CSC 230. A study of the administrative functions associated with data processing activity. Course will cover operations management, privacy and security, personnel functions, future trends, and other administrative data processing issues.

408 Data Base Design and Administration (3) Prerequisites: CSC 230, 380. Methodological approaches to the design of data bases for micro-, mini-, and mainframe computers. Construction of schema with implementation on current popular DBMS. Repair conversion, and maintenance of DBMS.

418 Systems Analysis and Design I (3) Prerequisites: CSC 380, 408. A review of the fundamental requirements of analyzing and designing any type of business systems with emphasis on problems and recommended ways of converting from manual to computerized business systems.

419 System Analysis and Design II (3) Prerequisite: CSC 418. A continuation of CSC 418 with emphasis on the concepts of design of outputs, inputs, and files for transaction-oriented and network systems. A practical workshop application will be part of the course requirement.

470 System Modeling and Application (3) Prerequisites: BUS 460; CSC 240. A study of model formulation and implementation related to decision-making situations. Course will include systems theory, mathematical modeling, and computer simulation. Emphasis is placed on modeling as a technique for the analysis of practical decision-making problems.

490 Internship (4-8) Prerequisites: Senior standing with at least an overall 3.0 grade-point average and approval of the division chairman. Special assignment in local industry.

499 Selected Advanced Topics (1-4) Prerequisite: Division approval. Advanced topics in data processing.

Criminology Courses (CRM)

101 Introduction to Criminology (4) The study of deviant behavior as it relates to the definition of crime, crime statistics, theories of crime causation, crime typologies, victims of crime. May be used to satisfy general curriculum distribution requirements if not used in the criminology major or minor.

102 Introduction to Criminal Justice (4) A study of the overall system of criminal justice from its early historical development to its evolution within the United States. Identification of various sub-systems and components — law enforcement courts and corrections; their role, expectations, and interrelationships. (Replaced CRM 205, Introduction to Law Enforcement).

206 Criminal Investigation (3) Prerequisite: CRM 102. Fundamentals of investigation; crime scene search and recording; collection and preservation of physical evidence, scientific aids; modus operandi.

210 Criminal Law (4) Prerequisites: CRM 101, 102. A study of the goals and purposes of existing law and doctrines as influenced by social, cultural, and political factors. The law as a changing and flexible system of values and principles is addressed. Topics discussed are crimes against the person, crimes against property, economic crimes, judicial crimes, administrative crimes, victimless crimes, parties to a crime, and defenses.

212 Juvenile Delinquency (4) Prerequisites: CRM 101, 102; SOC 100. Definitions of delinquent behavior, theories concerning the development of delinquency, characteristics and subculture of the delinquent, the adjudication process for juveniles — practice and treatment procedures. Equivalent to SOC 212.

290-299 Special Summer Studies (2-4) Each year special courses are offered during the summer session. Course descriptions for these special courses are published annually in a separate bulletin.

309 Police and Community Relations (4) This course examines the area of human relations as it relates to police functions within the community. Topics of police and minority groups, role of police in today's society, the media, and law enforcement are emphasized.

310 Deviant Behavior (4) Open only to juniors and seniors. Description of deviant behavior most often encountered by criminal justice personnel: sexual perversions, suicide attempts, severe and violent disorders, sociopaths, rapists. Emphasis on appropriate handling of deviant behavior based on identification and understanding of conditions.

311 Criminal and Court Procedure (4) Prerequisites: CRM 101, 102. A study of the U.S. Constitution as applicable criminal justice with particular emphasis on Supreme Court rulings revolving around 4th, 5th, and 6th Amendment questions of search and seizure, confessions, arrest, jeopardy, speedy trial, confrontation, and assistance of council. The course will also explore the process of court operations including the initial appearance, preliminary and suppression hearings, arraignment, and trial.

313 Introduction to Corrections (4) Open only to juniors and seniors. An introduction and overview of fundamental processes, trends, and practices of institutional treatment, parole and probation, and contemporary based correctional programs. Included is a review of the history and philosophy of corrections. Travel fee required. May be used to satisfy the general curriculum distribution requirements if not used in the criminology major or minor.

401 Internship in Criminology (12-16) The internship will consist of placement within one or more of the agencies comprising the criminal justice system. This course will enable the students to gain meaningful field experience related to future careers. Graded on a pass-fail basis. Internship required. (Application must be made the semester prior to interning.)

410-430 Special Issues in Criminal Justice (2-4) Forum for special course offerings focusing upon special issues in criminal justice by visiting instructors or regular faculty. Topics covered within this course may change each semester.

450 Independent Study (2-4) Includes a series of directed readings as short research projects on a topic of interest to the student. The materials covered must be different from those included in current courses. A student may elect an independent study after completion of 20 hours of criminology with a grade-point average of 3.0 or better. Prior permission of the instructor and the area coordinator is necessary. Independent studies can be taken with any full-time professor in the criminology area. The subject matter must be determined through student-faculty consultation.

451 Senior Thesis (4) Involves a major research paper planned and written with possible publication in mind. A student may elect to undertake a senior thesis upon completion of 28 hours of criminology with a grade-point average of 3.25 or better. Prior permission of the instructor and area coordinator is necessary. A senior thesis can be written under any full-time professor in the criminology area. This subject matter must be determined through student-faculty consultation.

Dance Courses (DAN)

All dance courses include physical activities enhanced by the study of history and development of dance — its social function and development as an art form.

230 Introduction to Dance (2) A general introduction to dance, including experience of a variety of dance techniques such as ballet, modern, and jazz.

239 Beginning Modern Dance (2) May be repeated one time.

240 Intermediate Modern Dance (2) May be repeated for additional credit.

241 Beginning Ballet (2) May be repeated one time.

242 Intermediate Ballet (2) May be repeated for additional credit.

248 Advanced Dance (2) Prerequisite: Consent of the instructor. An applied tuition fee will be charged. Qualified students may perform with The Tampa Ballet.

Drama Courses (DRA)

103 Introduction to the Theatre (4) Introduces the beginning student to the art of theatre. Surveys the aesthetics of theatre, plays written for the stage, and responsibilities of the various theatre artists. Attendance at stage productions and backstage work is required.

204 Beginning Acting (4) Introduces the beginning student to the craft of acting. Teaches basic stage technique and skills of relaxation, observation, and concentration. Emphasis is on exercises and improvisations with some scene study.

205 Oral Performance of Literature (4) Offers the beginning student an opportunity to study, perform, and evaluate the reading of prose, poetry, and drama. Develops the student's interpretive skills: vocal range and flexibility, understanding of language, and expressiveness of voice and body.

245 Special Projects in Theatre (1) Provides practical onstage and backstage experience for any interested students. Audition and/or interview required. May be repeated for credit.

280-281 Drama in the Making (4) See description for ENG 280-281. Equivalent to ENG 280-281.

282 Survey of Modern Drama (4) See description for ENG 282. Equivalent to ENG 282.

283-289 Modern Drama (4) See description for ENG 283-289. Equivalent to ENG 283-289.

290 Theatre New York (4) See description for ENG 290. Equivalent to ENG 290.

303 Seminar in Public Performance (4) Prerequisites: Eight or more hours of DRA and/or SPE courses or consent of instructor. Provides guided study and rehearsal in the areas of oral interpretation, readers' theatre, public speaking, or acting. This course is project oriented. Public performances are assigned. Critiques given.

304 Intermediate Acting (4) Prerequisites: DRA 204 or consent of instructor. Provides training and experience in stage performance for students who have gained initial expertise in the craft of acting. Emphasis will be placed on scene study.

309-311 Advanced Drama (4) Prerequisites: ENG 101-102. See description for ENG 309-311. Equivalent to ENG 309-311.

320 Play Analysis (4) Prerequisites: DRA 103 or consent of instructor. Equips the more advanced student with the methods and means of solving problems of play selection, analysis, and production. Students will be expected to make a director's study of specific plays and rehearse student-actors in selected scenes.

325 Directing (4) Prerequisites: DRA 320 or consent of instructor. Studies the basic tasks of the director: play selection, analysis, casting, rehearsing, and mounting the production. Each student will be responsible for the direction and performance of a one-act play or equivalent dramatic scene.

Economics Courses (ECO)

204 Principles of Microeconomics (3) An introduction to the theory of the firm, including product and resource market analysis.

205 Principles of Macroeconomics (3) An introduction to aggregate economic analysis, including modern employment theory, inflation, and the U.S. monetary system.

240 History of Economic Theory (3) Prerequisites: ECO 204, 205. A study of the main lines of development in the history of economic thought.

308 Money and Banking (3) Prerequisites: ECO 205. Financial institutions, money supply, credit expansion, central banking, and monetary policy.

320 Managerial Economics (3) Prerequisites: ECO 204, 205; MAT 160 or equivalent. An analysis of the theories of consumer behavior, production, costs, and distribution.

321 Intermediate Macroeconomic Analysis (3) Prerequisites: ECO 204, 205; MAT 160 or equivalent. An analysis of the determination of national income, employment, prices, and the balance of payments, with particular emphasis on monetary and fiscal policies.

370 Environmental Economics (3) Prerequisites: ECO 204, 205. A study of the economic impact of environmental degradation and the economic policies dealing with environmental problems.

410 Topics in Economics (1-4) Prerequisite: Consent of division chairman. A readings or independent study course taken for variable credit.

421 Urban and Public Sector Economics (3) Prerequisites: ECO 204, 205. An introduction to the economic processes that govern the central city. The course also includes an analysis of fiscal institutions, fiscal policy, and the public finances on a national scale.

430 International Economics and Finance (3) Prerequisites: ECO 204, 205. An analysis of international economic and financial developments. Emphasis is on current issues in the operation of the international financial system.

440 Mathematical Economics (3) Prerequisites: ECO 320, 321; MAT 160 or equivalent. An introduction to the use of mathematical tools in the analysis and solution of economic and business problems.

450 Economic Development (3) Prerequisites: ECO 204, 205. Theories of growth: analysis of economic and cultural factors constituting the critical growth variables that affect attempts to raise living standards of less developed nations.

461 Seminar in Economics (3) Prerequisites: ECO 204, 205, and either 320 or 321. A capstone course in economics. An analysis of contemporary domestic and international problems.

496 Economics Internship (4-12) Prerequisites: Senior standing, an overall 3.0 grade-point average in courses taken for the economics major, and the following: ACC 202, 203; BUS 210; ECO 204, 205, 308, 320, 321. In exceptional circumstances, portions of these requirements may be waived by the coordinator with the division chairman's approval. Graded on a pass-fail basis.

500 Economics for Management (3) For graduate students only. This is an introductory course in macro- and microeconomics for M.B.A. students, to include problems of inflation and unemployment and an introduction to the theory to the firm. Special emphasis on using analytical tools of microeconomics for decision-making within the firm.

570 Environmental Economics (3) For graduate students only. An interdisciplinary course. A basic study of ecological principles in relation to the human condition. Particular attention is placed on the cost of environmental protection.

600 Topics in Economics (1-3) For graduate students only. Requires written permission of the M.B.A. Director. A rigorous program of selected readings or independent research project taken for variable credit.

605 Managerial Economics (3) For graduate students only. Prerequisite: ECO 500 or equivalent. A study of the principles and concepts of microeconomic theory and their application to the solution of current business problems. The emphasis is upon the practical application of economic tools and techniques to the solution and evaluation of real world problems.

610 Macroeconomic Theory and Policy (3) For graduate students only. Prerequisite: ECO 500 or equivalent. A study of the structure and operation of the economy, its cyclical behavior, and its impact upon the operation of a business.

615 Monetary Policy (3) For graduate students only. Prerequisite: ECO 610. A study of monetary policy and its impact upon financial markets and the economy.

Education Courses (EDU)

200 Foundations of American Education (4) An introductory course in contemporary issues and trends in public education, viewed in historical, sociological, and philosophical perspectives.

204 Teaching Art in the Elementary School (2) Selection, organization, guidance, and evaluation of art activities. Laboratory experiences with materials and methods.

230 Teaching Music in the Elementary School (4) Prerequisite: Intended major in music or elementary education. Covers materials, methods, and activities; demonstrations with class participation; and rhythm and preorchestral instruments. Basic music theory included.

238 Learning Theories and Individual Differences in Education (2) An examination of theories of child development and learning, and their influence on teaching and motivation.

250 Teaching the Exceptional Child in the Regular Classroom (4) Mainstreaming as a philosophy and practice is discussed. Focus will be on the methods of instruction with exceptional children, identification of exceptional children, and referral agencies. Review of current research and field trips required.

300 Teaching Language Arts in the Secondary School (4) A specialized methods course for secondary English majors. Topics include the teaching and evaluation of writing, grammar, oral communication, and spelling. Students will be involved in studying teaching methods specific to the junior and senior high school and will conduct simulated teachings.

301 Teaching Language Arts in the Elementary School (4) (Formerly 202) Prerequisites: EDU 200; ENG 101-102; intended major in elementary education. Oral and written communication, creativity, usage, spelling, and handwriting considered in relation to child development, the learning process, and environmental influences. Observation in schools required.

302 Introduction to the Teaching of Reading (4) For elementary education majors only. Prerequisites: EDU 200; ENG 101-102. Comprehensive survey of the basic methods of teaching reading in the elementary school. Extensive examination of methods, materials, and basic skills. Simulated teaching and observation in the schools required.

303 Diagnosis and Remediation of Reading Problems in the Elementary School (4)

Prerequisites: EDU 302; approval of instructor; declared major in elementary teaching; professional program acceptance. Study and practice in diagnosing reading status of individuals and prescribing appropriate reading methods and materials to improve reading performance. Instruments and other evaluative materials and practices are emphasized. Clinical experience required.

305 Teaching Physical Education and Health in the Elementary School (4) Prerequisites: EDU 200; HEA 100; intended major in physical education or elementary education. The study and practice of elementary physical education methods. Examination and evaluation of subject matter, methods, and source materials for health programs. Required observations in elementary schools.

306 Teaching Reading in Secondary Content Areas (2) For secondary education students only. The teaching of reading skills and content material are emphasized. The adolescent is discussed in relation to methods and materials. Simulated teaching, preparation of units, and observation are required.

307 Teaching Social Studies in the Elementary School (4) Prerequisites: EDU 200; HIS 100-101; intended major in elementary education. Emphasis on participation in activities showing the relationship of man to his physical and social environment. Comparison of courses of study, preparation of units, and simulated teaching.

308 Teaching Social Studies in the Secondary School (4) A specialized methods course for secondary social studies majors. Topics include teaching methods and content of social studies courses in the junior and senior high schools. Students will conduct simulated teachings.

309 Teaching Science and Health in the Elementary School (4) (Formerly 208) Prerequisite or co-requisite: EDU 200 and intended major in elementary education. Methods and materials for the development of understanding of science and health concepts and scientific method. Emphasis on teaching aids, demonstration equipment, simulated teaching.

310 Teaching Science and Health in the Secondary School (4) A specialized methods course for secondary science majors. Topics include teaching methods and processes, methods of evaluation in the secondary school, and curriculum of the secondary school. Students will conduct simulated teachings.

311 Teaching Mathematics in the Secondary School (4) A specialized methods course for secondary mathematics majors. Topics include teaching, diagnosing, and evaluating of basic math skills taught in the junior and senior high schools. Students will conduct simulated teachings.

312 Teaching Mathematics in the Elementary School (4) Prerequisites: EDU 200; MAT 104; intended major in elementary education; professional program acceptance. Procedures for classroom teaching. Review of computational practices and mathematics principles.

319 Microcomputers in Education (2) A computer literacy course in which students will engage in problem solving, evaluating hardware and software, examine applications of microcomputers in an educational setting, and discuss technology in education.

320 Literature for Children (4) Prerequisites: EDU 200; ENG 101-102. Acquaintance and analysis of prose and poetry suitable for elementary and secondary students, including historical development. Discussion of outstanding authors. Simulated teaching experiences included.

321 Special Methods in Early Childhood Education (3) Prerequisites: EDU 200; junior standing; major in elementary education. Development of the child between the ages of three and six. Analysis and evaluation of objectives, materials, and teaching methods. Demonstrations and simulated teaching experiences included.

322 Observation and Participation in Early Childhood Education (3) Prerequisites: EDU 321 or consent of the instructor. Observation and aide assistance including both pre-kindergarten and kindergarten. Individual conferences with directing teachers and instructor. Reports containing analysis and interpretation of experiences.

325 Principles of Teaching and Learning (3) Examination of learning theory, including atomistic, condition, wholistic, Gestalt, and creative problem-solving approaches to learning and teaching. Explores the nature of human learning and environmental as well as human factors affecting its success.

401 Curriculum and Observation in the Secondary School (4) Study of classroom preparation and practice in grades 7-12. Lectures and seminars related to curriculum and the role of the teacher. Required observation experience in an assigned school. Must consult with Internship Director. Graded on a pass-fail basis.

403-404 Curriculum and Observation in the Elementary School (2,2) Prerequisites: EDU 200, 238; 12 hours in the major. Study of current teaching methods and curriculum through campus seminars and required observation experiences in an assigned school. To be taken in the pre-internship semester. Graded on a pass-fail basis.

405 Elementary Internship Program (12) Prerequisite: Final approval of the application for internship. Study of classroom preparation and practice in grades 1-6. Lectures and seminars related to curriculum and the role of the teacher. Approximately 12 weeks of field teaching experience under the direction of a certified teacher. Co-requisites: EDU 483 and 488. Graded on a pass-fail basis.

406 Elementary and Secondary Internship Program (12) Prerequisite: Final approval of the application for internship. Study of classroom preparation and practice in grades 1-12. Designed for majors in physical education, art, and music. Lectures and seminars related to curriculum and the role of the teacher. Approximately six weeks of field teaching at the elementary level and six weeks at the secondary level under the direction of certified teachers. Prerequisite: EDU 488. Graded on a pass-fail basis.

407 Secondary Internship Program (12) Prerequisites: EDU 401; final approval of the application for internship. Study of classroom preparation and practice in grades 7-12. Lectures and seminars related to curriculum and the role of the teacher. Approximately 12 weeks of field teaching experience under the direction of a certified teacher. Co-requisites: EDU 483, 488. Graded on a pass-fail basis.

408 Student Teaching (6) Intensive field experience at the elementary or secondary level. Enrollment is limited to students holding a bachelor's degree, who have not satisfied the practical experience requirements for certification. Admission to student teaching is by approval of the Education Committee. Undergraduate credit only. Graded on a pass-fail basis.

410 Theory of Supervision (3) Introduction to, and analysis of, supervisory functions and practices. Five components of supervision are emphasized: leadership theory, organization theory, communications theory, decision theory, and change theory.

419 Audio-Visual Aids (2) Prerequisite: Junior standing as a candidate for certification. Instruction and practice in the use of materials and equipment. Selection and evaluation of films, models, exhibits, graphic materials, and other related types of aids.

