

The
University of
Tampa
Muezzin



1980-81
General Catalog

**THE UNIVERSITY
OF TAMPA
CATALOG 1980-81**



TAMPA, FLORIDA 33606

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GENERAL INFORMATION

The University of Tampa 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 of Tampa.

The University of Tampa 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 Mrs. Phyllis Wilson, Director of Personnel, Suite 450, Plant Hall, phone number (813) 253-8861, extension 237.

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

The University of Tampa 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, or group of students, whose conduct on or off campus is unbecoming to a University of Tampa student or reflects discredit on the institution of which he is a member.

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 University of Tampa, Tampa, Florida 33606. The University telephone number is (813) 253-8861.



The University of Tampa is an affirmative action equal opportunity employer.

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THE UNIVERSITY



OBJECTIVES

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.

HISTORY

The University of Tampa was founded in 1931 as a junior college housed in Hillsborough High School for local students who could not afford to attend college away from home. Enrollment during the first year was 50 students. In 1933, the college moved into its present buildings and, at the same time, expanded to provide a four-year baccalaureate program. In 1960, the University was converted from a community to a residential institution, drawing students from almost every state and several foreign countries.

Today, the University of Tampa is a modern, private, non-sectarian co-educational school with more than 2,200 students. Bachelor's degrees are offered in 29 fields. The University also grants the Master of Business Administration and Master of Education degrees.

The University is chartered under the laws of the State of Florida as a non-profit corporation and it is governed by a self-perpetuating Board of Trustees consisting of leaders in industry, commerce, and the professions.

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.

THE CAMPUS

As one approaches the University of Tampa for the first time, the thirteen silver minarets rising above the tree-shaded campus immediately catch the eye. These belong to Plant Hall, a building whose unique architecture is a blend of authentic Moorish, Turkish, old Spanish, and American Victorian. It forms a striking contrast to the starkly modern high-rising business sector just to the east, across the Hillsborough River.

The campus covers 92 acres and includes 45 buildings plus athletic facilities. Although the campus is definitely non-urban, the University of Tampa is within walking distance from downtown Tampa, a city of more than 500,000. It is also within a short driving distance from other places important to students, such as the white sand beaches of the Gulf of Mexico, and

the New Tampa International Airport. The climate of Tampa can only be called "nearly perfect," as any UT student will attest.

The main classroom and office building, Plant Hall, was built in 1891 as the Tampa Bay Hotel by railroad and shipping millionaire, Henry B. Plant. Perhaps he intended it to become the eighth wonder of the world — it cost him \$3,500,000, a staggering sum even in today's inflationary world. Plant Hall may still sport the ghosts of famous (and notorious) people who slept, dined and partied here: kings and queens, Teddy Roosevelt and his Rough Riders, Russian ballerina Anna Pavlova, and many others.

Plant Hall is a magnificent building five stories high, 1200 feet long, with over 500 rooms in which signs can still be found of their rich past. Now instead of boudoirs and banquet halls, the building contains classrooms, laboratories, offices, clubrooms, and a museum with many of the original hotel furnishings and *objects d'art*.

Plant Hall serves as the academic and administrative center of the University. Most of the University's classrooms are located here, and nearly all have been remodeled by outside donors and organizations in ethnic and special theme motifs. The building also contains all of the University's biology, chemistry, and physics laboratories, and speech and language laboratories. Most of the University's faculty and administrative offices are conveniently located throughout Plant Hall. In addition, 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, and concerts such as the famous Ballroom Concert Series. Plant Hall also houses the University Post Office and switchboard.

The University Union Building is the hub of campus activity, as it houses the radio station, campus store, cafeteria, snack bar, T.V. lounge, games area, and various meeting rooms and offices. The Union staff and programs provide services and activities for the total University community. The University Union and its facilities are for the use of University of Tampa students, student organizations, staff, faculty, alumni, counselors and trustees. Other organizations closely associated with the development and functioning of the University are also entitled to use its facilities.

The University of Tampa Rathskeller, located under the east veranda of Plant Hall, provides an informal atmosphere and a common meeting place for all faculty, students, staff, and alumni of the University. Beer, wine, sandwiches, and soft drinks are served daily.

In recent years, the University of Tampa has become the cultural center of Tampa. McKay Auditorium, acquired in 1972 and since then completely renovated, seats 2,100. This building contains music practice rooms, studios, and music faculty offices. In addition to providing room for student and faculty concerts, commencement, and other convocations. McKay auditorium is the home of the Florida Gulf Coast Symphony, the Florida Lyric Opera, and other community productions. The David A. Falk Memorial Theatre (formerly the Park Theater) is located directly across West Kennedy Boulevard from the campus and seats 1,270. It is used for University music and drama productions, lectures, and convocations. It is also the home for the community professional companies-in-residence: The Tampa Ballet Company and the Alice People Theatre Company.

The campus provides varied facilities for athletics, club sports, intramurals, and recreation. Plant Athletic Field contains playing fields for baseball, softball, soccer, track, and other field and intramural sports. In addition, there is a new outdoor NCAA regulation swimming pool, Howell Gymnasium, tennis courts, weight room, and game rooms.

The Lee Scarfone Art Gallery, newly constructed and located on campus, is the finest small gallery in the Tampa Bay area. The Fine Arts Division produces four shows a year, including the annual faculty and student shows, and plans to add more in the future. The Gallery is also a natural setting for small drama productions and concerts. The Art Building with approximately 6,000 square feet of area contains classrooms, studios, and offices. Special adjunct facilities have been constructed for work in photography, ceramics, welding, and sculpture.



An important part of the University is Barritt House, the President's residence. A gift to the University from Mr. and Mrs. William J. Barritt, Jr., in 1967, it serves as an excellent center for bringing together members of the University family and community groups.

The new Computer Resources Center Building was constructed in 1978. This modern facility contains an NCR Criterion 8550 Computer. With its bank of terminals, the Computer Center practices a "hands on policy" for students and faculty as part of their studies in a number of academic fields at the University. The Computer Resources Building is the center of the University's new Computer Sciences program.

A new ROTC building is centrally located on campus. The building contains classrooms and offices, as well as a rifle range, library, and cadet lounge.

The Krusen Building is the center of all support facilities for the plant, maintenance, and grounds staff, as well as being the administrative center for purchasing, the telephone system, and the post office. Also located in this building are the University's Central Supply Stores and electrical, painting, and carpentry shops.

The University maintains ten residence halls for its students. Each hall has air-conditioned rooms, is fully furnished, and provides ample study areas. Most have T.V. lounges and recreation space. University East, Rivershore Towers, Delo and Howell Halls are coeducational. Smiley Hall is for women only and McKay Hall is for men only. In addition, the University has two apartment style living units — University South for women only, and coeducational University West. University North and the Alumni Building are two small residence hall units for men only.

THE UNIVERSITY LIBRARY

The Merl Kelce Library stands in modern architectural contrast to the historic Moorish design of Plant Hall. Outside, it is classic in its simplicity, contemporary in its bright expanses of windows. Inside, it is cool, quiet and roomy. It is a place where one is easily motivated to study, conduct research, or just meditate.

The library is well-equipped to meet the diversified and specialized needs of today's college students. It has space for 200,000 volumes, and seats 466 patrons. The facilities include individual study carrels, 16 study rooms, three seminar rooms, typing rooms, and an audio-visual area with listening booths. The library holdings cover all fields of university instruction and are available to students, faculty, staff, alumni, and other interested persons. The open-shelves system provides free access to almost the entire collection for every user. Approximately 10,000 volumes were catalogued last year. In addition to this, thousands of pamphlets, audio-visual materials, microfilms, and other items were also processed. The library is a depository for U.S. and state government publications.

The special collections of the library include old and rare books, first editions, autographed editions, materials on Florida and the southeast, and the University Archives.

The learning process is facilitated by the library's special services. 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. Self-service photo-copying machine, microfilm readers and reader-printer, audio-visual equipment, and other special services are available.

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act of 1974 is a Federal law which states (a) that a written institutional policy must be established and (b) that a statement of adopted pro-

cedures 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 of Tampa 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 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 of Tampa 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. The University of Tampa considers all students as "dependent" unless they specifically inform the registrar in writing that they consider themselves to be "independent." Such notification must be received by the Registrar within five days after the first day of class for the fall semester.

Within the University of Tampa 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 Dean of Faculty, 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 of Tampa has been designated by the University to coordinate the inspection and review procedures for student education records, which include admissions, personal, 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 forty-five 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 ten 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 Campus Police, student health records, employment records or alumni records. Health records, however, may be reviewed by physicians of the students' 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 which 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 Dean of Faculty 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 Dean of Faculty, 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 of Tampa to comply with the Act.

Revisions and clarifications will be published as experience with the law and the University's policy warrants.

ACADEMIC CALENDAR

Fall Semester, 1980

July 28, <i>Monday</i>	Last day to apply for graduate admission for Fall 1980 terms
August 24, <i>Sunday</i>	Residence Halls open New Student Orientation begins
August 25, <i>Monday</i>	Faculty Workshop
August 26-27, <i>Tue.-Wed.</i>	Registration for Fall 1980 Semester and Fall 1980 Bimesters I and II
August 28, <i>Thursday</i> 8 a.m.	Classes begin for all fall terms
September 1, <i>Monday</i>	Labor Day — No break in classes Last day to add Bimester I classes
September 3, <i>Wednesday</i>	Last day to add fall semester classes Last day for dropping Bimester I classes with 50% credit on tuition
September 10, <i>Wednesday</i>	Last day for dropping fall semester classes with 50% credit on tuition
September 17, <i>Wednesday</i>	Students dropping a Bimester I class after this date will receive WF if failing — WP if passing
October 8, <i>Wednesday</i>	Students dropping a fall semester class after this date will receive WF if failing — WP if passing
October 10, <i>Friday</i>	Last day to drop Bimester I classes with WP
October 15, <i>Wednesday</i>	Bimester I classes end
October 16-20 <i>Thu.-Mon.</i>	Fall Semester Break
October 17, <i>Friday</i>	Final Exams for Bimester I
October 20, <i>Monday</i> Noon	Registration for Fall 1980 Bimester II Bimester I grades due in Registrar's office Spring and Summer 1980 "I" grades converted to grades of "F"
October 21, <i>Tuesday</i> 8 a.m.	Fall Semester classes resume Bimester II classes begin
October 23, <i>Thursday</i>	Last day to add Bimester II classes
October 27, <i>Monday</i>	Last day for dropping Bimester II classes with 50% credit on tuition
October 31, <i>Friday</i> - November 2, <i>Sunday</i>	Parents weekend / Homecoming
November 10, <i>Monday</i>	Students dropping a Bimester II class after this date will receive WF if failing — WP if passing
November 17, <i>Monday</i>	Spring 1981 Timetables and Pre-enrollment forms available in Registrar's office beginning this date
November 24-25, <i>Mon.-Tue.</i>	Spring 1981 Pre-enrollment period
November 26, <i>Wednesday</i> 9 p.m.	Thanksgiving vacation begins
December 1, <i>Monday</i> 8 a.m.	Classes Resume
December 3, <i>Wednesday</i>	Last day to drop fall semester classes with WP
December 5, <i>Friday</i>	Last day to drop Bimester II classes with WP Last day to apply for graduate admission for spring 1981 terms
December 10, <i>Wednesday</i>	Fall semester and Bimester II classes end
December 11-16, <i>Thu.-Tue.</i>	Final Examination Period
December 17, <i>Wednesday</i> 1 p.m.	Seniors' grade sheets due in Registrar's office
December 20, <i>Saturday</i>	Commencement Ceremony (Time to be announced)
December 22, <i>Monday</i> Noon	Grade sheets (other than seniors') due in Registrar's office
December 29, <i>Monday</i>	Semester grade reports mailed

Spring Semester, 1981

January 6-7, <i>Tue.-Wed.</i>	Registration for Spring 1981 Semester and Spring 1981 Bimesters III and IV
January 8, <i>Thursday</i> 8 a.m.	Classes begin for all spring terms
January 12, <i>Monday</i>	Last day to add Bimester III classes
January 14, <i>Wednesday</i>	Last day to add spring semester classes Last day for dropping Bimester III classes with 50% credit on tuition.
January 21, <i>Wednesday</i>	Last day for dropping spring semester classes with 50% credit on tuition
January 28, <i>Wednesday</i>	Students dropping a Bimester III class after this date will receive WF if failing — WP if passing
February 9, <i>Monday</i>	Gasparilla Holiday
February 18, <i>Wednesday</i>	Students dropping a spring semester class after this date will receive WF if failing — WP if passing
February 20, <i>Friday</i>	Last day to drop Bimester III classes with WP
February 25, <i>Wednesday</i>	Bimester III classes end
February 26, <i>Thursday</i> - March 4, <i>Wednesday</i>	Spring Semester Break
February 27, <i>Friday</i>	Final Exams for Bimester III
March 4, <i>Wednesday</i> Noon	Registration for Spring 1981 Bimester IV Bimester III grades due in Registrar's office Fall 1980 Semester and Bimesters I and II "I" grades converted to grades of "F"
March 5, <i>Thursday</i>	Spring semester classes resume Bimester IV classes begin
March 9, <i>Monday</i>	Last day to add Bimester IV classes
March 11, <i>Wednesday</i>	Last day for dropping Bimester IV classes with 50% credit on tuition
March 25, <i>Wednesday</i>	Students dropping a Bimester IV class after this date will receive WF if failing — WP if passing
March 30, <i>Monday</i>	1981 Intersession, Summer Session, and Fall Semester and Bimester I and II timetables pre-enrollment forms available in Registrar's office beginning this date
April 3, <i>Friday</i>	1981 Intersession and Summer Session Pre-enrollment period
April 9-10, <i>Thu.-Fri.</i>	Fall 1981 Semester and Bimester I and II Pre-enrollment period
April 15, <i>Wednesday</i>	Last day to drop spring semester classes with WP
April 17, <i>Friday</i>	Last day to drop Bimester IV classes with WP
April 19, <i>Sunday</i>	Easter (No break in classes)
April 22, <i>Wednesday</i>	Spring semester and Bimester IV classes end
April 23-28, <i>Thu.-Tue.</i>	Final Examination Period
April 29, <i>Wednesday</i> 1 p.m.	Seniors' grade sheets due in Registrar's office
May 2, <i>Saturday</i>	Commencement Ceremony (Time to be announced)
May 4, <i>Monday</i> Noon	Grade sheets (other than seniors') due in Registrar's office Last day to apply for graduate admission for 1981 Summer Session I

Intersession, 1981

May 7, <i>Thursday</i>	1981 Intersession Registration, 9 a.m.-Noon All 1981 Intersession classes begin, 1 p.m.
May 8, <i>Friday</i> 9 a.m.	1981 Intersession classes resume Last day to add classes
May 25, <i>Monday</i>	Memorial Day Holiday
May 28, <i>Thursday</i>	1981 Intersession Classes end
June 1, <i>Monday</i> Noon	Intersession grade sheets due in Registrar's office

Summer Session I, 1981

June 2, <i>Tuesday</i>	1981 Summer Session I Registration
June 3, <i>Wednesday</i>	1981 Summer Session I classes begin
June 8, <i>Monday</i>	Last day to add classes
June 15, <i>Monday</i>	Last day to apply for graduate admission for 1981 Summer Session II
June 30, <i>Tuesday</i>	Last day to drop classes with WP
July 7, <i>Tuesday</i>	1981 Summer Session I classes end
July 9, <i>Thursday</i> Noon	Summer Session I grade sheets due in Registrar's office

Summer Session II, 1981

July 13, <i>Monday</i>	1981 Summer Session II Registration
July 14, <i>Tuesday</i>	1981 Summer Session II classes begin
July 16, <i>Thursday</i>	Last day to add classes
July 27, <i>Monday</i>	Last day to apply for graduate admission for Fall 1981 terms
August 6, <i>Thursday</i>	Last day to drop class with WP
August 13, <i>Thursday</i>	1981 Summer Session II classes end
August 20, <i>Thursday</i>	August degree conferring date (No ceremony — diplomas mailed)



ADMISSION TO THE UNIVERSITY

Correspondence regarding admission to the University should be addressed to the Director of Admissions, University of Tampa, Tampa, Florida 33606.

Students Who 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.); (2) results of the Scholastic Aptitude Test (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 counselor or principal.

Early Admission

Unusually well-prepared students with very good grade-point averages and SAT or ACT scores who have completed the junior year in high school may be considered for early admission. They should have the unqualified recommendation of their principal or counselor. Inquiries should specifically mention Early Admissions Plan.

Advanced Placement and C.L.E.P. Credit Programs

Students who have taken advanced placement courses in high school may receive advanced placement credit for these courses. Candidates should submit the results obtained on the Advanced Placement Tests 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 student's general knowledge in the broad areas of English composition, social studies, humanities, general science, and mathematics.

Full or partial credit may be granted as a result of these tests which may enable the student to bypass the required freshman-level courses in these areas. It is likely that each high school senior has knowledge in one or more of these areas that he can demonstrate successfully through the C.L.E.P. tests.

Early Decision Plan

The qualified student who wants to begin college in the Fall semester and receive an early notice of acceptance need only indicate on the application form that he wishes such decision and have all required credentials in the Office of Admissions prior to November 1.

Procedures for Applying

Application should be made at the end of the junior year or as early as possible in the senior year of high school. A tentative acceptance may be given on the basis of a 3½-year high school transcript; however, final acceptance will be based on the complete high school record. The following are required:

1. Application form, completely filled out.

2. Application fee: \$20.00.
3. High school transcripts showing academic program completed, scholastic average, date of graduation, and recommendation of counselor or principal.
4. Scores on the Scholastic Aptitude Test and/or the American College Test.
5. Scores on Advanced Placement or C.L.E.P. Tests, for those applicants desiring advanced standing credit.

Transfer Students (Undergraduate)

Requirements for Admission

Applicants who wish to transfer to the University of Tampa must request that a complete transcript of credits from each institution previously attended (even though credit may not have been earned) be sent directly to the Director of Admissions, University of Tampa. Applications cannot be processed until all of these documents have been received by the University of Tampa. A high school transcript will be required only when specifically requested.

The applicant must be eligible to re-enter the institution last attended. A "C" average or better is required.

Advanced Standing for Associate Degree Holders

A student qualified for admission who possesses an Associate of Arts Degree earned in the transfer preparatory program of a regionally accredited junior or community college may enter the University with full junior status, providing at least 56 semester hours of work earned with grades of "C" or better are transferred to the University of Tampa. In addition, such students will not normally be required to take any further courses toward the University's lower-level general education requirements, unless the student's background in these areas is deemed insufficient.

Transfer Credit Acceptance Policy

The University of Tampa recognizes that today large numbers of students transfer from one institution to another, and believes that such students should not incur undue hardship in the matter of transferring credit.

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

A student who has been accepted for admission to the University may request an evaluation sheet listing all credit granted in transfer. Such an evaluation sheet may be secured prior to the first semester of enrollment only if all transcripts, score reports, and other necessary documents have been received by the University at least 60 days prior to registration.

Note: Any student who withholds any part of his or her record at another institution will be permanently dismissed without credit for work completed at the University of Tampa.

Procedures for Applying

For admission as a transfer student, the following are required:

1. Application form, completely filled out.
2. Application fee: \$20.00.

3. Complete transcript of credits from each institution previously attended, plus score reports and other substantiating documents as required.

Graduate Students

Admission requirements for graduate students are given in the chapter entitled Graduate Study. Graduate applicants should also refer to descriptions of the Master's degree programs for specific program requirements.

Students From Other Countries

Students from other countries are encouraged to apply for admission. The requirements for admission are the same as those 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 is required in place of the S.A.T. or A.C.T.

Transient (Visiting) Students

A student who is in regular attendance at another institution may register as a visiting student for one semester or the Summer Session. A transient student must submit:

1. Application form and \$5.00 application fee.
2. A letter from the institution in which the applicant is enrolled granting permission to attend the University of Tampa and outlining the courses for which the applicant is allowed to register and the period of time for which he is permitted to enroll.
3. A transient student is permitted to register for two terms consecutively but must submit a permit from his regular college for each term. After a visiting student has completed two terms consecutively at the University of Tampa, he or she must either make application as a transfer student or return to his or her former college.

Auditor Students

A student may register as an auditor. No college credit is earned, and the academic work is not graded. The auditor student must submit an application form and \$5.00 application fee. Records of previous academic work are not required.

Elementary and Secondary School Teachers

Elementary and secondary school teachers may attend the University for the purpose of taking courses for certification by simply submitting an application, a \$5.00 application fee, and a copy of their State Certification. No other documents or records of previous academic work are required, unless the student intends to work for a second degree.

Note: The University of Tampa 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.

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

COSTS

Tuition and fees contained herein, including room and board fees, are applicable to the 1980-81 school year. The University of Tampa follows the policy that educational cost should be kept as low as possible consistent with excellent instruction and facilities. The University of Tampa reserves the right to change any and all charges for room, board, tuition, and fees at any time as circumstances dictate.

Application Fees (Non-Refundable Processing Fee)

Regular Students (Full and Part time)	\$20.00
Non-Degree Seeking Post-Baccalaureate Students	5.00
Re-Applicants (Former U.T. Students)	5.00
Auditor and Transient Students	5.00

Deposits

All new full time students (12 hours or more)	\$150.00
All new part time students (11 hours or less)	50.00
Per term for pre-enrollment privilege for continuing students	50.00
Per term for residence hall reservation for continuing students	100.00

Credit for deposits will be applied at registration time. *Deposits are not refundable.* If an accepted applicant fails to enroll, the deposit is then forfeited, regardless of circumstances.

Acceptance or continued acceptance is neither guaranteed nor implied by payment of regular deposits.

Estimated Cost

Average yearly (two semester) cost for undergraduate student who resides on campus:

Tuition		\$3,726.00
Fees		140.00*
Room	(Average)	900.00
Board		880.00
Books	(Average)	175.00
		<hr/>
TOTAL		\$5,821.00

Average yearly (two semester) cost for undergraduate student not residing on campus:

Tuition		\$3,726.00
Fees		140.00*
Books	(Average)	175.00
TOTAL		\$4,041.00

*"Fees" are for Full Time students taking 12 or more hours.

Miscellaneous Fees

The following miscellaneous fees are charged where they apply:

Graduation Fee, required of all students for each graduation date attempted	\$25.00	Returned check	\$8.00
Change of course after registration (Drop-Add)	15.00	Reissuance of I. D. Card, each	5.00
Teaching Internship Application Fee	15.00	Transcript Fee (Each)	2.00
Regular student late registration (regardless of circumstances)	10.00	Campus Parking Permit (Car)	10.00
		(Motorcycle)	5.00
		Reissue of Meal Plan I. D. Card	10.00
		Miscellaneous Course Fees as they apply	

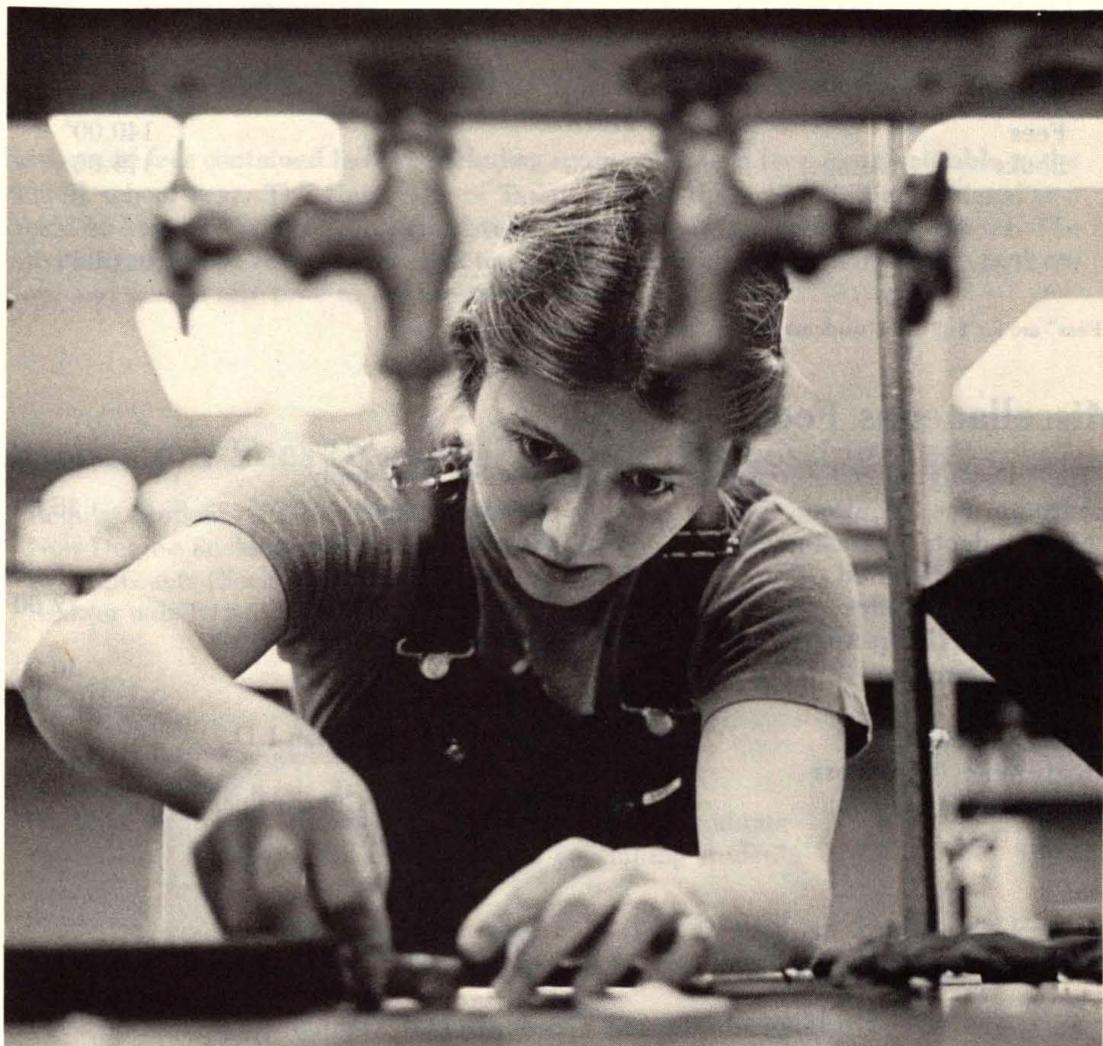
Tuition and Fees

Undergraduate and Graduate (All Terms)

(Bimester tuition and fees will be published separately)

Credit Hours	Tuition	Fees	Total
1	\$ 105.00	\$ —	\$ 105.00
2	210.00	—	210.00
3	315.00	—	315.00
4	420.00	—	420.00
5	525.00	—	525.00
6	630.00	—	630.00
7	836.00	—	836.00
8	1,042.00	—	1,042.00
9	1,248.00	—	1,248.00
10	1,454.00	—	1,454.00
11	1,660.00	—	1,660.00
12-18	1,863.00	70.00	1,933.00
19	2,018.00	70.00	2,088.00
20	2,173.00	70.00	2,243.00
21	2,328.00	70.00	2,398.00

Full-time students taking 12 or more credit hours are charged \$70.00 each semester for student fees.



Charges to Audit Courses

All students auditing courses pay the same University tuition and fees as regularly registered full- or part-time students.

Tuition and fees do not include the cost of materials used in art or industrial arts courses.

Financing

Tuition and fees for the semester, as well as room and board when applicable, are payable no later than the time of registration or as may be requested. Any deviation from this policy must be authorized by the Vice President for Business Affairs. Any amount so authorized will be subjected to the conditions set forth in the financial information contained in this publication.

Students are requested, if necessary, to make financial arrangements to meet their expenses at registration through private banking or other sources recommended in the Stu-

dent Financial Aid section of this publication. Financing should be arranged well in advance so that funds will be available at the time of registration.

Complete information concerning student loans, scholarships and grants-in-aid can be obtained by writing the Director of Financial Aid, University of Tampa. Failure to make the necessary payments at registration may cause the student to lose his place in the University. Care should be taken to insure that any payments made by mail will arrive at the University prior to registration. Students employing an aid plan or other source of funds are *not* exempted from paying deposits by the deadline dates specified in this catalog.

Room Rate Schedule Per Student Per Semester

Single	\$475-\$525
Double	\$375-\$450
Triple	\$400-\$450
Suite for Four	\$400
Efficiency Apartments	\$500
Double Apartments	\$500
Triple Apartments	\$475

No room assignment is official until a student receives a written verification or assignment sheet indicating residence hall and room number. It is each student's responsibility to clarify his/her status regarding room assignments.

All students living in University residence halls and University owned apartments will be required to maintain a \$50.00 damage deposit. Upon a student's leaving the residence hall, the unused balance will be refunded after ample time for clearing of records. All students living in University owned housing will be required to pay a refundable \$25.00 key deposit.

Board

All members of the University community may eat in the cafeteria on a cash basis or purchase a board plan. Students living in certain residence halls are required to choose one of the following cafeteria boarding plans:

Plan "A"	19 Meals Per Week	(Full Plan)
	\$490.00 Per Semester	
Plan "B"	15 of 19 Meals Per Week	(Optional Seven Day Plan)
	\$440.00 Per Semester	
Plan "C"	10 of 15 Meals Per Week	(Weekday-Plan)
	\$390.00 Per Semester	

(Meal plans do not cover fall and spring break periods.)

Payment of University Charges

Failure to make the necessary payments at registration will cause the student to lose his place in the University. Care should be taken to insure that any payments made by mail will

arrive at the University prior to registration. Students employing an aid plan or any other source of funds are not exempted from paying deposits by the deadline dates specified in this catalog. Overpayments resulting will be refunded.

Continuing students are not permitted to register until all previous debts have been cleared with the Business Office. Transcripts and diplomas are withheld until all accounts, including institutional damages, are paid in full, and all student loan payments are paid or are in a current status.

Personal checks may be used to pay expenses at the time of registration. A fee of \$8.00 will be charged for any check not honored by the bank upon presentation. Personal checks will not be cashed by the University, so students are urged to use travelers' checks to cover their immediate expenses.

Processing of refunds for credit balances or overpayment of accounts will be initiated upon request of the student two weeks after registration. Up to two additional weeks may be required for the check to be issued. Students must provide adequate cash for personal expenses until refund checks are available.

Fines and Penalties

Failure to comply with rules and regulations of the Library, parking regulations, or any other pertinent regulations, will be penalized by fines which are added to the student's account until settled.

Transcripts and Diplomas are withheld until these payments are made.

Withdrawal and Refunds

Students who find it necessary to drop courses or change courses must secure an approved drop slip from the Office of the Registrar and present it to the Business Office for appropriate action.

Any student who withdraws from the University without official approval from the Dean of Students forfeits all tuition, fees, and other charges, except his prorated board.

A student dropping courses or withdrawing from the University within two weeks (within one week for Summer Session) after the last day of registration will be granted a 50 percent (50%) adjustment of tuition and fees. Board will be adjusted at the rate of 50 percent (50%) of the unexpended balance. Charges for room rent will not be adjusted.

Registered students withdrawing prior to attending classes are subject to University withdrawal policy regardless of circumstances.

Any student suspended from the University or withdrawing to avoid suspension forfeits all tuition, fees, and other charges, except 50 percent (50%) of the unexpended balance of the prorated board. Boarding students suspended from the cafeteria or other University Union facilities are not entitled to refunds or credits for the period of such suspension. A student evicted from the residence hall or relocated in another residence hall for disciplinary reasons is not entitled to a room rent adjustment.

Refunds, upon withdrawal, may be withheld until the student identification card is surrendered to the Business Office and the student has completed the necessary steps for withdrawal.

Board adjustments of the unexpended balance will be calculated for the number of full weeks remaining from the date that the Meal Plan Identification Card is submitted for adjustment.



STUDENT FINANCIAL AID

The University of Tampa offers an established comprehensive 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 50 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, etc.) 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.

How to Apply for Financial Aid

Apply for admission and be accepted if you are an incoming freshman or transfer student, or be in good academic standing if you are a continuing University of Tampa student.

Submit to the Financial Aid Office a completed University of Tampa Financial Aid Application not later than March 15 for the academic year beginning the following September.

Also, a Financial Aid Form (FAF) must be completed and submitted to the College Scholarship Service not later than February 1 for the same period. Transfer students must also submit a Financial Aid Transcript for each college or university previously attended.

You may obtain a Financial Aid Transcript Request Form and/or a University of Tampa Financial Aid Application from the Financial Aid Office. The Financial Aid Form (FAF) may be obtained from high school counselors or any financial aid office. Priority will be given to applications received by March 1, but consideration will be given as long as funds are available. A University of Tampa application and an FAF must be resubmitted each year for which assistance is requested.

Types of Aid

Financial Aid includes all forms of scholarships, grants, loans, and employment opportunities, whether administered by this University or by a private source.

Scholarships

The University of Tampa offers an extensive scholarship program to qualified applicants. Students who have excellent high school grade-point averages and high SAT or ACT scores may be eligible for merit scholarships ranging from \$800 to \$2,500 a year. These scholarships, which are not based on financial need, are awarded by the Admissions and Financial Aid Committee. Notification of awards will be made upon acceptance for admission.

In the case of new freshmen and transfer students, the application for admission and required transcripts are all that are necessary to apply for most scholarships. A student desiring a specific scholarship in music, art, or extracurricular merit should contact the Admissions Office or his or her high school guidance office for the application.

Students with need may be eligible for these scholarships as well as other financial aid. Students who wish to be considered for a need-based scholarship or other financial assistance must also submit a Financial Aid Form (FAF) or a Family Financial Statement and a University of Tampa Financial Aid Application.

Grants

Student assistance in the form of non-repayable grant money is available through the University and federal and state agencies.

Institutional Grants

Tuition Grant (Local Students)
Publications Grant
Student Government Grant
Resident Assistant Grant
Performing Arts Grant
Athletic Grant

The Tuition Grant will be awarded upon acceptance for admission. All other grants may be applied for by contacting the appropriate departments upon arrival on campus.

State Grants

Several states award financial assistance in the form of grants to qualified applicants. These may be applied for by filing the student's home state's Financial Aid Form (FAF) or by contacting the state agency directly.

Florida Tuition Voucher

The Florida Tuition Voucher Fund provides tuition assistance to resident students attending eligible non-profit private colleges and universities located in the state. You may apply for these funds by completing a Florida Tuition Voucher Fund Application which is available in the Financial Aid Office.

Federal Grants

Federal grant money is awarded on the basis of financial need. These grants may be applied for as follows:

BEOG (Basic Educational Opportunity Grant) may be applied for directly through the Financial Aid Form (FAF) or by a separate Basic Educational Opportunity Grant Application. When a student receives his Student Eligibility Report (SER) from BEOG, he or she should mail it directly to the University's Financial Aid Office.

SEOG (Supplemental Educational Opportunity Grant) is awarded from funds made available by the federal government to students of exceptional financial need who would not otherwise be able to attend college. SEOG must be matched by equivalent amounts of other financial aid. Students may apply by submitting a University of Tampa Financial Aid Application and Financial Aid Form (FAF).

LEEP (Law Enforcement Educational Program). Grants for tuition and fees in amounts up to \$800 per year are available to students who are employed full-time by a law enforcement agency. Students should contact the University Financial Aid Office for the necessary applications.

Loans

Various loan funds are available through the University and other sources.

Institutional

NDSL (National Direct Student Loan) program provides long-term, low interest loans from funds provided jointly by the federal government and the University. These loans are offered on the basis of need. No interest is charged while a student is in school, and repayment begins after student status is terminated. Under special circumstances, repayment can be deferred or partially cancelled. To apply, the student should submit a University of Tampa Financial Aid Application and Financial Aid Form (FAF).

University Loan Funds are available in exceptional circumstances and are awarded by the Director of Financial Aid.

State and Federal Loans

Guaranteed Student Loans. This is a Federal Loan Program that enables a student to borrow directly from a bank, credit union, savings and loan association or other participating lenders. The academic year limit under the Guaranteed Student Loan Program (GSL) is \$2500 for undergraduate and \$5000 for graduate or professional study. The interest rate is 7% (charged to the borrower only after termination of student status), and repayment normally begins nine to twelve months after the student graduates or leaves school. Information and applications may be obtained from the lending source.

Law Enforcement Loans. These loans can be obtained up to \$2,200 per year and are available to full-time students who are employed full-time by a law enforcement agency. Students should contact the University Financial Aid Office for necessary forms.

Employment

There are three types of employment available to University of Tampa students: CWSP (College Work/Study Program), Student Employment, and off-campus jobs.

CWSP (College Work/Study program) utilizes federal funds combined with University funds to provide part-time employment for students who are in need of such earnings to defray educational expenses. Students are paid an hourly rate (minimum wage), and pay periods are weekly. To apply, students should submit a University of Tampa Financial Aid Application and Financial Aid Form (FAF).

Student Employment Program. The University of Tampa also offers on-campus employment at an hourly rate for student workers, including those who have not demonstrated need for financial aid. These positions may be applied for after a student is enrolled.

Off-Campus Employment. Assistance is also given in locating employment in the Tampa area. For information about off-campus employment, students should contact the Counseling Center.

Other Resources

The University of Tampa does not have a deferred payment plan for tuition and fees or room and board charges. The option of monthly payments of these educational expenses, however, is available through one of the following organizations:

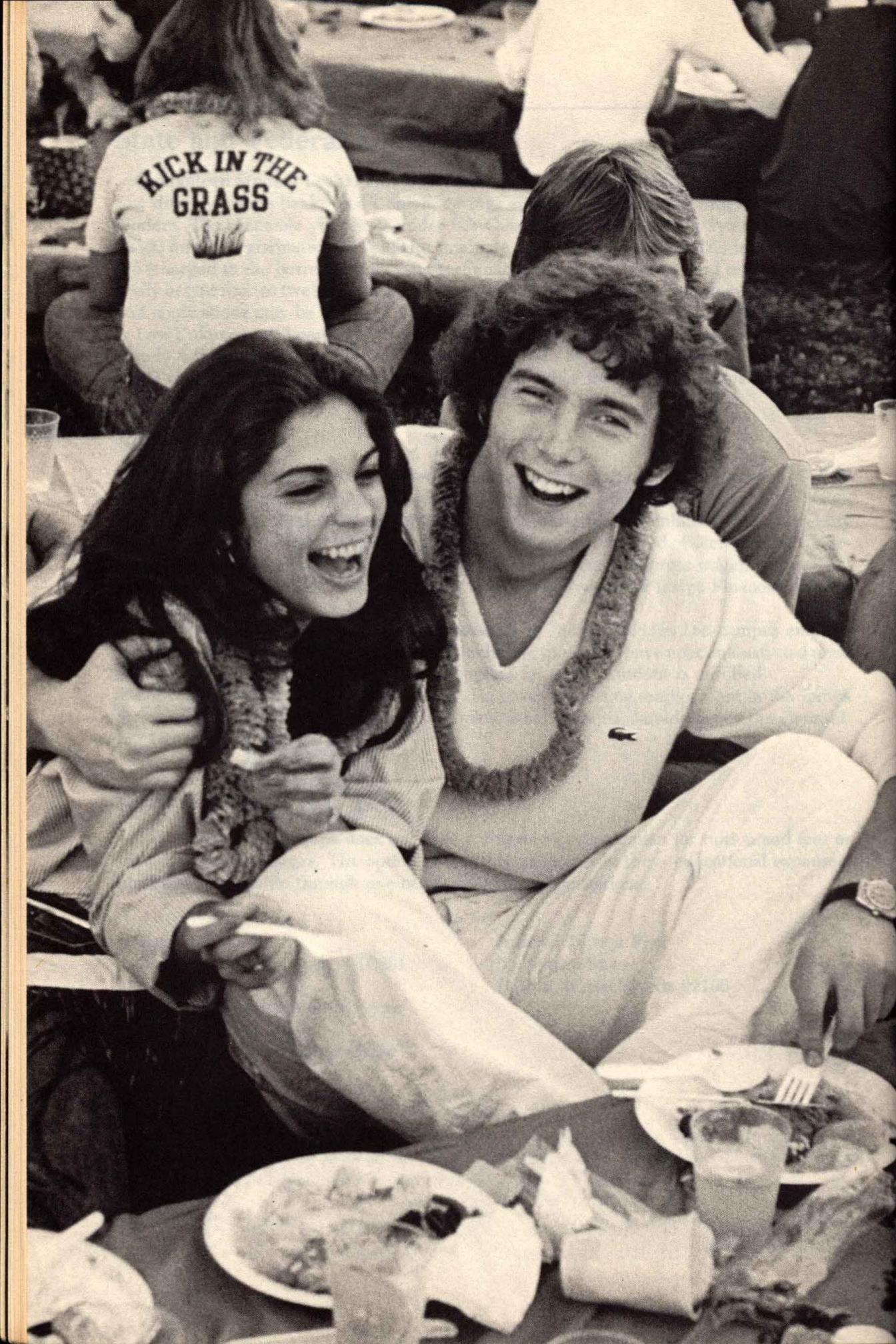
The Tuition Plan
Concord, New Hampshire 03301

Academic Management Services
Post Office Box 1000
Pawtucket, Rhode Island 02860

Insured Tuition Plan
53 Beacon Street
Boston Massachusetts 02108

**STUDENT LIFE
AND ACTIVITIES**





STUDENT LIFE AND ACTIVITIES

The Office of Student Affairs at the University of Tampa is responsible for many of the programs and activities that take place outside the classroom. The purpose of Student Affairs is to provide programs that will enhance the student's growth at the University of Tampa. Participation in the program will result in the acquisition of skills that will allow one to learn to cope with life and make positive contributions to society. But these skills can only be acquired if one participates in the programs that are made available. By participating in the Student Council, the student can acquire skills in dealing with other people, in solving problems, and in making decisions. The Counseling Center offers programs such as assertiveness training, study skills, and career planning and placement skills. The Residence Halls offer programs for students to develop leadership as well as social skills. The Health Center does more than just treat illness. It offers a number of programs which allow students to acquire skills to prevent illness. The difficult decision a student has to make at the University of Tampa is what activities *not* to participate in. Following is a description of some of these programs and the centers which offer them.

STUDENT ACTIVITIES

Student Council

The principle avenue for student participation in campus governance and programming is through the Student Council. All recognized clubs, organizations, interest groups and residence halls have voting power in the General Assembly of the Student Council. The members of the General Assembly also comprise the various programming committees that provide campus activities.

The committees are chaired by class representatives who are chosen in campus elections held during the spring semester. The president of the student body and the remaining officers are also elected at that time and comprise the Executive Council.

A copy of the Student Council constitution may be obtained in the Student Council office along with detailed information concerning eligibility for student offices, participation in activities and other matters relating to Student Council affairs.

Funding for the Student Council comes from the student activities fees paid at registration. From this money, the Student Council funds the various programming committees plus the *Minaret*, the campus newspaper; the *Moroccan*, the yearbook; and *Quilt*, a creative writing magazine.

Student Membership on University Committees

Qualified students have many opportunities to participate in University governance through membership on various committees. Representatives of the staffs of the *Minaret* and *Moroccan* serve on the Student Publications Committee. Students also serve as voting members on the Admissions, Athletic and Library Committees, the Collegium, and the Student Disciplinary Board.

Students are represented on the following standing committees of the University of Tampa Board of Trustees: Plant and Planning, and Educational Affairs.

Through meaningful involvement in such committees, students have an opportunity to assist in the growth and development of the University.

Campus Organizations

Valuable educational experiences can be gained through extracurricular campus activities. All students are encouraged to participate in as many out-of-the-classroom activities as possible without affecting academic achievement. New and improved facilities, good coaches, trained advisors and a student-oriented faculty, staff and administration help facilitate a worthwhile and educational extracurricular program.

Campus organizations, social activities, intercollegiate sports, intramurals and recreational activities play an important role in the development of the totally educated individual.

Recognition Societies

Alpha Chi (Scholarship)
Delta Sigma Pi (Business)
Kappa Kappa Psi (Band)
Omicron Delta Kappa (Leadership)
Pershing Rifles (Military)
Phi Alpha Theta (History)
Psi Chi (Psychology)

Greeks

Alpha Gamma Delta
Alpha Epsilon Pi
Phi Delta Theta
Pi Kappa Phi
Theta Chi
Zeta Beta Tau
Interfraternity Council

Interest Groups

American Society of Personnel Administrators
Association of Black Collegiates

Baptist Student Union
Biology Club
Chemistry Club
Circle K
Council on Residence Life
Frisbee Club
Hillel
International Relations Club
Karate Club
Pen and Sword
Philosophy Club
Sailing Club
Scuba Club
Sociology Club
Spartan Bowling
Spartan Sertoma
Student Political Organization
University of Tampa Players
Varsity Athletic Association
Woman's Soccer Club

Intramurals

Intramural activities at the University of Tampa provide the chance for all students, regardless of skill or ability, to experience the thrill of athletic competition. Most importantly, students who participate in intramurals become a part of the University community. Not only does the program offer a chance for exercise and companionship, but an opportunity for students to become leaders in this partnership society.

More than 80 percent of the University's undergraduate students participate in at least one of the 25 intramural activities sponsored by the Department of Intramurals. Among the more popular intramural sports are flag football, bowling, volleyball, floor hockey, basketball, cross country, wrestling, soccer, and water sports. Not only are these activities offered to men and women separately but also as co-recreational sports.



Athletics

The University of Tampa offers a broad program of intercollegiate athletic competition for men and women in both team and individual sports. The University competes in Division II of the National Collegiate Athletic Association and the Association of Intercollegiate Athletics for Women. The men's programs are soccer, baseball, swimming, crew, golf, cross-country, tennis, and riflery. The women's programs are basketball, volleyball, swimming, crew, cross-country, golf, tennis, and riflery.

University facilities include the soccer and baseball fields which are located in a large land area on the campus proper and are considered among the finest facilities in central Florida. An NCAA regulation sized swimming pool, gymnasium, tennis courts, boathouse and dock, weight room, training room, and locker rooms are also located on the campus. The University golf team plays its home matches at Northdale Golf Club, a local course in Tampa.

Publications

Student Newspaper — The "Minaret"

Students interested in journalism, either as a career or as an educational experience, may serve as members of the staff of the "Minaret," student-published weekly. Staff membership at all levels is open to all interested students. Promotions within the staff are on a competitive basis. The Editor, Associate Editor, Layout Editor, and Business Manager are selected each year by the Student Publications Committee on the basis of experience, performance on the staff, and qualifications for the posts.

The University Yearbook — The "Moroccan"

The "Moroccan," University Yearbook dedicated to the senior class, offers students another type of editorial and business-advertising experience. The Editor and Assistant Editor are selected by the Student Publications Committee on a competitive basis. Other factors considered are experience, performance and qualifications.

Student Creative Writing Magazine — "Quilt"

"Quilt" provides an outlet for students' creative efforts in fiction, poetry, essay, drawing and photography. The magazine is designed and conducted totally by students under the supervision of faculty advisors; contents are selected competitively by the student editorial board. Any interested student may apply for a position on the editorial board or staff; final selection is made by faculty advisors on the basis of experience and/or other qualifications.

Special Events

A Performing Arts Series provides a wide variety of events including string quartets, classical and jazz guitarists, and poetry recitals. The University Lecture Series presents speakers whose topics are relevant to students with special interests. For instance, this series has focused on ESP, neurophysiology, music criticism, ecology, and other special topics. In addition, there is a Film Series and other special symposia, lectures, or recitals during the academic year.

Musical Activities

The University of Tampa has a strong program of musical activities. In addition to the following University groups, there are numerous opportunities in the Tampa area for musicians to participate in rock groups, German bands, etc. Professional performing experience can be obtained outside the University through the Tampa Oratorio Society, the Spanish Little Theatre, the Tampa Ballet Company, and the Florida Gulf Coast Symphony.

Chamber Music Ensembles. Talented musicians of all instruments and voice are grouped according to specific instrumentation needs for public performances. Coached by faculty members and members of the Florida Gulf Coast Symphony, these ensembles receive academic credit.

Concert Band and Wind Ensembles. Contemporary and traditional band music is performed by these organizations. The student bands offer fraternal and social activities through Kappa Kappa Psi and Tau Beta Sigma.

Jazz Lab Ensemble. This organization consists of various jazz, popular and rock groups who seriously study and perform contemporary music. The Jazz Ensemble appears regularly in the Tampa Bay area.

University Singers. The University Singers is a mixed chorus that sings all styles of choral music. All University students are eligible to sing with this group. Academic credit is given.

Show Chorus. The Show Chorus stages excerpts from musical comedies and Broadway shows. A select group from the chorus performs frequently in the Tampa Bay area for clubs, organizations, and television. Academic credit is given.

Orchestra. Students of exceptional performing ability are invited to audition for a position with the Florida Gulf Coast Symphony. This professional orchestra is credited by the University as meeting the music ensemble requirements. Students who are acceptable to the Symphony receive salaries in addition to music scholarship assistance. Students with orchestral experience are invited to contact the music office for complete details. Students are admitted to the Florida Gulf Coast Symphony concerts at reduced rates.



Ballet and Modern Dance. New additions to the music curriculum include classical ballet and modern dance. Interested students should contact the Fine Arts Office for additional information.

Resident Music Affiliations. Internationally renowned concert violinist Esther Glazer begins her seventh year as the University's "Artist-in-Residence." Ms. Glazer performs regularly in the Ballroom Concert Series. The Hoffman String Quartet, resident quartet of the University, presents chamber music concerts during the spring term. The Tampa Ballet Company and Spanish Little Theatre are also in residence. The music program at the University of Tampa is a member in full standing of the National Association of Schools of Music.

HONOR SOCIETIES

Association of College Honor Society members having University of Tampa chapters include Alpha Chi (Scholarship), Beta Beta Beta (Biology), Omicron Delta Epsilon (Economics), Omicron Delta Kappa (Leadership), Phi Eta Sigma (Freshman Scholarship), Psi Chi (Psychology), and Sigma Tau Delta (English). Kappa Delta Pi, an honor society in education, also has a chapter on campus.

STUDENT CONDUCT

The Trustees, faculty and administration of the University of Tampa are determined that this campus community be a place of shared responsibility, personal freedom and collective safety and harmony. They are anxious that every effort be made to assure the best possible quality of life among everyone at the University.

On December 15, 1977, the executive committee of the Board of Trustees approved the following policy statement:

"The University of Tampa is a community of scholars devoted to higher learning. Members of the community — faculty, staff and students — have an obligation, both to themselves and to each other, to foster an atmosphere of mutual respect, and, therefore, of high regard for the life and property of the University.

"It is expected that all members of the community will share respect for law and adhere to the exemplary standards of conduct consistent with a community of scholars. It is further assumed that these high standards will be self-enforced and that in the event they are not, the University may take action to protect its interests as a community.

"Student conduct on campus, including in the residence halls, is expected to be supportive of these interests. By vote of the Student Council, dormitory councils, and in meetings by individual dormitory floors and wings, students may participate in determining specific standards of conduct which support the obligations of their membership in the University community."

In the enforcement of these standards, the following should be understood:

"In exceptional circumstances, the president of the University or his/her representative may suspend any student whose presence is believed to be inimical to the best interests of the University community."

The Trustees, then, have reaffirmed that this is a community of rights and responsibilities. Students and others have the right to participate in the determination of the standards of conduct by which they will be guided and the responsibility to honor these standards and expect others also to do so. They have the right of due process in all judicial situations, though

this may follow instead of precede administrative action in exceptional circumstances, and they have the responsibility to cooperate fully with this judicial process. They have the right to a supportive and positive educational environment and the responsibility within this to pursue their academic and related interests with integrity and diligence.

VEHICLES ON CAMPUS

All students are permitted to have motor vehicles and bicycles on campus. All motor vehicles, however, must be registered and parking permits must be purchased through the Campus Police office in Howell Hall.

Use of resident and commuter parking areas is restricted during certain periods, and vehicles must park in designated parking areas. Current "Traffic and Parking Regulations" and maps may be obtained from the Campus Police office.

CAMPUS SAFETY AND POLICE

The University of Tampa maintains its own police department to provide for the safety and welfare of all members of the University community. The main offices are located in Howell Hall, with an "Operations Annex" in Gunn Park. The Department of Safety and Police operates 24 hours a day, 365 days a year, and all employees are fully commissioned law enforcement officers who can render assistance with any type of police or safety related matters.

The University Police Department offers a comprehensive crime prevention program for all students, is charged with enforcing University regulations and state law, and is responsible for all matters pertaining to vehicle movement and parking on campus. All vehicles regularly operated on campus must be registered with the University Police during the first week of each semester. Guests may obtain a visitor permit at the Howell Hall office.

COUNSELING

Personal, Social, Academic

Counseling services are provided to students on an individual and group basis. The major thrust is in helping students to adjust to the college environment, to develop interpersonal skills, and to take advantage of their full potentials. In addition, professional counselors are available to help students cope with conflicts or crises that become difficult to bear alone.

For the most part, the Counseling Center exists as an adjunct to the academic learning process in that the services provided will help the student to learn effective ways of dealing with him or herself and others.

The Counseling Center staff acknowledges the right to personal privacy and will not attempt to violate this right. Further, the confidential nature of all counseling interviews will be maintained to the fullest.

Career and Life Planning

The Counseling Center's Office of Career and Life Planning assists students in formulating educational, career, and life planning goals. Individual and group counseling and testing

is available to assist students in identifying interests, clarifying values, and understanding the decision-making process involved in the selection of a college major or a career field. A *Career Resources Library* is available to assist students in exploring educational, occupational, and employer information. Workshops are routinely offered to assist students with job hunting techniques, resume writing, and interviewing skills.

Students who have volunteered and been trained as *Peer Counselors* work with groups in the residence halls on topics such as values clarification, career decision-making, goal-setting, and referrals.

Placement services are available through the Office of Career and Life Planning. Seniors, graduate students, and alumni are eligible to have their credentials on file to assist in job search or application to graduate study. Employers frequently list career employment vacancies and request referrals of qualified candidates. Registration for Placement is voluntary and a nominal fee is charged.

Reading and Study Skills

The reading-study skills service of the Counseling Center offers tuition-free, non-credit "courses" to all students. Workshops, group sessions or individual appointments are available throughout the academic year.

The reading program is designed to help students increase their comprehension of material, flexibility of reading speed, and vocabulary. Times are arranged for the student's convenience.

Study skills workshops are offered on a variety of topics, or the students may prefer to plan a study program and discuss specific problems and needs on an individual basis. A list of peer-tutors is also available for students requiring extra assistance in specific subject areas.

STUDENT MAIL AND TELEPHONE SERVICE

The University Post Office is located on the first floor of Plant Hall. Resident and commuter students are required to maintain a University mail box. When a student is assigned a post office box, he or she is also given a box combination. For reasons of security, this combination should not be given to any other person. Each student is urged to open his or her own box *personally*. Due to limited storage space, students should pick up their mail frequently.

The student's *official* University mailing address will be the University of Tampa Post Office *box number*. Students are reminded that their residence hall room number is not part of their official mailing address and should not be given to correspondents for mailing purposes.

Telephone pay stations have been installed on each floor in each residence hall for placing personal long distance calls. The University arranges for a representative from the telephone company to be on campus at the beginning of each academic school year to take orders from students requesting private service in their residence hall rooms.

DUPLICATING SERVICE

The Duplicating Center is available to the University Community for quick-copy and large printing requests. Departments, clubs, and organizations are assigned budget account numbers against which printed materials may be charged. At the end of the month, the Business Office bills for services rendered. Personal copy printing is also available on a cash basis.

CAMPUS STORE

The Campus Store is located on the first floor of the University Union Building. In addition to textbooks and other educational supplies, the store offers current reading materials, and personal items to meet student needs. Students are invited to leave hand-crafted articles for consignment sale. Discounts are offered to groups of ten or more. Shoe repair and film developing services are also available. Class rings and caps and gowns are ordered through the store. Additional policies and hours of operation are posted in the store.



FOOD SERVICES

The University's cafeteria is located in the University Union Building. All members of the University community may eat in the cafeteria on a cash basis or purchase a boarding plan, as outlined in the "Costs" section in this catalog. Students living in certain residence halls are required to choose one of the cafeteria boarding plans. Serving hours are posted and are listed in the Student Handbook.

UNIVERSITY HEALTH SERVICES

The University maintains an up-to-date health center for its students. A physician is on duty at the health center every school day, and registered nurses are on duty eleven hours a day, five days a week. If illness demands, we have a list of physicians who are specialists in their field that can be used for referral.

STUDENT INSURANCE

Each full-time undergraduate student covered by student health and accident insurance. The premium for this insurance is included in the students' required fees. Part-time students are urged to subscribe to student insurance or to secure such protection elsewhere.

UNIVERSITY RESIDENCE

The University offers a wide variety of life style options. Each residence hall has its own unique feature that makes it attractive. Ranging from buildings large and small, where men and women live next door to each other, to buildings that are entirely men or women; with efficiency style apartments to three person suites to single rooms, the residence halls meet the individual needs of students.

In an effort to create a living-learning environment, a sense of community and responsibility is stressed. Through the Hall Councils and individual and group contacts with a qualified professional staff, the students are encouraged to provide input into the programs available and participate in the decision making process in hall government.

Co-educational Residence Halls

Rivershore Towers (double rooms, 200 students)

Howell Hall (single, double, and triple rooms, 190 students)

Delo Hall (single, double, and triple rooms, 200 student)

University West (double and efficiency apartments, 50 students)

University East (double rooms, 24 students)

Residence Halls for Women

Smiley Hall (single and double rooms, 130 students)

University South (single, double, and triple rooms with a common kitchen area, 13 students)

Residence Halls for Men

McKay Hall (single and double rooms, 175 students)

Alumni Building (single and double rooms, 30 students)

Campus housing is optional for all students on a first-come-first-served, space-available basis. Priority for assignment to campus housing is determined by the date of a complete housing application to include the required housing deposit.

All students residing in Howell Hall, Delo Hall, Smiley Hall, and McKay Hall are required to choose one of the boarding plans available.

Laundry facilities are available in each of the larger buildings.

For information or assistance regarding University housing on- or off-campus contact the Housing Office of the University of Tampa.

**THE
EDUCATIONAL
PROGRAM**





ACADEMIC POLICIES AND PROCEDURES

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

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 only to the extent that courses listed in previous catalogs or curriculum guides are still offered. Also, a student in teacher education must comply with the latest teacher certification requirements.

Student Classification

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

The minimum qualifications for each class are:

Freshman	Fewer than 26 semester hours of credit
Sophomore	26 semester hours of credit
Junior	56 semester hours of credit
Senior	88 semester hours of credit

Students with fewer than 56 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. Five-hundred-level courses, however, may be taken by senior undergraduates only if formally included in the student's program by the major division chairman. Courses with numbers of 600 or more may be taken by graduate students only.

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 throughout the semester.

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. Excellent	4 honor points
B. Good	3 honor points
C. Average	2 honor points
D. Passing but unsatisfactory	1 honor point
F. Failure	no honor points

Other marks given are: I for incomplete; W for Withdrawal within first six weeks of a semester (first two weeks of a summer session); WP (if passing) and WF (if failing) for withdrawal thereafter and until one week prior to final exams; S (satisfactory) and U (unsatisfactory).

tory) given for internship programs, and for all courses taken on a Pass-Fail basis. Grades of I, W, WP, 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 of Tampa, including courses which are repeated. 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 of Tampa. Prior to graduation, the student must remove all grades of "I", and all grades of "F" in required courses.

Electing Courses on a Pass-Fail Basis

Juniors and seniors who are in good standing may elect up to a total of 6 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 not 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 six weeks of the semester will receive a grade of W (for Withdrawal) on all courses dropped. After that date and until one week prior to the first day of final examinations, students who are failing at the time the course is dropped will receive WF. Students making passing grades will receive WP.

If a student withdraws from the University or drops a course within one week prior to the first day of final examinations, grades of WF will automatically be assigned.

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 an absence rule may be maintained by each professor according to the needs of his individual classes. Each student should see that he is thoroughly familiar with the absence policy of each of his professors. These rules will be ad-

ministered entirely by the professors involved and any questions should be directed to them. Auditor students are also subject to absence rules.

Course Load

A student taking at least 12 semester hours of undergraduate work or 6 semester hours of graduate work may be considered a full-time student. The normal load for undergraduate students is 15 to 17 hours and the normal load for graduate students is 12 hours.

Undergraduate students with less than a B average may not register for more than 17 hours. A student taking a minimum of 12 semester hours and making a B average or better, will be permitted to register for 18 hours the next semester. If the B average is maintained, he may then register for a maximum of 20 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 15 hours.

Any student registering for 18 hours or more must have specific approval of the chairman of the division in which he is majoring.

Dean's List

The Dean's List is composed of undergraduate students who have achieved a grade-point average of 3.5 or more during the semester while taking at least 15 semester hours of work. Students remain on the list as long as the average of 3.5 or more 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.

Honor Roll

Undergraduate students who make a grade point average of 3.0 or more while carrying at least 12 semester hours will be named to the Honor Roll. Students remain on the Honor Roll as long as they maintain the 3.0 average. No student who has been disciplined or found guilty of a breach of conduct during the semester will be named on the Honor Roll.

Grade Reports

All unsatisfactory mid-semester grades and all semester, intersession, and summer session grades will be mailed to students at the permanent home addresses. Students may also obtain their grades at mid-term and the close of each semester and summer session 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 \$2.00.

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 also result in a student's being permanently dismissed from the University.

Detailed retention standards for undergraduates are shown below and are printed on student's grade reports. Such regulations for graduate students may be obtained from the appropriate graduate program director.

Undergraduate Retention Standards

0-23 hours attempted

- 2.000 or better — Good Standing
- 1.600 or better — Academic Warning
- Below 1.600 — See Faculty Advisor

24-34 hours attempted

- 2.000 or better — Good Standing
- 1.600 or better — Academic Warning
- Below 1.600 — Academic Dismissal

35-45 hours attempted

- 2.000 or better — Good Standing
- 1.750 or better — Academic Warning
- Below 1.750 — Academic Dismissal

46-89 hours attempted

- 2.000 or better — Good Standing
- 1.950 or better — Academic Warning
- Below 1.950 — Academic Dismissal

90-132 hours attempted

- 2.000 or better — Good Standing
- Below 2.000 — Academic Dismissal

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.

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 readmitted 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 Students

It is the personal responsibility of each student expecting to graduate to make certain that he will be able to meet all requirements for graduation. The University assumes no responsibility for a student's failure to familiarize himself with the general and specific requirements for graduation. The student is urged to consult his advisor or the Office of the Registrar concerning any problems involved in registration or the fulfillment of catalog requirements for his degree.

Residence Requirements

To graduate from the University of Tampa, the student must complete the last 30 semester hours for the Bachelor's degree and the last 15 semester hours for the Associate degree in residence at the University. All work creditable toward the Master's degree must normally be taken in residence at the University of Tampa. Up to nine semester hours of transfer credit, however, may apply toward the Master's degree with the approval of the appropriate graduate program director.

Commencement Exercises

Degrees are granted in December, April, and August of each academic year. Announcements concerning commencement exercises are made during the academic year by the Office of the Registrar.

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

Questions on these policies should be directed to the Registrar.

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 he will be able to qualify for the degree. For graduate students, the filing of this form, duly signed and approved, constitutes admission to candidacy.

To Graduate in:

December
April
August

Application must be filed not later than:

The previous March 1st
The previous October 31st
The previous October 31st

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. The four levels of honors are:

Special Senior Honors for those with grade-point averages of at least 3.50 earned on the last 30 semester hours of graded classroom work, not including pass-fail grades, attempted at the University of Tampa.

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 30 semester hours 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 30 semester hours must have been earned at the University of Tampa.

Summa Cum Laude for those with grade-point averages of 4.00 earned on all work attempted at the University of Tampa and grade-point averages of 4.00 when combined with all previously attempted college work. At least 30 semester hours must have been earned at the University of Tampa.

General Degree Requirements

To qualify for the Bachelor of Arts, the Bachelor of Science, the Bachelor of Fine Arts, or the Bachelor of Music Degree a student must earn a minimum of 120 semester hours credit, or 62 semester hours for the Associate of Arts Degree, and must meet general and specific course requirements. Further, he must have earned at least an average of "C", a 2.00 grade-point average on all work attempted at the University of Tampa, including 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 this bulletin and in the chapter entitled Graduate Study.

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

Each student is responsible for making certain throughout his career at the University that he is taking the courses required to graduate. This bulletin should be used as a continuing reference in planning his course of study and selecting subjects to meet his graduation requirements. Help in planning his studies may be obtained from his faculty advisor.

Transfer Credit Evaluation Policy

Resident Transfer Credit

For qualified undergraduate students, the University of Tampa 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 normally limited to that of a **liberal arts** nature. Credit earned in vocational, technical, or terminal type courses is not acceptable, unless the equivalents of such courses are offered at the University of Tampa. Credit which is deemed **liberal arts** is normally accepted, even if such credit were 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 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 the University of Tampa or elsewhere, any subsequent work taken at a junior college may be ignored and not counted as

transfer credit. If the student, however, wishes to use any or all of this junior college credit toward his degree, his total hours will be cut to 64.