423 Special Methods of Secondary Teaching (4) Prerequisites: EDU 200, 238; 20 hours in the major field. Study and practice in methods common to all secondary school subjects. Specific study of methods and material pertinent to the area of the major subject. Required observation in secondary schools. *Elementary* and *secondary education* students take this course on a pass-fail basis. This does not apply to physical education majors.

430 Principles of Safety Education (4) Safety instruction applied to accident problems, home, school, and community.

483 Educational Measurements (3) For senior-level students only. Techniques of evaluation and measurement pertaining to classroom instruction at all levels. Particular emphasis on elementary statistics, test construction and evaluation, and grade reports.

485 Group Processes and Human Awareness (2) For senior-level students only. Emphasis on group process, organization and conducting group counseling programs. Open to seniors with approval of the Chairman of the Division of Education.

488 Educational Leadership and Law (3) For senior-level students only. An examination of contemporary issues in education as they relate to the rights and responsibilities of teachers, administrators, and students.

English Courses (ENG)

100 Basics of Grammar and Writing (4) An intensive review of the fundamentals of grammar and writing required for the student whose English language skills indicate a need for such a review before starting English 101-102; see statement of Diagnostic and Placement Testing in English. ENG 100 does not count for general curriculum distribution requirements; does not fulfill the requirement for ENG 101-102; and does not count for English and writing majors or minors. Students who have already passed ENG 101-102 may not take this course for credit, except with written permission of the Division Chairman. Some students may be advised to take ENG 100 after attempting ENG 101.

101-102 Composition and Rhetoric I, II (4,4) Principles of effective writing; ENG 102 includes extensive instruction and practice in research writing. ENG 101 is a prerequisite for ENG 102. May not count in the English major or minor. May not count in the writing major or minor.

110-111 English as a Second Language I, II (4,4) Designed to develop and improve skills for students for whom English is a second language. Non-native or bilingual students with English language difficulties are required to take at least ENG 110 before taking ENG 101-102 (see statement on Diagnostic and Placement Testing in English); the professor may also recommend that a student take ENG 111 before taking the ENG 101-102 sequence. Neither ENG 110 nor ENG 111 meet the requirements for ENG 101-102 or for any other requirement of the general curriculum distribution. Neither of the courses count toward the English major or minor.

201 World Literature I (4) A survey of major world authors up to the 18th century.

202 World Literature II (4) A survey of major world authors from the 18th century to the present. ENG 201 is not a prerequisite for ENG 202.

204 Advanced Composition (4) Prerequisites: ENG 101-102. (ENG 101 may be waived.) Further study of the principles of writing.

205 Advanced English Grammar (4) Modern English usage with historical background.

206 British Literature I (4) A survey of major authors and literary trends up to the 18th century.

207 British Literature II (4) A survey of major authors and trends from the 19th century to the present. ENG 206 is not a prerequisite for ENG 207.

208 American Literature I (4) A survey of major authors and literary trends from colonial and revolutionary periods to the Westward Expansion.

209 American Literature II (4) A survey of major authors and literary trends from the Civil War to modern times. ENG 208 is not a prerequisite for ENG 209.

NOTE: Each semester the English area offers courses that examine contemporary issues and values and their backgrounds. The following courses (ENG 215-249) are offered on a rotating basis. New courses may be added and old ones dropped as concerns change.

215 Contemporary Themes in Literature: Women (4) A study through short stories, novels, and plays of the nature and effects of sexual role-playing.

217 Contemporary Themes in Literature: Warfare (4) The vicarious experience of warfare, and the practical and moral problems associated with command.

219 Contemporary Themes in Literature: Love and Sensuality (4) The male-female erotic encounter examined from varying perspectives, particularly those found in the works of D.H. Lawrence.

220 Contemporary Themes in Literature: Politics (4) A study of the nature, use and abuse of power in the political arena, as treated in quality works of fiction.

221 Contemporary Themes in Literature: Counter Culture (4) A study of recurring patterns in social, cultural, and artistic revolution of the last 100 years. Includes the Decadents, the Lost Generation, the Beats, and the Hippies.

222 Contemporary Themes in Literature: Science Fiction (4) The study of the definition and characteristics of science fiction, a review of the historical development of the genre, and analysis of quality science fiction authors and their works.

223 Contemporary Themes in Literature: Morality in Detective and Spy Fiction (4) A study of two popular and related genres, focusing on historical development, the agent and detective as hero, and emphasizing issues of morality in the spy novels of Buckley, LeCarre, and others.

224 Contemporary Themes in Literature: Best Sellers (4) Covers ten paperbacks that are presently selling at the top of the charts. The books cover many different areas, such as history, biography, fiction, and sociology. Students evaluate critically for style and content. Assignments include seven critical essays.

226 Contemporary Themes in Literature: Film Classics (4) The study of film techniques, review of history and development of film, and analysis of selected film classics.

228 Contemporary Themes in Literature: The Occult and the Supernatural (4) Spirit communication, out-of-body experiences, spirit manifestation, and other psychic phenomena studied in non-fiction accounts and in two or three works of Herman Hesse.

229 Contemporary Themes in Literature: Contemporary African and Third World Literature (4) A study of the contemporary world scene as perceived by the authors of African and Third World literature.

230 Contemporary Themes in Literature: The American Adolescent Experience (4) A study of approximately 10 major novels, plus short fiction treating the problem of growing up in America. Authors explore such questions as self-discovery, initiation, moral dilemma, and sexual fantasizing.

231 Contemporary Themes in Literature: Visual Arts and Literature (4) The relationship of painting, sculpture, and architecture to literary works.

232 Contemporary Themes in Literature: Ecology and Literature (4) A study of literary works related to ecology.

237 Contemporary Themes in Literature: Comedy and Absurdity (4) A study of comedy in all its genres — fiction, film, play — as a response to the absurdities of our human existence.

239 Contemporary Themes in Literature: The Aged in Literature (4) An exploration through literature of the problems and opportunities, needs and expectations of age.

240 Contemporary Themes in Literature: Introduction to Black Literature (4) Survey of Afro-American Literature from 1740 to the present.

280-281 Drama in the Making (4) An introduction to the nature of stage comedy (280), and tragedy (281). Equivalent to DRA 280-281.

282 Survey of Modern Drama (4) Introduction to the themes and techniques in modern drama from Ibsen to the present. Open to all students. Equivalent to DRA 282.

283-289 Modern Drama (4) May be tragedy and absurdity in modern drama, contemporary British drama, contemporary American drama, modern Continental drama. May be repeated if content varies. Open to all students. Equivalent to DRA 283-289.

290 Theatre New York (4) A yearly trip to see the Broadway and off-Broadway theatre from both sides of the footlights. Includes six plays, seminar with *Time* theatre critic, postperformance interviews with actors and actresses.

300 The Romantic Writers (4) Prerequisites: ENG 101-102. From Blake to Keats.

301 The Victorian Writers (4) Prerequisites: ENG 101-102. From Carlyle to Kipling.

307 Shakespeare's Romances and Tragedies (4) Prerequisites: ENG 101-102. A selection of Shakespeare's finest romances and tragedies.

308 Shakespeare's Comedies and Histories (4) Prerequisites: ENG 101-102. A selection of Shakespeare's finest comedies and history plays.

309-311 Advanced Drama (4) Prerequisites: ENG 101-102. May be Elizabethan, Restoration, or Contemporary. May be repeated if content varies. Equivalent to DRA 309-311.

312 Contemporary World Literature (4) Prerequisites: ENG 101-102. A survey of today's major living authors from around the world.

318-322 Fiction (4) Prerequisites: ENG 101-102. A study of traditional or experimental novels or short fiction. May be repeated if content varies.

323 The Seventeenth Century (4) Prerequisites: ENG 101-102. From Donne to Marvell.

325 The Eighteenth Century (4) Prerequisites: ENG 101-102. Major authors of the neoclassical period.

335 English Renaissance Literature (4) Prerequisites: ENG 101-102. Emphasizing the love poetry of England's greatest literary period.

340-344 Major Poets (4) Prerequisites: ENG 101-102. Close reading and analysis of one or more major poets. May be repeated if content varies.

360-364 Major Authors (4) Prerequisites: ENG 101-102. A study of one or more of the most significant American, British, or world writers. May be repeated if content varies.

430 Criticisms and Appreciations (4) Prerequisites: ENG 101-102. A study of significant critical and aesthetic theories about literature.

450-454 Topics in English (4) Prerequisites: ENG 101-102. The course deals with different subjects each time it is offered and may be repeated for credit.

460-465 English Studies: Career Internship for English Majors (4-8) An internship program to acquaint English majors with the business world and to show them how their special skills can be used in that environment. Open only to juniors and seniors with a 3.0 or better grade-point average. May not count toward the requirements for the major.

495-499 Directed Reading (1-3) Prerequisites: ENG 101-102; permission of the instructor. The course consists of a program of directed readings and related writing assignments agreed upon by individual students and professors. May be repeated if content varies.

Finance Courses (FIN)

269 Real Estate Principals and Practices (4) Prerequisite: ECO 204. Development of the fundamental knowledge required to be aware as well as active in the field of real estate. A classic course in principles heavily laced with basic Florida Real Estate Law. The course qualifies students to sit for State of Florida salesman licensing exam if grade of C or better is achieved. (Offered only during the spring semester.)

310 Financial Management (3) Prerequisites: ACC 202, 203; BUS 210; CSC 200; ECO 204. A study of the processes, institutional framework, and decisions faced by firms in the acquisition and use of funds. Practical emphasis is on corporate entities, including their utilization of capital budgeting in a world of taxes, law, and risks. This is a traditional first course in corporate finance. (Multi-section offering in both fall and spring semesters.)

320 Financial Institutions (3) Prerequisites: ECO 205, 308. Management policies of financial institutions, including banks, savings and loan institutions, life and casualty insurance, and pension funds analyzed by their portfolio mix; source of funding; tradition; and legal constraints. Extensive use of current readings is utilized to complement traditional historical view of those institutions. (Offered only during the spring semester.)

440 Investments (3) Prerequisite: FIN 310. The economic and investment environment as it relates to security investment decisions; appraisal of investment characteristics; introductory investment analysis of various stocks and bonds and portfolio management. (Offered during both fall and spring semesters.)

490 Seminar in Banking Institutions (3) Prerequisites: ECO 308, FIN 310, 320. A study of commercial banking activity in the United States, including the activities of the savings and Loan movement into the banking area. Emphasis on management; trust activities and operations are introduced, but not covered in depth. Heavy use of cases and outside reading is emphasized in the course. (Offered only during the fall semester.)

491 Financial Policies and Strategies (3) Prerequisites: FIN 310; FIN 440 or 606; senior or graduate status. A senior seminar course for finance majors. An intermediate course in finance with heavy use of cases that explores timely topics in finance in depth, as well as examining financial policies and alternative solutions to financial problems. (Offered only during the spring semester.)

495 Finance Internship (4-12) Prerequisite: Senior standing with an overall 3.00 grade-point average in courses taken for the finance major in include the following: ACC 202, 203, 310, 311; BUS 210; FIN 310, 440; ECO 308, 321; approval of the division chairman. Graded on a pass-fail basis.

600 Topics in Finance (1-3) Open only to graduate students. Requires written permission of the M.B.A. Director. A rigorous program of selected readings or independent research project taken for variable credit.

606 Financial Management (3) Open only to graduate students. Prerequisites: ACC 603 and MGT 612. A study of the financial aspects of business operation with emphasis on analysis, forecasting, and control of the firm's financial structure. The course will emphasize a case method analysis of selected real life financial problems.

620 Money and Capital Markets (3) Open only to graduate students. Prerequisite: FIN 606. A study of the various financial markets in the economy. Topics included are the commodity futures market, foreign exchange markets, corporate and government bond markets, the stock market, the Eurodollar market, and international bond markets.

French Courses (FRE)

Students who have had one or more years of French in high school are encouraged to register at the highest level compatible with their knowledge of the language, including 300- and 400-level courses.

101-102 Elementary French I, II (4,4) FRE 101 is prerequisite for FRE 102. Audio-lingual method with emphasis on understanding, speaking, and reading.

201-202 Intermediate French I, II (4,4) Prerequisite: FRE 102. FRE 201 is prerequisite for FRE 202. Continued practice in the oral-aural skills and in reading.

300-301 Advanced French Conversation I, II (4,4) Prerequisites: Any French 200-level course or consent of the instructor. Emphasis on everyday conversation, sociological in approach.

302-303 Advanced French I, II (4,4) Prerequisites: Any two 200-level courses or consent of the instructor. Emphasis on advanced oral, reading, and compositional skills.

304-316 Theory and Practice of French Translation (4,4) Prerequisites: Any two 200-level courses or consent of the instructor. Depending on student request, emphasis shall be placed on one of the following areas: business (304-305), literature (306-307), law (308-309), biological science (310-311), etc. May be repeated for credit, if content varies.

320-321 A Conversational Approach to Popular French Ballads I, II (4,4) Prerequisite: Any French 200-level course or consent of the instructor. An introductory study of selected 20th-century French ballads by artists such as Trenet, Chevalier, Piaf, Becaude, Brel, Moustaki, Dassin, Brassens, etc. The sociological content of the songs is used for developing conversational skills, and the song texts as a basis for learning the rudiments of French prosody.

400 French Drama (4) Prerequisites: Any one 300-level course or consent of the instructor. A study of French drama from the 17th century to the present. May be repeated for credit, if content varies.

402-403 French Fiction I, II (4,4) Prerequisites: Any one 300-level course or consent of the instructor. Study of French fiction from the Middle Ages to the present. May be repeated for credit, if content varies.

404-405 French Culture and Civilization I, II (4,4) Prerequisites: Any one 300-level course or consent of the instructor. A study of the history, literature, art, and music of France from the Middle Ages to present times.

406 Survey of French Poetry (4) Prerequisites: Any one 300-level course or consent of the instructor. A survey of French poetry from the earliest times to the present, including many poems set to music. May be repeated for credit if content varies.

450-454 Topics in French (1-4) Prerequisite: Permission of the instructor. The content of this course is variable, and it may be repeated for additional credit.

Geography Courses (GEO)

102 World Geographical Problems (4) An introductory course with major attention to the principles and concepts of the subject.

205 Principles of Resource Utilization (4) A survey of the natural and human assets and a study of the wise use of these resources.

207 Economic Geography (4) A survey of the resources, industry, and commerce of the United States and foreign countries.

German Courses (GER)

101-102 Elementary German I, II (4,4) GER 101 is prerequisite to GER 102. The course is taught by the audio-lingual method and the four basic skills of understanding, speaking, reading, and writing are emphasized.

201-202 Intermediate German I, II (4,4) Prerequisite: GER 102. GER 201 is prerequisite for GER 202. Continued practice in the four basic skills.

300 Advanced German Conversation (4) Prerequisites: GER 201 or permission of the instructor. Emphasis on conversation.

302 German Fiction (4) Prerequisites: GER 201-202 or permission of the instructor. A study of selected German fiction with emphasis on the short story.

350-354 Topics in German (1-4) Prerequisite: Permission of the instructor. The content of the course is variable, and it may be repeated for additional credit.

Health Courses (HEA)

100 Health Science (2) Required of all elementary and physical education majors. Wellness knowledge and principles for healthful living, relating to the individual, the family, and the community.

103 Nutrition (3) A study of nutritional status and the effect of food habits and food consumption on the family, individual, and athlete.

230 Human Anatomy and Physiology (4) Required of all physical education majors. The structures and functions of the various systems of the body.

250 Microbiology for the Health Science (3) Structure, physiology, development, isolation, cultivation of bacteria and study of the relation of bacteria to human affairs.

401 School Health Education (2) Prerequisite: HEA 100. Presents the study of the inter-relationships of curriculum planning, methodology, and the selection and use of teaching aids and materials. The roles of teachers, administrators, and health specialists are discussed.

History Courses (HIS)

100 Issues in Western Civilization I (4) Selected issues in Western culture from the ancient world to 1648.

101 Issues in Western Civilization II (4) Selected issues in Western culture from 1648 to the present.

202 The United States to 1877 (4) Cultural, political, social, and economic developments from the discovery of America through Reconstruction.

203 The United States Since 1877 (4) Urbanization, industrialization, and the rise of the nation as a world power.

204 The History of Florida (4) The development of Florida from the earliest Indian days to the present.

205 Indians of the United States (4) Archaeological background, cultural areas, early contacts with the whites, wars, removals, reservation life, acculturation, and present status.

210 American Military History (4) A study of the development of American military institutions, policies, experience, and traditions in peace and war from colonial times to the present. (Also listed as MSC 203.)

211 Feminist Revolution as Seen Through the Arts (4) The history of the Women's Movement as seen through the arts. Examination of traditional and non-traditional works in their social and historical contexts.

213 Topics in Social History: Immigration in American History (4) Patterns of immigration, adjustments to American life by immigrants and the attitudes of Americans toward them.

214 Topics in Social History: Sex in History (4) An analysis of the origins and nature of society's attitudes towards sexuality from Greco-Roman times to the present.

215 Topics in Social History: Women in American History (4) A survey of the accomplishments, lifestyles, changing image, and struggle for equality and recognition for women from colonial times to present.

216 Topics in Social History: Economic History of the United States (4) American economic developments and their impact upon social and political conditions.

219 Topics in Social History: The American Presidents (4) Study of the personalities, politics, and programs of Presidents and their influence upon American society.

222 Topics in Social History: Fascism and Nazi Germany (4) Rise and fall of the Third Reich and the legacy of Hitlerism.

223 Topics in Social History: Social Attitudes in Victorian England (4) A view of the "underside" of Victorian society in relationship to established institutions and values.

224 Topics in Social History: Communes and Utopias, American Style (4) An historical examination of American religious and secular communes and literary utopias from the 18th to 20th centuries.

290-299 Special Summer Studies (2-4) Each year special courses are offered during the summer session. Course descriptions for these special courses are published annually in a special bulletin.

300 The Middle East (4) Islamic tradition and the challenge of modernization. Arab nationalism, Zionism, Pan-Arabism, Imperialism, OPEC: origins and development to the present. Middle Eastern lifestyles, values, and economic relations are also examined.

302 Constitutional History of the United States (4) The origin and formulation of the Constitution and its evolution to contemporary times. (Also listed as PSC 302.)

303 American Urban History (4) A study of the growth of American cities and their role in the history of the nation. (Also listed as UST 303.)

305 The Ancient World (4) A study of Western culture in the Ancient Near East and the Greco-Roman world.

306 The Middle Ages (4) European society from the fall of Rome to the Renaissance.

307 Modern Far East (4) Study of Asiatic man with emphasis on the modern Far East.

308 Renaissance and Reformation (4) The origins, progress, interrelationships, and impact of the new forms, ideas, and ideals of these movements.

309 History of England (4) A survey of English political, cultural, and economic development with emphasis on the Tudor-Stuart era and the British Empire.

311 Absolutism and Revolution (4) European society from Louis XIV through the revolutions of 1848.

312 Modern Europe (4) Nationalism, industrialization, and other European developments since the middle of the 19th century.