No credit can be given for work taken twenty-five years ago, or longer, without subsequent successful academic experience.

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. Permission to have transient credit transferred will be granted only to students in good standing whose overall grade-point average at the University of Tampa is 2.00 or better.

Non-Resident Transfer Credit

A maximum of 60 semester hours of non-resident credit may be granted to undergraduate 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. Military veterans may be granted credit for the first two years of ROTC after review of the individual's DD Form 214 and a transcript of previous college academic credits.

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.

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 or USAFI Subject Standardized Tests. Credit may be granted for the USAFI Subject Standardized Tests only if 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 completion 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 school 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.

C.L.E.P. 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 examination (C.L.E.P.) administered either through the College Entrance Examination Board or through the USAFI.

Residency Requirement

Non-residence credit may not be granted to fulfill the last 30 semester hours earned toward a University of Tampa degree. The last 30 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, P.O. 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.

GRADUATE STUDY

Degrees Offered

The University of Tampa confers the following graduate degrees:

Master of Business Administration

Master of Education

With areas of concentration in: Elementary Education, Administration, and Physical Education.

Application for Admission

Each student applying for admission to the graduate program must apply for entrance as, and meet the criteria for, a **degree-seeking** student, whether or not he or she intends to work for a degree.

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

1. Application form, completely filled out;
2. Application fee: \$20.00, 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.
5. From M.Ed. applicants, two copies of an up-to-date State of Florida Teacher's Certificate.

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 and test scores, etc.) must be received no later than 7 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 either the M. B. A. or M. Ed. degree programs 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 Educations 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.

Master of Business Administration Degree

Director: Chairman, Division of Economics and Business

Admission as a Full Degree-Seeking Student

Applicants for full graduate degree-seeking status 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 submit the scores on the aptitude portion of the Graduate Record Examination (GRE) or 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.
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).

Students admitted on a conditional status may take a maximum of 12 semester hours of graduate work. Upon completion of the first 12 hours, 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 degree-seeking student. If not, he will be dismissed from the graduate program.

Master of Education Degree

Director: Chairman, Division of Education

Admission as a Full Degree-Seeking Student

Applicants for full degree-seeking status must meet the following three admissions criteria:

1. Must hold the Bachelor's degree from a regionally accredited college or university.
2. Must have earned a 2.75 grade-point average or better (on a 4.00 scale) on the last 60 semester hours of college work attempted, or quarter hour equivalent.
3. Must have earned a composite verbal and quantitative score on the Graduate Record Examination (GRE) of 800 or better.

In addition to these three criteria, foreign applicants are required to present a score of 550 or better on the Test of English as a Foreign Language (TOEFL). Remedial work may be required in communication and computation competencies prior to admissions of any student to full degree-seeking status as a graduate student in the M.Ed. program. See paragraph earlier in this chapter for additional requirements for foreign students.

Admission as a Conditional Degree-Seeking Student

An applicant *may* be admitted as a conditional degree-seeking student if the applicant has met two of the three criteria for full degree-seeking status, but not the other.

Students admitted on a conditional status may take a maximum of 12 semester hours of graduate work. Upon completion of the first 12 hours, 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 degree-seeking student. If not, he will be dismissed from the graduate program.

Background and Prerequisites

An applicant for graduate study needs not have, prior to acceptance, previous academic work related to the Master's field in which he intends to study. 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.

For Master of Business Administration candidates, the minimum foundations required by the American Assembly of Collegiate Schools of Business will apply. For Master of Education candidates, eligibility for a Florida Graduate Certificate would generally be a necessary prerequisite. Waiver of certain undergraduate prerequisites in both programs may be considered in light of any practical experience the student may have had in those areas.

Transfer Credit

A maximum of 9 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 appropriate 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 not acceptable unless the awarding institution certifies that such grades are equivalent to "B" or better. For the M.Ed. program, transfer credit must be earned in courses equivalent to graduate offerings available at the University of Tampa. For the M.B.A. program, 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 this guide outline the basic course requirements for the Master's degrees.

Residency

For the M.B.A. degree, a minimum of 24 semester hours of credit must be earned on the main campus of the University of Tampa. For the M.Ed. degree, a minimum of 21 semester hours of credit must be earned through the University of Tampa, 15 hours of which must be earned on the main campus of the University of Tampa.

Time Limit

A student is allowed seven years 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.

Comprehensive Examination

A comprehensive examination, written or oral or both, may be required of each candidate for the M.Ed. degree by the area of specialization. No comprehensive exam is required for the M.B.A. degree.

Thesis

For the Master of Education degree, a student may complete 24 semester hours of course work plus a thesis or 30 semester hours of course work without a thesis. Six semester hours of credit are allowed for the thesis.

Following completion of 12 semester hours, the student who wishes to write a thesis shall request of his advisor the formation of a thesis committee to be recommended and approved by the Provost and the appropriate graduate program director. The deadlines for submission of the draft and final copies of the thesis will be determined by the graduate program advisor. Final approval of the thesis requires acceptance by all members of the thesis committee as well as the graduate program advisor. Such approval must be secured prior to the granting of the Master's degree.

Four copies of the thesis, the original typescript and three copies, will be bound at the student's expense. After binding, two copies will be filed in the University library and one copy will be given to the major division. The student receives the fourth copy.

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

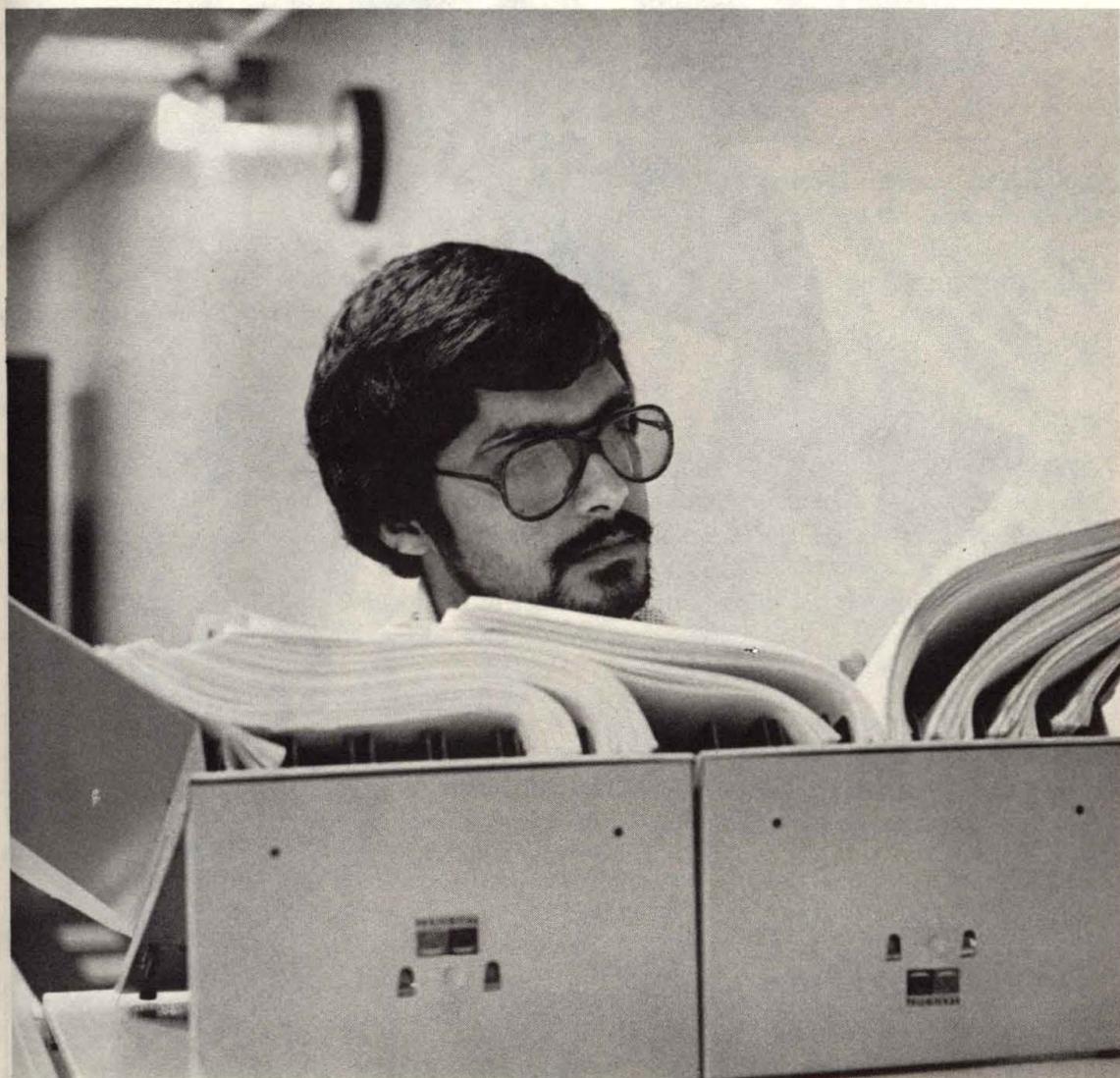
Graduate students may repeat courses, but may do so only with courses in which a grade of "C" or less was earned. The grades earned each time a course is attempted, however, will be included in the student's overall grade-point average.

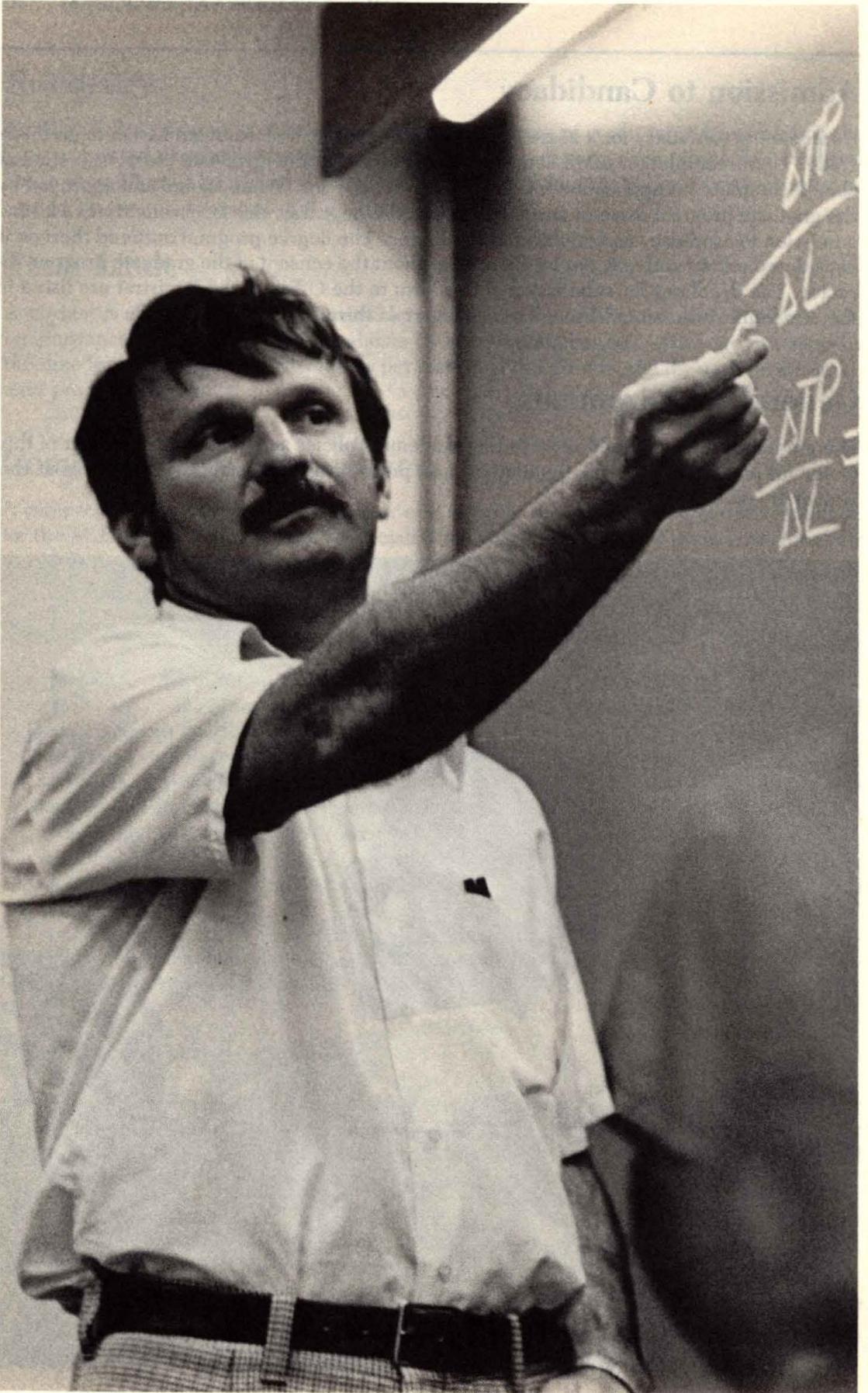
Admission to Candidacy

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 Guide for additional academic regulations and procedures applicable to all students at the University of Tampa.





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 these minima. At least six semester hours of the undergraduate major 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 arts management, elementary education, social sciences, military science, or medical technology.

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

Requirements for Degrees

Bachelor of Arts

Students majoring in English, French, history, philosophy, political science, psychology, social work, sociology, Spanish, urban affairs, or writing will be awarded the Bachelor of Arts degree.

This degree requires a minimum of 120 semester hours, including the general curriculum distribution, all major requirements, and electives.

Bachelor of Science

Students majoring in accounting, arts management, biology, business management, chemistry, criminology, economics, elementary education, finance, marine science, mathematics, medical technology, physical education, or social sciences will be awarded the Bachelor of Science degree.

This degree requires a minimum of 120 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 120 semester hours, including the general curriculum distribution, all major requirements, and electives.

Bachelor of Music

Students majoring in music will be awarded the Bachelor of Music degree.

This degree requires a minimum of 120 semester hours, including the general curriculum distribution, all major requirements, and electives.

Associate of Arts

In addition to the general curriculum distribution, candidates for the Associate of Arts degree must complete 12 semester hours of courses from **one** of the following areas of concentration: art, biology, chemistry, economics, English, geography, history, mathematics, the modern languages, music, philosophy, physics, political science, psychology, sociology, speech, and writing.

The degree requires a minimum of 62 semester hours, including the general curriculum distribution, area concentration, and electives.

Master of Business Administration

The degree requires a minimum of 33 semester hours, including 24 hours of core courses and 9 hours of elective hours.

Master of Education

The degree requires a minimum of 30 semester hours, including 12 hours of core courses and 18 hours in the area of specialization of which 6 hours may be thesis credit.

Majors and Minors

**For Specific requirements
for a major, minor, or
concentration in**

Accounting
Art
Arts Management
Biology
Business Administration
Business Administration,
Master of
Business Management
Chemistry
Computer Information Systems
Computer Science
Criminology
Economics
Education, Master of
Elementary Education
English
Finance
French
History
Marine Science-Biology
Marine Science-Chemistry
Marine Science-Biology-Chemistry

**See listings under
Division of**

Economics and Business
Fine Arts
Fine Arts
Economics and Business
Science and Mathematics
Economics and Business
Economics and Business
Economics and Business
Science and Mathematics
Science and Mathematics
Economics and Business
Education
Education
Humanities
Economics and Business
Humanities
Social Sciences
Science and Mathematics
Science and Mathematics
Science and Mathematics

Mathematics	Science and Mathematics
Medical Technology	Science and Mathematics
Music	Fine Arts
Philosophy	Humanities
Physical Education	Education
Physics	Science and Mathematics
Political Science	Social Sciences
Pre-Engineering	Interdisciplinary Programs
Pre-Dentistry	Interdisciplinary Programs
Pre-Medicine	Interdisciplinary Programs
Pre-Veterinary Science	Interdisciplinary Programs
Psychology	Social Sciences
Recreation	Education
Religion	Humanities
Social Sciences	Social Sciences
Social Work	Social Sciences
Sociology	Social Sciences
Spanish	Humanities
Speech	Fine Arts
Urban Affairs	Social Sciences
Writing	Humanities

Diagnostic and Placement Testing in English

All new freshmen and transfer students who do not already have credit for ENG 101-102 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 which would make it difficult for them to achieve satisfactory progress in ENG 101-102 will be required to take ENG 100, Basics of Grammar and Writing, 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 which would make it difficult for them to achieve satisfactory progress in ENG 101-102 will be required to take either ENG 100, Basics of Grammar and Writing, or ENG 110, English as a Second Language, 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 a lack of readiness for college level work will be referred to the American Language Academy (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' qualification for admission to the University.

General Curriculum Distribution Requirements

Believing that all students should have maximum flexibility in the selection of courses, while maintaining a basic liberal arts format, the University requires that each undergraduate student develop, in addition to his major area, a general curriculum distribution within the broad framework outlined below.

University Requirements	Minimum Sem. Hrs.
ENG 101-102, Composition and Rhetoric	6
Area A	9
Any combination of courses in English (except 100, 101-102, 110-111), philosophy (except 201, Logic), foreign language, music, art, speech, drama, religion, and those courses in writing designated as applicable to this area.	
Area B	9
Any combination of courses in history, psychology, sociology, economics, geography, political science, and urban affairs.	
Area C	9
Any combination of courses in laboratory sciences, mathematics, computer science (except CSC 219), and logic (PHL 201)	
TOTAL	33

Any laboratory science courses, including BIO 125 and PHY 125, may be used to satisfy or partially satisfy the Area C requirement. **The biological science and physical science courses (BIO 125 and PHY 125) are laboratory courses designed primarily for students who are not science majors.**

A maximum of 3 semester hours of credit in studio/performance-oriented courses may apply toward the Area A requirement.

Each academic division has established certain restrictions pertaining to the overlap of its required major and minor courses with the University's general curriculum distribution. The general curriculum distribution structure is supplemented by these divisional requirements, and each student should be familiar with them as they pertain to his major. Information may be obtained from the appropriate division chairman.

Division of Economics and Business

Faculty: *Professor* Truscott, *Chairman*; *Professors* Cyzewski, Henderson, Hyde; *Associate Professors* Dunham, Fesmire, Munyan, Roberts, Wooten; *Assistant Professors* Dougherty, Fellows, Janssen, Richards, Squires; *Adjunct Instructors* Cropsey, J. Diaz, Junco, Morris, Quimby, Singletary, Stull, Tonelli, Ward.

Students majoring in the Division of Economics and Business may use economics courses to satisfy Area B **only** if the specific economics courses are not required of majors or minors in the Division of Economics and Business. MAT 210 may be used to satisfy Area C of the General Curriculum Distribution. CSC 219 may not be used to satisfy Area C.

Accounting

Requirements for a major in accounting:

ACC 202	3	BUS 210	3
ACC 203	3	BUS 230	3
ACC 250	4	BUS 231	3
ACC 251	4	BUS 310	3
ACC 401	4	ECO 200	3
ACC 402	2	ECO 201	3
ACC 304,305,351, 352,353,405,430,440, BUS 460	12	ECO 308	3
		MAT 210	3
		CSC 219	3

sem. hrs. 59

Note: BUS 460 may be applied to only one major.

ACC 498, Accounting Internship, does not satisfy major requirements.

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

Business Management

Requirements for a major in business management:

ACC 202	3	BUS 325,341 361,440,460	9
ACC 203	3	CSC 219	3
BUS 210	3	ECO 200	3
BUS 230	3	ECO 201	3
BUS 310	3	ECO 308	3
BUS 330	3	ECO 320, 321	3
BUS 350	3	MAT 210	3
BUS 431	3		

sem. hrs. 51

Note: BUS 440 and 460 may be applied to only one major.

BUS 494, Management Internship, and BUS 497, Marketing Internship, do not satisfy major requirements.

Requirements for a minor in business administration:

ACC 202	3	BUS 330	3
ECO 200	3	BUS 350	3
BUS 230	3		

sem. hrs. 15

Computer Information Systems

Requirements for a minor in computer information systems:

CSC 219	3	Two CSC Electives or BUS 460 and one CSC Elective	6
CSC 240-241 or CSC 250-251	6		
CSC 318	3		
CSC 319	3		

sem. hrs. 21

Economics

Requirements for a major in economics:

ACC 202	3	ECO 320	3
ACC 203	3	ECO 321	3
BUS 210	3	ECO 240,333,	
MAT 210	3	420,430,	
ECO 200	3	440,461,	
ECO 201	3	BUS 460	12
ECO 308	3		

sem. hrs. 39

Note: BUS 460 and ECO 430 may be applied to only one major.

ECO 496, Economics Internship, does not satisfy major requirements.

Requirements for a minor in economics: 15 semester hours of credit in economics courses.

Finance

Requirements for a major in finance:

ACC 202	3	BUS 490	3
ACC 203	3	ECO 200	3
ACC 250	4	ECO 201	3
ACC 251	4	ECO 308	3
BUS 210	3	ECO 321	3
BUS 310	3	ECO 430	3
BUS 440	3	MAT 210	3
BUS 450	3		

sem. hrs. 47

Note: BUS 440 and ECO 430 may be applied to only one major.

BUS 495, Finance Internship, does not satisfy major requirements.

Requirements for a minor in finance:

BUS 310	3	BUS 490	3
BUS 440	3	ECO 430	3
BUS 450	3		

sem. hrs. 15

**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. Waiver of any of these requirements may be considered by the Director of the Master

of Business Administration Program in light of equivalent practical experience. A qualifying examination may also be used to evaluate extent of student background in any foundation course.

Requirements for admission to the program include a 2.75 GPA 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 Study chapter of this Guide for details on the graduate admission standards for both American and foreign applicants.

The Master of Business Administration program includes 24 semester hours of core courses and 9 hours of electives.

Core Courses

The 24 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 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.

Electives

The 9 semester hours of electives may be selected from the following: ACC 401, 402, 405, 430, 440, 614, 625; BUS 431, 440, 450, 460, 489, 490; ECO 420, 430, 440, 461, 570, 615, 617; FIN 620; MGT 602, 610, 622, 624; MKT 618, 627. Only 3 semester hours of credit below the 600-level may be used to meet the elective requirement. An approved 3 hour non-business 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 Study section and the Academic Policies and Procedures section.

Division of Education

Faculty: *Professor Decker, Division Chairman; Professor Rodriguez; Associate Professors Bragg, Kratz, Smith; Assistant Professors Benz, Birrenkott, Bohren, Vlahov; Adjunct Instructors Begelman, Bullerman, Burgess, Finch, Jimenez, Shearer.*

The philosophy of the Division of Education is that character, personality, broad liberal arts background, concentration in a major area, and professional training are of importance in the selection and preparation of teachers.

Satisfactory completion of the prescribed program satisfies the requirements for certification in the State of Florida and most other states. Sophomore standing is required for admission to education courses. All 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 of a specific University of Tampa course. Beginning in July, 1980, students must pass a state examination after graduation as a procedure for completing Florida certification requirements.

Beginning December 1, 1980, 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 90 percent of the 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 must 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 of Education are: art, elementary education, English, mathematics, music, physical education, biology, and social studies. Preparation for certification in other subject areas is possible, but does not qualify the student for multiple-state certification through the inter-state agreement. For details, consult the Chairman, Division of Education.

Internship Programs

Students desiring to enroll in the 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 in EDU 405, 406, 407 are not permitted to enroll in other than EDU 483 and EDU 488 concurrently with internship. 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 average must be achieved for certification in the major and professional education courses. Internship is normally planned for the terminal semester, i.e., completion of all major field and professional education courses. Earlier consideration requires special permission, with the exception of intercollegiate athletes who must student teach in the semester in which they are not participating in their sport. Denial to the program is for 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 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 working toward the B.F.A. or B.M. degree 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.

Elementary Education

Requirements for a major in elementary education:

Major Courses

EDU 202	.....3
EDU 204	.....3
EDU 208	.....3
EDU 230	.....3
EDU 305	.....3
EDU 307	.....3
EDU 312	.....3
EDU 320	.....3
EDU 419	.....3

Professional Courses

EDU 200	
(or EDU 400)	.....3
EDU 302	.....3
EDU 303	.....3
EDU 404	.....3
EDU 405	.....9
EDU 483	.....3
EDU 488	.....3
PSY 240	
or EDU 238)	.....3

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 27 hours of professional courses are required in addition to the requirements in the major teaching field: EDU 200 (or 400), 302, PSY 240 (or EDU 238), EDU 407 (or 406), EDU 423, EDU 483 and EDU 488. Additional courses are required in some major areas.

Health Education

To qualify for teacher certification in health education (grades 7-12) in Florida, the following 19 semester hours of professional courses are required in addition to the 27 hours of professional education courses listed above for secondary education.

HEA 230	3	From HEA 100,	
PED 460	3	103,401	
BIO 307*	4	PED 150,	
		EDU 430	9
			—
			sem. hrs. 19

*Bacteriology may be substituted for BIO 307.

Driver Education

Certification in driver education requires certification in an academic subject and the addition of EDU 430, 431 and 432.

Physical Education

Requirements for a major in physical education:

HEA 100	2	PED 307	3
HEA 230	3	PED 312	2
PED 104	1	From PED 320,	
PED 105	1	321,322,323	6
PED 110	3	PED 400	2
PED 150	1	PED 411	3
PED 151	1	PED 412	3
PED 200	1	PED 450	2
PED 240	2	PED 460	3
PED 252	2	EDU 305	3
		EDU 423	3
			—
			sem. hrs. 47

To qualify for teacher certification in physical education in Florida, the following 24 hours of professional courses are required in addition to major requirements: PSY 240 or EDU 238; EDU 200 or 400, EDU 302, 406, 483, and 488.

Requirements for a minor in physical education:

HEA 100	2	PED 400	2
HEA 230	3	PED 412	3
PED 110	3	EDU 305 or	
From PED 320,		EDU 423	3
321,322,323	4		

—
sem. hrs. 20**Recreation**

The minor in recreation curriculum is a nonteaching 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:

From PED 202,		PED 150	2
401,411,470	9	PED 151	1
From PED 310,		PED 240	2
312,MUS 239,		From Drama,	
240	2	Handicrafts or	
From PED 320,		art, sociology	
321,322,323	2	music, ecology	6

—
sem. hrs. 24

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

Athletic Training

To qualify for eventual certification as a school athletic trainer, the student must have a baccalaureate or higher degree including teacher certification with either 600 clock hours or 6 semester hours of laboratory practice. The following 27 hours of courses are also recommended and offered by the University of Tampa's physical education area:

HEA 100	2	PED 271	3
HEA 103	2	PED 340	3
HEA 230	3	PED 400	2
PED 150	1	PED 460	3
PED 270	2	PSY 200	3
		PSY 240	3

—
sem. hrs. 24

The University of Tampa does **not** offer the 600 clock hours or 6 semester hours of laboratory practice. The University does **not** have an approved athletic training curriculum. The courses listed above are suggested for the potential undergraduate athletic training curriculum.

Master of Education Degree Program

The Master of Education program includes 12 semester hours of core courses and 18 semester hours of courses in the area of specialization, thereby meeting the requirements for a Florida regular Certification. Areas of specialization offered are elementary education, administration, and physical education.

Core Courses

The 12 semester hours of core courses required of all Master of Education degree candidates are from among EDU 600, Philosophies of Education; EDU 602, Contemporary Issues in Education; EDU 604, Principles of Learning; EDU 606, Introduction to Measurement and Research; EDU 609, Curriculum Program of the Elementary School; EDU 610, Curriculum Program of the Secondary School; EDU 612, School Organization and Administration; EDU 613, School Law for Teachers and Administrators; EDU 681, Mainstreaming the Exceptional Child; with EDU 604 and 606 required.

Area of Specialization

Students must include 18 semester hours in the area of specialization selected in conference with an advisor. Six semester hours of the specialized courses may be substituted with a thesis, EDU 690. Students electing thesis credit must consult with the graduate program chairman for requirements, except in the case of a concentration in administration.

Requirements for Graduate Study

Students undertaking the Master of Education Degree program should refer also to the information contained in the section herein entitled Graduate Study, and the section entitled Academic Policies and Procedures.

Division of Fine Arts

Faculty: *Professor Rodean, Chairman; Dana Professor Testa-Secca, Associate Professors Edberg, Nosti, Westly; Assistant Professors Byerly, DeMeza, Harris, Mohn; Instructor Luter; Adjunct Instructors Allen, Arsenault, Biero, Cowden, Froelich, Klafs, McAlister, McCulloh, Penney, Rodeiro, Zegel.*

Art

Requirements for a major in art:

Art History	12	ART 204	3
Drawing	12	Add'l in Area	
Sculpture	6	of Concentra-	
ART 200	3	tion*	9
ART 201	3	ART Electives	9
ART 203	3		

sem. hrs. 60

*The areas of concentration are: drawing, painting, printmaking, sculpture, ceramics.

To qualify for teacher certification in art on the secondary level in Florida, the major must include ART 206; EDU 200, 204, 302, 423, 407, 483, 488; and PSY 240.

Requirements for a minor in art: 18 semester hours of credit to include 3 hours each in drawing, painting, sculpture or ceramics, and art history.

Requirements for a minor in art history: 18 semester hours of credit in art history courses.

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

Arts Management

Requirements for a major in arts management — Minor in business administration:

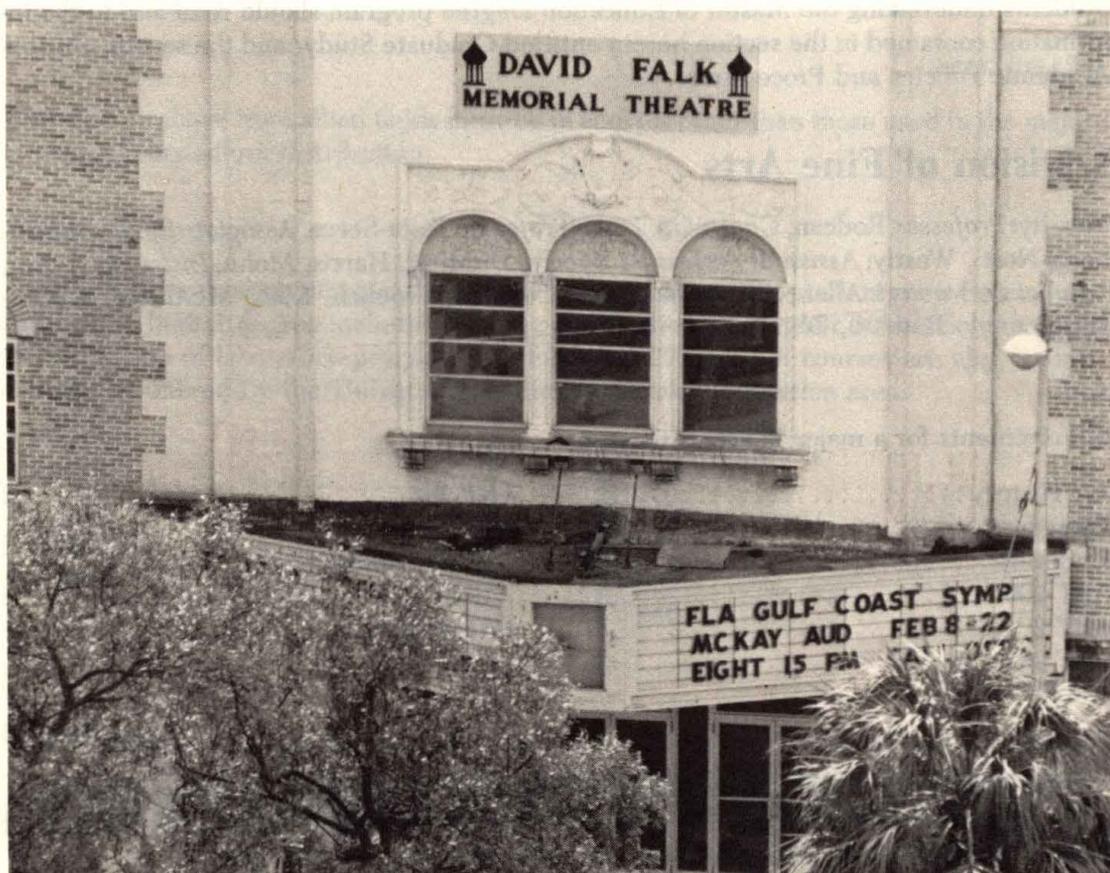
ACC 202	3	ARM 480	3
ECO 200	3	ARM 498	15
BUS 230	3	Area of Concen-	
BUS 330	3	tration*	21
BUS 350	3	Related Arts	6
ARM 200	3		

sem. hrs. 63

*The areas of concentration are: art, music, and speech/drama. (The courses will be specified in consultation with an advisor.)