313 Latin America (4) A study of Latin American history from the colonial period to the present.

401 Field Work (3-4) Practical work in museums, historical preservation, and historical archives. Permission of area coordinator required. Graded only on a pass-fail basis.

403 The Civil War and Reconstruction (4) Intensive study of all aspects of the sectional struggle and the reconstruction period.

406 United States Foreign Policy (4) The formulation of American foreign policy and issues in American diplomatic history. (Also listed as PSC 406.)

409 Soviet Russia (4) Russian society under Communism, including comparison and contrast with the Tsarist past.

413 Topics in History: The Era of World War I (4) Integration of the political, social, economic, and military aspects of World War I.

414 Topics in History: The Era of World War II (4) Integration of the political, social, economic, and military aspects of World War II.

450 Independent Study (2-4) Prerequisites: Grade-point average of 3.0 or better; 12 hours of history; permission of the area coordinator. Guided readings, research, and criticism. May be repeated for credit as long as the subject matter is not repeated.

451 Senior Thesis (4) Prerequisites: Senior standing; grade-point average of 3.0 or better; membership in the Honors Program; permission of area coordinator. Substantial research and writing project.

Interdisciplinary Courses (IDS)

Interdisciplinary course numbers and descriptions are listed each semester in the Class Timetable.

Italian Courses (ITA)

101-102 Elementary Italian I, II (4,4) ITA 101 or equivalent is prerequisite to ITA 102. An introductory course by an audio-lingual method with emphasis on understanding, speaking, and reading.

201-202 Intermediate Italian I, II (4,4) Prerequisite: ITA 102; ITA 201 is prerequisite to ITA 202. Continued practice in the oral-aural skills.

Management Courses (MGT)

330 Principles of Management (3) Prerequisites: ECO 204. The theoretical and practical basis of organization and management.

340 Human Resource Management (3) Prerequisite: MGT 330. An analysis of the acquisition, development, and maintenance of human resources so as to accomplish efficiently and economically the objectives of the organization; the courses will include a study of the role of management and unions in our society.

361 Production Management (3) Prerequisites: ACC 202, BUS 210, ECO 204, MGT 330. An analysis of the functions of management in approaching and solving production problems.

410 Topics in Business (1-4) Prerequisite: Consent of division Chairman. A readings or independent studies course taken for variable credit.

431 Business Policy and Environment (3) Prerequisites: ACC 202, 203; BUS 230; ECO 204, 205; FIN 310; MGT 330; MKT 300; and senior standing or instructor permission. Directed to rational or research decisions on problems or issues that confront senior management of large organizations. An integrated course concerned with all business functions and full array of analytical tools applied in reference to the external environmental and internal resources.

489 Small Business Management (3) Prerequisites: Consent of division chairman and completion of required 300-level courses in accounting, business management or finance. Explores the opportunities and problems in acquiring and managing a small business. Topics include the economic, social and legal environment pertaining to small business, with emphasis placed on managerial strategy and policy.

494 Management Internship (4-12) Prerequisites; Senior standing with an overall 3.00 grade-point average, completion of a minimum of 42 hours in courses required of the business major, and approval of division chairman. Graded on pass-fail basis.

500 Algebra and Statistics for Management (3) Open only to graduate students. This is an introductory course in algebra and statistics for M.B.A. students. Areas covered will include systems of linear equations, probability, expected value, normal distribution and sampling distributions, and simple linear regression.

600 Topics in Management (1-3) Open only to graduate students. Requires written permission of the M.B.A. Director. A rigorous program of selected readings or independent research project taken for variable credit.

602 Labor Law and Arbitration (3) Open only to graduate students. Labor relations aspects of public and private personnel management, including a study of federal and state labor legislation, the process of collective bargaining, arbitration, and labor contract administration.

608 Organization Theory (3) Open only to graduate students. Prerequisite: BUS 330 or equivalent. A comprehensive review of existing literature starting with an examination of various organizational systems. Organization design, change, and potential future developments are considered. Emphasis is on the dynamics of change. Current research findings supplement established concepts.

610 Management Information Systems (3) Open only to graduate students. Prerequisite: ACC 603. A study of information systems in a computerized environment. Emphasis is on the generation and use of information from all functional subsystems of a company. Further, the course covers development and control of MIS.

612 Quantitative Methods (3) Open only to graduate students. Prerequisite: MGT 500 or equivalent. A survey of statistical procedures applicable to management decisions. Topics included are decision theory, analysis of variance, regression analysis, and non-parametric inference.

615 Seminar in Business Policy (3) Open only to graduate students. Prerequisites: FIN 606; MKT 609. Strategy and policy from the executive point of view. A study of objectives, environmental forces, institutional resources, and social values as they are related to the determination and implementation of strategy and policy.

617 Forecasting for Management (3) Open only to graduate students. A study of forecasting techniques and applications for managers.

622 Psychology of Human Management (3) Open only to graduate students. An analysis of human behavior in organizations, emphasizing those areas of individual and group behavior that are most directly relevant to management.

624 Business Ethics and Social Responsibility (3) Open only to graduate students. Analysis of principles applicable to managerial decisions involving business ethics and social responsibility.

Marine Science Courses (MAR)

100 Underwater Techniques I (2) A basic SCUBA course emphasizing safe diving procedures and equipment, diving physiology and medicine, and life in aquatic environments. Satisfactory completion results in NAUI certification. Laboratory fee required. Open water dives necessitate two weekend trips. This course will not satisfy general curriculum distribution requirements.

101 Underwater Techniques II (2) Prerequisites: BIO 203, 204; nationally recognized SCUBA certification. Provides an opportunity to learn techniques of surface and underwater navigation, underwater photography, and collection techniques. Laboratory fee required. Some Saturday field trips are necessary.

126 Marine Biology (3) A survey of marine biology including a discussion of the basic marine environments, natural history of marine animals, special adaptations of marine mammals, elementary marine chemistry, survey of marine plants and their economic importance, and a discussion of the impact of pollution on marine ecosystems. Designed for non-science majors, this will satisfy general curriculum distribution requirements, but is not applicable toward a marine science or biology major or minor.

150 Physical Geology (4) A broad survey of the geological processes at work upon and within the earth. Topics include the origin and composition of rocks, the origin, location and characteristics of volcanoes, earthquakes and mountain belts within the framework of plate tectonics, the modification of the earth's surface by wind, rivers, glaciers, ground water, waves and currents, and the evolution of continents and ocean basins.

226 Marine Zoology (4) Prerequisites: BIO 203, 204. A study of the taxonomy, ecology, and behavior of marine invertebrates. An emphasis is placed on the study of local fauna and habitats through field-oriented studies.

301 Physical Oceanography (4) Prerequisite or co-requisite: PHY 201. A study of the physical properties of sea water, global heat balance, hydrodynamics, ocean currents, waves, tides and underwater sound and optics.

322 Marine Ecology (4) Prerequisites: BIO 203, 204; MAR 226; or special permission. Ecology of selected marine habitats in shallow marine waters. SCUBA diving will be used as a technique to allow the student to study selected marine environments. Offered only in early summer.

327 Marine Botany (4) Prerequisites: BIO 203, 204. A study of the taxonomy, morphology, ecology, and physiology of marine plants with emphasis on the marine algae of Tampa Bay and the Gulf of Mexico. Two Saturday field trips required.

330 Aquatic Chemistry (4) Prerequisite: MAR 301. A study of the chemical parameters in ocean waters, estuaries, rivers, lakes, and ground waters.

The University of Tampa is affiliated with the Gulf Coast Research Laboratory, an educational and research institute located in Ocean Springs, Mississippi. The courses listed below, with GCRL numbers in parentheses, are offered to University of Tampa students at GCRL during the summer. Students may apply these courses toward majors in biology and marine science combinations. All courses except MAR 226 and MAR 302 require junior rank or above. Grades and credits earned automatically become part of a student's University of Tampa academic record. More information about the program is available in the Division of Science and Mathematics.

227 Marine Zoology (5) (OCE 252) Prerequisites: BIO 203, 204. A general introduction to marine biology with emphasis on local fauna and flora. (Will satisfy MAR 226 requirements.)

228 Marine Invertebrate Zoology (6) (ZO 361) Prerequisite: 16 hours of biology. A concentrated study of the important free-living marine and estuarine invertebrates of the Mississippi Sound and adjacent continental shelf of the northeastern Gulf of Mexico. Emphasis on structure, classification, phylogenetic relationships, larval development, and functional processes. (Will satisfy BIO 224 requirements.)

302 Oceanography I: Physical, Chemical, Geological (5) (OCE 251) Prerequisites: CHE 151; MAT 170. This introductory course in oceanography includes chemical, geological, and physical oceanography to provide a multidisciplinary approach to the fundamentals of oceanography. (Will satisfy MAR 301 requirements.)

323 Marine Ecology (5) (ZO 452) Prerequisites: 16 hours of biology, including BIO 224. A consideration of the relationship of marine organisms to their environment. The effects of salinity, light nutrient concentration, currents, food, predation, and competition on the abundance and distribution of marine organisms are considered. (Will satisfy MAR 322 requirement.)

327 Marine Botany (4) (BOT 341) Prerequisite: 10 hours of biology. A survey, based upon local examples, of the principle groups of marine algae and marine flowering plants, treating structure, reproduction, distribution, identification, and ecology.

331 Coastal Vegetation (3) (BOT 331) Prerequisite: BIO 228. A study of general and specific aspects of coastal vegetation, with emphasis on local examples.

332 Marine Chemistry (6) (CHE 461) Prerequisites: CHE 231; BIO 203, 204; MAR 150. A study of the chemical aspects of the oceans and the interactions of chemistry, biology, and geology in the marine environment. (Will satisfy MAR 330 requirement.)

362 Marine Vertebrate Zoology and Ichthyology (6) (ZO 362) Prerequisites: 16 hours of biology, including BIO 250. A general study of marine chordata, including lower groups and the mammals and birds, with most emphasis on the fishes.

441 Salt Marsh Plant Ecology (4) (BOT 441) Prerequisites: BIO 203, 204; consent of instructor. A study with emphasis on the botanical aspects of local marshes. Plant identification, composition, structure, distribution, and development of coastal marshes. Biological and physical interrelationships.

442 Marine Fisheries Management (4) (ZO 442) Prerequisite: Consent of instructor. An overview of practical marine fishery management problems.

443 Behavior and Neurobiology of Marine Animals (4) (ZO 443) Prerequisites: 16 hours of biology and/or psychology; consent of instructor. Survey of behavior, neuroanatomy, and neurophysiology of marine animals with emphasis on the neural mechanisms underlying the behavior of selected invertebrates, fishes, birds, and mammals.

447 Fauna and Faunistic Ecology of Tidal Marshes (4) (ZO 447) Prerequisites: 16 hours of biology or consent of instructor. Survey and description of the taxonomy, distribution, trophic relationships, reproductive strategies, and adaptations of tidal marsh animals with emphasis on those occurring in the northern Gulf of Mexico marshes.

452 Marine Microbiology (5) (MIC 452) Prerequisites: BIO 307; consent of instructor. Microbiology and advanced biology students are introduced to the role of microorganisms in the overall ecology of the oceans and estuaries.

461 Parasites of Marine Animals (4) (ZO 461) Prerequisites: BIO 317 or consent of instructor. Study of the parasites of marine and estuarine animals with emphasis on morphology, taxonomy, life histories, and host-parasite relationships.

464 Aquaculture (6) (ZO 464) Prerequisites: BIO 224, 225. A review of the technology, principles, and problems relating to the science of aquaculture with emphasis on the culture of a marine species.

499 Special Problems in Marine Science (1-4) (MS 400) Prerequisites: 56 hours of credit and consent of division chairman. Research projects and internships directed by GCRL staff. (Will satisfy BIO 450 and BIO 499 requirements.)

Marketing Courses (MKT)

300 Marketing Management (3) Prerequisite: ECO 204. This introductory marketing course studies the system of interacting business activities designed to plan, price, promote, and distribute want-satisfying products and services to present and potential customers throughout this process, current developments in the field of marketing are incorporated to help the student become acquainted with the present-day challenges of marketing activities.

321 Professional Salesmanship (3) Junior standing required. A detailed examination of the selling-buying process is provided. In studying selling strategies a professional customer problem-solving approach is used. Designed to give practical exposure to the selling concepts, problems and techniques used in a wide variety of selling situations.

351 Promotional Dynamics (3) Junior standing required. An analysis of promotion in marketing from a managerial perspective. Advertising, selling, and sales promotion will be examined.

352 Product and Management and Pricing Strategy (3) Prerequisite: MKT 300. A crucial factor in the company's marketing effort is the development of products to meet customer needs. This course examines the major product development and pricing policy decisions faced by companies along with a variety of decision-making tools and techniques.

353 Channels of Distribution Management (3) Prerequisite: MKT 300. A study of the economic, managerial and behavioral dimensions of marketing channel management involved in moving products from production to consumption. Topics include: channel interdependencies, channel impact on other marketing decisions, physical distribution and study of managerial tools used in measuring and controlling channel activities.

354 Consumer Behavior (3) Prerequisite: MKT 300. A review of behavioral science concepts which are perception, group and cultural influences. The student will be shown how these concepts can help a marketing practitioner develop more effective marketing strategies.

360 Marketing Research (3) Prerequisite: BUS 210 or equivalent statistics course, MKT 300. Methodological approaches to marketing problems and problems of consumer research. It begins with an examination of information needs of marketing managers, which are responded to by research design, analysis/interpretation, and reporting of findings.

371 Sales Management (3) Prerequisite: MKT 300. An analysis of the sales management function and of the sales force, the nature of the sales job, selection of salesman, sales training programs, problems in salesmen compensation, supervision and stimulation of salesmen, analysis of territories and customers, sales forecasting and quotas and ethical problems in sales management.

372 Retail Management (3) Prerequisite: MKT 300. A critical analysis of development, trends, and institutions of retailing. Topics include principles and policies of retail operations, organization and management of retail establishments, current retailing practices, and problems and managerial problems posed by social and economic trends.

410 International Marketing (3) Prerequisites: Completion of at least 6 hours of marketing courses. Today's business person is increasingly required to have a more global marketing orientation. With intensified foreign competition, slowing domestic growth and numerous foreign opportunities, U.S. managers must be more aware of the special problems and issues of marketing in foreign countries. This course examines marketing in other countries, including the marketing implications of cultural and environmental differences, international marketing research and adapting product, price, promotion and distribution decisions to the foreign environment.

411 Media Planning (3) Prerequisites: Completion of at least 6 hours of marketing courses, including MKT 351. The area of media planning and execution is becoming a complex and sophisticated science that is crucial to the effective and efficient expenditure and media-market matching, media objectives, media mix and media weighting decisions, and media buying tactics. For students interested in a career in advertising this course develops basic skills suitable for entry level jobs in media buying/planning and advertising in general.

412 Marketing Research (3) Prerequisites: Completion of at least 6 hours of marketing courses, including MKT 360. In this course students will perform as marketing consultants for an area business on a real marketing research project oriented toward the firm's problem areas. Emphasis is placed upon the practical use of concepts and tools presented in MKT 360. Students will develop a research proposal, design and execute an entire marketing research project, and report their findings to management. This course offers excellent skill development for those interested in pursuing a career in the rapidly growing information industry.

413 Applied Promotional Strategy (3) Prerequisites: Completion of at least 6 hours of marketing courses, including MKT 351 or permission of the instructor, e.g. appropriate for some students in journalism or related areas. This provides an opportunity for practical experience through a class project done in cooperation with an advertising agency, the advertising department of a company, etc. Through a class project based on research data, consideration is given to the needed financial and human resources, to media strategy, to message communication, to the middleman support, and to coordination of the entire program. The project result is a "fairly finished" promotional campaign designed to meet the business needs. A formal presentation of the recommended promotion to management is the finale of this course.

414-416 Topics in Marketing (3) Other contemporary topics in marketing to be announced. Prerequisite: At Least 6 hours of marketing courses.

450 Marketing Strategy (3) Prerequisites: Completion of 9 hours of marketing courses. Students will study and discuss cases and problems to acquire the ability to use facts in the analysis of marketing strategy. This capstone course will serve as a vehicle for the application an integration of the concepts, analytical tools, and problem-solving approaches taught in lower-level marketing courses.

497 Marketing Internship (3-12) Prerequisite: Senior standing with an overall 3.00 grade-point average, 9 hours of credit in marketing courses with a 3.00 grade-point average, and approval of the division chairman. Graded on pass-fail basis.

600 Topics in Marketing (1-3) Open only to graduate students. Requires written permission of the M.B.A. Director. A rigorous program of selected readings or independent research project taken for variable credit.

609 Marketing Management (3) Open only to graduate students. Prerequisite: BUS 350 or equivalent. The development and evaluation of marketing, planning, and strategy is considered from a managerial perspective. Decision theory and quantitative aids to decision-making are stressed where appropriate. Applicable research techniques as well as contributions from other disciplines are considered within a marketing management context.

618 Consumer Behavior (3) Open only to graduate students. An analysis of the behavioral processes underlying the purchase of goods and services by consumers. Contributions from the behavioral sciences will be reviewed and discussed in a marketing context. Also considered are such topics as consumer decision processes, communications, interpersonal behavior, and current models of consumer behavior. Application in marketing strategy decisions will be emphasized throughout the course.

627 Marketing Seminar (3) Open only to graduate students. New developments in the ever-changing world of marketing. The student is responsible for researching the literature on a current problem, organizing pertinent materials, and presenting them in a seminar; he serves as a reporter and discussant.

Mathematics Courses (MAT)

Credit cannot be earned in mathematics courses that are prerequisites for courses already completed.

104 Modern Elementary Mathematics I (4) Prerequisites: One unit each of high school algebra and plane geometry. The basic concepts of arithmetic and number theory for prospective teachers. Open only to freshmen and sophomore education majors or by special permission of the division chairman.

150 Introductory Algebra (4) A study of the basic concepts of algebra, e.g., first-degree equations, factoring, rational expressions, graphing, quadratic equations, exponents, and radicals.

160 College Algebra (4) Prerequisites: MAT 150 or equivalent. Topics include rational exponents, equations and inequalities, functions and their operations, polynomials, and rational functions, systems of equations, inequalities, and matrices.

170 Precalculus (4) Prerequisite: MAT 160 or equivalent. Rational functions, logarithms, trigonometry, analytic geometry, complex numbers, theory of equations.

201 Introduction to Statistics (4) Prerequisite: MAT 160 or equivalent. An introduction to descriptive and inferential statistics, with applications in various disciplines.

225 Calculus with Business Applications (4) Prerequisite: MAT 160 or equivalent. A course designed for students of business and economics, it includes the basic concepts of calculus: differentiation and integration. Note: Students may not receive credit for both MAT 225 and MAT 260.

260 Calculus I (4) Prerequisite: MAT 170 or equivalent. Limits, continuity, differentiation, and its application, integration. Students may not receive credit for both MAT 225 and MAT 260.