The 15-hour internship (ARM 498) will be performed throughout the junior and senior years.

The arts management major automatically earns a minor in business administration.



Music

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

Requirements for a major in music with concentrations as indicated:

	Music Education	Applied Music	Music Theory
Basic Theory (122, 123, 222, and 223)	12	12	12
Advanced Theory (MUS 236, 322, 323, 324, 325, 423)	9*	12	15
Studio Lessons (Major Instrument)	12	16	12
Music History:			
Survey (MUS 102, 206, 207)	9	9	9
Music History (MUS 208)	—	3	3
Techniques (MUS 225, 226, 227, 228, 229)	5	3	3
Ensembles (MUS 288, 291, 292, 293, 294, 295, 300)	9	9	9
Solo Recitals	—	nc	—
Piano Proficiency (MUS 110, 111, 210, 211 or 250**)	1	1	5
Seminar in Music (MUS 330)	3	3	3
Music Elective	—	7	4
	—	—	—
sem. hrs.	60	75	75

Music Education students must complete the following courses in education to receive Florida State Certification: EDU 200, 230, 302, 423, 406, 483, 488; and PSY 240.

*Must include MUS 325, 236.

**All candidates for the Bachelor of Music degree are required to pass a piano proficiency examination prior to their senior year.

Students enrolled for studio performance courses (MUS 248 through 267) must perform before a faculty jury each semester to receive credit. Music majors with concentrations in music education and music theory must pass a minimum of 6 two-credit hour exams and music majors with concentration in applied music must pass a minimum of 8 two-credit hour exams. Students will be excused from jury examination only upon a petition to the faculty of music by the studio instructor.

Music majors must participate in a credited ensemble each semester. Music education majors are excused from this requirement during their semester of internship.

Music majors are required to attend student, faculty, and professional concerts that are given on campus throughout the year. Music students are expected to perform regularly in monthly recitals. Guidelines for these requirements will be announced at the beginning of each term.

Requirements for a minor in music: 21 semester hours of credit to include MUS 102, 122, 123, and 3 hours of advanced music history or theory as determined in consultation with the Chairman of the Division of Fine Arts; 4 hours of studio performance; 5 hours of ensembles.

Placement examinations will be given during the first class meeting of MUS 122. MUS 100 may be required as a prerequisite to MUS 122.

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

Speech

Requirements for a minor in speech: 18 semester hours of credit in speech and drama courses.

English majors seeking teaching certification in speech must include SPE 100, SPE 200, SPE 205 or DRA 103, SPE 206, SPE 303, and 3 additional hours in speech or drama.

Arts management majors with drama as an arts concentration must complete a minor in speech plus 3 additional hours in drama.

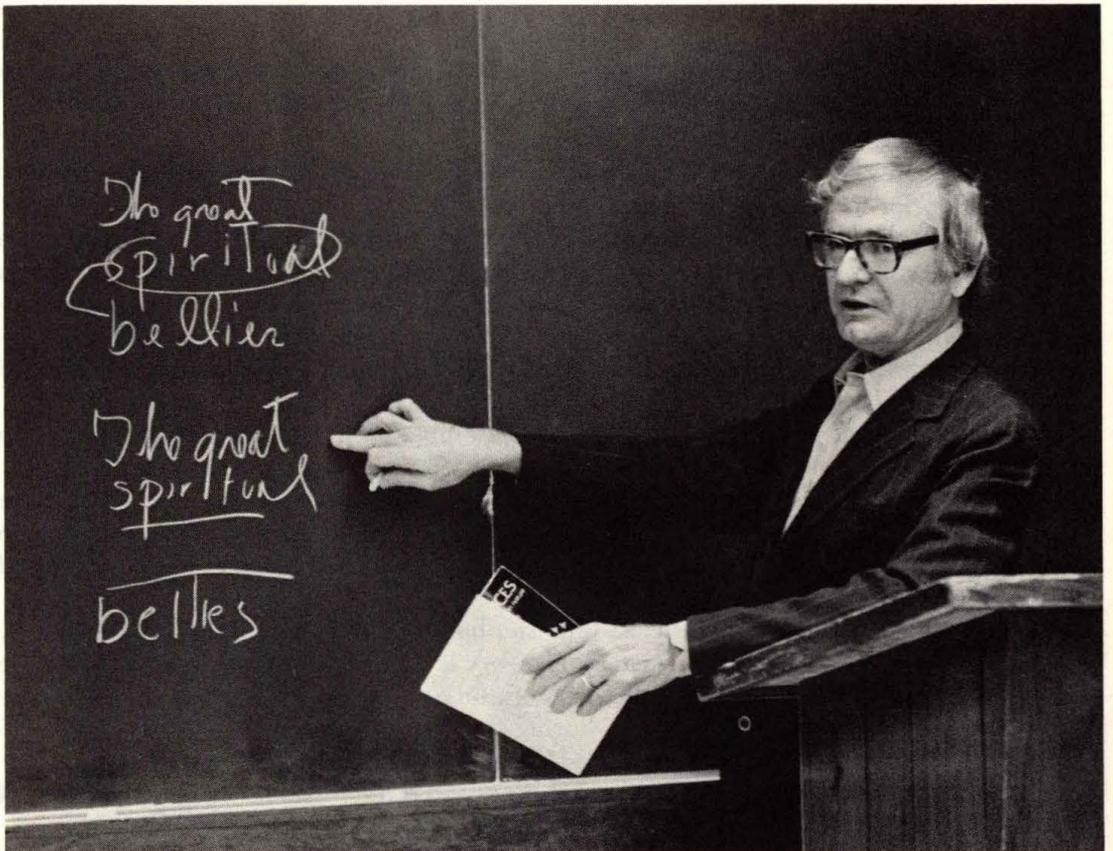
Division of Humanities

Faculty: *Professor* Gillen, *Chairman*; *Professors* Fernandez, Harder, Locke, Mendelsohn, Saatkamp, Stewart; *Associate Professors* Cave, Leith, Lohman, Shearer; *Assistant Professors* Bayliss, Harris, Nelson, Schenck, Solomon; *Adjunct Instructors* Bentayou, E. Diaz, Hafer, Maloney, Martinez, Sundheim.

Courses taken in a student's designated major in the Humanities Division may not be used to satisfy requirements for the general curriculum distribution, Area A. 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: 36 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 15 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, 3 semester hours of British literature and 3 semester hours in American literature. In addition, the student must also take ENG 101-102, 3 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: 18 semester hours of credit in English courses; at least 6 semester hours must be in courses numbered 300 or above. ENG 101 and 102 may not count toward the minor.

French

Requirements for a major in French: 24 semester hours of credit in courses numbered 200 or above; and 12 hours in another modern language.

Requirements for a minor in French: 18 semester hours of credit.

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

German

Requirements for a minor in German: 18 semester hours of credit in German courses.

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

Philosophy

Requirements for a major in philosophy: 30 semester hours of credit to include PHL 200, 201, and 450. Three semester hours of REL 210-220 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: 18 semester hours of credit to include PHL 200 and 201. Three semester hours of REL 210-220 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: 18 semester hours of credit consisting of 15 hours in religion courses and 3 hours in philosophy courses.

Spanish

Requirements for a major in Spanish: 24 semester hours of credit in courses numbered 200 or above; and 12 hours in another modern language.

Requirements for a minor in Spanish: 18 semester hours of credit.

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

Writing

Requirements for a major in writing: 36 semester hours of credit consisting of 24 semester hours in writing courses (15 in classroom work and 9 in directed writing) and 12 semester hours in literature courses (6 hours at the 200-level, and 6 hours at the 300-level or above). Courses will be selected in consultation with the major advisor.

Requirements for a minor in writing: 21 semester hours of credit consisting of 15 semester hours in writing courses and 6 semester hours in literature courses (3 hours at the 200-level,

and 3 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 and minor may also count toward an English 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 Science and Mathematics

Faculty: Professor Smith, *Chairman*; Professors Ellison, Ford, Gude, Truxillo, Walker, Wilde; *Associate Professors:* Jackson, Schlueter; *Assistant Professors* Center, Fetterman, Kosmala, Nixon, Price, Rosenbaum, Snell, Sumner, Thomas, Winkler; *Instructors* W.E. Smith, Trott; *Adjunct Instructors* Avera, Levinson, Magriby, Palmer.

Biology

Requirements for a major in biology:

BIO 203	4	CHE 230	4
BIO 204	4	CHE 231	4
BIO 405	4	PHY 200	4
BIO Electives	26	PHY 201	4
CHE 150	4	MAT 160-161 or	
CHE 151	4	MAT 249	5

sem. hrs. 67

The 26 hours of biology electives are to be selected in consultation with an academic advisor according to a departmental distribution requirement, copies of which are available in the division office. MAT 249 and 250 are recommended, but not required.

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

The proper selection of biology and collateral courses will provide the biology major with broad flexibility and will enhance the student's success in professional and graduate schools, as well as many biologically oriented careers in teaching, industry, and government.

Requirements for freshman biology majors entering in Fall 1980 Semester:

For all freshman biology majors entering in the Fall 1980 Semester, all courses will be of seven weeks duration. These students will be involved in the introduction (Phase I) of the new academic calendar, the *Bimester Plan*. Those freshman biology majors, starting in the Fall 1980 Semester, will find their major and graduation requirements in the Catalog addendum published after this Catalog and prior to the Fall 1980 Semester. Questions about Phase I may be directed to the Chairman, Division of Science and Mathematics, or the Provost.

Requirements for a minor in biology:

BIO 203	4	BIO 224	4
BIO 204	4	MAR 226	4
BIO 212	4		

sem. hrs. 20

Chemistry

Requirements for a major in chemistry:

CHE 150	4	CHE 360	2
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CHE 151	4	CHE 361	2
CHE 200	4	PHY 200	4
CHE 203	4	PHY 201	4
CHE 230	4	MAT 249	5
CHE 231	4	MAT 250	5
CHE 350	4		
CHE 351	4		

—
sem. hrs. 54

It is highly recommended that those students desiring a chemistry major comparable to an American Chemical Society Accredited degree should elect the following additional courses:

CHE 425 or 430	3	GER 101-102 or	
CHE 402 or 431	3	MAT 201 and	
		MAT 219	6

—
sem. hrs. 12

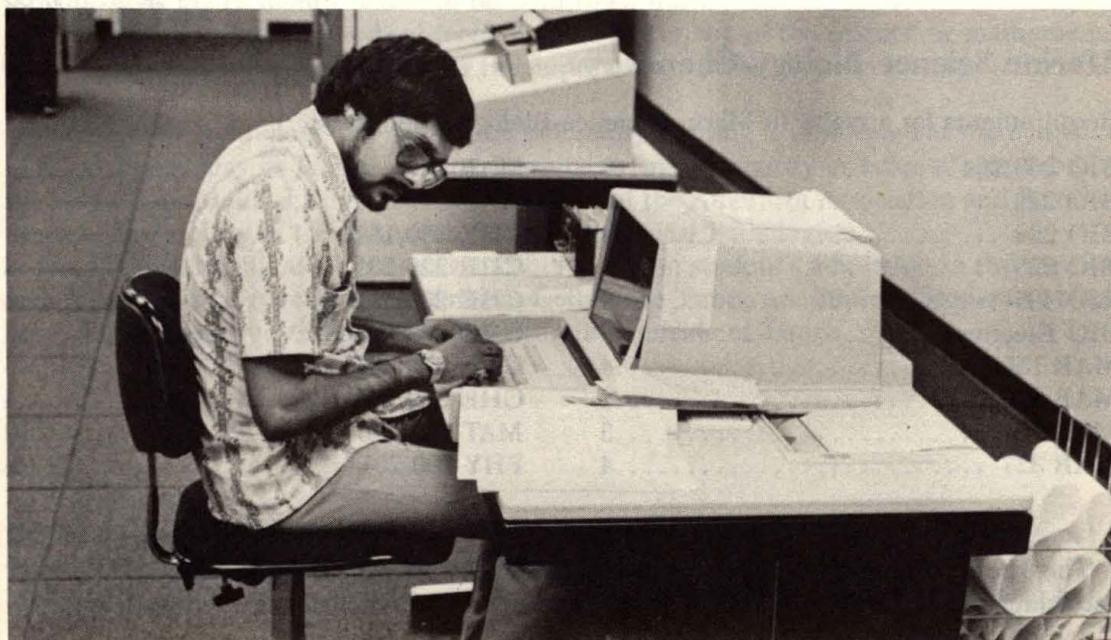
Requirements for a minor in chemistry:

CHE 150	4	Any CHE course,	
CHE 151	4	200-level or	
CHE 230	4	above	4
CHE 231	4		

—
sem. hrs. 20

Computer Science

Requirements for a minor in computer science: 18 semester hours of credit in CSC courses to include one year of a computer language (CSC 240-241 or CSC 250-251), either CSC 320 or CSC 330, and nine hours of computer science electives.



Marine Science-Biology

Requirements for a major in Marine Science-Biology:

BIO 203	4	MAR 301	3
BIO 204	4	MAR 327	4
BIO 212	4	MAR 330	4
BIO 224	4	MAR 340	2
BIO 225	4	CHE 150,151	8
BIO 405	4	CHE 230,231	8
BIO Electives	8	PHY 201,202	8
MAR 150	4	MAT 160,161	
MAR 226	4	or 249	5

sem. hrs. 82

The 8 hours of biology electives are to be selected in consultation with an academic advisor according to a departmental distribution requirement, copies of which are available in the division office. MAT 249 and 250 are recommended but not required.

Marine Science-Chemistry

Requirements for a major in Marine Science-Chemistry:

BIO 203	4	CHE 150,151	8
BIO 204	4	CHE 230,231	8
BIO 212	4	CHE 200	4
MAR 150	4	CHE 203	4
MAR 226	4	CHE 350,351	6
MAR 301	3	CHE 360,361	4
MAR 327	4	MAT 249,250	10
MAR 330	4	PHY 200,201	8
MAR 340	2		

sem. hrs. 85

Marine Science-Biology-Chemistry

Requirements for a major in Marine Science-Biology-Chemistry:

BIO 203,204	8	MAR 330	4
BIO 212	4	MAR 340	2
BIO 224	4	CHE 150,151	8
BIO 225	4	CHE 230,231	8
BIO 405	4	CHE 200	4
BIO Electives	8	CHE 203	4
MAR 150	4	CHE 350,351	6
MAR 226	4	CHE 360,361	4
MAR 301	3	MAT 249,250	10
MAR 327	4	PHY 200,201	8

sem. hrs. 105

The 8 hours of biology electives are to be selected in consultation with an academic advisor according to a department distribution requirement, copies of which are available in the division office.

Mathematics

Requirements for a major in mathematics:

CSC 240	3	From CSC 306,	
MAT 249	5	MAT 307,308,310,	
MAT 250	5	401,405,499	12
MAT 251	5		
			—
			sem. hrs. 30

Requirements for a minor in mathematics: 15 semester hours of credit to include MAT 249, 250, and any other mathematics courses numbered 219 or higher.

Students who major or minor in mathematics may use mathematics courses in their general curriculum distribution.

Medical Technology

Requirements for a major in medical technology:

MAT 160	3	CHE 203	4
MAT 161	2	CHE 230	4
BIO 203	4	CHE 231	4
BIO 204	4	PHY 200	4
BIO 307	4	PHY 201	4
BIO 317	4	Med. Tech.	
BIO 405	4	Internship	30
CHE 150	4		
CHE 151	4		
CHE 200	4		
			—
			sem. hrs. 87

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

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

The medical technology internship and laboratory training is performed at the School of Medical Technology of Tampa General Hospital or any laboratory or hospital approved by the Council on Medical Education and Hospitals of the American Association 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.

Physics

Requirements for a minor in physics: 16 semester hours of credit in physics courses numbered 200 or above, including PHY 200 and 201.

Students who minor in physics may use physics courses in their general curriculum distribution.

Division of Social Sciences

Faculty: Professor Decker, *Chairman*; Professors Cheshire Covington, Gilgash, Jennings, Speronis; Associate Professors Botjer, McCord, Rynder; Assistant Professors Benjamin, De-Wild, Duffy, Garten, Gingrich, Hopf, Kerstein, Piper, Quinn; Instructor Winston; Adjunct Instructors Ebra, Fox, Haney, Hoffman, Muga, Nolan, Schroeder, 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 for social sciences, Area B.

Criminology

Requirements for a major in criminology; (These courses meet the requirements of the Law Enforcement Program (LEEP).

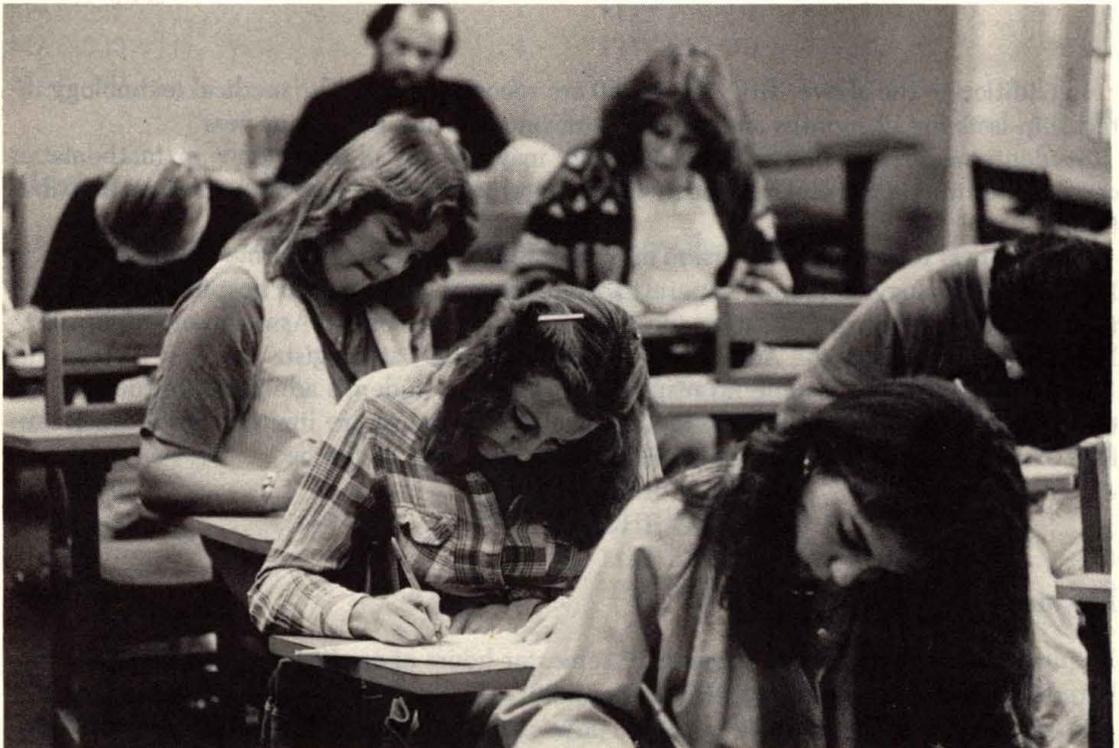
SOC 200	3	CRM 206	3
SOC 301	3	CRM 408	3
SOC 304	3	CRM Elect.*	9
SOC 305	3	BUS 330	3
SOC Elect.*	12	ECO 200.....	3
CRM 201	3	ECO 201 or	
CRM 205	3	BUS 230	3

sem. hrs. 54

*CRM 401 and SOC 401 may not count for electives listed above.

The criminology major includes a minor in sociology.

Requirements for a minor in criminology: 15 semester hours of credit in criminology courses (except CRM 401).



History

Requirements for a major in history:

American History	15
Non-American History	15
History Electives	6
	—
	sem. hrs. 36

Requirements for a minor in history: 15 semester hours of credit in history, exclusive of HIS 100-101.

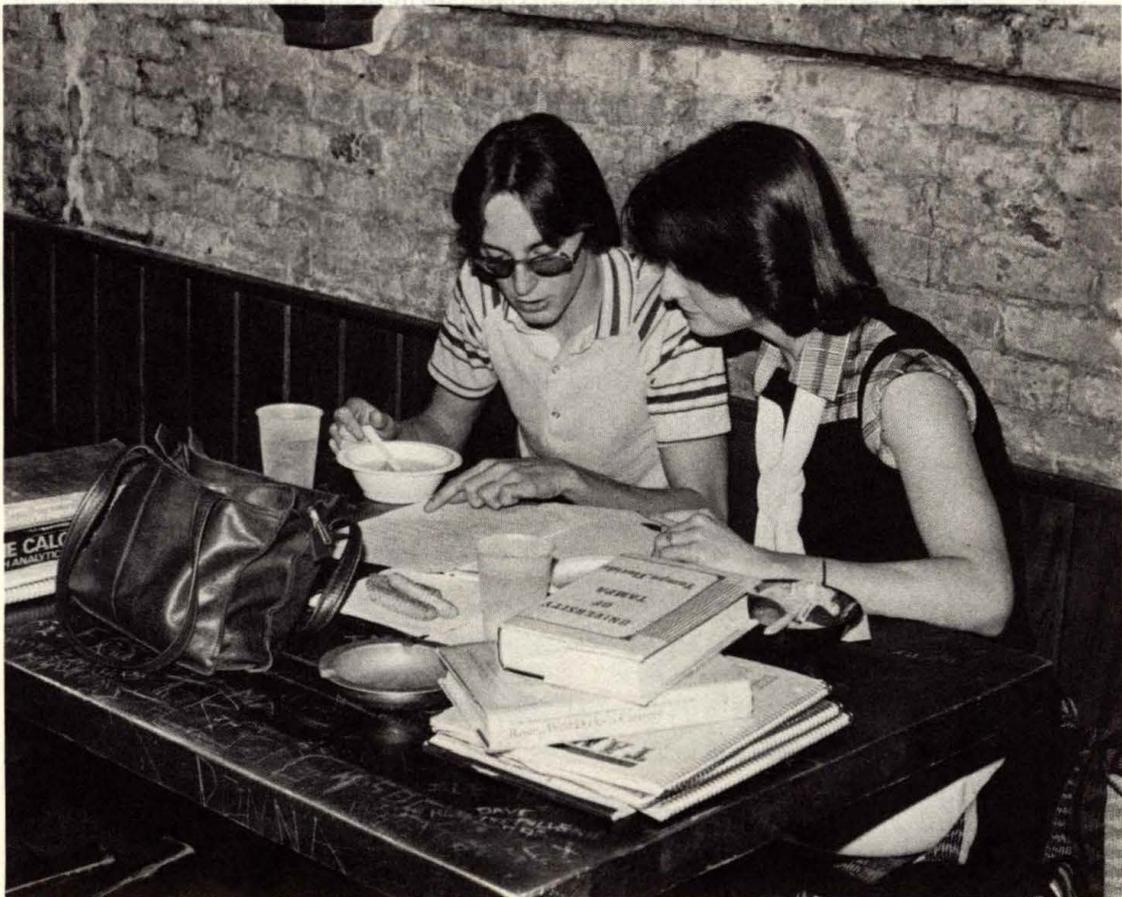
Political Science

Requirements for a major in political science:

PSC 100	3	PSC Elect.*	24
PSC 200	3		—
			sem. hrs. 30

PSC 440 may not count for electives listed above. HIS 302 may count as political science credit.

Requirements for a minor in political science: 15 semester hours of credit.



Psychology

Requirements for a major in psychology: 30 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: 18 semester hours of credit in psychology courses.

Social Sciences

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

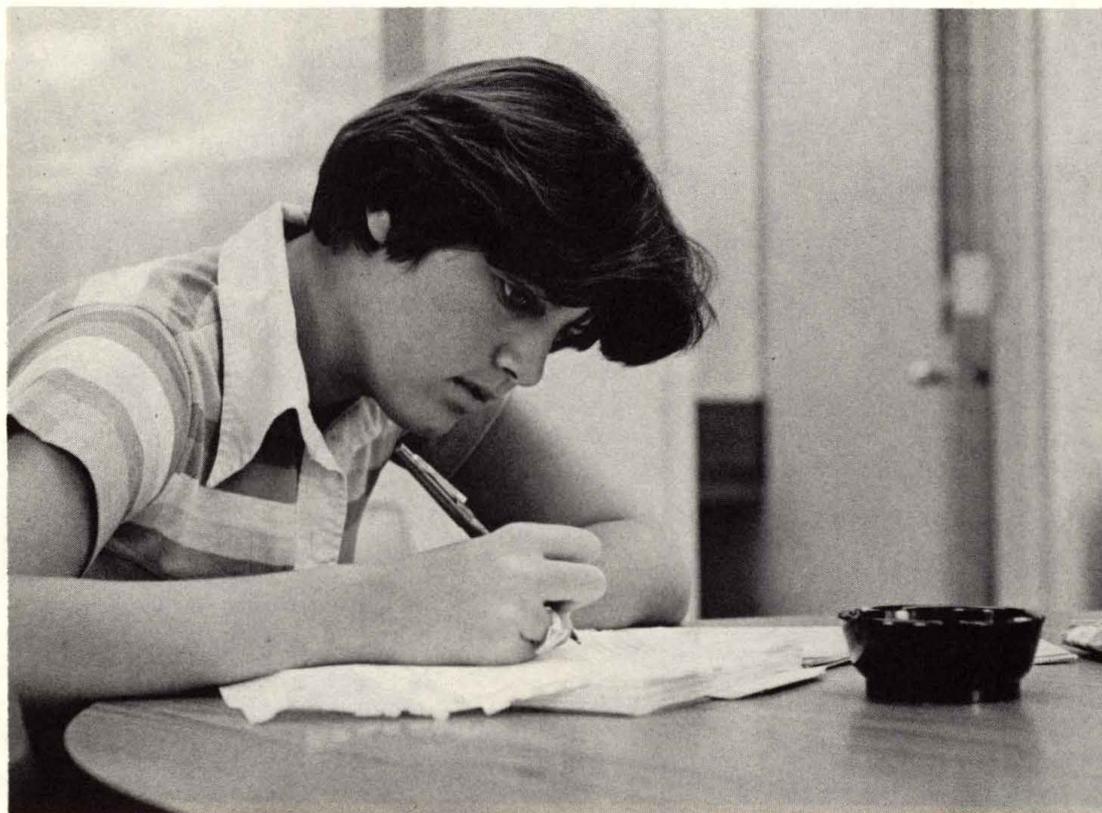
Requirements for a major in social sciences:

HIS 202	3	GEO 205	3
HIS 203	3	GEO Elective	3
HIS Electives*	6	ECO 200	3
PSC 200	3	SOC Elective	3
PSC Elective	3	PSY Elective	3

sem. hrs. 33

*The history elective must be taken outside the field of American History and may not include HIS 100-101.

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: 30 semester hours of credit in sociology courses, including SOC 200, 408, and 410, but not including SOC 401. CRM 201 and 408 may be used for the sociology major or minor.

Requirements for a minor in sociology: 18 semester hours of credit in sociology courses (except SOC 401).

Social Work

Requirements for a major in social work:

SOC 200	3	PSY 200	3
SOC 206	3	PSY 203	3
SOC 212	3	PSY 303	3
SOC 300	3	From SOC 301,	
SOC 303	3	302,305,402,	
CRM 201	3	408,410,PSY	
		403,421	9
		SOC 401	4-9
			—
			sem. hrs. 40-45

Students who wish to become certified as a school social worker must take the following program which satisfies the Florida requirements for certification as a school social worker.

CRM 201	3	EDU 302	3
SOC 200	3	EDU 520	3
SOC 300	3	EDU 521	3
SOC 303	3	PSY 200	3
SOC 304	3	PSY 210	3
SOC 305	3	PSY 303	3
SOC 405	9-15	PSY 403	3
EDU 200	3		—
			sem. hrs. 51-57

Urban Affairs

Requirements for a major in Urban Affairs:

UAF 200	3	SOC 210	3
UAF 301	3	From ECO 200,	
ECO 333	3	201,420,	
HIS 303	3	PSC 200,211,	
PSC 210	3	302,SOC 200,	
		206,301	12
			—
			sem. hrs. 30

Requirements for a minor in urban affairs: 15 semester hours of credit, including UAF 200, 301, and at least one of the following: ECO 333, HIS 303, PSC 210, and SOC 210.

Department of Military Science

Faculty: Pinkston, *Professor of Military Science and Commander, Tampa Area Instructor Group*; Thomas, *Professor of Military Science*; Burrows, *Assistant Professor*.

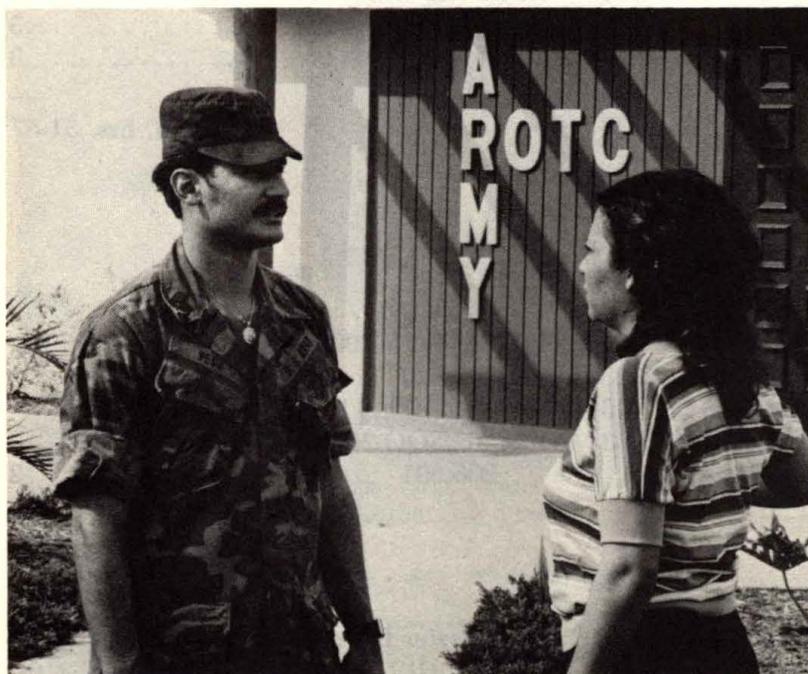
The Department of Military Science offers the US Army Reserve Officers' Training Corps program on a voluntary basis for both men and women. The curriculum includes 9 credit hours of instruction by Military Science Department faculty over a four-year period.

Students may be enrolled in either a four- or two-year program. The four-year program normally requires a student to successfully complete all four years of academic work, ROTC courses, and six-week advanced summer camp between the junior and senior year. The two-year program gives students who do not enroll in ROTC during the first two years in 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 junior year; junior and senior year academics; and the advanced summer camp of the four-year program. Either of these programs in conjunction with an undergraduate degree qualifies the student to be commissioned a Second Lieutenant in the United States Army, with or without active duty obligations. Exceptions to the requirements described above may be granted on an individual basis.

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

ROTC students are encouraged to enroll successively in all courses included in the Military Science curriculum. If necessary, the curriculum can be designed to permit students to take more than one ROTC academic course in one year. Enrollment in an appropriate Leadership Laboratory is an option to enrollment in some academic courses in the Military Science curriculum.

The minimum requirements for completion of a four-year ROTC program are as follows: Freshman — any 100-level course; sophomore — any two 200-level courses (HIS 210 is an added option); junior — all 300-level courses; senior — all 400-level courses.



Interdisciplinary Programs

Dual-Degree Program in Engineering

Administered by: *Professor Truxillo*

The Dual-Degree Program is a five-year program intended for the student who wants a broader educational background than the conventional four- or five-year engineering curriculum. The program calls for the student to complete three academic years (90 semester hours) at the University of Tampa, majoring in the field of his choice; and then approximately two academic years at either Auburn University or Georgia Institute of Technology, majoring in one of many areas of engineering. After completing the academic requirements of the two institutions, the student receives a Bachelor's degree from the University of Tampa and a Bachelor's or Master's degree (depending on the phase of the program in which he participates) from Auburn University or Georgia Institute of Technology. Thus, in a total of approximately five academic years the student receives two Bachelor's degrees (or a Bachelor's degree and a Master's degree) in two different major fields.

The student may use the broad educational scope of the Dual-Degree Program to combine cultural interests with professional training. For example, the student could combine a first major in the humanities with a second in mechanical engineering. The student might wish to expand his career opportunities by combining, for example, a degree in business management with one in mechanical or electrical engineering. The student's first major may be any field offered by the University of Tampa, and the second may be any one of 31 fields offered by Auburn University or Georgia Institute of Technology, including all areas of engineering, computer science, and many of the general science disciplines. Dual-Degree candidates should confer with the program coordinator at the beginning of their academic careers to be certain they meet all requirements for the program.