261 Calculus II (4) Prerequisite: MAT 260. Integration techniques and applications, the calculus of logarithmic, exponential, and trigonometric functions, polar coordinates, parametric equations.

262 Calculus III (4) Prerequisite: MAT 261. Partial differentiation, multiple integration, space vectors, infinite series.

301 Discrete Mathematics (4) Prerequisite: MAT 261. Sets, induction, algorithms, recursion, matrices, relations, functions, digraphs, partially ordered sets, lattices, Boolean algebra, switching circuits, trees, combinatorial analysis.

307 Modern Abstract Algebra (4) Prerequisite: MAT 261. Introduction to the theory of groups, rings, and fields.

308 Linear Algebra (4) Prerequisite: MAT 261. Vectors and vector spaces, matrices, linear transformations on a vector space.

309 Complex Analysis (4) Prerequisite: MAT 262. A course in complex analysis including complex numbers, analytical functions, elementary functions, integrals, series, residues, and poles.

310 Probability and Mathematical Statistics (4) Prerequisite: MAT 261. Probability, descriptive statistics, and inferential statistics.

401 Real Analysis (4) Prerequisite: MAT 262. Theories of limits, continuity, differentiation, and integration.

405 Differential Equations (4) Prerequisite: MAT 262. An introductory course in ordinary differential equations.

499 Selected Topics (1-4) The subject may be chosen from point set topology, partial differential equations, combinatorics, graph theory, and other topics.

Military Science Courses (MSC)

101 Introduction to Military Science I (2) History, organization, and mission of the ROTC program. Discussion of contemporary military issues, individual and group behavior, customs and traditions of the military services.

102 Introduction to Military Science II (1) Discussion of the organizations of the Department of Defense, principals of military leadership, organizational management and military correspondence.

110 Leadership Laboratory (1) ROTC enrolled students only. Study and practical exercises in the principles of military courtesy, discipline, dismounted drill, and an introduction to rifle marksmanship.

111 Leadership Laboratory (1) ROTC enrolled students only. Study and practical exercises in the development of leadership fundamentals, the utilization of maps and aerial photographs, and an introduction to military tactics and operations.

201 Fundamentals of Leadership I (2) A study of the techniques of military instruction with emphasis on the fundamentals of educational psychology, leadership development at the small unit level using case studies in psychological, physiological, and sociological factors which affect human behavior.

202 Fundamentals of Leadership II (1) Students are familiarized with methods of instruction, speech techniques and writing skills.

203 American Military History (4) A study of the development of American military institutions, policies, experience, and traditions in peace and war from colonial times to the present. (Also listed as HIS 210.)

210 Leadership Laboratory (1) ROTC enrolled students only. Study and practical exercises in the mission, organization, and composition of military teams to include the use of communications equipment and an introduction to troop-leading procedures.

211 Leadership Laboratory (1) ROTC enrolled students only. Study and practical exercises at the military team level emphasizing the functions, duties, and responsibilities of junior leaders. Students are evaluated for acceptance into the Advanced Course.

301 Seminar in Tactical Operations (2) Analysis of selected leadership and management problems in the organization, training, and conduct of military tactical operations.

302 Land Navigation (1) Developed principally are map reading skills and compass proficiency to permit navigating cross-country over unfamiliar terrain. Also involved is environmental awareness, physical fitness and competitiveness.

310 Leadership Laboratory (1) ROTC enrolled students only. Study and practical exercise to emphasize the leader's role for directing and coordinating the efforts of individuals and small units in the execution of offensive and defensive tactical missions.

311 Leadership Laboratory (1) ROTC enrolled students only. Study and practical exercises that emphasize the duties and responsibilities of junior leaders in a garrison or field environment in the various branches of the Army. Instruction is oriented toward preparation of students for attendance at a six-week ROTC Advanced Camp.

400 Military Tactical Operations (2) Prerequisite: MSC 300. Analysis of selected leadership and management problems in the organization for, training for, and conduct of military tactical operations.

401 Seminar in Leadership and Management I (2) Analysis of selected leadership and management problems of Army unit administration and military justice. Discussion of officer-enlisted relationships and the obligations and responsibilities of an officer on active duty.

402 Seminar in Leadership and Management II (1) Discussions on ethics and professionalism, Code of Conduct, Uniform Code of Military Justice and the transition to active duty.

410 Leadership Laboratory (1) ROTC enrolled students only. Study and practical exercises in staff planning and coordination at the small unit level with emphasis on leadership and management.

411 Leadership Laboratory (1) ROTC enrolled students only. Study and practical exercises in preparation for active duty as an officer.

Music Courses (MUS)

100 Music Fundamentals (2) Basic theory and terminology. Includes beginning keyboard skills.

102 Introduction to Music (4) A survey of Western musical thought with emphasis upon the evolution of musical forms and style.

110-111 Elementary Piano Class Instruction (1,1)

122-123 Music Theory I, II (4,4) Comprehensive musicianship approached through notation: listening, writing, analytic, and performing skills, including sight singing and ear training. Laboratory required for keyboard and aural techniques.

201 Music History: Greek Through the Renaissance (2) Prerequisites: MUS 102, 122, 123.

202 Music History: Baroque and Classic (2) Prerequisites: MUS 102, 122, 123.

203 Music History: Romantic and Post-Romantic (2) Prerequisites: MUS 102, 122, 123.

204 Music History: The 20th Century (2) Prerequisites: MUS 102, 122, 123.

208 Topics in Music (2) The topic varies as announced in the class timetable. May be repeated if the content is different.

222-223 Music Theory III, IV (4,4) Continuation of comprehensive skills acquired in MUS 122-123, focusing on the evolution of the tonal system, then on subsequent systems of musical organization. Keyboard laboratory required.

224 Pedagogy (2) The study of educational concepts of studio teaching and the physiology and anatomy of the arms and hands. Repertoire for beginning and intermediate students for selected instruments and the Suzuki and class piano approaches are included.

Note: The following techniques courses (MUS 225-229) are for music majors only. Each course is a pragmatic study of techniques, elementary and secondary methods, and representative repertoire in preparation for teaching and/or the study of orchestration.

225 Voice Techniques (1)

226 String Techniques (1)

227 Woodwind Techniques (1)

228 Brass Techniques (1)

229 Percussion Techniques (1)

236 Conducting: Basic Techniques (2) Prerequisites: MUS 122, 123.

245 Special Project in Music (1) Prerequisite: Consent of Project Director

246 Senior Recital (1)

247-267 Studio Lessons (1,2) The following studio courses 247-266 may be repeated for credit. In the Timetable, ZA1 indicates one credit hour (half-hour weekly lesson). ZA2 indicates two credit hours (one-hour weekly lesson). All instruments may be studied for one or two credit hours, with the exception of organ and dance, which may be taken for two credit hours only.

247 Organ (2)	255 Bassoon (1, 2)	262 Percussion (1, 2)
249 Harpsichord (1, 2)	256 Saxophone (1, 2)	263 Violin (1, 2)
250 Piano (1, 2)	257 Trumpet (1, 2)	262 Viola (1, 2)
251 Voice (1, 2)	258 French Horn (1, 2)	265 Cello (1, 2)
252 Flute (1, 2)	259 Trombone (1, 2)	266 String Bass (1, 2)
253 Oboe (1, 2)	260 Baritone (1, 2)	267 Classical Guitar (1, 2)
254 Clarinet (1, 2)	261 Tuba (1, 2)	

270 Composition-Arranging (2) Prerequisites: MUS 222-223. May be repeated for additional credit.

Note: The following ensembles (MUS 288 through 314) are by audition only and may be repeated for additional credit. Upon successful completion of the audition, students are graded largely on attendance and participation.

288 Orchestra (1) (Ensemble)

291 Concert Band (1) (Ensemble)

292 Jazz Lab (1) (Ensemble)

293 Collegiate Chorale (1) (Ensemble)

295 Show Chorus (1) (Ensemble)

309 Piano Concerto/Accompanying (1)

310 String Quartet (1)

311 Classical Guitar Ensemble (1)

312 Woodwind Ensemble (1)

313 Brass Ensemble (1)

314 Percussion Ensemble (1)

315 Choral Conducting (2) Prerequisite: MUS 236

316 Instrumental Conducting (2) Prerequisite: MUS 236.

322 Counterpoint (2) Prerequisites: MUS 222-223. Free counterpoint practice of the 17th and 18th centuries.

324 Form and Analysis (2) Prerequisites: MUS 222-223.

325 Orchestration (2) Prerequisites: MUS 222-223. A study of the string, woodwind, brass, and percussion instruments — their characteristics, ranges, and the techniques required to play them. Many short written examples in various mediums will be required. Final project is the arranging of a specified piece for the Concert Band. Students will prepare score, parts, and conduct their own works.

Nursing Courses (NUR)

301 Concepts in Professional Nursing (3) The primary focus of this course is on theoretical, conceptual, and philosophical aspects of professional nursing, with emphasis upon the nursing process and the health care delivery system. Man is recognized as a wholistic and unique individual, functioning individually and in groups. Wellness is a dynamic state of man on health/illness continuum. Concepts affecting the wholeness of man, relevant to the practice of nursing will be explored. Issues in theory development relating to professional nursing will be explored.

305 Introduction to Wellness Nursing (5) Prerequisites: NUR 301, 318; successful completion of the Challenge Process. This course provides the foundation for wellness-focused nursing practice. Emphasis is placed on the nurse as wellness role model. Includes a laboratory/practicum.

311 Nursing Leadership and Group Dynamics (3) This course builds on the student's knowledge and experience of the theory and practice of nursing leadership in group settings. The concepts of change, ethics, and self-awareness are emphasized. Factors which enhance and inhibit maximal effectiveness in group settings are identified with focus on expansion of group skills.

318 Client Assessment (6) Prerequisites: Anatomy and Physiology, Microbiology, General Psychology, Introduction to Sociology, BIO 130. Client Assessment provides the nurse the necessary knowledge to obtain and record a history and complete data base. This course offers a didactic and college laboratory experience to develop a beginning level of skill necessary for client assessment. Through peer and faculty facilitation the student has the opportunity to develop the skills of inspection, auscultation, palpation and percussion as a means of assessing the level of wellness of the client.

322 Legal Aspects and Contemporary Issues in Health Care (3) The legal process and the legal basis of nursing practice is presented, along with contemporary health-care and nursing issues.

346 Nursing with the Family (5) Prerequisite: NUR 305; Co- or prerequisite: SOC 307. This course focuses on the care of families across the life span from a family systems and wellness perspective. The role of the nurse in the facilitation of family wellness is emphasized. Practicum provides the opportunity for data collection, nursing diagnosis, establishing actions and priorities directed toward health promotion for families in a variety of settings.

432 Nursing Research (2) Prerequisite: MAT 201; NUR 301, 305, 318. This course provides an introduction to the methods and principles of the research process as it applies to nursing practice. The focus of the course is on the systematic investigation and reporting of the results of research questions.

436 Nursing with the Community (5) Prerequisite: NUR 346; Co- or prerequisite: NUR 432. Emphasis is on roles of individuals, agencies and institutions in terms of their impact on the development and delivery of client services in the community. Focus is on prevention, rehabilitation and access to community services. The practicum provides for selected community experiences in a variety of settings and opportunity for client care as well as assessment of the wellness needs of an identified community and subsequent evaluation of selected community programs.

446 Role Transition (5) Prerequisite: NUR 311, 436. This course provides a role development experience based on theories and principles of leadership and management, role theory, and systems theory. The role of the professional nurse in health care planning, implementation, and evaluation is expanded. Emphasis is on the knowledge, attitude, and range of skills necessary for effective functioning in an organization. The practicum includes the opportunity for increased self-direction in the assessment, planning, implementation, and evaluation of health care in a clinical setting.

450 Independent Study in Nursing (1-4) This course is a nursing elective which provides the opportunity for directed research in the theory and/or practice of professional nursing. By permission of the instructor and the Director of the BSN Program. (May include a practicum.)

Philosophy Courses (PHL)

200 Introduction to Philosophy (4) A study of philosophical methods and concepts via selected philosophical systems and problems.

201 Logic (4) Principles of correct reasoning: formal and informal arguments.

202 Ethics (4) Major systems of thought regarding problems of moral value and the good life.

203 Contemporary Philosophy (4) Major concepts and methods of the 20th century.

204 Aesthetics (4) Problems surrounding aesthetic experience and the aesthetic object.

205 Philosophy of Science (4) A study of the origins and implications of the ideas that generate scientific world views and scientific paradigm change.

206 Philosophy of Religion (4) Examination of the nature and validity of religious beliefs.

210 American Philosophy (4) A study of major philosophical approaches and philosophers in American thought.

215 Problems in Philosophy of Science (4) A study of methods, problems, and issues relevant to the scientific enterprise.

217 Social and Political Philosophy (4) A study of major social and political systems and issues from Plato to the 20th century.

218 Symbolic Logic (4) Prerequisites: PHL 201 or permission of instructor. An in-depth study of principles of formal deductive reasoning including formal proofs in propositional and quantificational logic.

219 Philosophy of Economics (4) A study of major philosophical principles in economic thought and their implications for economic practice and theory. Emphasis is on the comparative study of capitalism and socialism.

220 Problems of Philosophy (4) Completion of PHL 200 recommended. A study in considerable depth of selected philosophers or philosophical problems. May be repeated if content varies.

300 Philosophical Foundations of the Western World (4) Prerequisites: Any 200-level philosophy course (except PHL 201) or permission of instructor. From Thales to Thomas Aquinas.

301 The Making of the Modern Mind (4) Prerequisites: Any 200-level philosophy course (except PHL 201) or permission of instructor. From Aquinas to Kant.

305 Philosophy of Mind (4) Prerequisites: Any 200-level philosophy course (except PHL 201) or permission of instructor. A study of the concept of self and its implications for scientific research and everyday activities.

306 Existentialism (4) Prerequisites: Any 200-level philosophy course (except PHL 201) or permission of instructor. A study of central themes in existential philosophy and literature.

450 Independent Study (1-4) Prerequisite: Permission of instructor. The course consists of a program of directed readings and related writing assignments agreed upon by individual students and professors. May be repeated if content varies.

499 Senior Thesis (4) Prerequisites: Senior standing and approval of area coordinator.

Physical Education Courses (PED)

105 Bio-Kinetics and Conditioning (2) The emphasis is upon understanding and conditioning the human body.

110 Introduction to Physical Education (2) Required of all physical education majors. An introduction to the physical education profession, including a survey of psychological, historical, philosophical, biological, and sociological aspects of physical education and their field applications.

150 First Aid (2) A standard course leading to Red Cross certification in Personal Safety and Cardiopulmonary Resuscitation (CPR).

151 Swimming (1) Fundamental skills in swimming and water safety.

200 Tennis (1) Methods and procedures for teaching tennis.

202 Outdoor Education (4) An interdisciplinary approach to education in the outdoors. A combined course of lectures, observations, field investigations, and practical experiences in camping, canoeing, fish and wildlife management, environmental control, and other concomitants of the outdoors.

240 Lifetime Sports (2) Methods of teaching recreational sports.

252 Gymnastics (2) Preparation for the teaching of educational gymnastics, tumbling, and apparatus.

270 The Prevention and Care of Sports Injuries (2) Prerequisites: HEA 100, 230; PED 150. Combination lecture and laboratory with consideration of prevention, treatment, and rehabilitation of injuries that occur in sports.

271 Advanced Athletic Training (3) Prerequisites: HEA 100, 230; PED 150, 270. The refined knowledge of the care and prevention of sports injuries with a special emphasis on practical applications of techniques.

280 Corporate Fitness (3) Comprehensive discussion of corporate fitness, stressing the study and development of fitness testing, prescriptive fitness programs, and the role of fitness centers in the corporate/community structure.

290 Introduction to Sports Management (3) A survey course focusing on basic concepts and theories of athletic administration, including planning, financing, control, staffing, marketing, scheduling, facilities, and event management.

307 Movement Education/Games and Sports (3) Prerequisites: EDU 200, 305. Comprehensive discussion of movement education stressing the study and development of the individual approach to teaching basic movement skills, and games and sports.

312 Dance/Rhythmics (3) Preparation for the teaching of creative rhythmics, folk and square dance, and aerobic dance.

320 Coaching and Teaching of Football and Wrestling (2) The psychology of coaching, skills, testing, and officiating in football and wrestling.

321 Coaching and Teaching of Baseball, Basketball, and Softball (2) The psychology of coaching, skills, testing, and officiating in baseball, basketball, and softball.

322 Coaching and Teaching of Volleyball and Track and Field (2) The psychology of coaching, the teaching of skills and skill testing in volleyball and track and field.

323 Coaching and Teaching of Soccer and Field Hockey (2) The psychology of coaching, the teaching of skills and skill testing in soccer and field hockey.

330 Motor Development and Skill Acquisition (3) The study of motor development from birth through adolescent with emphasis on physical growth, the effects of exercise, fundamental motor patterns, and developmental skill acquisition.

340 Applied Kinesiology (3) Prerequisite: HEA 230. A study of the bone-muscle relationships and problems of analysis in human motion as related to the muscular skills in body mechanics and athletics.

400 Adaptive Physical Education (3) Study of the special needs in physical education of those with chronic or functional handicaps.

401 Recreation and Special Populations (4) The organization, philosophy, program, and leadership in recreation for the special population are examined. Emphasis is placed on leadership, responsibilities, and practical activities for these groups.

411 Recreation Leadership and Administration (2) A study of the organizational patterns and administrative process involved in leisure-oriented organizations.

412 Organization and Administration of Physical Education (3) A comprehensive study of the procedures of organizing physical education programs and analyzing the administrative concepts involved.

434 Psychology of Sport (3) Comprehensive discussion of the psychology of personality, motivation, small group behavior, psychomotor activity, and reference group influence related to participation in sport.

450 Physical Education Tests and Measurements (3) A study of the available test and measurement procedures for the physical educator with basic statistical procedures being applied to collected data.

451 Sociology of Sport (3) A study of sport based on the sociological perspective. This course will include an overview of the theoretical framework of the study of sport sociology and the related literature. An emphasis will be placed upon implications and applications to physical education athletics.

460 Physiology of Exercise (3) Prerequisite: HEA 230. Knowledge and understanding of the function and limitations of the organism during exercise.

470 Field Work in Recreation (4) Prerequisite: Completion of six semester hours of professional courses. Field work is an instructional program that includes supervised pre-professional practice in approved recreational service agencies. The practical experience of the program involves observation and participation in planning, conducting, and evaluating at the face-to-face supervisory and executive level of leadership responsibility. Graded on a pass-fail basis.

480 Field Work in Industrial/Corporate Fitness Programs (4,6) Practical experience in Health and Fitness Center programming. Admission by application to the Physical Education Area Coordinator. Graded on a pass-fail basis.

490 Field Work in Sports Management (6) Practical experience in sports management within the local business community. Admission by application to the Physical Education Area Coordinator. Graded on a pass-fail basis.

Physics Courses (PHY)

125 Physical Science (4) Designed for non-science majors; not open to those students having previously taken a course in college physics or chemistry. The basic concepts of astronomy, electricity, energy, and motion. Lecture and laboratory.

200-201 General Physics (4,4) Prerequisite: MAT 170. A non-calculus course primarily for science majors. Classical mechanics, waves and oscillations, thermodynamics, electricity and magnetism, optics, special relativity, atomic structure, the nucleus.

205 Physics with Calculus (4) Prerequisites or co-requisite: PHY 201, MAT 261. A supplement to PHY 200-201 for pre-engineering students and others with the appropriate mathematics background. The techniques of calculus will be applied to problems in mechanics, thermodynamics, waves and oscillations and electromagnetism.

Political Science Courses (PSC)

Either PSC 100 or PSC 200 is a prerequisite for all other political science courses.

100 Introduction to Political Science (4) Essential elements of political science.

200 The National Government of the United States (4) Political processes, institutions, and policies of the national political system of the United States.

203 Political Parties and Interest Groups (4) Organization and functions of political parties and interest groups, primarily in the political system of the United States.

210 Urban Politics and Policy (4) Political processes, institutions, and policies of urban political systems in the United States.

211 Intergovernmental Relations in the United States (4) Relations among state and local governments and among the state, local, and national governments.

220 The Congress and the Presidency (4) Legislative and executive roles and interactions in the national government of the United States.

240 Comparative Politics: Western European Systems (4) Political cultures, processes, institutions, and policies in Britain, France, West Germany, and selected other western European political systems.

241 Comparative Politics: Communist Systems (4) Political cultures, processes, institutions, and policies in the Soviet Union, People's Republic of China, and selected other Communist political systems.

242 Comparative Politics: Latin American Systems (4) Political cultures, processes, institutions, and policies in selected Latin American political systems.

290-299 Special Summer Studies (2-4) Each year special courses are offered during the summer session. Course descriptions for these are published annually in a separate bulletin.

301 Urban Planning and Development (4) History, methods, processes, and problems of urban planning and development. Equivalent to UST 301.

302 Constitutional History of the United States (4) Origin and formulation of the Constitution and its evolution to contemporary times. Equivalent to HIS 302

303 Public Administration (4) Theory and practice of administrative organization and the control of administrative action.

304 Public Policy Analysis (4) Formulation, implementation, and evaluation of public policies.

313 International Relations (4) Nature and history of relations among nation-states.

314 National Security Policy (4) The process and substance of American, Soviet, and Chinese national security policies, including institutional settings and specific policy problems.

401 Modern Political Thought (4) Major political ideas that have shaped the contemporary world, including democracy, classical, and 20th-century liberalism, socialism, and communism.

406 United States Foreign Policy (4) Study of the formulation of American foreign policy and issues in American diplomatic history. Equivalent to HIS 406.

413-425 Topics in Political Science (2-4) Selected topics in political science. May be repeated for credit if the subject matter is not repeated. Content varies as announced in the class timetable.

440 Field Work Intern Program (4-16) Admission by application to the area coordinator. Practical experience in government or politics at the local, state, or national level. Internship fee required. Graded on a pass-fail basis.

450 Independent Study (2-4) Prerequisites: 12 hours of political science; grade-point average of 3.0 or better; permission of the area coordinator. Guided readings, research, and criticism. May be repeated for credit if the subject matter varies.

451 Senior Thesis (4) Prerequisites: Senior standing and a grade-point average of 3.25 or better, or membership in the honors program; permission of area coordinator. A substantial research and writing project.

460 Seminar in American Government (4) Current themes in the analysis of government and politics in the United States.

Psychology Courses (PSY)

PSY 200 is a prerequisite for all advanced courses in psychology.

200 General Psychology (4) Introduction to the basic principles of psychology.

202 Industrial Psychology (4) A study of the application of psychological principles to business and industry.

203 Social Psychology (4) The psychological processes: values, attitude, communication, and social adjustment arising from the interaction of human beings.

209 Psychology of Exceptional Children and Youth (4) Understanding of the characteristics and needs of exceptional children and youth.

210 Human Development (4) Genetic, maturational, and environmental factors are integrated to account for behavior at various levels in the life span of human beings.

230 Theories of Personality (4) Theoretical approaches to the study of human personality including psychoanalytic, behavioral, and phenomenological conceptions.

240 Educational Psychology (4) The nature and conditions for effective human learning and its evaluation in the areas of intellectual, emotional, and social growth.

280 Clinical and Counseling Psychology (4) A comprehensive survey of techniques used by the clinical psychologist with opportunity for limited practicum work using the Binet and Wechler individual intelligence tests. Special fields of psychology are integrated as a basis for effective guidance in personal adjustment, vocational selection, and interpersonal skills.

290-299 Special Summer Studies (2-4) Each year special courses are offered during the summer session. Course descriptions for these special courses are published annually in a separate bulletin.

301 Psychological Assessment (4) Psychometric theory with emphasis on techniques and topics in reliability and validity of psychological tests.

303 Abnormal Psychology (4) A systematic presentation of concepts related to the etiology, symptoms, and treatment of behavior disorders.

305 Physiological Psychology (4) An introduction to the study of the correlation of physiological processes with behavior.

311 Psychological Statistics and Experimental Design (4) An introduction to statistical methods of determining outcome probabilities for several psychological research designs.

312 Experimental Psychology: Methods (4) Laboratory course. Basic experimental methods of psychological research.

313 Experimental Psychology: Theories (4) Laboratory course. Major theories based on contemporary psychological research.

314 Cognitive Psychology and Perception (4) The survey deals with the processes that lead to perception, remembering, and thought. Topics include perceptual processes, human information processing, and attention.

315 Human Learning and Memory (4) Empirical research and findings of human memory and learning, including verbal learning, mnemonic devices, and memory organization.

322 Psychology of Human Management (4) A study of the contributions of psychology to human management, providing both theoretical and practical resources for improving our effectiveness in human management relationships in various settings.

325 Psychology of Women (4) Psychological research and theory dealing with the female experience. Included are such topics as sex differences and their origins, theories of sex-role socialization, and stereotyping.

400 History and Systems of Psychology: Seminar (4) A survey of the history of systematic psychology from ancient to modern times. Independent study project and seminar presentation required.

404 Human Sexual Behavior: Seminar (4) A survey of the physiological, sociological, and psychological aspects of human sexuality. Independent study project and seminar presentation required.

405 Field Work in Psychology (4) Open only to psychology majors. Prerequisites: PSY 200, 301, 303, and either 402 or 403. Students receive supervised practicum in community agencies. Laboratory fee required. Admission by application to the Psychology Area Coordinator. Graded on a pass-fail basis.

420 Neuropsychology (4) A study of how the brain supports the knowledge process and the various forms of learning. An investigation of various related brain pathologies will be included as well as an examination of what may be done to improve brain function.

421 The Psychodynamics of the Helping Relationship (4) An examination of the psycho-socius dynamics at work in the helping relationship, focusing on the question: When is help helpful?

450 Independent Study (2-4) Prerequisite: Permission of area coordinator. Independent study and honors research on individual problems in psychology. May be repeated for credit if the subject matter varies.

451 Senior Thesis (3-4) Prerequisites: senior standing; grade-point average of 3.5 or better; completion of 24 hours in psychology; permission of instructor or area coordinator. A substantial research and writing project expected to yield a journal-ready manuscript.

Religion Courses (REL)

203 The Old Testament (4) Hebrew history and literature with emphasis on historical, prophetic, and Wisdom writings.

204 The New Testament (4) The origin of early Christianity with emphasis on the canonical Gospels and Epistles.

205 World Religions (4) A survey of the religions of the world, excluding Judaism and Christianity. Zoroastrianism, Islam, Hinduism, Jainism, Sikhism, Buddhism, Shinto, Taoism.

210 Judaism (4) A historical and theological survey of the ideas, practices, and philosophy of Judaism. The course traces the development of those ideas, starting with the intertestamental period.

211 Modern Jewish Thought (4) A study of the major movements of modern Judaism and its major thinkers. The course is a historical and theological survey beginning with the French Revolution.

212 Christianity (4) A historical and theological survey of the Christian Church beginning with the post-Apostolic age up through the Protestant Reformation.

213 Religion in America (4) A survey of the place of religion in America, beginning with its European background. Attention is given to the movements that lead to religious freedom, pluralism, and legal problems.

214 Magic, Witchcraft, and Other Occult Sciences (4) A survey showing the evolving relationship between magic and religion, the practice of witchcraft, and a consideration of the occult with emphasis on the Magus tradition.

216 Psychology of Religion (4) An examination of religious experience and behavior from a psychological point of view, without reference to revelation or theological doctrine. Topics include Faith, Doubt, Conflict, Religious Bigotry, and Personal Religious Growth.

217 Eastern Thought (4) The emphasis will be on the Indian concept of *Darsana* and the five Hindu philosophical systems as appropriate to human experience. As time permits, Chinese thought will also be examined.

220 Problems of Religious Thought (4) A selected topics course with varying subject matter.

Social Science Course (SSC)

400 Research Methods in the Social Sciences (4) The application of the scientific method to the analysis of society. Includes elements in scientific logic, problem formation, research designs, methods of data collection, and analysis and interpretation of data.

Social Work Courses (SWK)

201 Introduction to Social Work (4) An overview of the history and philosophy of social work and social welfare. The course will introduce the major fields of practice (casework, groupwork, and com-

munity organization), and examine the themes underlying the programs and auspices where social work is practiced. May be used to satisfy general curriculum distribution requirements if not used in the social work major.

202 Perspectives on Human Behavior and the Social Environment (4) This course will emphasize the dynamics of individual and environmental factors as they relate to social work practice. It will examine various psychodynamic and phenomenological theories of personality as well as symbolic interactionism, social learning theory, role theory, and reference group behavior in order to understand social behavior.

307 Social Work Methods (4) The course will explore the methods of social work practice (casework, groupwork, marital and family counseling) utilized within social work agencies.

401 Internship in Social Work (16) Prerequisite: Completion of all social work courses. Restricted to social work majors in senior year. A supervised field placement in a social welfare organization.

450 Independent Study (4) Prerequisites: Senior standing; grade-point average of 3.0 or better; prior permission of instructor or area coordinator. Included is a series of directed readings as short research projects on a topic of interest to the student. The materials covered must be different from those included in current courses. Independent studies may be taken with any full-time professor in the social work area. The subject matter must be determined through student-faculty consultation.

451 Senior Thesis (4) Prerequisites: Senior standing; 28 hours of social work; grade-point average of 3.25 or better. Involves a major research paper planned and written with possible publication in mind. A senior thesis may be written under any full-time professor in the social work area. This subject matter must be determined through student-faculty consultation.

Sociology Courses (SOC)

SOC 100 is a prerequisite for all other courses in sociology.

100 Introduction to Sociology (4) An introduction to the structure, functioning, and development of human societies. The nature and meaning of culture, socialization, personality, social organizations, and social change will be emphasized.

101 Contemporary Social Problems (4) A survey of selected areas of conflict and disorganization accompanying social change in contemporary American society.

202 Marriage and Family (4) Emphasizes mate selection and marriage in the United States. Includes the processes of family formation, maintenance, and dissolution as well as alternative family forms.

203 Urban Sociology (4) A survey of the relationship between the growth of modern cities and basic societal institutions and values. Equivalent to UST 203.

212 Juvenile Delinquency (4) Prerequisites: CRM 101, 102; SOC 100. Definitions of delinquent behavior, theories concerning the development of delinquency, characteristics and subculture of the delinquent, the adjudication process for juveniles — practice and treatment procedures.

220 Sociology of Sex Roles (4) Theoretical and empirical bases for prescriptions of masculinity and femininity. The effect of sex role differentiation on the social institutions, including the family, politics, and the economy. The impact of social change and the woman's movement on sex roles in contemporary society.

226 Third World Development (4) An analysis of the current socio-cultural transformations taking place in Third World nations, especially the effects of mechanization, urbanization, and Westernization on economic development, political control, cultural viability, and international peace.

230 Social Stratification (4) Analysis of social structure and stratification in terms of class, status, and prestige. Attention is given to the social role of the elite, bureaucracies, and the professional and middle classes.

290-299 Special Summer Studies (2-4) Each year special courses are offered during the summer session. Course descriptions for these are published annually in a separate bulletin.

305 Drug and Alcohol Dependency (4) Contemporary theory and research in the use and abuse of drugs and alcohol; includes a consideration of the cultural and lifestyle implications.

306 Racial and Ethnic Relations (4) Comparative study of intergroup relations, social conflict, and modes of adjustment in the United States and elsewhere. Prejudice and discrimination, their sources, their consequences, and potentials for change.

307 The Family (4) An examination of the family as a universal social institution. Variations in family behavior will be analyzed by class and culture.

401 Field Work in Sociology (4) Consists of a placement within a community agency. This course will enable the student to gain meaningful field experience related to future careers. Admission by application to the area coordinator. Field work fee required. Graded on a pass-fail basis.

402 Gerontology: Aging and Society (4) A theoretical and practical examination of the sociological implications of aging for the individual and society.

410 Social Thought and Sociological Theory (4) A survey of major trends in social thought with emphasis on work of modern social theorists.

450 Independent Study (4) Prerequisites: Completion of 20 hours of sociology; grade-point average of 3.0 or better; permission of instructor or area coordinator. Included is a series of directed readings as short research projects on a topic of interest to the student. The materials covered must be different from those included in current courses. Independent studies can be taken with any full-time professor in the sociology area. The subject matter must be determined through student-faculty consultation.

451 Senior Thesis (4) Prerequisites: Completion of 28 hours of sociology; grade-point average of 3.25 or better; prior permission of instructor and area coordinator. Involves a major research paper planned and written with possible publication in mind. A senior thesis can be written under any full-time professor in the sociology department. The subject matter must be determined through student-faculty consultation.

Spanish Courses (SPA)

101-102 Elementary Spanish I, II (4,4) SPA 101 is prerequisite for SPA 102. The course is taught by the audio-lingual method and the four basic skills of understanding, speaking, reading, and writing are emphasized.

201-202 Intermediate Spanish I, II (4,4) Prerequisite: SPA 102. SPA 201 is prerequisite to SPA 202. Continued practice in the four basic skills.

300-301 Advanced Spanish I, II (4,4) Prerequisite: SPA 202. Emphasis on oral expression, reading, composition, vocabulary building, and grammar.

302-303 Introduction to Spanish Literature I, II (4,4) Prerequisite: SPA 301 or consent of instructor. A study of Spanish literature from the 12th century to the contemporary period.

304-305 Advanced Spanish Translation I, II (4,4) Prerequisite: SPA 202 or permission of instructor. SPA 304 places emphasis on translation of material from current periodicals and business materials. SPA 305 places emphasis on literary translation.

404-405 Hispanic Culture and Civilization I, II (4,4) Prerequisite: SPA 301 or consent of instructor. An integrated picture of the political, economic, social, geographical, and cultural forces that have shaped Spain and Latin America. First semester, Spain; second semester, Latin America.

406-407 The Modern Spanish Novel I, II (4,4) Prerequisite: SPA 301 or consent of instructor. A study of the Spanish novelists of the 19th and 20th centuries. First semester, 19th century; second semester, 20th century.

450-454 Topics in Spanish (1-4) Prerequisite: Permission of instructor. The content in this course is variable and it may be repeated for additional credit.

Speech Courses (SPE)

100 Voice and Diction (4) Instructs the student in voice production, enunciation, pronunciation, and elementary phonetics.

200 Oral Communication (4) Develops and improves the student's skills in speech composition and delivery by exposure to various speech types and situations. Aids in achieving poise when speaking to groups.

205 Oral Interpretation of Literature (4) Offers the beginning student an opportunity to study, perform, and evaluate the reading of prose, poetry, and drama. Develops the student's interpretive skills; vocal range and flexibility, understanding of language, and expressiveness of voice and body.

208 Speech for Business and the Professions (4) Techniques of, and practice in, participation in speaking situations commonly encountered in business and the professions; briefing, interviewing, problem-solving conferences, and communication management.

303 Seminar in Public Performance (4) Prerequisites: Eight or more hours of DRA and/or SPE courses or consent of instructor. Provides guided study and rehearsal in the areas of oral interpretation, readers' theatre, public speaking, or acting. This course is project oriented. Public performances are assigned. Critiques given.

Telecommunications Courses (TLC)

223 Introduction to Telecommunications (4) Prerequisite: None. Focus is on the impact of telecommunications on contemporary life. Emphases are on development of a critical perspective on the role of electronic media in society and acquiring a basic understanding of the ways in which various media technologies function. Areas surveyed include history and technology of television, structure and economics of broadcast and cable TV, small format video, satellite transmission, interactive videodisc and other interactive telecommunications formats.

224 Mass Media and Society (4) Prerequisite: None. Review of the history of mass media as a social institution — what radio, television, newspapers, magazines and other print media do; why and with what impact. Students will be introduced to the fundamentals of mass communication theory while considering the specific effects of each medium.

233 Special Topics: Environmental Communications (4) Prerequisite: TLC 223. A survey of the ways in which telecommunications is currently utilized in the struggle to preserve our natural environment.

234 Special Topics: Information and the New World Order (4) Prerequisite: TLC 223. A study of the decade-long United Nations research on the re-alignment of world information systems along more democratic lines.

235 Special Topics: Survey of Independent Video and Film (4) Prerequisite: TLC 223. The study and viewing of film and tape produced non-commercially over the course of the past twenty-five years.

236 Special Topics: Impact of Telecommunications on Institutions (4) Prerequisite: TLC 223. Examination of the teleconference phenomenon, electronic storage and retrieval, the effects of video on the visual art world, the use of media by fundamentalist religious groups and various other subjects.

237 Special Topics: Corporate Uses of Media (4) Prerequisite: TLC 333. Examination of the rise of media production centers within corporations and how they are utilized to enhance profits.

243 Community Video (4) Prerequisite: None. A seminar workshop on the history, theory, and practice of producing videotapes in the local community. The course begins with technical and aesthetic training on the video equipment. The work produced is discussed in class. Emphasis is given to the use of video and cable TV public access channels for encouraging community participation and response rather than passive viewing.

253 Independent Study in Video (1-4) Prerequisites: TLC 243 or ART 224. The student is involved with approximately four weeks in production planning; four weeks in shooting videotape; and four weeks in editing on a project of the student's own design.

254 Internship at the Cable Public Access Facility (2-4) Prerequisite: TLS 243. An internship at Tampa Cable Television's public access facility in the following areas: studio production, remote location production; video editing; audio control; marketing; artwork; promotion; public relations; production assistance; and journalism. The facility is located on campus.

323 Information Technology and Human Values (4) Prerequisite: TLC 223. Focus is on the relationship between the new "information age" and human values from both historical and current perspectives. The value-orientation of professional information systems designers will also be examined. The course is designed to broaden the student's perspective and understanding about the tangible social consequences inherent in the changes which are currently predicted.