Requirements for dual-degree candidates:

MAT 219	3	CHE 151	4
MAT 249	5	General Cur-	
MAT 250	5	riculum Distri-	
PHY 202	5	bution	24
PHY 203	5	Major and	
CHE 150	4	Electives	35
			—
			sem. hrs. 90

Pre-Engineering

Administered by: *Professor Truxillo*

Requirements for two-year pre-engineering students:

CSC 240	3	CHE 151	4
MAT 249	5	ENG 101	3
MAT 250	5	ENG 102	3
PHY 202	5	Electives	18
PHY 203	5		
CHE 150	4		

—
sem. hrs. 55

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

Pre-engineering may be either a two-year or a three-year program. Students who wish to become involved in more advanced course work are encouraged to elect courses from the following: MAT 251, 405; PHY 260, 320. In addition, three-year students should select further electives compatible with their career objectives and with the requirements of their intended engineering school.

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

Administered by: *Professor W. Smith*

Requirements for pre-dentistry, pre-medicine, and pre-veterinary science:

BIO 203	4	CHE 231	4
BIO 204	4	PHY 200	4
BIO 250	4	PHY 201	4
BIO 310	4	MAT 160	3
BIO 405	4	MAT 161	2
CHE 150	4	MAT 249	5
CHE 151	4		
CHE 230	4		

—
sem. hrs. 54

This pre-professional program should be pursued concurrently with the University's regular degree program. The student should design the remainder of his academic program to coincide with the specific requirements of the professional school he plans to attend.

COURSE DESCRIPTIONS





COURSE DESCRIPTIONS

Accounting Courses (ACC)

202 Financial Accounting (3)

Generation of accounting data for external users.

203 Managerial Accounting (3)

Prerequisite: ACC 202. The use of accounting information in internal planning and control systems.

250-251 Intermediate Accounting I, II (4,4)

Prerequisites: ACC 202, 203. Introduction to alternative methods of income measurement and asset valuation employed in financial reporting.

304-305 Cost Accounting I,II (3,3)

Prerequisites: ACC 202, 203. Methods of estimating the cost of product, responsibility segments, capital budgeting, and cost behavior patterns.

351 Computer Systems (3)

Prerequisites: ACC 202, 203; CSC 219. 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. Laws and regulations governing individual income taxes. Preparation of individual income tax returns.

353 Federal Tax Accounting II (3)

Prerequisites: ACC 202, 203, 352. Laws and regulations governing taxation of corporations, estates, payrolls, trusts, gifts, and partnerships.

401 Auditing Theory (4)

Prerequisites: ACC 250, 251, BUS 210. Generally accepted auditing standards, ethics, reporting and objectives.

402 Auditing Practice (2)

Prerequisites: ACC 250, 251, BUS 210. To be taken concurrently with ACC 401, this course studies the processes of judgment formation based on auditing evidence.

405 Advanced Accounting (3)

Prerequisites: ACC 250-251. Home office and branch accounting, partnership accounting, preparation of consolidated financial statements for interlocking corporations, foreign currency translation, line of business reporting, and other current applied topics.

410 Topics in Accounting (1-3)

Prerequisite: Consent of Division Chairman. A readings or independent studies course taken for variable credit.

430 Fund Accounting (3)

Prerequisites: ACC 202, 203. 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 (6-12)

Prerequisite: Senior standing with at least an overall B average; approval of the Division Chairman; and completion of 21 semester hours of accounting, including ACC 250, 251, 352, 353, and 401. Practical aspects of public accounting through internship at a local firm under supervision of faculty and firm representatives. Either 6 hours credit for half-time work or 12 hours credit for full-time work will be granted for the internship program. Will be graded on a pass-fail basis. May not be used to satisfy major requirements.

603 Managerial Accounting (3)

For graduate students only. Prerequisites: ACC 202-203 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. 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.

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.

Art Courses (ART)

Courses offered for 3-6 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 (3)

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 (3)

154 Figure Drawing (3)

The human figure. (Studio fee required.)

200 Beginning Ceramic Design (3)

(Studio fee required.)

201 Beginning Painting (3)

202 Beginning Sculpture (3)

(Studio fee required.)

203 Beginning Printmaking (3)

Prerequisite: 6 hours of drawing or consent of instructor. (Studio fee required.)

204 Beginning Design (3)

-
- 205 Intermediate Sculpture (3)**
(Studio fee required.)
- 206 Lettering and Layout (3)**
- 207 Three-Dimensional Drawing (3)**
(Studio fee required.)
- 208 Beginning Photography (3)**
(Studio fee required.)
- 270 History: Primitive Culture (3)**
- 271 History: Pre-Columbian (3)**
- 272 History: Ancient Cultures of the Near East (3)**
- 273 History: Greco-Roman (3)**
- 274 History: Medieval (3)**
- 275 History: Renaissance (3)**
- 276 History: Baroque and Rococo (3)**
- 277 History: 19th and 20th Century (3)**
- 300 Advanced Ceramic Design (3)**
(Studio fee required.)
- 301 Advanced Painting (3)**
- 302 Advanced Sculpture (3)**
(Studio fee required.)
- 303 Advanced Printmaking (3)**
(Studio fee required.)
- 304 Advanced Drawing (3)**

The following studio courses require the consent of the instructor, and may be repeated for additional credit.

- 400 Special Problems: Ceramics (3-6)**
(Studio fee required.)
- 401 Special Problems: Painting (3-6)**
- 402 Special Problems: Sculpture (3-6)**
(Studio fee required.)
- 403 Special Problems: Printmaking (3-6)**
(Studio fee required.)
- 404 Special Problems: Drawing (3-6)**
(Studio fee required.)
- 408 Special Problems: Photography (3-6)**
(Studio fee required.)

Arts Management Courses (ARM)

200 Introduction to Arts Management (3)

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 (3)

Prerequisite: Completion of 6 hours of ARM 200 and 498. Content varies as announced in class timetable.

498 Arts Management Internship (1-15)

Prerequisite: 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)

125 Biological Science (3)

Characteristics of life, metabolism, reproduction, genetics, evolution, and ecology, with an emphasis on everyday application of the material. Not open to those students having previously taken a course in college general biology. Designed for non-science majors. Lecture and laboratory.

203 Biological Diversity (4)

The diversity in the plant and animal phyla. Taxonomy, ecology, behavior, evolution, and reproduction will be stressed. Three lectures and one three-hour laboratory each week.

204 Biological Unity (4)

Cellular biology emphasizing cell structure, metabolism, control mechanisms, and genetic systems of both plants and animals. Three lectures and one three-hour laboratory each week.

212 Ecology (4)

Major emphasis on the relationships between natural communities and their environment. Final unit concerned with human conditions. Three lectures and one three-hour field trip each week. Open to non-majors.

214 Plant Morphology (4)

Prerequisite: BIO 203, 204. Form and structure of representatives of the plant kingdom. Three lectures and two two-hour laboratories each week.

215 Taxonomy of Flowering Plants (4)

Prerequisite: BIO 203, 204. Local major plant families, practice in the use of keys and preparation of herbarium specimens. One lecture and two three-hour laboratories each week.

217 Evolution (3)

Prerequisites: BIO 203, 204. Lecture only. A study of the basic evolutionary mechanisms and a general examination of the evolutionary history of plant and animal groups.

224 Invertebrate Zoology (4)

Prerequisite: BIO 203, 204. Structure, physiology, life histories, and group relationships of invertebrate animals. Three lectures and two two-hour laboratories each week.

225 Vertebrate Zoology (4)

Prerequisite: BIO 203, 204. Structure, ecology, behavior, and taxonomy of the major vertebrate classes. Three lectures and two two-hour laboratories each week.

250 Comparative Vertebrate Anatomy (4)

Prerequisite: BIO 203, 204, Vertebrate evolution through a detailed study of the organ systems of the shark, mudpuppy, and cat. Three lectures and two two-hour laboratories each week.

307 Microbiology (4)

Prerequisite: BIO 203, 204, CHE 150, 151. Structure, function and taxonomy of the bacteria, and other selected microorganisms. Three lectures and two two-hour laboratories each week.

310 Vertebrate Embryology (4)

Prerequisite: BIO 203, 204. BIO 250 is recommended. A study of the developmental process and structures in vertebrates. Laboratory study will emphasize chick development. Three lectures and two two-hour laboratories each week.

317 Parasitology (4)

Prerequisite: BIO 203, 204. Symbiotic relationships between organisms with an emphasis on parasitology and ecology. Three lectures and two two-hour laboratories each week.

330 General Physiology (4)

Prerequisite: BIO 203, 204; CHE 150, 151; and MAT 160. Physical and chemical properties of protoplasm and the basic functional phenomena in organisms. Three lectures and one three-hour laboratory each week.

340 Plant Physiology (4)

Prerequisites: BIO 203, 204; CHE 150, 151. Physical and chemical phenomena involved with the growth and development of plants.

350 Cell Physiology (4)

Prerequisite: BIO 203, 204; CHE 150, 151, Chemistry 230 and 231 are recommended. Structure and function of cells. Three lectures and one three-hour laboratory each week.

405 Genetics (4)

Prerequisite: BIO 203, 204; and MAT 160. Genetic mechanisms which modify biological form and function. Three lectures and one three-hour laboratory each week.

423 Crustacean Biology (3)

Prerequisites: BIO 203, 204. A study of morphological, physiological, and behavioral diversity of the phylum, with special reference to the adaptations of higher crustacea. Offered only during special Spring Intersession.

450 Biological Research (1-4)

Prerequisite: 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.

Business Management Courses (BUS)**210 Business Statistics (3)**

Prerequisite: MAT 210 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 200. 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.

232 Estate and Trust Law (3)

Prerequisite: BUS 230. Law relating to trusts and estates. Federal inheritance and gift taxes as related to establishment and maintenance of trusts.

310 Financial Management (3)

Prerequisite: ACC 202, 203. An analysis of the functions of management in approaching and solving financial problems.

325 Labor Relations (3)

Prerequisite: ECO 201. A study of the labor union movement.

330 Principles of Management (3)

Prerequisite: ECO 200. The theoretical and practical basis of organization and management.

341 Personnel Management (3)

Prerequisite: BUS 330. An analysis of functions in personnel administration: recruiting, evaluation, wages, incentives.

350 Marketing Management (3)

Prerequisite: BUS 330; ECO 200, 201. An analysis of business functions concerned with building demand and moving goods from producer to consumer.

351 Promotional Policies (3)

Prerequisite: BUS 350. An analysis of promotion in marketing from a managerial perspective. Advertising, selling, and sales promotion will be examined.

352 Principles of Retailing (3)

Prerequisite: BUS 350. 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.

361 Production Management (3)

Prerequisite: ACC 202; BUS 210, 325, 330; ECO 201; MAT 210. An analysis of the functions of management in approaching and solving production problems.

369 Real Estate Principles and Practices (4)

Prerequisites: ECO 200, 201. The objective of the course is to provide the prospective real estate salesman with the fundamental knowledge in the field of real estate that is essential for the protection of the public welfare. The course contains material on both the "principles and practices of real estate" and the Florida Real Estate Law.

410 Topics in Business (1-3)

Prerequisite: Consent of Division Chairman. A readings or independent studies course taken for variable credit.

431 Managerial Policy and Environment (3)

Prerequisite: BUS 230, 330; ECO 200, 201. An analysis of economic and business problems of senior management, integrating all areas of study.

440 Investments (3)

Prerequisite: BUS 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.

450 Financial Institutions (3)

Prerequisite: BUS 310; ECO 308. Portfolio management policies of financial institutions, including banks, with respect to sources and uses of funds, recent trends in financial markets, and the impact of legal and economic factors.

460 Quantitative Analysis for Business Decisions (3)

Prerequisite: BUS 210, MAT 210. A basic course in the fundamentals of management science. Topics include the scientific method in conceptualizing, structuring and resolving problems in business operations, and the application of quantitative methods by the manager in the evaluation of alternatives.

489 Small Business Management (3)

Prerequisites: Consent of division chairman and completion of required 300-level courses in accounting, business management, or finance. An upper division course directed to exploring 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 being placed on managerial strategy and policy.

490 Seminar in Finance and Banking (3)

Prerequisite: BUS 310; ECO 308, 321. Operations, administration, and practical problems encountered by financial institutions. Professionals in the fields of banking and finance will be frequent guest speakers.

494 Management Internship (6-12)

Prerequisite: 90 semester hours credit with an overall B average; completion of a minimum of 42 hours in courses required of the business management major; and approval of the Division Chairman. Broad-based practical experience in management programs in one or more locally based firms under the supervision of faculty and industry representatives. Normally 6 hours credit is granted for half-time work for one semester, although 12 hours credit may be granted for full-time work for one semester with special approval. Graded on a pass-fail basis.

495 Finance Internship (6-12)

Prerequisite: An overall B average in courses taken for the finance major, and 90 semester hours of credit to include the following: ACC 202, 203, 250, 251; BUS 210, 310, 440; ECO 200, 201, 308, 321. In exceptional circumstances, portions of these requirements may be waived by the coordinator with the Division Chairman's approval. Students are exposed to practical aspects of finance through internships at a local business firm under the supervision of faculty and representatives of the firm. This may be accomplished by part-time or full-time work with an organization approved by the Division Chairman. Graded on a pass-fail basis.

497 Marketing Internship (6-12)

Prerequisite: 90 semester hours credit with an overall B average; 9 hours of credit in marketing courses with a B average; and approval of the Division Chairman. Broad-based practical

experience in the administration of marketing programs in one or more locally based firms under the supervision of faculty and industry representatives. Normally 6 hours credit is granted for half-time work for one semester, although 12 hours credit may be granted for full-time work for one semester with special approval. Graded on a pass-fail basis.

499 Banking Internship (12)

Prerequisite: Completion of a major in finance with at least a B average in the major or approval of the Division Chairman. Practical aspects of banking operations through internship at a local bank under supervision of faculty and bank representatives. May be accomplished by half-time work under supervision in an approved banking institution for two semesters or full-time work in an approved banking institution for one semester. Will be graded on a pass-fail basis. Only students with a specialization in banking are eligible to take the banking internship.

Chemistry Courses (CHE)

In two-course sequences, the first course must be successfully completed before enrolling in the second course.

150-151 General Chemistry (4,4)

The quantitative and structural aspects of introductory chemistry. Laboratory experiments to develop observation, the methods of obtaining data, and the interpretation of results. Analytical chemistry is introduced in the second semester. Three lectures and one laboratory period each week. CHE 150 must be successfully completed before enrolling in CHE 151.

200 Analytical Chemistry (4)

Prerequisite: CHE 150-151. Theory and practice of chemical analysis of inorganic and organic substances. Three lectures and one laboratory period each week.

203 Principles of Instrumentation (4)

Prerequisite: CHE 200 or permission of instructor. The use of chemical instrumentation and interpretation of data obtained from these instruments. Three hours of lectures and one laboratory period each week.

230-231 Organic Chemistry (4,4)

Prerequisite: CHE 150-151. Structure, chemical principles and theories of the hydrocarbons and their derivatives. Organic chemical analysis in the laboratory. Three lectures and one laboratory period each week. CHE 230 must be successfully completed before enrolling in CHE 231.

350-351 Physical Chemistry (3,3)

Prerequisite: CHE 200, 203; MAT 249, 250; and PHY 200-201 or 202-203. An introduction to the concepts of chemical and statistical thermodynamics, the liquid, gas, and solid states, solution chemistry, electrochemistry, quantum chemistry, atomic and molecular structure, and chemical kinetics. Three lectures each week should be taken concurrently with CHE 360-361. CHE 350 must be successfully completed before enrolling in CHE 351.

360-361 Advanced Chemical Techniques (2,2)

Prerequisites: CHE 230, 231, 200, 203 or permission of instructor. A laboratory experience involving physical, analytical, and advanced instrumental methods applied to inorganic, organic, and biochemistry in a series of integrated experiments. Two laboratory sessions each week. Should be taken concurrently with CHE 350-351. CHE 360 must be successfully completed before enrolling in CHE 361.

402 Biochemistry (3)

Prerequisites: CHE 231, 350; MAT 160, 161; or permission of instructor. The chemistry of proteins, enzymes, nucleic acids, lipids and carbohydrates and their physiological significances. Three lectures each week.

425 Advanced Inorganic Chemistry (3)

Prerequisites: CHE 350, 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. Three lectures each week.

430 Advanced Instrumental Chemistry (Instrumental Methods) (3)

Prerequisites: CHE 203, 350, 351; or permission of instructor. A course designed to discuss more advanced theories of instrumental methods and techniques. Also some techniques of instrument maintenance and repair will be discussed. Three lectures each week.

431 Physical Organic Chemistry (3)

Prerequisites: CHE 231, 350; or permission of instructor. A course designed to discuss physical, mechanistic and stereochemical principles as applied to organic chemistry. Physical organic theories and principles will be emphasized and discussed in detail. Three hours of lecture each week.

450-451 Introduction to Chemical Research (2,2)

During the sophomore or junior year a project subject is chosen by the student in consultation with chemistry staff. A literature search, laboratory research and a formal written report are required. The formal written 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, analytical, inorganic, physical, or organic chemistry.

Computer Science Courses (CSC)**219 Introduction to Data Processing (3)**

Prerequisite: MAT 160, MAT 210, or equivalent. An examination of the nature and capabilities of automatic data processing machines and their theory of operation. May not be used to satisfy Area C of the General Curriculum Distribution.

240 FORTRAN (3)

Prerequisite: CSC 219 or MAT 160 or equivalent. Introduction to computer programming and FORTRAN language with emphasis on scientific application.

241 Advanced Programming Techniques — FORTRAN (3)

Prerequisite: CSC 240. A second course in FORTRAN covering structured programming, program design, testing, and file processing.

250 COBOL (3)

Prerequisite: CSC 219 or CSC 240 or equivalent. Introduction to computer programming and COBOL language with emphasis on Business application.

251 Advanced Programming Techniques — COBOL (3)

Prerequisite: CSC 250. A second course in COBOL including sequential and indexed sequential file processing and structured programming.

260 Assembly Language (3)

Prerequisite: CSC 241 or CSC 251. A study of basic assembly language for large-scale computers, including input and output.

306 Numerical Analysis (3)

Prerequisite: MAT 250 and CSC 240. A computer oriented course covering interpolation, numerical differentiation and integration, numerical solutions of equations and systems of equations.

318 Systems Analysis and Design I (3)

Prerequisite: A minimum of six semester hours in CSC 200-level courses. The fundamental purpose is to review functional requirements of a systems analysis project. Topics covered include collection of data, system flow charts, decision tables, problem definitions and techniques in defining and selecting the best alternative.

319 Systems Analysis and Design II (3)

Prerequisite: CSC 318. Emphasis on the concepts of design including file and forms design, systems control, conversion requirements, documentation, and a thorough review of computer center operations.

320 Data Structures (3)

Prerequisite: CSC 241 or CSC 251. A study of the organization and handling of data. Topics include file organization, arrays, sorts, search strategies and data bases.

330 Systems Programming (3)

Prerequisite: CSC 241 or CSC 251. A study of systems software and operating systems.

Criminology Courses (CRM)**201 Introduction to Criminology (3)**

Introduction to the study of crime and criminal behavior. (Replaces CRM 211.)

205 Introduction to Law Enforcement (3)

The organization, purpose and functions of law enforcement agencies. (Replaces POA 205.)

206 Fundamentals of Criminal Investigation (3)

Methods and techniques of crime investigation (Replaces POA 206.)

307 Introduction to Criminalistics (3)

Prerequisite: CRM 206. Introduction to the scientific aspects of criminal investigation to modern police identification techniques and scientific aids. Laboratory analysis and practical police photography, collection and preservation of evidence, and the examination of evidence employing techniques available to the criminal investigator or crime science technician.

308 Criminal Law (3)

This course covers the nature, sources, and content of criminal law and the basic application to police responsibilities. Includes classification and analysis of crimes and criminal acts and examination of specific offenses.

309 Police-Community Relations (3)

Introduction to the dynamics of the interaction between police officers and members of various cultural groups. Provides a basic understanding of human motivation from the standpoint of each participant's background and perspective. Not to be used for the sociology major.

401 Field Work Intern Program (9)

Practical experience in a local law enforcement agency. Admission by application to the Area Coordinator. (Students may not receive credit under both CRM 401 and SOC 401.) (\$15 Internship Fee Required.) Graded only on a pass-fail basis.

408 Penology (3)

Open only to juniors and seniors. This course covers the adult correctional system, its history, philosophy and treatment programs. There are five field trips to various correctional institutions in the State. Travel fee required. (Replaces CRM 214.)

Drama Courses (DRA)**103 Introduction to the Theatre (3)****204 Beginning Acting (3)**

Prerequisites: DRA 103 or the consent of the instructor. An introduction to the basic tools of the actor. Focus will be placed upon correct techniques of voice production, body movement, relaxation, observation, and concentration developed through exercises and improvisations.

280-281 Drama in the Making (3)

See description for ENG 280-281. Equivalent to ENG 280-281.

282-289 Modern Drama (3)

See description for ENG 282-289. Equivalent to ENG 282-289.

309-311 Advanced Drama (3)

Prerequisites: ENG 101-102. See description for ENG 309-311. Equivalent to ENG 309-311.

320 Play Analysis (3)

Prerequisites: DRA 103 or consent of the instructor. The study of techniques and methods for meeting the problems of play selection, analysis and production. Students will be expected to make a director's study of specific plays.

Economics Courses (ECO)**200 Principles of Macroeconomics (3)**

An introduction to aggregate economic analysis.

201 Principles of Microeconomics (3)

An introduction to the theory of the firm.

240 History of Economic Theory (3)

Prerequisites: ECO 200, 201. The main lines of development in the history of economic thought. Offered only in fall semester.

308 Money and Banking (3)

Prerequisite: ECO 200. Financial institutions, money supply, credit expansion, central banking, and monetary policy.

320 Microeconomic Theory (3)

Prerequisite: ECO 201. An analysis of the theories of consumer behavior, production, cost, and distribution.

321 Macroeconomic Theory (3)

Prerequisite: ECO 200; MAT 210. An analysis of the determination of income, employment, and prices.

333 Urban Economics (3)

Prerequisite: ECO 200, 201. An exploration into the economic processes that govern the central city. Offered only in spring semester.

370 Environmental Economics (3)

Prerequisite: ECO 200, 201. 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.

410 Topics in Economics (1-3)

Prerequisite: Consent of Division Chairman. A readings or independent studies course taken for variable credit.

420 Public Finance (3)

Prerequisite: ECO 200, 201, 320. An analysis of the impact of government fiscal policies upon the economy. Offered only in fall semester.

430 International Economics (3)

Prerequisites: ECO 200, 201. A study of international economic and financial problems. Emphasis is on contemporary international financial developments. Offered only during the spring semester.

440 Mathematical Economics (3)

Prerequisite: ECO 200, 201, 320, 321 and MAT 210 or equivalent. An introduction to the use of mathematics — vectors and matrices, derivatives and integrals, maxima and minima — in the analysis of economic and business problems.

450 Economic Development (3)

Theories of growth: analysis of economic and cultural factors constituting the critical growth variables that affect attempts to raise living standards of less developed countries.

461 Economic Problems (3)

Prerequisite: ECO 200, 201. Contemporary domestic and international problems. Offered only during the Fall Semester.

496 Economics Internship (6-12)

Prerequisite: An overall B average in courses taken for the economics major, and 90 semester hours of credit to include the following: ACC 202, 203, BUS 210, ECO 200, 201, 308, 320, 321. In exceptional circumstances, portions of these requirements may be waived by the coordinator with the Division Chairman's approval. Students are exposed to practical aspects of economics through internship at a local business firm under the supervision of faculty and representatives of the firm. This may be accomplished by part-time or full-time work with an organization approved by the Division Chairman. Graded on a pass-fail basis.

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.

605 Managerial Economics (3)

For graduate students only. 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. A study of the structure and operation of the economy, its cyclical behavior, and its impact upon the operation of a business firm.

615 Monetary Policy (3)

For graduate students only. A study of monetary policy and its impact upon financial markets and the economy.

617 Business Cycle Theory and Forecasting (3)

For graduate students only. A study of the cyclical behavior of economic and financial aggregates and the various theories and techniques employed in forecasting these movements.

Education Courses (EDU)

200 Foundations of American Education (3)

An introductory course in contemporary issues and trends in public education, viewed in historical, sociological, and philosophical perspectives.

202 Teaching Language Arts in the Elementary School (3)

Prerequisite or corequisite: EDU 200, ENG 101-102, and 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.

204 Teaching Art in the Elementary School (3)

Selection, organization, guidance, and evaluation of art activities. Laboratory experiences with materials and methods.

208 Teaching Science and Health in the Elementary School (3)

Prerequisite or corequisite: EDU 200 and intended major in science or 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.

230 Teaching Music in the Elementary School (3)

Prerequisite: Intended major in music or elementary education. Materials, methods, and activities. Demonstrations with class participation. Acquaintance with rhythm and pre-orchestral instruments. Basic music theory included.

238 Learning Theories and Individual Differences in Education (3)

An examination of learning theory from the atomistic and conditional to the wholistic gestalt and creative problem solving approaches. The nature of human learning and the contiguous environmental and human factors are explored.

250 Psychology of Exceptional Children and Youth (3)

Prerequisite: PSY 200. The objective of the course is to provide an understanding of the characteristics and needs of exceptional children and youth. Areas to be highlighted will include specific learning disabilities, emotional disturbance and socially maladjusted, gifted, hearing impaired, mentally retarded, physically handicapped, speech impaired, and visually limited.

302 Introduction to the Teaching of Reading (3)

Prerequisite: EDU 202 (for elementary section), ENG 101-102, declared major in elementary or secondary teaching and professional program acceptance. Comprehensive survey of basic methods of teaching reading. Extensive examination and evaluation of materials and equipment. Sections designated for elementary and secondary education majors. (Observation required.)

303 Diagnosis and Remediation of Reading Problems in the Elementary School (3)

Prerequisite: EDU 302, approval of instructor, declared major in elementary teaching, and 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. Reading Clinic laboratory required.

305 Teaching Physical Education and Health in the Elementary School (3)

Prerequisite: EDU 200, HEA 100, and 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.

307 Teaching Social Studies in the Elementary School (3)

Prerequisite: EDU 200, HIS 100-101, and 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.

312 Teaching Arithmetic in the Elementary School (3)

Prerequisite: EDU 200, MAT 104, intended major in elementary education, and professional program acceptance. Procedures for classroom teaching. Review of computational practices and mathematics principles.

320 Literature for Children (3)

Prerequisite: EDU 202, ENG 101-102 and intended major in English or elementary education. 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)

Prerequisite: EDU 200, junior standing, and 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)

Prerequisite: 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.

400 Historical Foundations of Education (3)

May be taken in lieu of EDU 200. Open only to juniors and seniors. Survey of significant movements and philosophies from classical times to present. Emphasis on foundations of American democratic education. Analysis of current trends and issues.

404 Curriculum and Observation in the Elementary School (3)

Prerequisites: EDU 200; PSY 240, and 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.

405 Elementary Internship Program (9)

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 twelve weeks of field teaching experience under the direction of a certified teacher. Corequisites: EDU 483 and 488.

406 Elementary and Secondary Internship Program (9)

Prerequisite: Final approval of the application for internship. Study of classroom preparation and practice in grades 1-12. Designed for majors in art, music and physical education. 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. Corequisites: EDU 483 and 488.

407 Secondary Internship Program (9)

Prerequisite: 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 twelve weeks of field teaching experience under the direction of a certified teacher. Corequisites: EDU 483 and 488.

408 Student Teaching (6)

Intensive field experience at the elementary or secondary level. Enrollment limited to graduate students who have not satisfied the practical experience requirement for certification. Undergraduate credit only.

419 Audio-Visual Aids. (3)

Prerequisite: Junior standing and 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 (3)

Prerequisite: EDU 200, PSY 240, and 20 hours in the major field. Study and practice in methods common to all secondary school subjects. Specific study of methods and materials pertinent to the area of the major subject. Required observation in secondary schools.

430 Principles of Safety Education (3)

Safety instruction applied to accident problems, home, school, and community.

431 Driver and Traffic Safety Education (3)

Prerequisites: A valid state (Florida) drivers license and at least junior standing. A thorough analysis of traffic accidents, driver attitude, and knowledge of automobile operations and traffic laws and regulations.

432 Teaching Driver and Traffic Safety Education (3)

Emphasis on laboratory teaching experience for giving driving instruction. Also includes organization, administration, professional preparation, and techniques for teaching driver education.

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 (3)

For senior-level students only. Emphasis on group process, organization and conducting group counseling programs. Open to seniors with approval of the Chairman, Division of Education.

487 Communication and Social Behavior (3)

For senior-level students only. Designed to improve understanding of and facilitate decision-making ability, and to increase ability to make choices. It requires and deals with communication processes; a genuine desire to learn about self; interpersonal, small group, and organizational behavior; and the implications of social concern. Open to seniors with the approval of the Chairman, Division of Education.

488 Educational Leadership and Law (3)

For senior-level students only. Concepts and styles of leadership, analysis of the factors and practices in the procedures of group and individual leadership, political power and educational decision-making relative to the professional field of educational administration, supervision, and school operation.

520 Individual Project — Elementary School (1-6)

For senior-level and graduate students only. Organization, Administration, Supervision, and Curriculum in the Elementary School. Written and oral reports required. Study includes one or several areas and may include all. Individual or small group conferences. Open to seniors with the approval of the Chairman, Division of Education.

521 Individual Project — Secondary School (1-6)

For senior-level and graduate students only. Organization, Administration, Supervision and Curriculum in the Secondary School. Written and oral reports required. Study includes one of several areas and may include all. Individual or small group conferences. Open to seniors with the approval of the Chairman, Division of Education.

583 Educational Measurements (3)

For graduate 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. Open to seniors with the approval of the Chairman, Division of Education.

585 Group Processes and Human Awareness (3)

For graduate students only. Emphasis on group process, organization and conducting group counseling programs. Open to seniors with approval of the Chairman, Division of Education.

587 Communication and Social Behavior (3)

For graduate students only. Designed to improve understanding of and facilitate decision-making ability, and to increase ability to make choices. It requires and deals with communication processes; a genuine desire to learn about self; interpersonal, small group, and organizational behavior; and the implications of social concern. Open to seniors with approval of the Chairman, Division of Education.

588 Educational Leadership (3)

For graduate students only. Concepts and styles of leadership, analysis of the factors and practices in the procedures of group and individual leadership, political power and educational decision-making relative to the professional field of educational administration, supervision, and school operation. Open to seniors with the approval of the Chairman, Division of Education.

600 Philosophies of Education (3)

For graduate students only. A critical analysis of major philosophies of education relevant to an understanding of contemporary educational issues.

602 Contemporary Issues in Education (3)

For graduate students only. A study of the application of personal and social values to contemporary issues in education.

604 Principles of Learning (3)

For graduate students only. An examination of current theories of learning and behavior modification. Application of respondent and operant learning principles to classroom learning, principles of positive reinforcement, shaping and successive approximations, extinction, readings in behavior modification, individual projects.

606 Introduction to Measurement and Research (3)

For graduate students only. Designed to provide basic knowledge of measurement and to acquaint the teacher with current methods of research design to facilitate the reading, understanding, and performance in research.

609 Curriculum Program of the Elementary or Secondary School (3)

For graduate students only. General curriculum planning and organizing at the elementary or secondary level. The use of teachers and administrators in developing plans. Review of research and current curriculum trends.

611 Principles of Educational Supervision (3)

For graduate students only. Analysis of the supervisory functions of the administrative line personnel and their leadership functions and practices. Case study method is utilized to examine problems of concern to the supervisor with individual case study projects submitted for group reaction and analysis.

612 School Organization and Administration (3)

For graduate students only. A study of factors that influence school administration and the teaching process, such as school finance, accreditation, school law, desegregation, faculty organization, discipline, and support services. The purpose of this course is to present a study of the elements involved in school organization and administration as related to the classroom teacher.

613 School Law for Teachers and Administrators (3)

For graduate students only. Study of the interpretation and application of school laws at all levels of government. Included for emphasis are pupil and personnel relationships, liability, desegregation, church-stated relationships, administrative organization, and tenure of teachers.

614 Teaching of Reading (3)

For graduate students only. Extensive study of recent trends in materials, approaches and procedures in the teaching of reading in the elementary schools.

615 School Finance and Management (3)

For graduate students only. Principles of school finance, including study of school finance patterns, taxation principles, budgetary practices, personnel management, judicial decisions, and changing legal aspects affecting public schools finance.

616 Techniques of Corrective, Adaptive and Accelerated Reading (3)

For graduate students only. Study will include procedures for diagnosing the pupil, the review of test instruments, a review of research, and techniques leading to developmental, adaptive and accelerated reading.