333 Computers in Telecommunications (3) Prerequisites: TLC 223 and CSC 200. Two-way cable TV, interactive videodiscs, visual displays for flight simulators, and video games are examples of telecommunications systems that involve computers in their design. This course will focus on that area of telecommunications that is most heavily involved with computer science in the design of its system or product.

334 Writing for Telecommunications (4) Prerequisite: TLC 223. Students share those skills learned in other writing courses and develop new skills in writing for broadcast. The mechanics, audience orientation (writing for the eye, writing for the ear, writing for the speaker, writing for the listener), clarity, style and sources for researching copy will be studied. Special topics to be covered include: violence, women's issues, minority rights, language, and censorship.

343 Marketing New Technologies (3) Prerequisite: None. Focus is on the important role that marketing decisions play in the technological development of our society. The student is presented with case studies which juxtapose technological invention with the marketing decisions that determine the best approach toward selling the invention to industry and/or education and/or the consumer.

353 The Advanced Workshop in Video I, II (4,4) Prerequisites: 200-level production course work. The student must have completed one introductory video course in telecommunications or art plus one of the writing courses recommended to telecommunications majors or minors. The course is a video production workshop that brings together students with different production emphases in the medium. The course runs for two continuous semesters. The student is encouraged to center on one project that will be judged by professional standards. Project proposals must be submitted within four weeks. The student must present his/her project as a work-in-progress for critique from the class and the professor. Students must register separately for each semester the course is taken.

423 Producing for Interactive Videodisc (4) Prerequisites: TLC 223, 243 (or 253), 333, 353. Examination of the special demands of producing for interactivity. All media that make provision for viewer choices have special planning procedures. Examination of simple interactive disc production and more complex interactive disc productions. Focus on preparation of video, film, photography and slides for inclusion into a videodisc program.

433 System Design Workshop (3) Prerequisites: TLC 223, 243, 323, 333, 423. A workshop focusing on seven case studies during the first half of the semester. Each week a different interactive system will be examined in terms of its cost, design and performance. Two of the studies chosen will be systems in use in Tampa and will involve on-site visits. In each case the system will be one that utilizes visual display and/or pre-produced media. During the second half of the semester, students will be asked to conceive of a system to serve a specific purpose. Professional systems designers will be invited to class to interact with the students and to assess the feasibility of their concepts.

434 Seminar in Telecommunications (3) Prerequisite: TLC 223. An open forum for University of Tampa faculty. The Division of Humanities will identify specific problem areas in society that are related to telecommunications and welcome faculty members to join students in this seminar in order to share perspectives about technology from the points of view of their disciplines.

444 Special Topics: Fifth Generation Computers—Research (4) Prerequisite: TLC 333. A study course, utilizing journals and research materials. It is an update and intended to create students' understanding about research being conducted in the United States and Japan to create computers with deductive reasoning capability (artificial intelligence) and vast information storage capacity.

446 Special Topics: Media Writing for Science (4) Prerequisites: TLC 223 or 224, and permission of instructor. A study of how the representation of science subjects change when the subject is being prepared for rendering in another medium.

Urban Studies Courses (UST)

200 Introduction to Urban Studies (4) Comprehensive overview of urban studies, integrating economic, geographical, historical, political, and sociological perspectives.

203 Urban Sociology (4) A survey of the relationship between the growth of modern cities and basic societal institutions and values. Equivalent to SOC 203.

210 Urban Politics and Policy (4) Political processes, institutions, and problems of urban political systems in the United States. Equivalent to PSC 210.

301 Urban Planning and Development (4) History, methods, processes, and policies of urban planning and development. Equivalent to PSC 301.

303 American Urban History (4) A study of the growth of American cities and their role in the history of the nation. Equivalent to HIS 303.

304 Public Policy Analysis (4) Formulation, implementation, and evaluation of public policies.

400 Seminar in Urban Studies (4) Current themes and issues in the analysis of urban areas and the integration of interdisciplinary perspectives on urban studies.

440 Field Work Intern Program (4-16) Prerequisite: permission of area coordinator. Practical experience in an agency or agencies dealing with urban policies or problems.

450 Independent Study (2-4) Prerequisites: 12 hours of urban studies; grade-point average of 3.0 or better; permission of area coordinator. Guided readings, research, and criticism. May be repeated for credit if the subject matter varies.

451 Senior Thesis (4) Prerequisites: Senior standing; grade-point average of 3.25 or better or membership in the Honors Program; permission of area coordinator. A substantial research and writing project.

Women's Studies Courses (WST)

300 Women's Studies: Interdisciplinary Perspectives (4) Interdisciplinary research methodology and data, theoretical frameworks, and the issues of women's studies. Concentration is on topics relevant to the status and social roles of contemporary women in the United States; cross-cultural and historical analyses are also included.

Writing Courses (WRI)

210 Writing as a Means of Self-Discovery (4) A beginning creative writing course that emphasizes the requisite nature of a probing self-examination as a preparation for writing stories, poems, or plays that can authentically convey the sense of felt life. May be used to satisfy general curriculum distribution requirements if not used for the writing major or minor.

230-239 Special Topics (4) A study of one or more specialized writing genres and/or techniques.

240 Writing for Stage and Screen (4) An introduction to the techniques of writing television, film, and play scripts. May be used to satisfy general curriculum distribution requirements if not used for the writing major or minor.

250-251 Poetry Writing I, II (4,4) WRI 250 is not a prerequisite for WRI 251. Poetry writing and reading of related works. May be used to satisfy general curriculum distribution requirements if not used for the writing major or minor.

260 Beginning Fiction Writing (4) Techniques of writing imaginative fiction. May be used to satisfy general curriculum distribution requirements if not used for the writing major or minor.

270 Writing the Magazine Article (4) Prerequisite: ENG 101. Techniques of writing creative non-fiction prose for publication. May be used to satisfy general curriculum distribution requirements if not used for the writing major or minor.

271 Journalism I (4) Prerequisite: ENG 101. The elements of news, the style and structure of news and feature stories, methods of gathering and evaluating news, copyreading, and editing. Preparation of copy for publication and laboratory assignments to the campus newspaper are included. May not be used to satisfy general curriculum distribution requirements.

272 Journalism II (4) Prerequisite: ENG 101. WRI 271 is not a prerequisite, provided permission of instructor or division chair is obtained. Extensive writing assignments with emphasis on news and feature articles. Specialized writing areas such as the courts, sports, women's news, play reviews, and editorials. Coverage of beats on campus and closer liaison with campus newspaper. One-week internship. May not be used to satisfy general curriculum distribution requirements.

273 Practicum in Student Journalism (1-4) Prerequisite: Permission of instructor; not recommended for first semester freshmen. Both seminar and individual supervision and instruction in journalism for students working on the campus newspaper. Students may sign up for credit as follows: edi-

tor — four semester hours credit; assistant editor and area editors — three semester hours of credit; assistant area editors — two semester hours of credit; other staff — one semester hour of credit. No student may receive more than four semester hours credit in any one semester. May be repeated for a maximum of 10 semester hours of credit. May *not* be used to satisfy General Curriculum Distribution requirements.

280 Introduction to Career Writing (4) Prerequisite: ENG 101 or permission of instructor. Fundamental principles of advertising, journalism, public relations and technical writing. May *not* be used to satisfy general curriculum distribution requirements.

352 Poetry Writing Workshop (4) Prerequisites: Either WRI 250 or 251; or permission of instructor. Advanced training in poetry writing. Directed reading in recent world poetry to aid in expanding and developing the individual sensibility.

362 Seminar in Creative Writing (4) Prerequisite: One of the following: WRI 250, 251, 260 or permission of instructor. A seminar for the advanced creative writing student in which students and instructor examine and constructively criticize seminar members' work in progress. May be repeated for credit.

381 Technical Writing for Science (4) Prerequisite: ENG 101. Principles of technical research and writing for majors in science. May *not* be used to satisfy general curriculum distribution requirements.

382-383 Writing for Advertising and Public Relations (4, 4) Prerequisite: ENG 101 or WRI 280. Advanced training in writing advertising and public relations material. Evaluation of professional samples with attention given to market analysis and outlining an original detailed media campaign. May *not* be used to satisfy general curriculum distribution requirements.

384 Business Writing (4) Prerequisite: ENG 101. Principles of business writing for majors within the Division of Economics and Business. May *not* be used to satisfy general curriculum distribution requirements.

455-459 Directed Poetry Writing (4) Prerequisites: WRI 250, 251, 352, and/or evidence of readiness for book publication. Special attention given to the preparation of a book of poems and its submission to publishers.

465-469 Directed Fiction Writing (4) Prerequisites: WRI 260 and 362 or permission of instructor. Individual advanced training and supervision of fiction writing.

485-489 Directed Career Writing (4) Prerequisites: ENG 101; WRI 270. Advanced training in writing for magazine publication, with emphasis on flexibility and practicality of topic and style. May *not* be used to satisfy general curriculum distribution requirements.

495 Writing Internship (2-10) Offered only as needed. Open only to juniors and seniors. Prerequisites: Permission of full-time member of writing faculty and division chairman. Closely supervised on-the-job training in career writing. May be repeated to a maximum of 10 semester hours of credit. Students should apply for the internship one semester in advance. May *not* be used to satisfy general curriculum distribution requirements.



The University Of
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The Register

The University of Tampa Board of Trustees

This listing is current as of May 15, 1985.

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Provost & Dean of Faculty

Bruce C. Winkler
Associate Professor of Chemistry

85-86

The Faculty

The faculty is listed below in alphabetical order. This listing is current as of May 1, 1985. Date in parentheses shows initial appointment at The University of Tampa.

- Theodore I. Bahn, B.A., M.S., M.P.S. (1985), Assistant Professor of Management Information Systems; B.A. Yale College — Yale University, 1966; M.S., The George Washington University, 1973; M.P.S., New School for Social Research/Parsons School of Design, 1981.
- Marcelle Bessman, B.S., M.S., Ph.D. (1983), Assistant Professor of Mathematics; B.S., Seton Hall University, 1961; M.S., New York University, 1963; Ph.D., *ibid.*, 1965.
- Robert M. Birrenkott, B.S., M.S., Ph.D. (1974), Associate Professor of Physical Education; B.S., Black Hills State College, 1969; M.S., Eastern New Mexico University, 1971; Ph.D., University of Mississippi, 1976.
- Judy M. Bohren, B.S., M.F.A., Ph.D. (1976), Associate Professor of Physical Education; B.S., University of Florida, 1960; M.F.A., University of North Carolina, 1962; Ph.D., University of Maryland, 1977.
- George R. Botjer, B.S., M.A., Ph.D. (1962), Professor of History; B.S., New York University, 1959; M.A., *ibid.*, 1961; Ph.D., Florida State University, 1973.
- Jeanette Boxill, A.A., B.A., M.A., C.Phil., Ph.D. (1981), Assistant Professor of Philosophy; A.A., Long Beach City College, 1964; B.A., University of California at Los Angeles, 1967; M.A., *ibid.*, 1972; C.Phil., *ibid.*, 1975; Ph.D., *ibid.*, 1981.
- Ruth C. Bragg, B.S., M.Ed. (1962), Associate Professor of Physical Education; B.S., University of Tampa, 1958; M.Ed., West Chester State College, 1963.
- Stephen Breslow, B.A., M.A., Ph.D. (1982), Assistant Professor of English; B.A., Reed College, 1967; M.A., Columbia University, 1969; Ph.D., *ibid.*, 1978.
- Peter J. Brust, B.A., M.A., Ph.D. (1981), Associate Professor of Economics; B.A., St. Ambrose College, 1967; M.A., Marquette University, 1969; Ph.D., Indiana University, 1980.

- Stephen Maynard Burroughs, B.S., M.A.T. (1981), *Assistant Professor of Physics*; B.S., University of Massachusetts, 1971; M.A.T., *ibid.*, 1980.
- George H. Cave, Jr., B.A., S.T.B., S.T.M. (1969), *Associate Professor of Philosophy and Religion*; B.A., The University of the South, 1956; S.T.B., Berkeley Divinity School, 1959; S.T.M., The University of the South, 1964.
- Kevin D. Chaffin, B.S. (1985), *Assistant Professor of Military Science*; B.S., Middle Tennessee State University, 1978.
- Richard D. Cheshire, A.B., Ed.M., Ph.D. (1977), *Professor of History*; A.B., Colgate University, 1958; Ed.M., University of New Hampshire, 1961; Ph.D., New York University, 1973.
- Carolyn Chambers Clark, B.S., M.S., Ed.D. (1984), *Professor of Nursing*; B.S., University of Wisconsin, 1964; M.S., Rutgers, The State University, 1976; Ed.D., Teachers College, Columbia University, 1976.
- Edward F. Cloutier, B.S., M.S., Ed.D. (1984), *Assistant Professor of Education*; B.S. Northern Illinois University, 1970; M.S. *ibid.*, 1972; Ed.D., University of Illinois, 1980.
- James W. Covington, B.S., M.A., Ph.D. (1950), *Dana Professor of History and Political Science*; B.S., St. Louis University, 1941; M.A., *ibid.*, 1943; Ph.D., University of Oklahoma, 1949.
- William W. Cyzewski, B.S., M.B.A., Ph.D. (1960), *Professor of Economics and Business*; B.S., New York University, 1948; M.B.A., *ibid.*, 1959; Ph.D., University of Alabama, 1970.
- Joe F. Decker, B.A., M.A., Ph.D. (1971), *Professor of History*; B.A., Samford University, 1958; M.A., University of Louisville, 1964; Ph.D., University of Georgia, 1969.
- Gilbert De Meza, B.A., M.F.A. (1970), *Associate Professor of Art*; B.A., University of Tampa, 1965; M.F.A., University of Georgia, 1967.
- Martin S. Denoff, B.A., M.S.W., Ph.D. (1981), *Assistant Professor of Social Work*; B.A., California State University at Los Angeles, 1971; M.S.W., University of Southern California, 1973; Ph.D., University of Pittsburgh, 1981.
- Kevin L. Dove, B.A., M.A. (1984), *Instructor of Mathematics*; B.A., West Virginia University, 1974; M.A., *ibid.*, 1976.
- Eugene F. Dunham Jr., B.B.A., M.B.A., Ph.D. (1979), *Professor of Finance*; B.B.A., Ohio University, 1964; M.B.A., University of Michigan, 1966; Ph.D., Michigan State University, 1975.
- Judith Edberg, B.M., M.M. (1972), *Professor of Music*; B.M., Wayne State University, 1950; M.M., *ibid.*, 1971.
- Marlon L. Ellison, B.S., M.S., Ph.D. (1964), *Professor of Biology*; B.S., Iowa State University, 1940; M.S., Trinity University, 1961; Ph.D., University of Kansas, 1964.
- Martin A. Favata, B.A., M.A., Ph.D. (1985), *Associate Professor of Spanish*; B.A., University of South Florida, 1963; M.A., University of North Carolina, 1966; Ph.D., Florida State University, 1973.
- Eustasio Fernandez, B.S., M.A.E., M.A., Doctor en Letras. (1951), *Professor of Modern Languages*; B.S., University of Florida, 1941; M.A.E., University of Maryland, 1947; M.A., Middlebury College, 1950; Doctor en Letras, National University of Mexico, 1960.
- James M. Fesmire, A.A., B.A., Ph.D. (1973), *Dana Professor of Economics and Business*; A.A., Daytona Beach Junior College, 1967; B.A., University of South Florida, 1968; Ph.D., University of Florida, 1973.
- David B. Ford, B.S., M.S., M.S., Ph.D. (1969), *Professor of Chemistry*; B.S., Kansas State College, 1961; M.S., Kansas State Teachers College, 1965; M.S., Syracuse University, 1969; Ph.D., *ibid.*, 1969.
- Brian L. Garman, A.B., M.A., Sp.A., Ph.D. (1980), *Associate Professor of Mathematics*; A.B., Cornell University, 1967; M.A., Western Michigan University, 1973; Sp.A., *ibid.*, 1974; Ph.D., *ibid.*, 1976.
- John Giancola, A.B. (1984), *Associate Professor of Telecommunications*, A.B., Oklahoma State University, 1966; Post-graduate work, Chicago Theological Seminary, New York University, New School for Social Research, Parsons School of Design, Renhagen Studios.
- Francis X. Gillen, B.S., M.A., Ph.D. (1971), *Professor of English, Director of Honors Program*; B.S., Canisius College, 1959; M.A., Fordham University, 1964; Ph.D., *ibid.*, 1969.
- Richard H. Gude, B.S., M.S., Ph.D. (1968), *Professor of Biology*; B.S., Wisconsin State College, 1960; M.S., Michigan State University, 1962; Ph.D., *ibid.*, 1965.