617 Classroom Management and Supervision in Reading Instruction (3)

For graduate students only. This course is designed to supplement any reading program by emphasizing methods and materials in reading and classroom organization and planning. Recognizing that there is no one best way to teach reading, this televised series offers teachers and supervisors ideas and techniques to improve reading instruction and student attitude towards reading. Learning activities and the on-campus seminars direct the teacher or supervisor toward assessing reading programs for individualization of instruction. Opportunities are provided for planning effective reading programs and classroom strategies and organization for reading instruction based on concepts and techniques presented in the course.

618 Current Teaching Trends in the Elementary School (3)

For graduate students only. A study of the theory, philosophy and practice of team teaching in the elementary school, including visits to selected area elementary schools.

619 Introduction to Linguistics (3)

For graduate students only. Prerequisites: 6 semester hours in the area of reading, including the diagnosis and remediation of reading problems. Introduction to all of the important concerns of the discipline of linguistics: theories of language function and origin, language acquisition, semantics, phonology, morphology, syntax, language and brain function, dialects of English, and bi-lingualism.

620 Teaching and Supervising Elementary School Physical Education (3)

For graduate students only. Analysis of physical education in the elementary school, curriculum study, techniques and methods of supervisory and/or consultant service techniques.

621 Health Instruction in the Elementary School (3)

For graduate students only. The health needs of children and principles involved in planning and evaluating health instructional programs.

622 Creative Arts in the Elementary School (3)

For graduate students only. Designed to broaden the teacher's use of music, art, drama, and media with instructional programs in the elementary schools.

628 Poetry in the Elementary School (3)

For graduate students only. Emphasis placed on developing individual student writing and interpreting poetry by elementary school students.

630 Teaching and Media: A Systematic Approach I (3)

For graduate students only. An orientation to the systematic approach to instruction which will develop insight into the changing educational role from a teacher to a facilitator of learning experiences and resources.

631 Teaching and Media: A Systematic Approach II (3)

For graduate students only. Prerequisites: EDU 630 and permission of advisor. Emphasis will be placed on the arranging of variables for optimum teaching and learning through an analysis of specific objectives and techniques, organization of groups, allocation of time and resources, and the selection of instructional resources.

640 Science in the Elementary Curriculum (3)

For graduate students only. Emphasis on an active and dynamic participation by teachers in investigating a wide variety of disciplines of science for the elementary grades. Practice in observing, classifying, measuring, communicating, predicting, and inferring.

645 Teaching Modern Mathematics in the Elementary Schools (3)

For graduate students only. The study of sets, whole numbers, geometry, measurement and current materials and methods of instruction.

650 Trends in Elementary and Secondary Social Studies Curriculum Development (3)

For graduate students only. Current theories of instruction pertaining directly to elementary and secondary social studies instruction and curriculum development, critique of current social studies courses of study and guides, classroom methods, activities, teaching materials, testing and evaluation.

660 Seminar in Ancient Egyptian Civilization (3)

For graduate students only. The purpose of the Seminar is to provide participants an opportunity to become knowledgeable about Ancient Egyptian culture and to become aware of

contemporary issues of culture, language, and finances in Third Power nations by involving the participants in a K-12 interdisciplinary curriculum development program which focuses upon the contributions of Ancient Egypt and its people.

665 World Cultures (3)

For graduate students only. Study of the physical makeup of man, social relationships, and prevailing geographical conditions which help determine activities. Emphasis upon the development of teaching hypotheses related to curriculum, learning activities, materials, and evaluative instruments.

680 Human Relations and School Discipline (3)

For graduate students only. Designed to present to participants a survey of contemporary thought on improving student-teacher relations as a means of creating a climate for effective school discipline.

681 Mainstreaming the Exceptional Child (3)

For graduate students only. This course is designed to assist regular classroom teachers prepare for the placement of children with exceptional educational needs into the regular classroom. Attention is focused on the rationale for the regular class placement of exceptional children and upon ideas for the regular classroom teacher to use in meeting their needs.

685 Teaching the Exceptional Child (3)

For graduate students only. An examination of the various exceptionalities (Mentally retarded, emotionally disturbed and behavior disorders, specific learning disabilities, gifted, hearing impaired, physically handicapped, speech impaired and visually impaired) including characteristics, methods of assessment and intervention strategies appropriate for each. Major legislation as well as current trends in the field will be discussed.

690 Thesis (6)

For graduate students only. Thesis credit may be earned in lieu of 6 semester hours of course work in the area of specialization in the Master of Education degree program. Students must consult with the graduate program chairman for thesis requirements.

English Courses (ENG)

100 Basics of Grammar and Writing (3)

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 ENG 101-102; see statement on Diagnostic and Placement Testing in English. ENG 100 does not count for the general curriculum distribution, Area A; 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.

101-102 Composition and Rhetoric I, II (3,3)

Principles of effective writing; 102 includes extensive instruction and practice in research writing. ENG 101 is a prerequisite for ENG 102. May not count in the English major, but may count in the minor. May not count in the writing major or minor.

110-111 English as a Second Language I, II (3,3)

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 the general curriculum distribution, Area A. Neither of the courses count toward the English major or minor.

201 World Literature I (3)

A survey of major world authors from the Age of Myths to the Age of Man. Open to all students.

202 World Literature II (3)

A survey of major world authors from the Age of Reason to the Moderns. Open to all students. ENG 201 is not a prerequisite for ENG 202.

204 Advanced Composition (3)

Prerequisite: ENG 101-102. (ENG 101 may be waived.) Further study of the principles of writing.

205 Advanced English Grammar (3)

Modern English usage with historical background. Open to all students.

206 British Literature I (3)

A survey of major authors and literary trends in the ages of Myth, Chivalry, Renaissance and Reason. Open to all students.

207 British Literature II (3)

A survey of major authors and trends from the Romantic to the Modern Rebellions. Open to all students. ENG 206 is not a prerequisite for ENG 207.

208 American Literature I (3)

A survey of major authors and literary trends from colonial and revolutionary periods to the Westward Expansion. Open to all students.

209 American Literature II (3)

A survey of major authors and literary trends from the Civil War to modern times. Open to all students. ENG 208 is not a prerequisite for ENG 209.

215-249 Contemporary Themes in Literature (3)

Each semester selected courses from the following list are offered on a rotating basis: Women (215), Business (216), Warfare (217), Sports (218), Love and sensuality (219), Politics (220), Hippies (221), Science Fiction (222), Spy and Detective Fiction (223), Best Sellers (224), Rock Lyrics and Traditional Poetry (225), Film Classics (226), Psychedelic Consciousness (227), Contemporary African Literature (229), and other topics of interest. Open to all students.

280-281 Drama in the Making (3)

An introduction to the nature of stage comedy (280), and tragedy (281). Equivalent to DRA 280-281.

282-289 Modern Drama (3)

Courses offered on a rotating basis include: Survey of Modern Drama: Ibsen to the Present (282), Tragedy and Absurdity in Modern Drama (283), Contemporary British Drama (284), Contemporary American Drama (285), Modern Continental Drama (286). Open to all students. Equivalent to DRA 282-289

290 Theatre New York (3)

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 (3)

Prerequisites: ENG 101-102. From Blake to Keats. Infinity in a grain of sand.

301 The Victorian Writers (3)

Prerequisites: ENG 101-102. From Carlyle to Kipling: Between two worlds.

307 Shakespeare's Romances and Tragedies (3)

Prerequisites: ENG 101-102. A selection of Shakespeare's finest romances and tragedies.

308 Shakespeare's Comedies and Histories (3)

Prerequisites: ENG 101-102. A selection of Shakespeare's finest comedies and history plays.

309-311 Advanced Drama (3)

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 (3)

Prerequisites: ENG 101-102. A survey of today's major living authors from around the globe.

318-322 Fiction (3)

Prerequisites: ENG 101-102. A study of traditional or experimental novels or short fiction. May be repeated if content varies.

323 The Seventeenth Century (3)

Prerequisites: ENG 101-102. From Donne to Marvell: New philosophy calls all in doubt.

325 The Eighteenth Century (3)

Prerequisites: ENG 101-102. Major authors of the neoclassical period: Whatever is, is right.

335 English Renaissance Literature (3)

Prerequisites: ENG 101-102. Emphasizing the love poetry of England's greatest literary period.

340-344 American Poetry (3)

Prerequisites: ENG 101-102. From Bradstreet to Locke: Floating in dark places. May be repeated if content varies.

345-349 American Fiction (3)

Prerequisites: ENG 101-102. A study of traditional or experimental American novels or short stories. May be repeated if content varies.

355-359 Major American Writers (3)

Prerequisites: ENG 101-102. A study of one or more of the most significant American writers. May be repeated if content varies.

413-417 Major Authors (3)

Prerequisites: ENG 101-102. A study of one or more of the most significant British or world writers. May be repeated if the content varies.

430 Criticisms and Appreciations (3)

Prerequisites: ENG 101-102. A study of significant critical and aesthetic theories about literature.

450-454 Topics in English (3)

Prerequisites: ENG 101-102. The course deals with different subjects each time it is offered and may be repeated for credit.

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.

500 The Romantic Writers (3)

Open only to graduate students. From Blake to Keats. Infinity in a grain of sand.

501 Victorian Writers (3)

Open only to graduate students. From Carlyle to Kipling: Between two worlds.

504 Advanced Composition (3)

Open only to graduate students. Further study of the principles of writing.

505 Advanced English Grammar (3)

Open only to graduate students. Modern English usage with historical background.

507 Shakespeare's Romances and Tragedies (3)

Open only to graduate students. A selection of Shakespeare's finest romances and tragedies.

508 Shakespeare's Comedies and History Plays (3)

Open only to graduate students. A selection of Shakespeare's finest comedies and History plays.

509-511 Advanced Drama (3)

Open only to graduate students. May be Elizabethan, Restoration, or Contemporary. May be repeated if content varies.

512 Contemporary World Literature (3)

Open only to graduate students. A survey of today's major living authors from around the globe.

513-517 Major Authors (3)

Open only to graduate students. A study of one or more of the most significant British or world writers. May be repeated if content varies.

518-522 Fiction (3)

Open only to graduate students. A study of traditional or experimental novels or short fiction. May be repeated if content varies.

523 The Seventeenth Century (3)

Open only to graduate students. From Donne to Marvell: New philosophy calls all in doubt.

525 The Eighteenth Century (3)

Open only to graduate students. Major authors of the neoclassical period: Whatever is, is right.

530 Criticisms and Appreciations (3)

Open only to graduate students. A study of significant critical and aesthetic theories about literature.

535 English Renaissance Literature (3)

Open only to graduate students. Emphasizing the love poetry of England's greatest literary period.

540-544 American Poetry (3)

Open only to graduate students. From Bradstreet to Locke: Floating in dark places. May be repeated if content varies.

545-549 American Fiction (3)

Open only to graduate students. A study of traditional or experimental American novels or short stories. May be repeated if content varies.

550-554 Topics in English (3)

Open only to graduate students. The course deals with different subjects each time it is offered and may be repeated for credit.

555-559 Major American Authors (3)

Open only to graduate students. A study of one or more of the most significant American writers. May be repeated if content varies.

595-599 Directed Reading (1-3)

Open only to graduate students. Permission of instructor required. 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)

606 Financial Management (3)

Open only to graduate students. 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. 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 300-400 level courses.

101-102 Elementary French I, II (3,3)

FRE 101 is prerequisite to FRE 102. Audio-lingual method with emphasis on understanding, speaking and reading. FRE 101 open to all students.

201-202 Intermediate French I, II (3,3)

Prerequisite: FRE 102. FRE 201 is prerequisite to FRE 202. Continued practice in the oral-aural skills and in reading.

300-301 Advanced French Conversation I, II (3,3)

Prerequisite: any French 200-level course or consent of the instructor. Emphasis on conversation.

302 Advanced French (3)

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 (3,3)

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 A Conversational Approach to Popular French Ballads (3)

Prerequisite: Any French 200-level course or consent of the instructor. An introductory study of selected twentieth-century French ballads by artists such as Trenet, Chevalier, Piaf, Becaud, 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.

400-401 French Drama I, II (3,3)

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 (3,3)

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 (3,3)

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.

450-454 Topics in French (1-3)

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 (3)

An introductory course with major attention to the principles and concepts of the subject.

205 Principles of Resource Utilization (3)

A survey of the natural and human assets and a study of the wise use of these resources.

207 Economic Geography (3)

A survey of the resources, industry, and commerce of the United States and foreign countries.

460 Seminar in World Geographical Issues (3)

Intensive study of contemporary issues as they relate to the physical, cultural, economic and political characteristics of the modern world.

560 Seminar in World Geographical Issues (3)

For graduate students only. Intensive study of contemporary issues as they relate to the physical, cultural, economic and political characteristics of the modern world.

German Courses (GER)

101-102 Elementary German I, II (3,3)

GER 101 is prerequisite to GER 102. Audio-lingual method with emphasis on understanding, speaking and reading. GER 101 open to all students.

201-202 Intermediate German I, II (3,3)

Prerequisite: GER 102. GER 201 is prerequisite to GER 202. Continued practice in the oral-aural skills.

300 Advanced German Conversation (3)

Prerequisite: GER 201 or permission of the instructor. Emphasis on conversation.

302 German Fiction (3)

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 (1-3)

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 education majors. Knowledge and principles for healthful living of the individual, family, and community.

103 Nutrition (2)

A study of nutritional status and the effect of food habits and food consumption on the family, individual, and athlete.

230 Elementary Physiology and Human Anatomy (3)

Required of all physical education majors. The structure and functions of the various systems of the body and the bone-muscle relationship of human motion.

401 School Health Education (2)

Prerequisites: HEA 100, 230. Presents the study of the inter-relationships of curriculum planning, methodology, and the selection and use of teaching aids and materials. The role of teachers, administrators, and health specialists are discussed.

History Courses (HIS)

100 Western Civilization I (3)

The development of western society from the ancient world to 1715.

101 Western Civilization II (3)

Continuation of the development of western society from 1715 to present.

202 The United States to 1877 (3)

Cultural, political, social and economic developments from the discovery of America through Reconstruction.

203 The United States since 1877 (3)

Urbanization, industrialization, and the rise of the nation as a world power.

204 The History of Florida (3)

The development of Florida from the earliest Indian days to the present.

205 Indians of the United States (3)

Archaeological background, cultural areas, early contacts with the whites, wars, removals, reservation life, acculturation, and present status.

206 Evolution of the American University (3)

Origins and development of higher education in the United States.

210 American Military History (3)

A study of the development of American military institutions, policies, experience, and traditions in peace and war from colonial times to the present.

213-225 Topics in Social History (3)

Study of social changes and popular culture. Each semester selected courses from the following list are offered: Immigration in American History (213), Sex in History (214), Women in History (215), Economic History of the U.S. (216), Famous American Trials (218), 20th Century American Society (220), Mass Entertainment (221), Facism and Nazi Germany (222), Countercultures in Victorian England (223), Communes and Utopias, American Style (224).

302 Constitutional History of the United States (3)

The origin and formulation of the constitution and its evolution to contemporary times. May be counted as either history or political science.

303 American Urban History (3)

A study of the growth of American cities and their role in the history of the nation.

305 The Ancient World (3)

A study of Western culture in the Ancient Near East and the Greco-Roman World.

306 The Middle Ages (3)

European society from the fall of Rome to the Renaissance.

307 Modern Far East (3)

Study of Asiatic man with emphasis on the modern Far East.

308 Renaissance and Reformation (3)

The origins, progress, interrelationships, and impact of the new forms, ideas and ideals of these movements.

309 England to 1688 (3)

A survey of early English institutional development with emphasis on the Tudor and Stuart periods.

310 England Since 1688 (3)

Continuation of a political, cultural and economic trends with the accompanying rise and decline of the British Empire.

311 Absolutism and Revolution (3)

European society from Louis XIV through the revolutions of 1848.

312 Modern Europe (3)

Nationalism, industrialization and other European developments since the middle of the nineteenth century.

401 Field Work Program (3)

Practical experience 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 (3)

Intensive study of all aspects of the sectional struggle and the reconstruction period.

405 United States Westward Expansion (3)

The advancing frontier and its environmental effects on American institutions.

406 United States Foreign Policy (3)

The evolution of American foreign policy and diplomacy.

408 Tsarist Russia (3)

A study of Russian society to the Russian Revolution in 1917.

409 Soviet Russia (3)

Continuation of Russian society from the 1917 revolution to present.

413-425 Topics in History (3)

Intensive study of selected topics in history. Each semester selected courses from the following list are offered: World War I (413), World War II (414), The Middle East (415), The Sino-Soviet Bloc (416), The Byzantine Empire (417), Guerrilla Warfare (420).

450 Independent Study (3)

Guided readings, research, and criticism. May be repeated for credit so long as the subject is not repeated. Permission of Area Coordinator necessary.

460 Interpretations of American History (3)

A seminar devoted to the intensive study of interpretation of key issues in the American past.

461 Interpretations of European History (3)

A seminar examining interpretations of European politics, culture and society.

560 Interpretations of American History (3)

For graduate students only. A seminar devoted to the intensive study of interpretation of key issues in the American past.

561 Interpretations of European History (3)

For graduate students only. A seminar examining interpretations of European politics, culture and society.

Italian Courses (ITA)

101-102 Elementary Italian I, II (3,3)

ITA 101 or equivalent is prerequisite to ITA 102. An introductory course by an audio-lingual method with emphasis on understanding, speaking, and reading. ITA 101 open to all students.

201-202 Intermediate Italian I, II (3,3)

Prerequisite: ITA 102. ITA 201 is prerequisite to ITA 202. Continued practice in the oral-aural skills.

Management Courses (MGT)

602 Labor Law and Arbitration (3)

For graduate students only. 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)

For graduate students only. 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)

For graduate students only. Prerequisite: ACC 603 or equivalent. Emphasis is on the development of a general awareness and appreciation of how computers are to be used in information processing and reporting of management information data in the computerized environment.

612 Quantitative Methods (3)

For graduate students only. A survey of math and statistical procedures applicable to management decisions. Topics included are decision theory, forecasting models, linear programming, inventory control, queuing theory, simulation and Markov analysis.

615 Seminar in Business Policy (3)

For graduate students only. 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.

622 Psychology of Human Management (3)

For graduate students only. An analysis of human behavior in organizations, emphasizing those areas of individual and group behavior which are most directly relevant to management.

624 Business Ethics and Social Responsibility (3)

For graduate students only. Analysis of principles applicable to managerial decisions involving business ethics and social responsibility.

Marine Science Courses (MAR)

100 Underwater Techniques I (2)

Prerequisites or corequisites: BIO 203, 204. 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. One 2-hour lecture and one 2-hour laboratory each week for 8 weeks. Laboratory fee required. Open water dives necessitate two weekend trips. Open only to Marine Science and Biology majors.

101 Underwater Techniques II (2)

Prerequisites: BIO 293, 294, and nationally recognized SCUBA certification. Provides an opportunity to learn techniques of surface and underwater navigation, underwater photography, and collection techniques. Two lectures and one 2-hour laboratory per week for 7 weeks. Some Saturday field trips are necessary. Laboratory fee required.

150 Marine Geology (4)

A broad survey of the geological processes at work upon and within the earth. Primary interest will be placed on the geological character of the oceans: the deep ocean floors, continental shelves, and coastal zones. Two 3-hour lecture/laboratory combinations each week.

222 Biology of Tampa Bay (3)

Prerequisite: BIO 204. Environmental factors, both natural and man-made, as they relate to the populations of marine organisms present in selected areas of Tampa Bay. Daily field trips. Sample collection and laboratory analysis. Offered only during special Spring Intersession.

226 Marine Zoology (4)

Prerequisites: BIO 203, 204. A study of the taxonomy, ecology, and behavior of marine invertebrates and vertebrates, including birds. An emphasis is placed on study of local fauna through field oriented studies. Three 1-hour lectures and one 3-hour laboratory each week.

301 Oceanography (3)

Prerequisites: CHE 151, PHY 200. An introduction to physical and chemical oceanography. Three lectures each week.

322 Marine Ecology (3)

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 during special Spring Intersession.

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. Three lectures and one three-hour laboratory each week.

340 Advanced Marine Biology Laboratory (2)

Prerequisites: BIO 203, 204, 212; MAR 226. The collection, analysis, and interpretation of field data from selected marine habitats to investigate specific problems in marine ecology. Several Saturday field trips required. One three-hour laboratory each week.

Marketing Courses (MKT)**609 Marketing Management (3)**

For graduate students only. 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)

For graduate students only. 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)

For graduate students only. New developments in the ever changing field of marketing. The student is responsible for researching the literature on a current problem, organizing pertinent materials, and presenting it in a seminar; he serves as a reporter and discussant.

Mathematics Courses (MAT)

100 Constructive Mathematics (3)

Basic concepts of arithmetic and algebra as background for MAT 160 or 210. Recommended to students who have not successfully completed two units of high school algebra. Open only to students who have not successfully completed a college-level course in mathematics or by special permission of the division chairman. May not fulfill the student's general curriculum distribution requirement.

101 General College Mathematics (3)

Survey and development of selected concepts and their application. A culturally-oriented course. No credit for students with prior credit in a mathematics course numbered 160 or higher.

104 Modern Elementary Mathematics I (3)

Prerequisite: 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.

105 Modern Elementary Mathematics II (3)

Prerequisite: One unit each of high school algebra and plane geometry. The foundations of geometry for prospective teachers. Open only to freshmen and sophomore education majors or by special permission of the division chairman.

160 College Algebra (3)

Prerequisite: Two units of high school algebra and one unit of plane geometry. A study of the basic concepts of algebra.

161 Trigonometry (2)

Plane trigonometry. Strongly recommended that the student enroll in this course concurrently with or after completing MAT 160.

201 Introduction to Statistics (3)

Prerequisite: Two units of high school algebra or MAT 160 or MAT 210. An introduction to descriptive and inferential statistics, stressing application in science and psychology.

210 Introduction to Analysis for Business (3)

Fundamentals of algebra, graphing, logarithms. Required of all students in business and economics. Not open to mathematics majors or students with prior credit in MAT 160.

249 Analytic Geometry and Calculus I (5)

Prerequisite: A minimum grade of C in MAT 160 and 161 or equivalent. Plane analytic geometry, differentiation and integration of algebraic functions, continuity, maximum and minimum, application of the definite integral.

250 Analytic Geometry and Calculus II (5)

Prerequisite: MAT 249 or equivalent. Differentiation and integration of transcendental functions, methods of integration, polar coordinates, indeterminate forms, infinite series.

251 Analytic Geometry and Calculus III (5)

Prerequisite: MAT 250 or equivalent. Vectors, solid analytic geometry, partial differentiation, multiple integration.

307 Modern Abstract Algebra (3)

Prerequisite: MAT 250. Introduction to the theory of groups, rings and fields.

308 Linear Algebra and Matrix Theory (3)

Prerequisite: MAT 250. Vectors and vector spaces, matrices, linear transformations in a vector space.

310 Probability and Mathematical Statistics (3)

Prerequisite: MAT 250. Probability, descriptive statistics with major emphasis on inferential statistics.

401 Advanced Calculus (3)

Prerequisite: MAT 250. Limits, continuity, differentiation, and integration.

405 Differential Equations (3)

Prerequisite: MAT 250. An introductory course in ordinary differential equations.

499 Selected Topics (1-3)

Prerequisite: Consent of instructor. The subject may be chosen from functions of a complex variable, game theory and linear programming, point set topology, set theory, computer science, or others.

Military Science Courses (MSC)

100 Introduction to Military Science (3)

History, Organization, and mission of the ROTC program. Discussion of contemporary military issues, individual and group behavior, customs and traditions of the military services, organizations of the Department of Defense, and the principles of military leadership.

110 Leadership Laboratory (0)

ROTC students only. Study and practical exercises in the principles of military courtesy, discipline, dismounted drill, and an introduction to rifle marksmanship.

111 Leadership Laboratory (0)

ROTC 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.

210 Leadership Laboratory (0)

ROTC 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 (0)

ROTC 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.

300 Fundamentals of Leadership (3)

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. Students are given the opportunity to develop speaking and writing techniques.

310 Leadership Laboratory (0)

ROTC students only. Study and practical exercises which emphasize the leader's role in di-

recting and coordinating the efforts of individuals and small units in the execution of offensive and defensive tactical missions.

311 Leadership Laboratory (0)

ROTC students only. Study and practical exercises which 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 the 6-week ROTC Advanced Camp.

403 Seminar in Leadership and Management (3)

Analysis of selected leadership and management problems in unit administration, military justice, and the Army Readiness Program. Discussion of contemporary world issues and their impact upon leadership and management of the military services. Discussion of officer-enlisted relationships and the obligations and responsibilities of an officer on active duty.

410 Leadership Laboratory (0)

ROTC 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 (0)

ROTC students only. Study and practical exercises in preparation for active duty as an officer.

Music Courses (MUS)

100 Music Fundamentals: Basic Theory and Terminology (2)

102 Introduction to Music (3)

110-111 Elementary Piano Class Instruction (1,1)

122-123 Music Theory I, II (3,3)

Comprehensive musicianship approached through notation; listening, writing analytic, and performing skills, including sight singing and ear training. Laboratory required.

206 Music History: Survey I (3)

Prerequisite: MUS 122 or consent of instructor. Western art music until 1750.

207 Music History: Survey II (3)

Prerequisite: MUS 122 or consent of instructor. Western art music since 1750.

208 Topics in Music (3)

The topic varies as announced in the class timetable

210-211 Intermediate Piano Class Instruction (1,1)

Prerequisite: Consent of instructor.

220 Music and Dance (1)

Musical organization, oral differentiation of musical texture, timbre, phrasings, style, and tension-resolution. Practical application of music/dance relationships with some reference to ethical/legal matters in creative dance programming.

222-223 Music Theory III, IV (3,3)

Continuation of comprehensive skills acquired in MUS 122-123, focusing on the evolution of the tonal system, then on subsequent systems of musical organization. Laboratory required.

Note: The following Music Education Techniques courses (MUS 225-229) are designed for the music major to acquaint him with public school instrumental and vocal teaching problems and basic instrumentation techniques. Open only to music majors.

For certification:

225 Voice Class (1)

226 String Class (1)

227 Woodwind Class (1)

228 Brass Class (1)

229 Percussion Class (1)

230 Beginning Instrumental Lessons (1)

Instrument varies as announced in class timetable.

236 Conducting (3)

239 Beginning Modern Dance (2)

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.

Note: The following studio performance courses may be repeated for additional credit. An applied tuition fee will be charged for each course. Prerequisite: Consent of instructor.

Applied Instruments:

247 Organ (1,2)

248 Advanced Dance (2)

249 Harpsichord (1,2)

250 Piano (1,2)

251 Voice (1,2)

252 Flute (1,2)

253 Oboe (1,2)

254 Clarinet (1,2)

255 Bassoon (1,2)

257 Trumpet (1,2)

258 French Horn (1,2)

259 Trombone (1,2)

260 Baritone (1,2)

261 Tuba (1,2)

262 Percussion (1,2)

263 Violin (1,2)

264 Viola (1,2)

265 Cello (1,2)

266 String Bass (1,2)

267 Guitar (1,2)

Note: The following ensembles may be repeated for additional credit. All ensembles require the consent of the instructor.

288 Chamber Orchestra (1)

291 Concert Band (1)**292 Jazz Lab Ensemble (1)****293 University Singers (1)****295 Show Chorus (1)****300-307 Chamber Music Ensemble (1)**

Small performing groups specializing in the following: Woodwinds (300), Brass (301), Percussion (302), Strings (303), Piano (304), Vocal (305), Guitar (306), and Opera (307).

315 Marching Band Techniques (1)**316 Choral Techniques (1)****322 Free Counterpoint (3)**

Prerequisite: MUS 222-223 or consent of instructor.

323 Strict Counterpoint (3)

Prerequisite: MUS 222-223 or consent of instructor.

324 Form and Analysis (3)

Prerequisite: MUS 222-223 or consent of instructor.

325 Orchestration (3)

Prerequisite: MUS 222-223 or consent of instructor.

330 Seminar in Music (2)

Topic as announced in the class timetable.

423 Composition (3)

Prerequisite: Consent of instructor.

Philosophy Courses (PHL)**200 Introduction to Philosophy**

Systems of thought illustrative of concepts and methods. Open to all students.

201 Logic (3)

Principles of correct reasoning: Formal and informal arguments. Open to all students.

202 Ethics (3)

Major systems of thought regarding problems of moral value and the good life. Open to all students.

203 Contemporary Philosophy (3)

Major concepts and methods of the 20th century. Open to all students.

204 Aesthetics (3)

Problems surrounding aesthetic experience and the aesthetic object. Open to all students.

205 Philosophy of Science (3)

The origin and philosophical meaning of the ideas underlying modern science. Open to all students.

206 Philosophy of Religion (3)

Examination of the nature and validity of religious beliefs.

210-220 Problems of Philosophy (3)

A study of selected topics in philosophy including American Philosophy (210), Symbolic Logic (211), Philosophy of Language (212), Wittgenstein (213), The Morality of Killing (214), Problems in Philosophy of Science (215), Problems in Existentialism (216), Social and Political Philosophy (217), and others. Open to all students.

300 History of Philosophy: Thales to Aquinas (3)

Prerequisite: PHL 200 or permission of the instructor. From Thales to Thomas Aquinas.

301 History of Philosophy: Aquinas to Kant (3)

Prerequisite: PHL 200 or permission of the instructor. From Aquinas to Kant.

305 Philosophy of Mind (3)

A study of the concept of self and its implications for scientific research and everyday activities. Open to all students.

306 Existentialism (3)

A study of central themes in existential philosophy and literature. Open to all students.

450 Senior Thesis (3)

Prerequisites: Senior standing and approval of area coordinator.

495-499 Directed Reading (1,3)

Prerequisite: PHL 200 or 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.

Physical Education Courses (PED)**104-105 Bio-Kinetics and Conditioning (1,1)**

The emphasis is upon understanding and conditioning the human body.

110 Principles of Physical Education (3)

This course is prerequisite to all professional physical education courses. History, principles, and philosophy of physical education.

150 First Aid (1)

A thorough course on the Red Cross Senior level.

151 Swimming (1)

Fundamental skills in swimming and water safety.

200 Tennis (1)

Methods and procedures for teaching tennis.

202 Outdoor Education (3)

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 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 which 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 application of techniques.

307 Movement Education (3)

Comprehensive discussion of movement education stressing the study and development of individual approach to teaching basic movement skills.

310 Modern Dance (2)

The history, theory and practice in modern dance with an analysis of human movement.

312 Rhythmic Activities (2)

Teaching methods of folk and square dance and other selected dance activities.

320 Coaching and Teaching Team Sports (2)

The psychology of coaching, skills, testing, and officiating in football and wrestling.

321 Coaching and Teaching Team Sports (2)

The psychology of coaching, skills, testing, and officiating in baseball and basketball, and softball.

322 Coaching and Teaching of Team Sports (2)

The psychology of coaching, the teaching of skills and skill testing in volleyball and track and field.

323 Coaching and Teaching Team Sports (2)

The psychology of coaching, the teaching of skills and skill testing in soccer and field hockey.

340 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 (2)

Methods and materials for teaching the exceptional and handicapped child in physical education.

401 Recreation and Special Populations (3)

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 Administrations (3)

A study of the organizational patterns and administrative process involved in leisure-oriented organizations.

412 Organization and Administration of Physical Education (3)

An investigation into the processes of appropriate organizational and administrative techniques and procedures useful in efficient management.

450 Physical Education Tests and Measurements (2)

A study of the available test and measurement procedures for the physical educator.

451 Sport Culture and American Society (3)

A study of the positive and negative aspects of sport in America.

460 Physiology of Exercise (3)

Knowledge and understanding in the function and limitations of the organism during exercise.

470 Field Work in Recreation (3)

Prerequisite: Completion of 6 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.)

623 History of Physical Education (3)

For graduate students only. The historical development of physical education from early times to the present. Ideas, people, events, social and religious situations that have shaped educational thought in physical education.

624 Problems in Physical Education (3)

For graduate students only. A study of problem identification and solution in areas of curriculum, methods, philosophy, personnel, and administration in physical education.

625 Community Recreation (3)

For graduate students only. A study of the philosophies, services, settings, and principles of community recreation, and their relationship to local and national problems.

626 Seminar in Interscholastic Athletics (3)

For graduate students only. A study of interscholastic sports programs in their contextual community settings. A different approach to interscholastic competition, with emphasis on reassessment of values and standards now attributed to athletic programs.

627 Health Problems in the United States (3)

For graduate students only. An analysis of malnutrition, over-population, environmental pollution and other current health problems and their application to personal, community, and school health.