- Robert L. Harder, B.S., B.A., A.M., Ph.D. (1969), *Professor of Philosophy*; B.S., Pennsylvania State University, 1942; B.A., *ibid.*, 1947; A.M., Columbia University, 1949; Ph.D., *ibid.*, 1956.
- Lewis Harris, B.F.A., M.A. (1968), *Associate Professor of Art*; B.F.A., University of Illinois, 1966; M.A., University of Florida, 1968.
- R. Peter Heine Jr., B.A., M.A., D.B.A. (1983), *Assistant Professor of Management and Marketing*; B.A., Loyola University, 1967; M.A., University of New Orleans, 1969; D.B.A., Memphis State University, 1983.
- Steve T. Hekkanen, B.S., M.A., Ph.D. (1980), *Assistant Professor of Psychology*; B.S., University of Washington, 1975; M.A., University of South Florida, 1977; Ph.D., *ibid.*, 1981.
- Leon R. Hoke Jr., A.B., M.A., Ph.D. (1981), *Associate Professor of Economics*; A.B., Grove City College, 1968; M.A., Duquesne University, 1970; Ph.D., University of Pittsburgh, 1979.
- David C. Isele, B.M., M.M., M.S.M., D.M.A. (1980), *Associate Professor of Music*; B.M., Oberlin College, 1968; M.M., Southern Methodist University, 1970; M.S.M., *ibid.*, 1970; D.M.A., Eastman School of Music, 1973.
- George F. Jackson, B.A., Ph.D. (1973), *Professor of Chemistry*; B.A., MacMurray College, 1965; Ph.D., Northwestern University, 1969.
- Michael Jeffries, B.A., M.Ed. (1983), *Instructor of Computer Science*; B.A., University of South Florida, 1969; M.Ed., *ibid.*, 1983.
- Theodore W. Jennings, A.B., B.D., M.S., Ph.D. (1965), *Professor of Psychology*; A.B., University of Florida, 1946; B.D., Emory University, 1948; M.S., University of Miami, 1962; Ph.D., *ibid.*, 1963.
- Arthur G. Kaub, B.S., M.S.Ed. (1982), *Assistant Professor of Military Science*; B.S., United States Military Academy, 1979; M.S.Ed., University of Southern California, 1983.
- Robert Kerstein, B.A., M.A., Ph.D. (1977), *Associate Professor of Political Science*; B.A., Pennsylvania State University, 1969; M.A., *ibid.*, 1972; Ph.D., Washington University, 1975.
- Marcy L. Kittner, A.A., B.A., M.S., Ph.D. (1984), *Associate Professor of Computer Science*; A.A., University of Florida, 1967; B.A., University of Maryland, 1970; M.S., University of Southern California at Los Angeles, 1971; Ph.D., University of South Florida, 1982.
- David Knottnerus, B.A., M.A., Ph.D. (1981), *Assistant Professor of Sociology*; B.A., Beloit College, 1969; M.A., Southern Illinois University, 1975; Ph.D., *ibid.*, 1981.
- James D. Krause, B.A., M.S. (1985), *Assistant Professor of Accounting*; B.A., Walsh College of Accountancy, 1975; M.S. *ibid.*, 1982.
- Paul W. Landers, B.S., M.S., M.A. (1983), *Assistant Professor of Military Science*; B.S., Middle Tennessee State University, 1967; M.S., University of Southern California, 1976; M.A., Western Kentucky University, 1977.
- William D. Leith, B.S., M.A., Ph.D. (1961), *Professor of Modern Languages*; B.S., University of Tampa, 1958; M.A., Florida State University, 1961; Ph.D., *ibid.*, 1967.
- Julius D. Locke, A.B., M.A., Ph.D. (1958), *Professor of English and Poet-in-Residence*; A.B., University of Tampa, 1949; M.A., University of Florida, 1955; Ph.D., *ibid.*, 1958.
- William J. Lohman, A.B., M.A., Ph.D. (1970), *Associate Professor of English*; A.B., Davidson College, 1960; M.A., Duke University, 1966; Ph.D., *ibid.*, 1972.
- Clayton S. Long, B.S., M.S., Ph.D. (1982), *Professor of Computer Science*; B.S., East Carolina University, 1968; M.S., *ibid.*, 1971; Ph.D., University of South Carolina, 1975.
- Gary S. Luter, B.A., M.S., M.A., Ph.D. (1977), *Associate Professor of Speech*; B.A., University of South Florida, 1967; M.S., University of Wisconsin, 1968; M.A., University of Akron, 1973; Ph.D., University of Florida, 1981.
- Larry D. Martin, B.S., Ph.D. (1984), *Assistant Professor of Chemistry*; B.S., University of Louisville, 1972; Ph.D., University of Illinois, 1979.
- Mary M. Martin, R.N., B.S.N., M.S.N., D.N.S. (1984), *Associate Professor of Nursing*; R.N., St. Mary's Hospital School of Nursing, 1965; B.S.N., Medical College of Georgia, 1975; M.S.N., *ibid.*, 1977; D.N.S., Indiana University School of Nursing, 1982.
- Sue Gordon McCord, B.A., M.A., M.A., Ph.D. (1967), *Professor of History*; B.A., Huntingdon College, 1951; M.A., Vanderbilt University, 1953; M.A., University of South Florida, 1974; Ph.D., *ibid.*, 1979.

- William T. McReynolds, B.A., Ph.D. (1981), *Professor of Psychology*; B.A., The University of Texas at Austin, 1965; Ph.D., *ibid.*, 1969.
- Michael J. Mendelsohn, B.A., M.A., Ph.D. (1972), *Professor of English*; B.A., University of Pittsburgh, 1951; M.A., Trinity University, 1954; Ph.D., University of Colorado, 1962.
- William W. Moffitt, B.A., M.P.A. (1984), *Professor of Military Science*; B.A., University of Miami, 1974; M.P.A., University of Missouri, 1981.
- Terry L. Mohn, B.M., M.M., D.M.A. (1976), *Associate Professor of Music*; B.M., Bradley University, 1968; M.M., University of Illinois, 1974; D.M.A., *ibid.*, 1976.
- Anne C. Morris, B.S.N., M.S. (1983), *Assistant Professor of Nursing*; B.S.N., University of Florida, 1975; M.S., Northern Illinois University, 1980.
- Richard L. Moss, B.S., M.A., Ph.D. (1985), *Associate Professor of Economics*; B.S., University of Iowa, 1968; M.A., University of Delaware, 1971; Ph.D., Virginia Polytechnic Institute and State University, 1976.
- R. Jack Munyan, B.S., M.B.A., Ph.D. (1979), *Professor of Computer Science*; B.S., University of Pennsylvania, 1951; M.B.A., Drexel University, 1956; Ph.D., Temple University, 1977.
- Linda Musante, B.A., M.A., Ph.D. (1982), *Assistant Professor of Psychology*; B.A., Eckerd College, 1976; M.A., University of North Carolina, 1979; Ph.D., *ibid.*, 1981.
- Suzanne Nelson, B.A., M.A., Ph.D. (1976), *Associate Professor of English*; B.A., Wheaton College, 1963; M.A., University of Kentucky, 1966; Ph.D., *ibid.*, 1970.
- Harold Nosti, B.A. (1963), *Associate Professor of Art*; B.A., University of Washington, 1955.
- Mickey Perlow, A.B., M.S., C.P.A., C.M.A. (1980), *Associate Professor of Accounting*; A.B., Tufts College, 1955; M.A., University of Rhode Island, 1966; C.P.A., 1966; C.M.A., Institute of Management Accounting, 1985.
- Richard Piper, B.A., M.A., Ph.D. (1976), *Associate Professor of History and Political Science*; B.A., Pennsylvania State University, 1968; M.A., Cornell University, 1971; Ph.D., *ibid.*, 1972.
- Steven M. Platau, B.A., M.Ac., J.D., C.P.A. (1984), *Assistant Professor of Accounting*; B.A., The Ohio State University, 1978; M.Ac., *ibid.*, 1980; J.D., University of Cincinnati, 1984.
- William Wayne Price, B.S., Ph.D. (1976), *Professor of Biology*; B.S., Southwestern University, 1969; Ph.D., Texas A&M, 1976.
- Fred Punzo, B.S., Ph.D. (1981), *Associate Professor of Biology*; B.S., St. Francis College, 1968; Ph.D., Iowa State University, 1975.
- Philip F. Quinn, A.B., M.A., Ph.D. (1976), *Associate Professor of Sociology and Criminology*; A.B., Xavier University, 1955; M.A., Loyola University, 1960; Ph.D., *ibid.*, 1971.
- Stanley A. Rice, B.S., M.A., Ph.D. (1984), *Assistant Professor of Biology*; B.S., California State University, 1973; M.A., *ibid.*, 1975; Ph.D., University of South Florida, 1978.
- Everett D. Richards, B.S., M.S., M.B.A., C.D.P. (1975), *Associate Professor of Business and Economics*; B.S., United States Military Academy, 1952; M.S., University of Virginia, 1959; M.B.A., University of Tampa, 1974; C.D.P., Institute for Certification of Computer Professionals, 1984.
- David L. Roberts, B.A., M.A., Ph.D. (1985), *Associate Professor of Economics*; B.A., University of South Florida, 1965; M.A., University of Florida, 1967; Ph.D., Duke University, 1975.
- Alice Rodriguez, B.S., M.P.H., Ed.D. (1960), *Professor of Physical Education*; B.S., University of Tampa, 1952; M.P.H., University of Florida, 1956; Ed.D., University of Alabama, 1972.
- Constance B. Rynder, B.A., M.A., Ph.D. (1972), *Professor of History*; B.A., University of Toledo, 1967; M.A., University of Nebraska, 1970; Ph.D., *ibid.*, 1973.
- Mary Jane Schenck, B.A., M.A., Ph.D. (1977), *Associate Professor of English*; B.A., Eckerd College, 1966; M.A., University of North Carolina, 1968; Ph.D., Pennsylvania State University, 1973.
- Raymond A. Schlueter, B.S., M.A., Ph.D. (1975), *Associate Professor of Biology*; B.S., University of Illinois, 1965; M.A., Southern Illinois University, 1970; Ph.D., Indiana State University, 1975.
- Donald E. Schulz, B.A., Ph.D. (1982), *Assistant Professor of Political Science*; B.A., Wake Forest College, 1964; Ph.D., Ohio State University, 1977.
- Hamid Shaafi, B.S., M.S., Ph.D. (1981), *Associate Professor of Finance*; B.S., Iranian Military Academy, 1959; M.S., University of Tehran, 1967; Ph.D., Syracuse University, 1970.

- Jeffrey J. Sich, B.S., M.S., Ph.D. (1984), *Assistant Professor of Biology*; B.S., Davidson College, 1977; M.S., University of Cincinnati, 1981; Ph.D., *ibid.*, 1983.
- Helene Silverman, B.A., M.A., Ph.D. (1981), *Assistant Professor of Education*; B.A., College of the City of New York, 1965; M.A., *ibid.*, 1968; Ph.D., University of South Florida, 1977.
- Wayne L. Smith, B.S., M.S.T., Ph.D. (1972), *Professor of Biology*; B.S., Michigan State University, 1959; M.S.T., University of Montana, 1964; Ph.D., Michigan State University, 1972.
- Terry W. Snell, B.S., M.S., Ph.D. (1978), *Associate Professor of Biology*; B.S., Florida Southern College, 1970; M.S., University of South Florida, 1973; Ph.D., *ibid.*, 1977.
- Andrew Solomon, B.A., M.A., Ph.D. (1976), *Associate Professor of English*; B.A., University of Pittsburgh, 1966; M.A., *ibid.*, 1970; Ph.D., *ibid.*, 1974.
- Karen D. Squires, B.S., M.B.A., C.P.A. (1978), *Associate Professor of Accounting*; B.S., Washington University, 1974; M.B.A., University of Alabama, 1976; C.P.A., 1979.
- Rick M. Steinmann, B.S., M.S., J.D. (1980), *Assistant Professor of Criminology*; B.S., Brockport State College, 1973; M.S., Youngstown State University, 1975; J.D., Hamline University School of Law, 1979.
- William D. Stewart, A.B., M.A., B.Ed., Ph.D. (1964), *Professor of English*; A.B., University of Puget Sound, 1942; M.A., *ibid.*, 1950; B.Ed., *ibid.*, 1951; Ph.D., University of Mainz, 1953.
- John S. Sumner, B.S., M.S., Ph.D. (1979), *Associate Professor of Mathematics*; B.S., Georgia Institute of Technology, 1975; M.S., University of Miami, 1976; Ph.D., *ibid.*, 1980.
- Nancy C. Talley, B.S.N., M.S.N. (1985), *Assistant Professor of Nursing*; B.S.N., University of Florida, 1963; M.S.N., *ibid.*, 1969.
- * Trekas Joanne T. Tekas, B.S.N., M.S.N. (1985), *Assistant Professor of Nursing*; B.S.N., University of Wisconsin, 1977; M.S.N., *ibid.*, 1979.
- Joe Testa-Secca, B.S., M.F.A. (1965), *Dana Professor of Art and Artist-in-Residence*; B.S., University of Tampa, 1950; M.F.A., University of Georgia, 1956.
- Emilio Toro, B.A., M.A., Ph.D. (1984), *Assistant Professor of Mathematics*; B.A., Universidad de los Andes, 1969; M.A., University of South Florida, 1974; Ph.D., *ibid.*, 1976.
- Michael Hugh Truscott, B.A., M.B.A., Ph.D. (1971), *Professor of Economics and Business*; B.A., Southwestern at Memphis, 1962; M.B.A., Memphis State University, 1966; Ph.D., Louisiana State University, 1971.
- Thomas Tyson, B.A., M.Ed., M.B.A., C.M.A. (1981), *Assistant Professor of Accounting*; B.A., Northwestern University, 1970; M.Ed., University of Pittsburgh, 1976; M.B.A., New Mexico State University, 1974; C.M.A., 1982.
- Jo Ann Valenti, B.S.J., M.A., Ph.D., (1982), *Assistant Professor of Telecommunications*; B.S.J., University of Florida, 1967; M.A., *ibid.*, 1969; Ph.D., University of Michigan, 1983.
- Kathryn Van Spanckeren, B.A., M.A., M.A., Ph.D. (1982), *Assistant Professor of English*; B.A., University of California, 1967; M.A., Brandeis University, 1968; M.A., Harvard University, 1969; Ph.D., *ibid.*, 1976.
- Ronald L. Vaughn, B.S., M.B.A., Ph.D. (1984), *Professor of Marketing, Max Hollingsworth Chair of American Enterprise*; B.S., Indiana State University, 1968; M.B.A., *ibid.*, 1970; Ph.D., University of Georgia, 1975.
- Eric Vlahov, B.A., M.A., Ph.D. (1977), *Assistant Professor of Physical Education*; B.A., Duke University, 1970; M.A., University of Maryland, 1974; Ph.D., *ibid.*, 1977.
- Malcolm Westly, B.A., M.A. (1962), *Associate Professor of Music*; B.A., State University of Iowa, 1953; M.A., *ibid.*, 1954.
- D. Richard White Jr., B.S., Ph.D. (1984), *Assistant Professor of Chemistry*; B.S., Stetson University, 1975; Ph.D., University of Florida, 1979.
- Edwin F. Wilde, B.S., M.S., M.A., Ph.D. (1980), *Professor of Mathematics*; B.S., Illinois State University, 1952; M.S., *ibid.*, 1953; M.A., University of Illinois, 1955; Ph.D., *ibid.*, 1959.
- Bruce C. Winkler, B.A., M.S., Ph.D. (1978), *Associate Professor of Chemistry*; B.S., Valparaiso University, 1959; M.S., Iowa State College, 1962; Ph.D., University of Oklahoma, 1967.
- Norma A. Winston, B.A., M.A., Ph.D. (1977), *Associate Professor of Sociology*; B.A., University of Otago, New Zealand, 1965; M.A., Washington State University, 1971; Ph.D., *ibid.*, 1979.

Artists-in-Residence

- Esther Glazer (1971), *Artist-in-Residence*; Diploma, Juilliard School of Music, 1949.
 Julius D. Locke, A.B., M.A., Ph.D. (1958), *Professor of English and Poet-in-Residence*, A.B., University of Tampa, 1949; M.A., University of Florida, 1955; Ph.D., *ibid.*, 1958.
 Joe Testa-Secca, B.S. M.F.A. (1965), *Dana Professor of Art and Artist-in-Residence*, B.S. University of Tampa, 1950; M.F.A. University of Georgia, 1956.

Professors Emeriti

- Miller K. Adams, B.S., M.A., Ed.D. (1935-1973), *Professor of Physical Education, Emeritus*; B.S., University of Tampa, 1935; M.A., New York University, 1946; Ed.D., *ibid.*, 1960.
 Patricia Wall Benz, B.S., M.A. (1968-1981), *Associate Professor of Education, Emeritus*; B.S., University of Tampa, 1960; M.A., University of Florida, 1966.
 James Bignell, B.S., M.A. (1948-1973), *Professor of Industrial Arts, Emeritus*; B.S., Midland College, 1932; M.A., Nebraska State University, 1936.
 Samuel E. Brick, A.B., M.S., Ph.D. (1968-1981), *Professor of Education, Emeritus*; A.B., Kansas Wesleyan, 1939; M.S., University of Kansas, 1947; Ph.D., *ibid.*, 1952.
 Zoe Cowen, B.S., M.A., Ph.D. (1947-1960), *Professor of Elementary Education, Emeritus*; B.S., George Peabody College for Teachers, 1928; M.A., *ibid.*, 1929; Ph.D., *ibid.*, 1941.
 Stella M. Cox, B.S., M.A. (1946-1964), *Associate Professor of Home Economics, Emeritus*; B.S., Tennessee State College, 1927; M.A., George Peabody College for Teachers, 1934.
 Thomas Jeff Davis, B.A., Ph.D. (1966-1976), *Professor of Economics and Business, Emeritus*; B.A., University of Mississippi, 1927; Ph.D., American University, 1955.
 Willis J. Dunn, A.B., M.A., Ph.D. (1958-1976), *Professor of Sociology, Emeritus*; A.B., Asbury College, 1935; M.A., Michigan State University, 1937; Ph.D., *ibid.*, 1955.
 Curtis A. Gilgash, A.B., M.A., Ph.D. (1962-1981), *Dana Professor of Psychology, Emeritus*; A.B., Washington College, 1949; M.A., American University, 1953; Ph.D., *ibid.*, 1956.
 Kenneth W. Haney, B.Ed., M.A., Ph.D. (1966-1973), *Professor of Sociology, Emeritus*; B.Ed., Illinois State University, 1944; M.A., University of Chicago, 1945; Ph.D., *ibid.*, 1962.
 Miles C. Hartley, A.B., A.M., B.S., Ph.D., B.Mus. (1962-1972), *Professor of Mathematics, Emeritus*; A.B., University of Illinois, 1923; A.M., *ibid.*, 1924; B.S., *ibid.*, 1926; Ph.D., *ibid.*, 1932; B.Mus., *ibid.*, 1939.
 John I. Hopf, B.S., M.Ed. (1968-1981), *Associate Professor of Education, Emeritus*; B.S., University of Cincinnati, 1950; M.Ed., University of Florida, 1955.
 Charles L. Hyde, B.S., M.A. (1960-1985), *Professor of Economics and Business, Emeritus*; B.S., Southwest Missouri State College, 1952; M.A., University of Missouri, 1955.
 A.J. Kainen, A.B., M.A. (1959-1973), *Professor of Mathematics, Emeritus*; A.B., University of Missouri, 1934; M.A., University of Texas, 1952.
 Jesse L. Keene, A.B., M.A., Ph.D. (1936-1974), *Professor of History and Political Science, Emeritus*; A.B., Vanderbilt University, 1927; M.A., George Peabody College for Teachers, 1937; Ph.D., University of Florida, 1955.
 John H. Lindenmeyer, B.S., M.A. (1963-1976), *Associate Professor of Political Science, Emeritus*; B.A., State University of Iowa, 1936; M.A., *ibid.*, 1946.
 Stephen Park, A.B., M.M. (1939-1977), *Dana Professor of Music and Composer-in-Residence, Emeritus*; A.B., University of Nebraska, 1929; M.M., University of Michigan, 1937.
 Clyde T. Reed, A.B., M.S., M.S. (1944-1962), *Associate Professor of Biology, Emeritus*; A.B., Campbell College, 1914; M.S., Washington College, 1918; M.S., Cornell University, 1937.
 M.C. Rhodes, B.S., M.A., Ph.D., Sc.D. (1937-1968), *Professor of Mathematics, Emeritus*; B.S., Mississippi Southern College, 1923; M.A., George Peabody College for Teachers, 1927; Ph.D., *ibid.*, 1930; Sc.D., University of Tampa, 1954.