629 Physical Education for the Exceptional Student (3)

For graduate students only. Exploration in modification of the physical education program to meet the needs of students who are unable to participate profitably in the regular program.

632 Physiology of Exercise (3)

For graduate students only. The application and interpretation of the structure function, and limitations of the human organism involved in vigorous muscular activity.

633 Curriculum in Physical Education (3)

For graduate students only. Application of educational principles, philosophies, and trends to curriculum planning in physical education at the elementary, secondary, and college levels.

634 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.

651 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 and athletics.

Physics Courses (PHY)

110 Waves, Acoustics, and Music (3)

Intended primarily for non-science majors. Wave properties and phenomena with applications to acoustics and music: superposition, interference, resonance, intensity of sound waves; musical instruments as resonators; noise abatement.

125 Physical Science (3)

The basic concepts of astronomy, electricity, energy and motion. Not open to those students having previously taken a course in college physics or chemistry. Designed for non-science majors. Lecture and laboratory.

200-201 General Physics (4,4)

Prerequisite or corequisite: MAT 161 or equivalent. A non-calculus course primarily for science majors. Classical mechanics and special relativity, kinetic theory and thermodynamics, waves and oscillations, sound, optics, atomic structure, the nucleus. 3 lectures and 1 laboratory each week.

202-203 Physics with Calculus (5,5)

Prerequisite or corequisite: MAT 249. A calculus based course primarily for science and pre-engineering students. Classical mechanics, thermodynamics, kinetic theory, waves and oscillations, sound, electricity, magnetism, optics, special relativity, atomic structure, the nucleus. Four lectures and one laboratory each week.

260 Introductory Electronics (4)

Prerequisites: PHY 200-201. MAT 160-161. Resistance, Capacitance, and inductance; d-c and a-c circuits; vacuumtube and solid-state device characteristics; power supplies; amplifiers and oscillators; pulse circuits and switching circuits. 3 lectures and 1 laboratory each week.

271 Atomic and Nuclear Physics (3)

Prerequisites: PHY 201 and MAT 249. Atomic structure, energy levels and quantization, angular momentum and spin, subatomic particles, nuclear structure, radionuclides and applications. 3 lectures and 1 laboratory each week.

312 Geometrical and Physical Optics (4)

Prerequisite: PHY 201 and MAT 249. Reflection, refraction; waves; polarization; diffraction and interference; optical instrumentation; lasers and holography. 3 lectures and 1 laboratory each week.

320 Mechanics (3)

Prerequisites: PHY 200 or 202; MAT 249. Prerequisite or corequisite: MAT 251. Statics and dynamics of particles and rigid bodies; moving coordinate systems; Lagrange's equation; tensor algebra; inertia and stress tensor; small vibrations. Three lectures each week.

Political Science Courses (PSC)**100 Introduction to Political Science (3)**

Essential elements of political science.

200 The National Government of the United States (3)

Political processes, institutions, and policies of the national political system of the United States.

203 Political Parties and Interest Groups (3)

Organization and functions of political parties and interest groups, primarily in the political system of the United States.

210 Urban Politics and Policy (3)

Political processes, institutions, and policies of urban political systems in the United States.

211 Intergovernmental Relations in the United States (3)

Relations among state and local governments and between them and the national government.

300 Comparative Politics (3)

Structural and functional similarities and differences among contemporary political systems, with a focus on several selected nation-states.

301 Urban Planning and Development (3)

History, methods, processes and problems of urban planning and development.

302 Constitutional History of the United States (3)

Origin and formulation of the Constitution and its evolution to contemporary times. May be counted as either history or political science.

303 Public Administration (3)

Theory and practice of administrative organization and the control of administrative action.

313 International Relations (3)

Nature and history of relations among nation-states.

401 Modern Political Thought (3)

Major political ideas that have shaped the contemporary world, including democracy, classical and twentieth-century liberalism, socialism, and communism.

413-425 Topics in Political Science (3)

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 (4-15)

Practical experience in government or politics at the local, state, or national level. Admission by application to the division chairman. Students may not receive credit for any other intern program. \$15. internship fee is required. Graded on a pass-fail basis.

450 Independent Study (3)

Guided readings, research, and criticism. May be repeated for credit if the subject is not repeated. Permission of the division chairman is necessary.

460 Seminar in American Government (3)

Current themes in the analysis of government and politics in the United States.

560 Seminar in American Government (3)

For graduate students only. Current themes in the analysis of government and politics in the United States.

Psychology Courses (PSY)

200 General Psychology (3)

Introduction to the basic principles of psychology. Prerequisite for all advanced courses in psychology.

202 Industrial Psychology (3)

Prerequisite: PSY 200. A study of the application of psychological principles to business and industry.

203 Social Psychology (3)

Prerequisite: PSY 200. The psychological processes: values, attitude, communication, and social adjustment arising from the interaction of human beings.

209 Psychology of Exceptional Children and Youth (3)

Prerequisite: PSY 200. Understanding of the characteristics and needs of exceptional children and youth.

210 Developmental Psychology (3)

Prerequisite: PSY 200. 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 (3)

Theoretical approaches to the study of human personality including psychoanalytic, behavioral, and phenomenological conceptions.

240 Educational Psychology (3)

Prerequisite: PSY 200. The nature of and conditions for effective human learning and its evaluation in the areas of intellectual, emotional, and social growth.

301 Psychological Assessment (3)

Prerequisite: PSY 200. Psychometric theory with emphasis on techniques and topics in reliability and validity of psychological tests.

303 Abnormal Psychology (3)

Prerequisite: PSY 200. A systematic presentation of concepts related to the etiology, symptoms, and treatment of behavior disorders.

305 Physiological Psychology (3)

Prerequisite: PSY 200. An introduction to the study of the correlation of physiological processes with behavior.

311 Psychological Statistics and Experimental Design (3)

Prerequisite: PSY 200. An introduction to statistical methods of determining outcome probabilities for several psychological research designs.

312 Experimental Psychology: Methods (3)

Prerequisite: PSY 200. Laboratory course. Basic experimental methods of psychological research.

313 Experimental Psychology: Theories (3)

Prerequisite: PSY 200. Laboratory course. Major theories based on contemporary psychological research.

400 History and Systems of Psychology: Seminar (3)

Prerequisite: PSY 200. A survey of the history of systematic psychology from ancient to modern times. Independent study project and seminar presentation required.

402 Clinical Psychology (3)

Prerequisite: PSY 200 and 303. A comprehensive survey of techniques used by the clinical psychologist with opportunity for limited practicum work using the Binet and Wechler individual intelligence tests.

403 Psychology of Counseling (3)

Prerequisite: PSY 200 and 303. Special fields of psychology are integrated as a basis for effective guidance in personal adjustment, vocational selection, and interpersonal skills.

404 Human Sexual Behavior: Seminar (3)

Prerequisite: PSY 200. A survey of the Physiological, sociological and psychological aspects of human sexuality. Independent study project and seminar presentation required.

405 Field Work in Psychology (3)

Prerequisite: PSY 200, 301, 303, and either 402 or 403. Open only to psychology majors. Students receive supervised practicum in community agencies. Laboratory fee: \$15.00. Admission by application to the psychology area coordinator. Graded only on a pass-fail basis.

420 The Neurophysiological Foundations of Knowledge (3)

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 (3)

An examination of the psycho-socius dynamics at work in the helping relationship focusing on the question: when is help helpful?

450 Independent Study (3)

Independent study and honors research on individual problems in psychology. May be repeated for credit if the subject matter is not repeated. Permission of the Area Coordinator necessary.

520 The Neurophysiological Foundations of Knowledge (3)

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.

521 The Psychodynamics of the Helping Relationship (3)

An examination of the psycho-socium dynamics at work in the helping relationship focusing on the question: When is help helpful?

Religion Courses (REL)**203 The Old Testament (3)**

Hebrew history and literature with emphasis on historical, prophetic, and Wisdom writings. Open to all students.

204 The New Testament (3)

The origin of early Christianity with emphasis on the canonical Gospels and Epistles. Open to all students.

205 World Religions (3)

A survey of the religions of the world, excluding Judaism and Christianity, which are in existence and are practiced today: Taoism, Islam, Hinduism, Buddhism, Confucianism, Zoroastrianism, and Shinto. Open to all students.

210-220 Problems of Religious Thought (3)

A selected topics course in Religion which includes Judaism (210), Modern Jewish Thought (211), Christianity (212), Religion in America (213), Magic, Witchcraft and Other Occult Sciences (214), Primitive Religion (215), Psychology of Religion (216), Eastern Thought (217), and others. Open to all students.

Sociology Courses (SOC)**200 Introduction to Sociology (3)**

Terms, concepts, processes and their application to basic areas. (Prerequisite for all other courses in sociology.)

206 Social and Economic Welfare (3)

Prerequisite: 3 hours of sociology. Description and organizational patterns of our public welfare programs, public and voluntary health and welfare movements and trends. A study of federal, state and local relationships; administrative, judicial and legislations to eligibility controversies.

210 Urban Sociology (3)

Prerequisite: Six hours of sociology. Relation of modern city growth to basic institutions and values.

212 Child Welfare (3)

Considering growth, development and welfare of the child as related to American society.

215 Cultural Anthropology (3)

Viewing complex society through simple beginnings of culture, race, and language.

220-240 Topics in Sociology (3)

Selected topics in sociology including: Sociology of Sex Roles (220). Sociology of Folklore (222), Masculinity, Femininity: Implications for the Life Styles of the Sexes (223), Sociology of Interpersonal Relations (224), Third World Development (226), Formal Organizations (228), Social Stratification (230) and Explorations into Religion in a Changing Society (232).

300 Marriage and Family (3)

Importance of the family as related to personal, social, and world needs.

301 Minority Groups (3)

Prerequisite: Six hours of sociology. American ethnic minorities and sub-groups, with contributions and problems resulting.

302 The Theory of Deviancy (3)

Prerequisite: Six hours of sociology. The nature and extent of deviancy, theory of causation and the analysis of the relationship between deviance and social control.

303 Introduction to Social Work (3)

Prerequisite: Nine hours of sociology. Goals, methods, problems of social work from the perspective of the social worker.

304 Juvenile Delinquency (3)

Consideration of deviance factors and their prevention or treatment by means of community action and/or rehabilitation.

305 Drug and Alcohol Addiction (3)

A study of the drug and alcohol culture factors as related to consistent normal behavior and the law.

401 Field Work Intern Program (4-9)

Practical experience in a community social agency. Admission by application to the Area Coordinator. (Students may not receive credit under both SOC 401 and CRM 401.) \$15 Internship fee required. Graded only on a pass-fail basis.) May not count toward major or minor requirements.

402 Gerontology: Aging and Society (3)

Prerequisite: Six hours of sociology. Societal age structure, aging and years of later maturity with respect to social and personal difficulties and opportunities. The correlates of aging, retirement, living arrangements, social relationships, community resources, inter-generational relationships and facing death.

404 Field Work Program in Social Work (9-15)

Practical field experience in social work. Graded on a pass-fail basis.

405 School Social Work Field Program (9-15)

Field experience in a school system. Open only to students who have met the course requirements for a concentration in school social work. Admission by application to the Area Coordinator. (\$15 Internship fee required.) Graded only on a pass-fail basis.

408 Research Methods in Sociology (3)

Prerequisites: 6 hours of sociology. Introduction to research design and methodology in sociology: theory, implication of theoretical framework, hypothesis formation, conceptualization and measurement of sociological variables, research process, research designs, methods of data collection, sampling procedures, data analysis and interpretation and written report.

410 Social Thought and Sociological Theory (3)

Prerequisite: Six hours of sociology. Historical and analytical survey of major contributions of social thought with emphasis upon the works of modern social theories.

450 Independent Study (3)

Guided readings, research and criticism. May be repeated for credit if the subject matter is not repeated. Permission of Area Coordinator necessary.

460 Social Problems in American Society I (3)

An intensive study of social problems in contemporary American society and the response of American institutions to these problems.

461 Social Problems in American Society II (3)

An intensive study of social problems and their impact upon individuals in contemporary American society.

560 Social Problems in American Society I (3)

For graduate students only. An intensive study of social problems in contemporary American society and the response of American institutions to the problems.

561 Social Problems in American Society II (3)

For graduate students only. An intensive study of social problems and their impact upon individuals in contemporary American society.

Spanish Courses (SPA)**101-102 Elementary Spanish I, II (3,3)**

SPA 101 is prerequisite to SPA 102. Audio-lingual method with emphasis on understanding, speaking and reading. SPA 101 is open to all students.

201-202 Intermediate Spanish I, II (3,3)

Prerequisite: SPA 102. SPA 201 is prerequisite to SPA 202. Continued practice in the oral-aural skills.

300-301 Advanced Spanish I, II (3,3)

Prerequisite: SPA 202. Emphasis on oral expression, reading, composition and grammar.

302-303 Introduction to Spanish Literature I, II (3,3)

Prerequisite: SPA 301 or consent of the instructor. From the origins to the contemporary period.

304-305 Advanced Spanish Translation I, II (3,3)

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 (3,3)

Prerequisite: SPA 301 or consent of the instructor. Spain and Latin America.

406 The Realistic Novel (3)

Prerequisite: SPA 301 or consent of the instructor. The development of the Spanish novel in 19th century Spain.

407 The Spanish Novel in the Twentieth Century (3)

Prerequisite: SPA 301 or consent of the instructor. The development of the Spanish novel in the 20th century.

450-454 Topics in Spanish (1-3)

Prerequisite: Permission of the instructor. The content in this course is variable and it may be repeated for additional credit.

**Courses in General
Speech (SPE)****100 Voice and Diction (3)**

Voice production, enunciation, pronunciation and elementary phonetics. Extensive recordings and practice in speech laboratory. Laboratory required.

200 Oral Communication (3)

Study and practice in reading aloud, discussion, platform techniques and general poise in speaking to groups.

205 Oral Interpretation of Literature (3)

Techniques, performance and evaluation of reading aloud prose, poetry and dialogue. Background, motivation, emotional response and empathic reaction are studied and criticized. Listening to master recordings, plus recording to the student's performance, is basic.

206 Phonetics (3)

Prerequisite: SPE 100. Analysis of the sounds in American English. In isolation and in context, with a limited comparison of sounds in other languages. Practical application to diagnosis of articulation defects and speech improvement.

208 Business Speech (3)

Techniques of and practice in participation in speaking situations commonly encountered in business: Briefing, problem-solving conferences, interviewing, solving problems by telephone, presenting oral reports, conversation, and visualizing data and statistics.

302 Public Speaking (3)

Study and performance of various types of public speeches: Informative, persuasive, entertaining, inspirational and argumentative. Included are studies of the principles of persuasion, propaganda, and empathic response. Prerequisite: SPE 100 or 200, or special permission of the Division Chairman.

303 Seminar in Public Performance (3)

Prerequisite: A minimum of six semester hours in speech courses above the 100-level. Guided study in aspects of oral interpretation, public speaking and argumentation and debate on an advanced level. Research and public performances are assigned, and critiques given. Open only to juniors and seniors.

Urban Affairs Courses (UAF)**200 Introduction to Urban Affairs (3)**

Comprehensive overview of urban affairs, integrating economic, geographical, historical, political, and sociological perspectives on the subject.

301 Urban Planning and Development (3)

History, methods, processes, and problems of urban planning and development.

440 Field Work Intern Program (4-15)

Practical experience in an agency dealing with urban policies or problems. Admission by application to the Area Coordinator. (Students may not receive credit for any other intern program.) (\$15 Internship fee required.)

Writing Courses (WRI)**240 Writing for Stage and Screen (3)**

An Introduction to the techniques of writing TV, film and play scripts. Open to all students. May be used to satisfy Area A of the General Curriculum Distribution, if not used for the writing major or minor.

250-251 Poetry Writing I, II (3,3)

Poetry writing and reading of related works. Both courses open to all students. WRI 250 is not a prerequisite for WRI 251. May be used to satisfy Area A of the General Curriculum Distribution if not used in the writing major or minor.

260 Fiction Writing I (3)

Techniques of writing imaginative fiction. Open to all students. May be used to satisfy Area A of the General Curriculum Distribution if not used in the writing major or minor.



261 Fiction Writing II Workshop (3)

Further practice in the techniques of writing imaginative fiction. Open to all students. WRI 260 is not a prerequisite for WRI 261. May be used to satisfy Area A of the General Curriculum Distribution if not used in the writing major or minor.

270 Writing the Magazine Article (3)

Techniques of writing creative non-fiction prose for publication. Open to all students. May be used to satisfy Area A of the General Curriculum Distribution if not used in the writing major or minor.

271 Journalism I (3)

Prerequisites: ENG 101-102. 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.

272 Journalism II (3)

Prerequisite: WRI 271. 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.

280 Introduction to Career Writing (3)

Prerequisites: ENG 101-102 or permission of instructor. Fundamental principles of advertising, public relations, and technical writing. May be used to satisfy Area A of the General Curriculum Distribution if not used in the writing major or minor.

352 Poetry Writing Workshop (3)

Prerequisites: WRI 250-251 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 Fiction Writing (3)

Prerequisites: WRI 261 or permission of instructor. A seminar for the advanced fiction writing student in which students and instructor examine and constructively criticize seminar members' work in progress. May be repeated for credit.

373 Seminar in Student Journalism (1-3)

Prerequisite: permission of instructor. Not open to 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: editors, assistant editor and copy editor — 3 credits; layout editor and sports editor — 2 credits; reporters and photojournalists — 1 credit. No student may receive more than 3 credits in any one semester. May be repeated for a maximum of 9 credits.

381 Technical Writing (3)

Prerequisites: ENG 101-102 or permission of instructor. Principles of technical research and writing for majors in physical and biological sciences, business and political science. Recommended for juniors and seniors only. May be used to satisfy Area A of the General Curriculum Distribution if not used in the writing major or minor.

382-383 Writing for Advertising and Public Relations (3,3)

Prerequisites: ENG 101-102. 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.

455-459 Directed Poetry Writing (3)

Prerequisites: WRI 250-251, WRI 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.

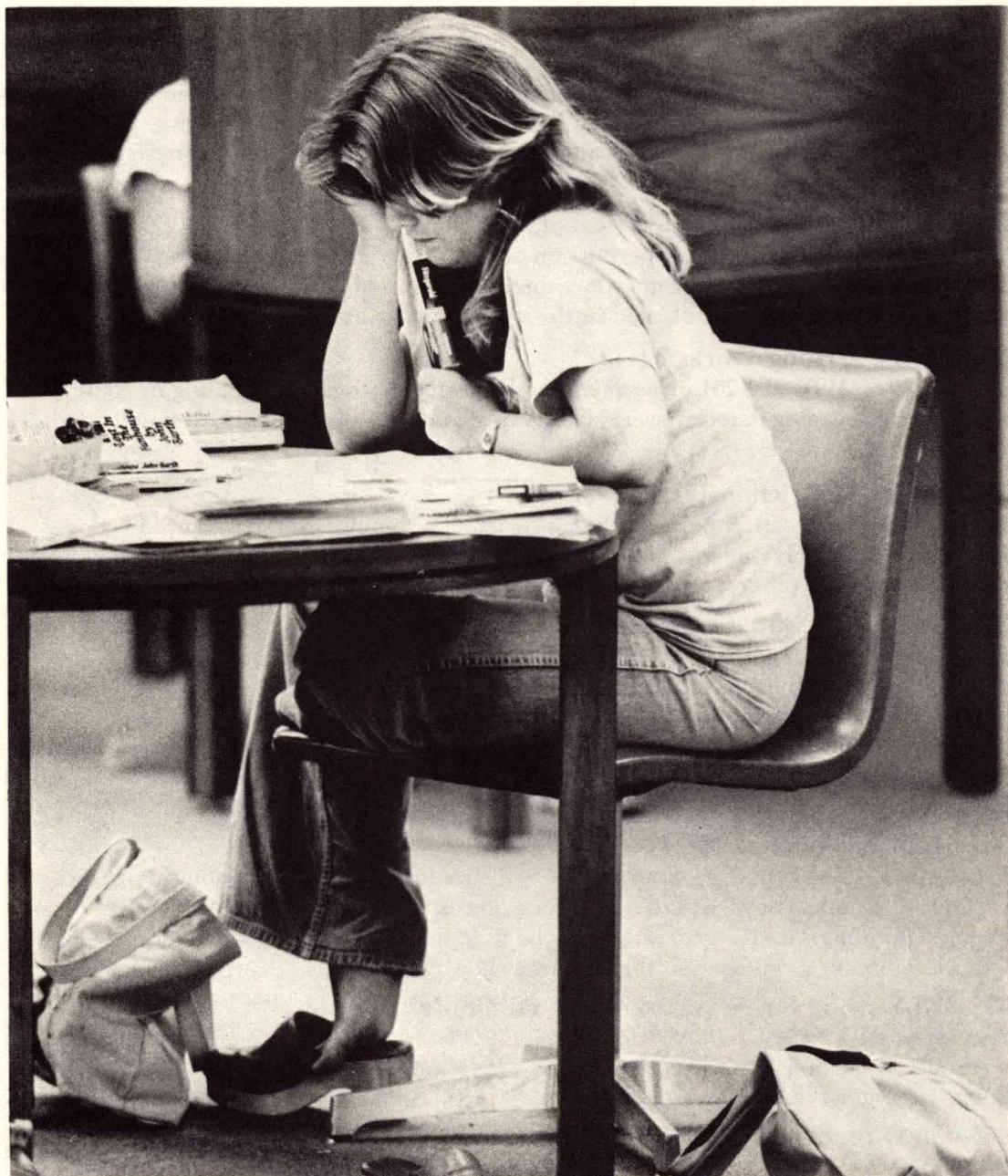
485-489 Directed Career Writing (3)

Prerequisites: ENG 101-102, WRI 270. Advanced training in writing for magazine publication, with emphasis on flexibility and practicality of topic and style.

495 Writing Internship (1-9)

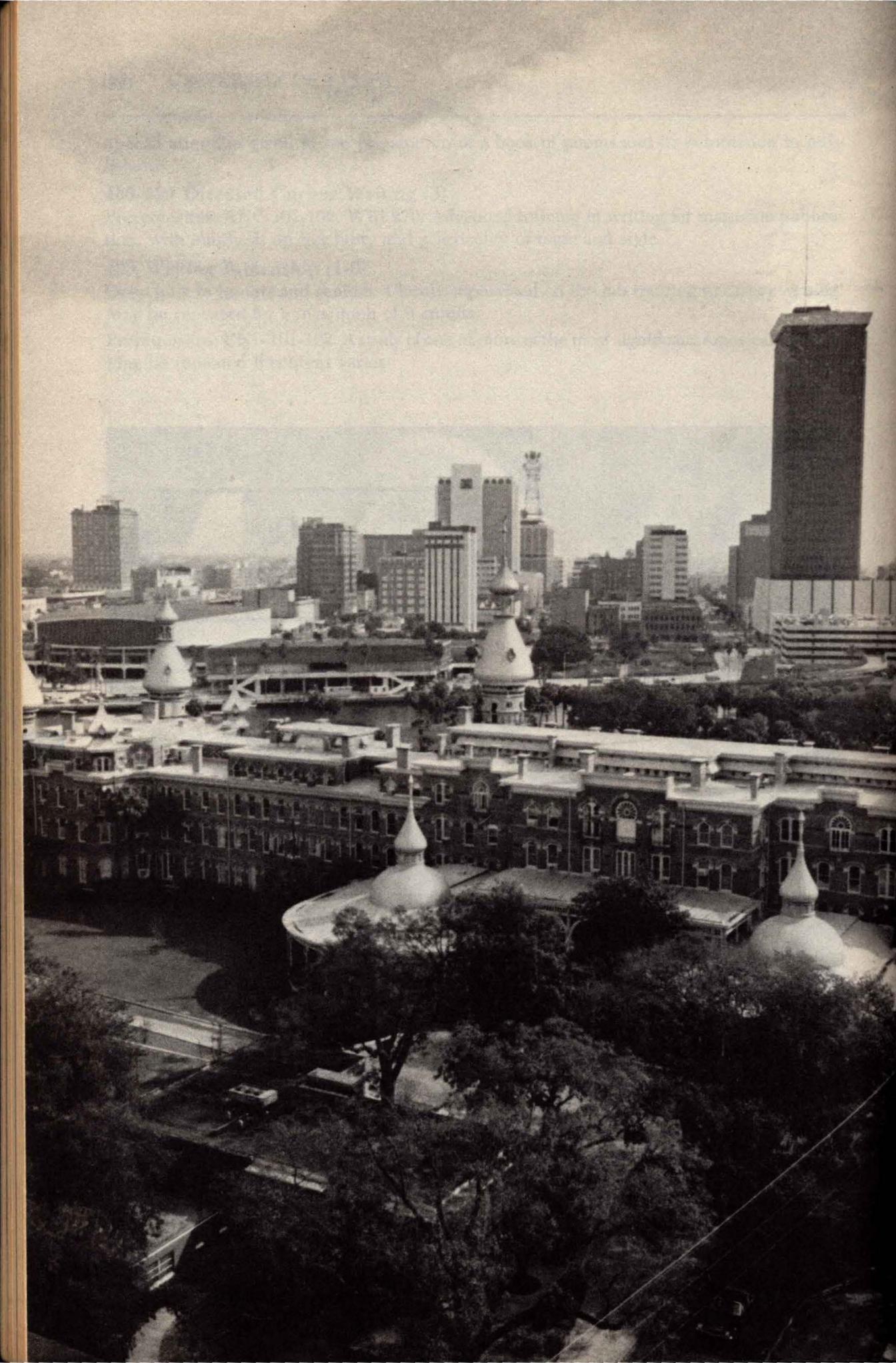
Open only to juniors and seniors. Closely supervised on the job training in career writing. May be repeated for a maximum of 9 credits.

Prerequisites: ENG 101-102. A study of one or more of the most significant American writers. May be repeated if content varies.



THE REGISTER





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John D. Telfer, LL.D.

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 Acting Assistant Provost
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 Dean of Students
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 Director of Health Center
 Director of Residence Life
 Director of Student Activities
 Director of Athletics
 Director of the Library
 Registrar and Director of Graduate Admissions

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 David B. Ford, Ph.D.
 Stanton G. Truxillo, Ph.D.
 James A. Drake, Ph.D.
 Carl M. Hite, Ph.D.
 Edwin J. Nolan, Ph.D.
 Laurel A. Stewart, R.N.
 Janice M. Jardieu, M.A.
 David R. Jackson, M.Ed.
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 Lydia M. Acosta, M.L.S.
 Eugene H. Cropsey, M.A.

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 Director of Administrative Services
 Director of Computer and Information Systems
 Director of Financial Management
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 Director of Safety and Campus Police

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 Associate Director of Admissions
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 Director of Development
 Director of Development Services
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 David M. Bodwell, M.A.

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This listing is current as of December 1, 1979

Lydia Acosta, B.A., M.A., (1973), *Director of Merl Kelce Library*
 Dorothy Iorio, B.A., M.A., (1979), *Head of Periodicals*
 Guillermina J. Gonzalez, B.S. in L.S., M.S. in L.S., (1976), *Catalog Librarian*
 Marlyn Pethe, B.A., M.A., (1977), *Head of Public Services*
 Gloria Runton, B.A., M.A., (1954), *Head of Acquisitions*
 Dianna Wade, B.A., M.S. (1972), *Head of Cataloging*

THE FACULTY

The faculty is listed below in alphabetical order by rank. The listing is current as of December 1, 1979. Date in parentheses shows initial appointment at the University of Tampa.

Professors

- Samuel E. Brick, A.B., M.S., Ph.D. (1968), *Professor of Education*; A.B., Kansas Wesleyan, 1939; M.S., University of Kansas, 1947; Ph.D., *ibid.*, 1952.
- 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.
- 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.
- 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.
- 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.
- 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.
- Curtis A. Gilgash, A.B., M.A., Ph.D. (1962), *Dana Professor of Psychology*; A.B., Washington College, 1949; M.S., American University, 1953; Ph.D., *ibid.*, 1956.
- Francis X. Gillen, B.S., M.A., Ph.D. (1971), *Professor of English*; 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., Penn. State, 1942; B.A., Penn. State, 1947; A.M., Columbia University, 1949; Ph.D., *ibid.*, 1956.
- Robert D. Henderson, B.B.A., M.B.A., Ph.D. (1973), *Dana Professor of Management*; B.B.A., Westminster College, 1938; M.B.A., Ohio State University, 1941; Ph.D., University of Pittsburgh, 1949.
- Charles L. Hyde, B.S., M.A. (1960), *Professor of Economics and Business*; B.S., Southwest Missouri State College, 1952; M.A., University of Missouri, 1955.
- 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.
- 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.

- 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 Robert Pinkston, Jr., A.B., M.A. (1979), *Professor of Military Science*; A.B., Mercer University, 1956; M.A., Shippensburg State College, 1975.
- Richard W. Rodean, B.M., M.M. (1966), *Professor of Music and Director of Musical Studies*; B.M., Eastman School of Music, 1962; M.M., *ibid.*, 1964.
- 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.
- Herman J. Saatkamp, Jr., B.A., B.D., M.A., Ph.D. (1970), *Professor of Philosophy and Religion*; B.A., Carson-Newman College, 1964; B.D., Southern Theological Seminary, 1967; M.A., Vanderbilt University, 1970; Ph.D., *ibid.*, 1972.
- 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.
- Stephen L. Speronis, B.A., M.A., Ph.D. (1956), *Professor of History and Political Science*; B.A., Boston University, 1947; M.A., *ibid.*, 1948; Ph.D., University of Michigan, 1956.
- William D. Stewart, A.B., B.Ed., M.A., 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.
- 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.
- 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.
- Stanton G. Truxillo, B.A., Ph.D. (1970), *Professor of Physics*; B.S., Loyola University of the South, 1963; Ph.D., Louisiana State University, 1969.
- Charles R. Walker, Jr., B.A., B.S., B.S.Ed., M.A., M.S., Ph.D., Sc.D. (1956), *Professor of Biology*; 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.
- 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.

Associate Professors

- George F. Botjer, B.S., M.A., Ph.D. (1962), *Associate Professor of History*; B.S., New York University, 1959; M.A., *ibid.*, 1961; Ph.D., Florida State University, 1973.
- 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.
- 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.
- Eugene F. Dunham, Jr., B.B.A., M.B.A., Ph.D. (1979), *Associate 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), *Associate Professor of Music*, B.M., Wayne State University, 1950; M.M., *ibid.*, 1971.
- James M. Fesmire, A.A., B.A., Ph.D. (1973), *Associate 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.
- George F. Jackson, B.A., Ph.D. (1973), *Associate Professor of Chemistry*; B.A., MacMurray College, 1965; Ph.D., Northwestern University, 1969.
- Howard W. Kratz, B.S., M.Ed., Ph.D. (1970), *Associate Professor of Education*; B.S. Indiana State University, 1959; M.Ed., Loyola College, 1966; Ph.D., University of South Carolina, 1970.
- William D. Leith, B.S., M.A., Ph.D. (1961), *Associate Professor of Modern Languages*; B.S., University of Tampa, 1958; M.A., Florida State University, 1961; Ph.D., *ibid.*, 1967.
- 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.
- Sue Gordon McCord, B.A., M.A., M.A., Ph.D. (1967), *Associate Professor of History*; B.A., Huntingdon College, 1951; M.A., Vanderbilt University, 1953; M.A., University of South Florida, 1974; Ph.D., *ibid.*, 1979.
- R. Jack Munyan, B.S., M.B.A., Ph.D. (1979), *Associate Professor of Finance*; B.S., University of Pennsylvania, 1951; M.B.A., Drexel University, 1956; Ph.D., Temple University, 1977.
- Harold Nosti, B.A. (1963), *Associate Professor of Art*; B.A., University of Washington, 1955.
- G. Lawrence Roberts, Jr., B.S., M.Ed. (1948), *Associate Professor of Economics and Business*; B.S., Boston University, 1942; M.Ed., *ibid.*, 1948.
- Constance B. Rynder, B.A., M.A., Ph.D. (1972), *Associate Professor of History*; B.A., University of Toledo, 1967; M.A., University of Nebraska, 1970; Ph.D., *ibid.*, 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.
- Dan F. Smith, B.S., M.A., Ed.D. (1973), *Associate Professor of Education*; B.S., University of Tampa, 1964; M.A., University of South Florida, 1966; Ed.D., University of Miami, 1970.
- Malcolm Westly, B.A., M.A. (1962), *Associate Professor of Music*; B.A., State University of Iowa, 1953; M.A., *ibid.*, 1954.
- Robbie E. Wooten, B.S., M.A. (1946), *Associate Professor of Economics and Business*; B.S., Murray State Teachers College, 1941; M.A., University of Florida, 1957.