- G. Lawrence Roberts Jr., B.S., M.Ed. (1948-1981), *Professor of Economics, Emeritus*; B.S., Boston University, 1942; M.Ed., *ibid.*, 1948.
- Elyse B. Sheppard, A.B., M.A. (1946-1976), *Associate Professor of Mathematics, Emeritus*; A.B., Florida State University, 1930; M.A., University of Michigan, 1946.
- Herman H. Siemers, A.B., M.S. (1968-1975), *Professor of Physics, Emeritus*; A.B., Northern Iowa University, 1925; M.A., University of Michigan, 1941.
- Stephen L. Speronis, B.A., M.A., Ph.D. (1956-1981), *Professor of History and Political Science, Emeritus*; B.A., Boston University, 1947; M.A., *ibid.*, 1948; Ph.D., University of Michigan, 1956.
- Francis J. Thompson, A.B., M.A., Ph.D. (1955-1976), *Professor of English, Emeritus*; A.B., Columbia College, 1930; M.A., Columbia University, 1931; Ph.D., New York University, 1941.
- Charles R. Walker Jr., B.A., B.S., B.S.Ed., M.A., M.S., Ph.D., Sc.D. (1956-1984), *Professor of Biology, Emeritus*; B.A., Marshall College, 1942; B.S., Union College, 1943; B.S.Ed., *ibid.*, 1943; M.A., West Virginia University, 1944; M.S. University of Kentucky, 1946; Ph.D., *ibid.*, 1948; Sc.D., Union College, 1967.
- Lloyd M. Wolfe, A.B., M.A., Ed.D. (1966-1973), *Professor of Education, Emeritus*; A.B., Hillsdale College, 1924; M.A., University of Michigan, 1939; Ed.D., *ibid.*, 1962.
- Robbie E. Wooten, B.S., M.A. (1946-1981), *Professor of Economics and Business, Emeritus*; B.S., Murray State Teachers College, 1941; M.A., University of Florida, 1957.

Affiliated Faculty

- Margaret C. Schmidt, MT (ASCP) SH, CLS (NCA), M.A. (1983), *Associate in Pathology, Program Director, Medical Technology Program. (Duke University)*
- Francis K. Widmann, M.D. (1983), *Associate Professor of Pathology, Medical Director, Medical Technology Program. (Duke University)*

President Emeritus

- David M. Delo, A.B., M.A. Ph.D., *Doctor of Science, Doctor of Laws, Doctor of Humanities, Doctor of Laws, Doctor of Humane Letters (1958-1971); Chancellor (1971-1973); President, Emeritus*; A.B., Miami University, 1926; M.A., University of Kansas, 1928; Ph.D., Harvard University, 1935; Doctor of Science, Hartwick College, 1955; Doctor of Laws, Miami University, 1956; Doctor of Humanities, Rollins College, 1968; Doctor of Laws, University of South Florida, 1969; Doctor of Humane Letters, University of Tampa, 1975.

Vice President Emeritus

- Edmund P. Sliz, B.S., M.S. (1961-1979), *Vice President, Emeritus*; B.S., University of Alabama, 1939; M.S., University of Massachusetts, 1946.

Librarian Emeritus

- Charlotte A. Thompson, A.B., A.B. in L.S., M.S. in L.S. (1933-1977), *Librarian Emeritus*; A.B., University of Michigan, 1931; A.B. in L.S., *ibid.*, 1932; M.S. in L.S., Columbia University, 1955.

Officers of Administration

This listing is current as of June 10, 1985.

President's Office

President	Richard D. Cheshire, Ph.D.
Secretary of the University	Rodney J. Plowman, M.A.
Special Assistant to the President	Richard N. Lane, Jr., M.B.A.

Academic Affairs

Provost and Dean of the Faculty	Edwin F. Wilde, Ph.D.
Associate Provost	Suzanne Nelson, Ph.D.
Registrar & Director of Graduate Admissions	Eugene H. Cropsey, M.A.
Director of the Library	Lydia M. Acosta, M.A.

Athletic Affairs

Director of Athletics	Fran Curci, B.B.A.
Assistant Athletic Director	Ross Bartow, M.A.
Business Manager	Marge L. Cassella
Director of Sports Information	Robert Dale Morgan, B.A.

Business Affairs

Vice President for Business and Finance	TBA
Director of Business Services	Stanley L. Phillips, B.P.S.
Director of Computer and Information Systems	Stephen F. Magriby, M.B.A.
Director for Financial Management	David W. Devine, M.B.A.
Director of Personnel Administration	Marilyn V. Thompson, B.A.
Director of Facilities Management	Russell H. Seagren, B. Arch.

Public Affairs

Vice President for Public Affairs	J. Mark Lono, Ph.D.
Director of Alumni Affairs	Thomas E. Feaster, M.Ed.
Director of Communications	W. Karl Funds, B.A.
Director of Community Relations	Gary Smith, B.S.
Director of Development	Thomas Godfrey, B.A.
Estate Planning Counselor	Robert H. Grimsley, C.L.U.
Executive Director of Sword and Shield	Richard H. Ireland, B.S.

Student Affairs

Vice President for Student Development	Susan R. Komives, Ed.D.
Dean of Students	TBA
Director of Safety and Police	Harold Schmelzer, M.S.
Acting Director of the Counseling Center	Martha Bireda, Ed.S.
Director of Health Center	Frances J. Provenzano, R.N.
Director of Residence Life	Janice M. Jardieu, M.A.
Director of Student Activities	Nancy Jones, M.A.

Director of Admissions	Walter M. Turner, M.A.
Associate Director of Admissions	Robert W. Cook, B.A.
Director of Career Opportunities	Willi Cunningham, B.A.
Director of Financial Aid	David M. Bodwell, M.A.

University Library Staff

This listing is current as of May 1, 1985.

Director of Merl Kelce Library	Lydia M. Acosta, M.A.
Head of Acquisitions	Gloria Runton, M.A.
Head of Cataloguing	Guillermina J. Gonzalez, M.S. in L.S.
Head of Public Services	Marlyn Cook Pethe, M.A.
Periodicals Librarian	Dorothy Iorio, M.A.
General Librarian	Jeffrey Sowder, M.A.

The University of Tampa National Alumni Association

The National Alumni Association of The University of Tampa was officially organized in the fall of 1969. The purposes of the association are to encourage and promote the interests, welfare, ideals and progress of The University of Tampa and to cultivate and enhance good fellowship among the alumni of the University. Its Board of Directors, in conjunction with the Alumni Affairs Office, is responsible for planning alumni events and assisting in student recruitment, career counseling and University fund raising.

Membership in the National Alumni Association can be obtained by all individuals who have attended The University of Tampa. At present the total membership in the association is 13,000.

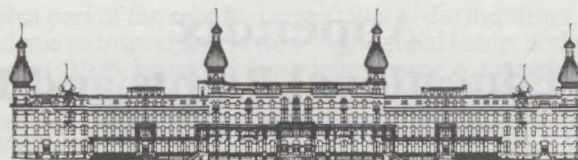
1985-1986 Officers of the National Alumni Association

President	Sam A. Giunta '60
President-Elect	Jack Rodriguez '68
Vice President	Alice Carter Lawton '64
Secretary/Treasurer	Frederic A. Britt '71
Executive Director	Thomas E. Feaster '76
Recording Secretary	Lori White

Organizations affiliated with The University of Tampa

American Language Academy
Rosemary H. McClatchy, *Director*
Florida Orchestra
TBA, *Chairman*
Henry B. Plant Museum
Leslie J. Kramer, *Chairman of the Board*
Spanish Lyric Theatre
Rene Gonzalez, *Director*

Tampa Ballet Arts
Martin Fredmann, *Artistic Director*
Anzia Arsenault, *Director Emeritus*
The Tampa Ballet
Greg Yadley, *President*
Tampa Players
William Lebach, *Director*
Tampa Preparatory School
Laurence Laird Davis, *Headmaster*



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The Appendix

Appendix

The Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974 is a Federal law that states (a) that a written institutional policy must be established and (b) that a statement of adopted procedures covering the privacy rights of students be made available. The law provides that the institution will maintain the confidentiality of student education records.

The University accords all the rights under the law to students who are declared "independent." No one outside the institution shall have access to nor will the institution disclose any information from students' education records without the written consent of students, except to personnel within the institution, to officials of other institutions in which students seek to enroll, to persons or organizations providing students with financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health or safety of students or other persons. All these exceptions are permitted under the Act.

The University will also, upon request, disclose any information to parents of students who are "dependent" as defined by the Internal Revenue Code of 1954, Section 152.

Within the University community, only those members, individually or collectively, acting in the students' educational interest are allowed access to student education records. These members include personnel in the Offices of the Registrar, Admissions, the Provost, Student Affairs, and Financial Aid, and academic personnel within the limitations of their need to know.

At its discretion, the University may provide Directory Information in accordance with the provisions of the Act to include: student name, address, telephone number, date and place of birth, major field of study, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, participation in officially recognized activities and sports, and weight and height of members of athletic teams. Students may withhold Directory Information by notifying the Registrar in writing within five days after the first day of class for the fall semester.

Requests for non-disclosure will be honored by the institution for *only* one academic year; therefore, authorization to withhold Directory Information must be filed annually in the Office of the Registrar.

The law provides students with the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if they feel the decisions of the hearing panels to be unacceptable. The Registrar at the University has been designated to coordinate the inspection and review procedures for student education records, which include admissions, personnel, academic, and financial files, and academic and placement records. Students wishing to review their education records must make written requests to the Registrar, listing the item or items of interest. Only records covered by the Act will be made available within 45 days of the request. Students may have copies made of their records with certain exceptions, (e.g., a copy of the academic record for which a financial "hold" exists, or a transcript of an original or source document which exists elsewhere). These copies would be made at the students' expense at 10 cents for each sheet. Education records do not include records of instructional, administrative, and educational personnel which are in the sole possession of the maker and are not accessible or revealed to any individual, records of the University Police, student health records, employment records, or alumni records. Health records, however, may be reviewed by physicians of the student's choosing.

Students *may not* inspect and review the following as outlined by the Act: financial information submitted by their parents; confidential letters and recommendations associated with admissions, employment or job placement, or honors to which they have waived their rights of inspection and review; or education records containing information about more than one student, in which case the University

will permit access *only* to that part of the record that pertains to the inquiring student. The University is *not* required to permit students to inspect and review confidential letters and recommendations placed in their files prior to January 1, 1975, provided those letters were collected under established policies of confidentiality and were used only for the purposes for which they were collected.

Students who believe that their education records contain information that is inaccurate or misleading, or is otherwise in violation of their privacy or other rights may discuss their problems informally with the Office of the Registrar. If the decisions are in agreement with the students' requests, the appropriate records will be amended. If not, the students will be notified within a reasonable period of time that the records will not be amended; and they will be informed by the Office of the Registrar of their right to a formal hearing. Student requests for a formal hearing must be made in writing to the Provost, who, within a reasonable period of time after receiving such requests, will inform students of the date, place, and the time of the hearing. Students may present evidence relevant to the issues raised and may be assisted or represented at the hearings by one or more persons of their choice, including attorneys, at the students' expense. The hearing panels which will adjudicate such challenges will be the Provost, Dean of Students, and other representatives of the Office of Student Affairs.

Decisions of the hearing panels will be final, will be based solely on the evidence presented at the hearing, and will consist of written statements summarizing the evidence and stating the reasons for the decisions, and will be delivered to all parties concerned. The education records will be corrected or amended in accordance with the decisions of the hearing panels, if the decisions are in favor of the students. If the decisions are unsatisfactory to the students, the students may place with the education records statements commenting on the information in the records, or statements setting forth any reasons for disagreeing with the decisions of the hearing panels. The statements will be placed in the education records, maintained as part of the students' records, and released whenever the records in question are disclosed.

Students who believe that the adjudications of their challenges were unfair, or not in keeping with the provisions of the Act may request in writing, assistance from the President of the University. Further, students who believe that their rights have been abridged may file complaints with The Family Educational Rights and Privacy Act Office (FERPA), Department of Health, Education and Welfare, Washington, D.C. 20201, concerning the alleged failures of the University to comply with the Act.

Revisions and clarifications will be published as experience with the law and the University's policy warrants.

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Tampa, Florida 33606-1490

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Please send me information about The University of Tampa.

Name ☐ MR. ☐ MS. ☐ MRS. ☐ MISS ☐ _____
LAST FIRST MIDDLE INITIAL

Address _____
STREET # STREET NAME

CITY STATE ZIP CODE

Phone Number () - -
AREA CODE SOCIAL SECURITY NUMBER

High School Name _____ Graduation Date _____ - _____
MO YR

High School Address _____ Probable Major _____
CITY STATE

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STREET # STREET NAME

CITY STATE ZIP CODE

Phone Number () - -
AREA CODE SOCIAL SECURITY NUMBER

High School Name _____ Graduation Date _____ - _____
MO YR

High School Address _____ Probable Major _____
CITY STATE

Athletic & Recreational Facilities

- 19. Athletic Offices
- 25. Baseball Field
- 41. Boat Dock
- 27. Intramural Field
- 22. McNiff Activity Center
- 23. Pepin/ Rood Stadium
- 26. Soccer Field & Running Track
- 19. Sports Center
- 34. Swimming Pool
- 24. Tennis Courts

Residence Halls

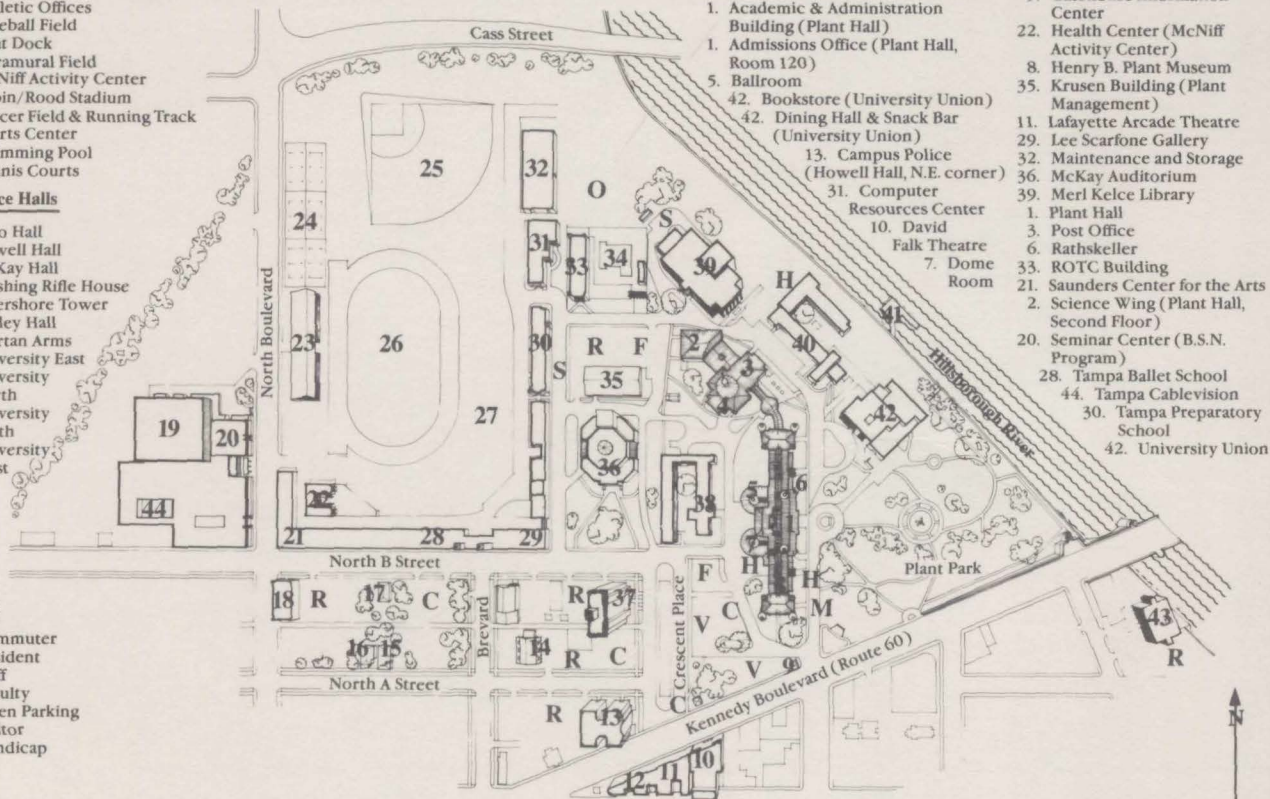
- 37. DeLo Hall
- 13. Howell Hall
- 40. McKay Hall
- 16. Pershing Rifle House
- 43. Rivershore Tower
- 38. Smiley Hall
- 12. Spartan Arms
- 14. University East
- 17. University North
- 15. University South
- 18. University West

Parking

- C — Commuter
- R — Resident
- S — Staff
- F — Faculty
- O — Open Parking
- V — Visitor
- H — Handicap

Academic & Administrative Facilities

- 1. Academic & Administration Building (Plant Hall)
- 1. Admissions Office (Plant Hall, Room 120)
- 5. Ballroom
- 42. Bookstore (University Union)
- 42. Dining Hall & Snack Bar (University Union)
- 13. Campus Police (Howell Hall, N.E. corner)
- 31. Computer Resources Center
- 10. David Falk Theatre
- 7. Dome Room
- 4. Fletcher Lounge
- 9. Gatchouse Information Center
- 22. Health Center (McNiff Activity Center)
- 8. Henry B. Plant Museum
- 35. Krusen Building (Plant Management)
- 11. Lafayette Arcade Theatre
- 29. Lee Scarfone Gallery
- 32. Maintenance and Storage
- 36. McKay Auditorium
- 39. Merl Kelce Library
- 1. Plant Hall
- 3. Post Office
- 6. Rathskeller
- 33. ROTC Building
- 21. Saunders Center for the Arts
- 2. Science Wing (Plant Hall, Second Floor)
- 20. Seminar Center (B.S.N. Program)
- 28. Tampa Ballet School
- 44. Tampa Cablevision
- 30. Tampa Preparatory School
- 42. University Union



The University Of Tampa Campus Map

On The Inside:



11 The University

From the beginning U.T. has charted a course toward excellence in all its endeavors.

19 Undergraduate Admission

Whether you're coming to U.T. as a first time student, a college transfer, or are entering a special program, knowing the ins and outs of the admission process can ease the transition.

27 Financial Aid

Academic scholarships and need-based assistance make it possible for more than 70 percent of U.T. students to finance their educations.

33 Student Life and Activities

The University of Tampa campus hums with co-curricular activities that turn out-of-classroom hours into fun-time growing experiences.

45 Academic Policies and Procedures

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53 Academic Programs

There's more to earning a degree than choosing a course of study.

81 The Graduate Program

U.T.'s Master of Business Administration program attracts business professionals who find it conveniently tailored to their needs.



85 Metro College

The University of Tampa reaches out to non-traditional students with its Re-entry Program for Women and a new Bachelor of Liberal Studies degree.

89 Course Descriptions

U.T.'s compendium of course offerings peaks interests and helps build solid liberal arts or specialized programs.

152 The Register

Find out who's who at U.T.

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