Assistant Professors

- John F. Bayliss, B.A., M.A., Ph.D. (1977), *Assistant Professor of English*; B.A., University College, London, 1965; M.A., Indiana State University, 1967; Ph.D., Indiana University, 1976.
- Lois Benjamin, B.A., M.A., Ph.D., (1976), *Assistant Professor of Sociology*; B.A., Clark College, 1966; M.A., University of California, Berkeley, 1969; Ph.D., *ibid.*, 1975.
- Patricia Wall Benz, B.S., M.A. (1968), *Assistant Professor of Education*; B.S., University of Tampa, 1960; M.A., University of Florida, 1966.
- Robert M. Birrenkott, B.S., M.S., Ph.D. (1974), *Assistant 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), *Assistant Professor of Physical Education*; B.S., University of Florida, 1960; M.F.A., University of North Carolina, 1962; Ph.D., University of Maryland, 1977.
- Daniel J. Burrows, B.S. (1977), *Assistant Professor of Military Science*; B.S., Drexel University, 1972.
- Ronald B. Byerly, B.M., M.M. (1977), *Assistant Professor of Music*; B.M., East Carolina College, 1968; M.M., Catholic University, 1971.
- Barbara Center, B.A., M.A., Ph.D. (1976), *Assistant Professor of Mathematics*; B.A., University of Florida, 1960; M.A., University of Maryland, 1969; Ph.D., University of South Florida, 1976.
- Gilbert De Meza, B.A., M.F.A. (1970), *Assistant Professor of Art*; B.A., University of Tampa, 1965; M.F.A., University of Georgia, 1967.
- Dale W. DeWild, B.A., M.A., Ph.D. (1974), *Assistant Professor of Sociology*; B.A., Hope College, 1966; M.A., Wayne State University, 1969; Ph.D., Florida State University, 1975.
- Robert H. Dougherty, B.S., M. Acc., C.P.A. (1974), *Assistant Professor of Accounting*; B.S., Florida State University, 1969; M. Acc., University of South Florida, 1974; C.P.A., 1974.
- James C. Duffy, B.S., M.S., Ph.D. (1974), *Assistant Professor of Psychology*; B.S., University of Pittsburgh, 1966; M.S., University of Oklahoma, 1969; Ph.D., University of Oklahoma, 1974.
- James A. Fellows, B.S., M.A., Ph.D. (1976), *Assistant Professor of Economics*; B.S., University of Miami, 1968; M.A., University of Florida, 1973; Ph.D., Louisiana State University, 1976.
- Lewis M. Fetterman, B.S., M.S. (1978), *Assistant Professor of Chemistry*; B.S., Washington and Lee University, 1972; M.S., Purdue University, 1974.
- Melvin Garten, B.B.A., M.A. (1970), *Assistant Professor of History and Political Science*; B.B.A., College of the City of New York, 1942; M.A., George Washington University, 1964.
- Carolyn A. Gingrich, B.S., M.A., Ph.D. (1979), *Assistant Professor of Psychology*; B.S., University of North Carolina, 1949; M.A., George Peabody College For Teachers, 1959; Ph.D., *ibid.*, 1963.
- Lewis Harris, B.F.A., M.A. (1968), *Assistant Professor of Art*; B.F.A., University of Illinois, 1966; M.A., University of Florida, 1968.
- John I. Hopf, B.S.Ed., M.A. (1968), *Assistant Professor in Education and Sociology*; B.S.Ed., University of Cincinnati, 1950; M.S., University of Florida, 1955.
- Duane H. Janssen, B.S., M.A. (1976), *Assistant Professor of Accounting*; B.S., Marion College, 1970; M.A., Ball State University, 1978.
- Robert Kerstein, B.A., M.A., Ph.D. (1977), *Assistant Professor of Political Science*; B.A., Pennsylvania State University, 1969; M.A., *ibid.*, 1972; Ph.D., Washington University, 1975.
- Richard J. Lynch, B.S., M.B.A. (1978), *Assistant Professor of Military Science*; B.S., The Citadel, 1967; M.B.A., Florida State University, 1972.
- Terry L. Mohn, B.M., M.M., D.M.A. (1976), *Assistant Professor of Music*; B.M., Bradley University, 1968; M.M., University of Illinois, 1974; D.M.A., University of Illinois, 1976.
- Suzanne Nelson, B.A., M.A., Ph.D. (1976), *Assistant Professor of English*; B.A., Wheaton College, 1963; M.A., University of Kentucky, 1966; Ph.D., *ibid.*, 1970.

- William J. Nixon, Jr., B.S., Ph.D. (1979), *Assistant Professor of Chemistry*; B.S., Georgia Institute of Technology, 1967; Ph.D., University of Georgia, 1972.
- Richard Piper, B.A., M.A., Ph.D. (1976), *Assistant Professor of History and Political Science*; B.A., Pennsylvania State University, 1968; M.A., Cornell University, 1971; Ph.D., *ibid.*, 1972.
- William Wayne Price, B.S., Ph.D. (1976), *Assistant Professor of Biology*; B.S., Southwestern University, 1969; Ph.D., Texas A&M University, 1976.
- Philip F. Quinn, A.B., M.A., Ph.D. (1976), *Assistant Professor of Sociology and Criminology*; A.B., Xavier University, 1955; M.A., Loyola University, 1960; Ph.D., *ibid.*, 1971.
- Everett D. Richards, B.S., M.S., M.B.A. (1975), *Assistant 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.
- Burt M. Rosenbaum, B.S., Ph.D. (1977), *Assistant Professor of Mathematics*; B.S., College of the City of New York, 1944; Ph.D., Case Institute of Technology, 1957.
- Mary Jane Schenck, B.A., M.A., Ph.D. (1977), *Assistant Professor of English*; B.A., Eckerd College, 1966; M.A., University of North Carolina, 1968; Ph.D., Pennsylvania State University, 1973.
- Terry W. Snell, B.S., M.S., Ph.D. (1978), *Assistant 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), *Assistant Professor of English*; B.A., University of Pittsburgh, 1966; M.A., *ibid.*, 1970; Ph.D., *ibid.*, 1974.
- Edward W. Thomas, B.S. (1978), *Assistant Professor of Military Science*; B.S., University of Tampa, 1975.
- Jerry P. Thomas, B.S., M.S., Ph.D. (1976), *Assistant Professor of Biology*; B.S., University of Montevallo, 1965; M.S., University of Alabama, 1969; Ph.D., *ibid.*, 1973.
- 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.
- Bruce C. Winkler, B.A., M.S., Ph.D. (1978), *Assistant Professor of Chemistry*; B.S., Valparaiso University, 1959; M.S., Iowa State College, 1962; Ph.D., University of Oklahoma, 1967.

Instructors

- Irmgard Harris, B.A., M.A., *Instructor in German*; B.A., University of Tampa, 1970; M.A., University of South Florida, 1975.
- Witold A. J. Kosmala, B.A., M.A. (1979), *Instructor in Mathematics*; B.A., University of South Florida, 1974; M.A., *ibid.*, 1976.
- Gary S. Luter, B.A., M.S., M.A. (1977), *Instructor in Speech*; B.A., University of South Florida, 1967; M.S., University of Wisconsin, 1968; M.A., University of Akron, 1973.
- Karen D. Squires, B.S., M.B.A., C.P.A. (1978), *Instructor in Accounting*; B.S., Washington University, 1974; M.B.A., University of Alabama, 1976; C.P.A., 1979.
- John S. Sumner, B.S., M.S. (1979), *Instructor in Mathematics*; B.S., Georgia Institute of Technology, 1975; M.S., University of Miami, 1976.
- Kathy L. Trott, B.S. (1979), *Instructor in Biology*; B.S., University of Tampa, 1977.
- Norma A. Winston, B.A., M.A., Ph.D. (1977), *Instructor in Sociology*; B.A., University of Otago, New Zealand, 1965; M.A., Washington State University, 1971; Ph.D., *ibid.*, 1979.

Adjunct Instructors

- Magaly V. Alvarez, B.A., M.A., *Adjunct Instructor in Modern Language*; B.A., University of South Florida, 1975; M.A., *ibid.*, 1979.
- Anzia Arsenault, *Adjunct Instructor in Ballet*.
- Larry O. Avera, B.S., M.A., *Adjunct Instructor in Mathematics*; B.S., University of Southern Mississippi, 1968; M.A., University of Nebraska, 1977.
- Jack D. Begelman, B.S., M.A., Ph.D., *Adjunct Instructor in Education*; B.S., New York University, 1936; M.A., *ibid.*, 1938; Ph.D., University of Michigan, 1951.
- Frank Bentayou, B.A. *Adjunct Instructor in Writing*, B.A. University of South Florida, 1970.
- Joe Biero, *Adjunct Instructor in Music*.
- Darlene H. Bennett, B.A., M.A., *Adjunct Instructor in English*; B.A., University of South Florida, 1975; M.A., *ibid.*, 1977.
- Joseph F. Bohren, B.S., M.Ed., Ph.D., *Adjunct Instructor in Education*; B.S., University of Florida, 1954; M.Ed., Our Lady of the Lake College, 1958; Ph.D., University of Maryland, 1978.
- Eugene W. Boyd, B.S., M.B.A., *Adjunct Instructor in Business and Economics*; B.S., University of Florida, 1964; M.B.A., Georgia State University, 1967.
- John Burgess, B.S., M.A., *Adjunct Instructor in Physical Education*; B.S., University of Florida, 1956; M.A., University of South Florida, 1973.
- Sylvia Dolores Collins, B.A., M.A., *Adjunct Instructor in Education*; B.A., Florida A. & M. University, 1954; M.A., Chapman College, 1967.
- Eugene H. Cropsey, B.S., M.A., *Adjunct Instructor in Business*; B.S., Trinity University, 1957; M.A., University of South Florida, 1970.
- Louise Damen, B.A., M.A., Ph.D., *Adjunct Instructor in English*; B.A., University of Wisconsin, 1943; M.A., University of Florida, 1974; Ph.D., Florida State University, 1978.
- Dwight A. Decker, B.M., *Adjunct Instructor in Music*; B.M., Wheaton College, 1972.
- Enrique Diaz, B.A., M.A., *Adjunct Instructor in Spanish*; B.A., University of Florida, 1958; M.A., University of South Florida, 1972.
- Joseph H. Diaz, *Adjunct Instructor in Data Processing*.
- William R. Drennan, B.A., M.A., *Adjunct Instructor in English*; B.A., University of Florida, 1966; M.A., University of South Florida, 1976.
- George Ebra, B.A., M.A., Ed.D., *Adjunct Instructor in Psychology*; B.A., University of Tampa, 1962; M.A., University of South Florida, 1969; Ed.D., Nova University, 1975.
- Roger N. Ertsgaard, B.S., M.S., *Adjunct Instructor in Mathematics*; B.S., North Dakota State University, 1967; M.S., Georgia Institute of Technology, 1971.
- Susanna F. Fernon, B.A., M.Ed., *Adjunct Instructor in Education*; B.A., University of Tampa, 1971; M.Ed., *ibid.*, 1978.
- Carol Sue Finch, B.S., M.A., *Adjunct Instructor in Education*; B.S., Kent State University, 1969; M.A., University of South Florida, 1974.
- George R. Fox, B.A., *Adjunct Instructor in Criminology*; B.A., University of South Florida, 1975.
- Marilyn Anne Froelich, B.S., M.A., *Adjunct Instructor in Music*; B.S., Juilliard School of Music, 1959; M.A., *ibid.*, 1960.
- Leah M. Hackney, A.B., M.A., *Adjunct Instructor in English*; A.B., University of Tampa, 1935; M.A., Teachers College, Columbia University, 1966.

- William K. Hafer, J.D., M.A., Ph.D., *Adjunct Instructor in Writing*; J.D., George Washington University, 1941; M.A., New York University, 1973; Ph.D., Walden University.
- Bonnie D. Haliczer, B.A., *Adjunct Instructor in Writing*; B.A., University of South Florida, 1968.
- Kenneth W. Haney, B.Ed., M.A., Ph.D., *Adjunct Instructor in Sociology*; B.Ed., Illinois State University, 1944; M.A., University of Chicago, 1945; Ph.D., *ibid.*, 1962.
- June JoAnne Harvey, A.B., M.S., *Adjunct Instructor in Sociology*; A.B., West Virginia Wesleyan College, 1955; M.S., Arizona State University, 1971.
- Anaik Hechiche, M.A., *Adjunct Instructor in Modern Languages*; M.A., University of South Florida, 1972.
- Clare E. Hite, B.A., M.Ed., *Adjunct Instructor in Education*; B.A., University of Florida 1970; M.Ed., *ibid.*, 1975.
- Richard A. Hoffman, B.S., M.S., Ph.D., *Adjunct Instructor in Psychology*; B.S., Union College, 1969; M.S., Bradley University, 1972; Ph.D., Georgia State University, 1977.
- Gus R. Jimenez, B.S., M.Ed., Ph.D., *Adjunct Instructor in Education*; B.S., University of Tampa, 1950; M.Ed., University of Mississippi, 1966; Ph.D., *ibid.*, 1971.
- Frank J. Johnson, B.S., *Adjunct Instructor in Industrial Arts*; B.S., University of Tampa, 1968.
- Manuel Junco, Jr., B.S., *Adjunct Instructor in Accounting*; B.S., University of Tampa, 1969.
- Jack Lamb, B.S., M.Ed., Ed.D., *Adjunct Instructor in Education*; B.S., University of Tampa, 1955; M.Ed., University of Florida, 1959; Ed.D., Syracuse University, 1970.
- Deborah P. Levinson, B.S., M.Ed., *Adjunct Instructor in Mathematics*; B.S., University of Florida, 1969; M.Ed., *ibid.*, 1970.
- Norman Ludwin, B.F.A., *Adjunct Instructor in Music*; B.F.A., California Institute of the Arts.
- Stephen F. Magriby, B.S., M.B.A., *Adjunct Instructor in Mathematics*; B.S., University of Tampa, 1974; M.B.A., *ibid.*, 1978.
- Robert Maloney, B.A., M.A., *Adjunct Instructor in English*; B.A., University of Tampa, 1970; M.A., University of South Florida, 1971.
- Lawrence V. Marinaccio, B.S., M.A., Ph.D., *Adjunct Instructor in Education*; B.S., Central Connecticut State College, 1941; M.A., New York University, 1947; Ph.D., University of Connecticut, 1961.
- Robert E. Martinez, B.A., M.A., Ph.D., *Adjunct Instructor in Spanish*; B.A., University of Tampa, 1966; M.A., Florida State University, 1976; Ph.D., University of LaHavana, 1942.
- Faye M. McBurney, B.A., M.A., *Adjunct Instructor in English*; B.A., University of South Florida, 1977; M.A., *ibid.*, 1978.
- Mary Ann McCulloh, B.S., *Adjunct Instructor in Music*; B.S., Florida State University, 1955.
- Gerald B. McGee, B.M., S.M.M., *Adjunct Instructor in Music*; B.M., Westminster College, 1964; S.M.M., Union Theological Seminary, 1966.
- James Lee Menard, B.A., M.A., *Adjunct Instructor in Geography*; B.A., University of South Florida, 1976; M.A., *ibid.*, 1977.
- Robert E. Morris, B.A., J.D., *Adjunct Instructor in Business Law*; B.A., Emory University, 1969; J.D., Florida State University, 1972.
- Greg Mowris, B.A., *Adjunct Instructor in English*; B.A., University of South Florida, 1977.
- Ricardo D. Muga, B.S., J.D., *Adjunct Instructor in Criminology*; B.S., University of Tampa, 1972; J.D., South Texas College of Law, 1975.

- Jack Munyan, B.S., M.B.A., Ed.D., *Adjunct Instructor in Management Information Systems*; B.S., University of Pennsylvania, 1951; M.B.A., Drexel University, 1956; Ed.D., Temple University, 1977.
- Julie Nieves, B.A., M.A., *Adjunct Instructor in English*; B.A., Pennsylvania State University, 1968; M.A., *ibid.*, 1969.
- Edwin J. Nolan, B.S., M.A., Ed.D., *Adjunct Instructor in Psychology*; B.S., Eastern Kentucky University, 1970; M.A., *ibid.*, 1972; Ed.D., University of Virginia, 1977.
- Cecil E. Palmer, B.S., M.A., *Adjunct Instructor in Biology*; B.S., St. Lawrence University, 1953; M.A., University of Georgia, 1960.
- Diane H. Penney, B.A., M.M., *Adjunct Instructor in Music*; B.A., Centenary College of Louisiana, 1959; M.M., University of Miami, 1968.
- Joseph M. Rodeiro, B.A., M.F.A., Ph.D., *Adjunct Instructor in Art*; B.A. University of Tampa, 1971; M.F.A., Pratt Institute, 1973; Ph.D., Ohio University, 1976.
- James L. Rooney, B.S., *Adjunct Instructor in Economics*; B.S., Brown University, 1967.
- Gary T. Russell, B.A., M.A., *Adjunct Instructor in English*; B.A., University of South Florida, 1977; M.A., *ibid.*, 1978.
- Linda L. Schoen, B.S., M.A., *Adjunct Instructor in English*; B.A., Eckerd College, 1970; M.A., University of South Florida, 1975.
- Walter G. Schroeder, A.B., M.A., *Adjunct Instructor in Sociology*; A.B., Princeton University, 1961; M.A., University of California at Berkeley, 1963.
- Arleen G. Shearer, B.A., M.Ed., *Adjunct Instructor in Education*; B.A., University of Florida; M.Ed., *ibid.*
- Deanna I. Silberman, B.A., M.A., Ph.D., *Adjunct Instructor in English*; B.A., Northeastern Illinois University, 1971; M.A., Northwestern University, 1972; Ph.D., *ibid.*, 1979.
- Helene Silverman, B.A., M.A., Ph.D., *Adjunct Instructor in Education*; B.A., College of the City of New York, 1965; M.A., *ibid.*, 1968; Ph.D., University of South Florida, 1977.
- Barry M. Silverstein, A.B., M.A., *Adjunct Instructor in Physical Education*; A.B., University of Southern California, 1968; M.A., University of South Florida, 1974.
- Waldina E. Smith, B.S., M.S., *Adjunct Instructor in Biology*; B.S., Michigan State University, 1957; M.S., *ibid.*, 1972.
- Robert J. Stull, B.A., J.D., *Adjunct Instructor in Business*; B.A., Rollins College, 1972; J.D., Vermont Law School, 1976.
- Frank Sundheim, B.A., M.A., *Adjunct Instructor in Religion*; B.A., University of Pennsylvania, 1953; M.A., Hebrew Union College, 1958.
- John W. Syron, Jr., B.S., M.Ed., *Adjunct Instructor in Criminology*; B.S., University of Tampa, 1974; M.Ed., *ibid.*, 1977.
- Michael A. Tonelli, B.S., J.D., *Adjunct Instructor in Business*; B.S., University of Tampa, 1972; J.D., Stetson University College of Law, 1975.
- James M. Walker, B.S., M.A., *Adjunct Instructor in Sociology*; B.S., Kent State University, 1965; M.A., University of South Florida, 1969.
- Edward H. Ward, B.S., M.B.A., J.D., *Adjunct Instructor in Business*; B.S., Bowling Green State University, 1958; M.B.A., *ibid.*, 1968; Juris Doctor, University of Michigan, 1961.
- Edward J. Whyte, B.A., Ph.D., *Adjunct Instructor in Psychology*; B.A., Catholic University, 1959; Ph.D., Indiana University, 1971.
- Don Zegel, B.M., M.M., *Adjunct Instructor in Music*; B.M., Ithaca College, 1969; M.M., Catholic University, 1975.
- Jerry Zwickel, B.A., M.A., *Adjunct Instructor in English*; B.A., Alfred University, 1961; M.A., University of Pennsylvania, 1962.

Artist-in-Residence

Esther Glazer (1971), *Artist-in-Residence*; Diploma, Juilliard School of Music, 1949.

Professors Emeritus

- 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; E.D., *ibid.*, 1960.
- James Bignell, B.S., M.A. (1948-1973), *Professor of Industrial Arts, Emeritus*; B.S., Midland College, 1932; M.A., Nebraska State University, 1936.
- 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.
- 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.
- C. J. Ho, A.B., M.A., Ph.D. (1950-1971), *Professor of Psychology, Emeritus*; A.B., Antioch College, 1924; M.A., Columbia University, 1925; Ph.D., *ibid.*, 1927.
- 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.
- Alvan R. McFadyen, A.B., M.A., Ph.D. (1952-1974), *Professor of English, Emeritus*; A.B., University of North Carolina, 1931; M.A., Duke University, 1941; Ph.D., University of Florida, 1955.
- Robert J. Nickel, A.B., M.A., Ed.D. (1961-1966), *Professor of Education, Emeritus*; A.B. Moorhead State College, 1928; M.A., University of Kentucky, 1942; Ed.D., University of Virginia, 1955.
- 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. (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.

- 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.
- Francis J. Thompson, A.B., M.A., Ph.D. (1955-1976), *Professor of English, Emeritus*; A.B., Columbia College, New York, 1930; M.A., Columbia University, 1931; Ph.D., New York University, 1941.
- 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.

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.

UNIVERSITY COLLEGIUM

This listing is current as of December 1, 1979.

Bradley I. Black, *Student*

Richard D. Cheshire, *President of the University*

Beth A. Clark, *Student*

James W. Covington, *Professor of History*

Robert H. Dougherty, *Assistant Professor of Accounting; Chairman, Business Affairs Council*

Guy M. Euliano, *President, Student Council*

James M. Fesmire, *Associate Professor of Economics*

David B. Ford, *Acting Provost; Professor of Chemistry.*

Rudolph E. Koletic, *Vice President for Business Affairs*

J. Mark Lono, *Vice President for Public Affairs*

J. Richard Piper, *Assistant Professor of Political Science; Chairman, Educational Affairs Council*

Richard W. Rodean, *Professor of Music and Chairman of Division of Fine Arts; Chairman, Public Affairs Council*

Constance B. Rynder, *Associate Professor of History*

Herman J. Saatkamp, *Professor of Philosophy and Religion*

Mary Jane Schenck, *Assistant Professor of English*

Raymond A. Schlueter, *Associate Professor of Biology*

Lynman Wiltsie Music 1966-67 Catalog

Donald R. Shnider, *Student*

Thomas E. Slaymaker, *Student*

John D. Telfer, *Secretary of the University*

Stanton G. Truxillo, *Acting Assistant Pro-
vost; Professor of Physics and Chairman
of the Collegium*

Waldo R. Widell, *Professor of Education
and Intern Director*

Lucky B. Zebel, *Student*

AFFILIATED ORGANIZATIONS

Alice People Theatre Company

Jeff Rogo, *President*

American Language Academy

Janice Bogen, *Director*

Florida Gulf Coast Symphony

Frank C. Coleman, *Chairman*

Henry B. Plant Museum

James T. Leigh, *Chairman of the Board*

Spanish Little Theatre

Rene Gonzalez, *Director*

Tampa Ballet Arts

Anzia Arsenault, *Director*

Tampa Preparatory School

Joseph E. Wandke, *Headmaster*

The Tampa Ballet

David C. Park, *President*



STUDENT PROFILE 1979-80

Enrollment

	Men	Women	Total
Freshmen	474	296	770
Sophomores	234	170	404
Juniors	190	130	320
Seniors	155	116	271
Graduate Students	156	169	325
Other	18	16	34
Total:	1227	897	2124

Auxiliary Programs

MacDill A.F.B. Center	159	24	183
Continuing Education	81	28	109
Pre-College Music Program	35	40	75
Total:	275	92	367
University Total:	1502	989	2491

Majors

Accounting	154		
Art	25	Philosophy	9
Arts Management	20	Physical Education	66
Biology	83	Political Science	49
Business Management	410	Pre-Engineering	30
Chemistry	16	Pre-Dentistry	8
Criminology	110	Pre-Law	9
Economics	41	Pre-Medicine	20
Elementary Education	51	Pre-Veterinary Science	4
English	36	Psychology	89
Finance	21	Social Sciences	15
French	3	Social Work	17
History	31	Sociology	29
Marine Science	238	Spanish	9
Mathematics	21	Urban Affairs	6
Medical Technology	21	Master of Business Adm.	128
Music	28	Master of Education	197

Residences of Students

Alabama	3	Canal Zone	1
Alaska	1	Colorado	5
Arizona	1	Connecticut	90
California	6	Delaware	6

District of Columbia	8	Wisconsin	10
Florida	759		
Georgia	17	Other Countries	
Hawaii	1		
Illinois	65	Argentina	1
Indiana	17	Bahamas	8
Iowa	7	Bolivia	2
Kansas	5	Brazil	1
Kentucky	3	Canada	9
Louisiana	3	Colombia	1
Maine	2	Costa Rica	3
Maryland	76	Dominican Republic	4
Massachusetts	58	Ecuador	1
Michigan	18	France	5
Minnesota	3	Germany	1
Mississippi	3	Greece	1
Missouri	15	Guatemala	1
Montana	1	Haiti	3
Nebraska	3	India	2
New Hampshire	9	Iran	7
New Jersey	183	Jamaica	4
New Mexico	1	Japan	3
New York	278	Kuwait	10
North Carolina	8	Lebanon	3
Ohio	56	Mexico	1
Oklahoma	3	Nicaragua	7
Pennsylvania	126	Panama	1
Puerto Rico	49	Republic of China	1
Rhode Island	12	Saudi Arabia	8
Tennessee	5	Spain	1
Texas	3	Sweden	1
Vermont	3	Switzerland	2
Virgin Islands	18	Thailand	1
Virginia	24	Trinidad	1
Washington	2	Turkey	3
West Virginia	6	Venezuela	15

DEGREES CONFERRED

December 17, 1978

Master of Business Administration

Gregory M. Davis
 Thomas A. Jones
 Robert D. Leibforth, Jr.
 Stephen F. Magriby
 Philip Pullara
 Wesley R. Tivel
 Oscar P. Udoji
 Patsy A. Voigtmann

Master of Education

Willie L. Adderley
 Arlene D. Amo
 Lillian P. Arcuri
 Nancy L. Broutman
 Evelyn P. Butts
 Sandra A. Charbonier
 Leonard J. Cimador
 Harold R. Clark
 Ronald L. Cole
 Steven D. Coleman
 Andrea S. Collado
 Lee S. Cornelius
 Bernice K. Craig
 Phyllis D. Crismore
 Joan B. Dawson
 David R. Delitta
 Elaine G. Diaz
 William F. Donahue, Jr.
 Edith W. Eudy
 Joe J. Fernandez
 Susanna F. Fernon
 Lance R. Foster
 Sandra B. Foster
 Larry D. Franz
 Ragon A. Frost
 Alice R. Gault
 Priscilla J. Gonzalez
 Judith T. Greabell
 Richard V. Hildick
 Carolyn P. Hill
 Deryl S. Johnson
 Joseph R. Jones
 Kathy P. Jones

Bettye W. King
 Gayle H. Law
 Annie B. Little
 Cindy L. Little
 Hans W. Lux
 Robin S. McNorrill
 Fanny L. Meeks
 Rosemary A. Meredith
 Marjorie S. Middlebrook
 Karen L. Mottier
 John A. Nelson, Jr.
 Ida M. Nix
 William T. Orr, Jr.
 Raymond D. Parzik
 Ronald W. Poindexter
 Patricia A. Powell
 Pamela R. Revels
 Yvette C. Rizzo
 Aida Rodriguez
 Maryanne Ross
 Vilma G. Sabella
 Dorothy T. Sampson
 Carmen R. Sanchez
 Martin J. Sarver
 Carol L. Schobel
 Robert A. Shearer
 Michael V. Shirley
 Peggy D. Splawn
 Georgia A. Stehl
 Johnnie S. Stevens
 Charlotte J. Stinson
 Marcia D. Surgens
 Roberta J. Tharrington
 Timothy Thomas
 Grita B. Vail
 Jeanie D. Walker
 Louise R. Wasserman
 Fitz N. Whitaker
 Yvonne F. Wilson
 Margaret G. Woodie
 Rozalyne P. Wright
 Barbara J. Wynn
 Cynthia A. Young
 Sharon L. Zacker

Bachelor of Arts

Andrew W. Amburgey
 Mark O. Bolhofner, *Magna Cum Laude*
 Doris A. Brockway, *Senior Honors*
 James W. Castano, *Senior Honors*
 Mary J. Compere
 Bruce E. Cousins
 Michael S. Denegan
 Andrew P. Dwork, *Senior Honors*
 Ann C. Hollinger
 Pearl E. Huerta, *Cum Laude*
 Bonnie S. Jones, *Senior Honors*
 Lester W. Langford, *Senior Honors*
 Patrick K. Luczak, *Senior Honors*
 Holly E. Mattioli
 T. L. Nicolls, *Senior Honors*
 Erica L. Shames
 Carl U. Smith
 Karen S. Spencer
 Glenda E. Ubinas, *Senior Honors*
 Gabriel Venero, *Senior Honors*
 Cullen J. Waters, *Senior Honors*

Bachelor of Science

Gerald G. Anderson, *Senior Honors*
 Dennis C. Bean
 William M. Beck, Jr.
 Brian J. Belden
 Alexis D. Bigelow, *Senior Honors*
 David W. Bland, *Senior Honors*
 James E. Buchanan, *Senior Honors*
 Xavier F. Cannella
 Benjamas Chiarawatchai
 Mary B. Cochrane
 Joel B. Cunningham
 David W. Devine
 Neal S. Elosge, *Cum Laude*
 Robert W. Ford
 Robert W. Frick, *Senior Honors*
 Roy H. Gulledege, *Magna Cum Laude*
 Bobby L. Head
 Stephen P. Hedlund
 Thomas A. Hobson
 David A. Jackson
 Lucy H. Jordan, *Senior Honors*
 Owen E. Keelin
 George A. Lambka
 Scott W. Lowit
 Nicholas J. Matson, II

William C. Mayes
 Michaelene Mozelewski
 Andrew J. Pierce
 John D. Polson
 Judith A. Rahn, *Cum Laude*
 David M. Raugh, *Cum Laude*
 Sheldon G. Reed, *Senior Honors*
 Beverly S. Roy
 Cindy R. Saladino
 David A. Shaw
 Lester A. Smoot, Jr., *Senior Honors*
 Suzanne L. St. Jacques
 Sonya L. Surrency
 David C. Syster, *Senior Honors*
 Milton L. Tate, Jr.
 Marcella A. Walker, *Senior Honors*
 Blake I. Wilder

Bachelor of Music

Sarahmarie Schmidt

Associate of Arts

John L. Nelson
 Aphrodite Zanetos

April 28, 1979

Master of Business Administration

Gerald E. Canopari
 Joetta Conover
 Anthony J. Dunn
 Garry D. Foster
 David A. Kinser
 W. Barry Lee
 Robert A. Little
 James T. Pate, Jr.
 John T. Salewski
 Alan D. Schellig
 David R. Schindler
 Larry L. Smith
 Gregg C. Thomason
 Billy M. Wentz, Jr.
 Charles E. Wolfe

Master of Education

Gwendolyn B. Anderson
 Suzanne B. Beck
 Sheila P. Benjamin
 Lyneen J. Bennett
 Alice S. Brayton
 Guillermo R. Cancio Bello
 Patricia S. Carroll
 Janice W. Case
 Joseph M. Cito
 Jacquetta J. Clark
 Maryann L. Cobb
 Lucy L. Coley
 Pearlle D. Collins
 Berthena E. Cottman
 Myranda S. Cox
 George L. Crawford
 Peter C. Detlefsen
 Robert E. Diaz
 Karen A. Dolmot
 Geraldine E. Fernandez
 Maria L. Fernandez
 Frances N. Gallogly
 Joyce R. Gibbons
 Margaret L. Graham
 Vivian L. Harnett
 Nancy B. Hermida
 Connie A. Judge
 Miriam Katz
 Carol A. Kremer
 Beverly B. Lewis
 Michele R. Marshburn
 Juanita M. McGregor
 Jerome M. Meguiar
 Deborah B. Miller
 Eugene B. Moss
 Daisy D. Parrado
 Bernice Pelham
 Elsy L. Powell
 George R. Reed
 Sharon L. Reed
 Phyllis M. Rice
 Phyllis P. Rodriguez
 Fano Sabella
 Gloria C. Scanlon
 Lorraine P. Skelton
 Kent S. Taylor
 Mary Ann Thompson
 Sandra L. Warner
 Betty A. Watson
 Elaine G. Wessman
 Leslie A. Wheeler

Debra S. Wiser
 Lynn R. Young

Bachelor of Arts

Frederick W. Alf, Jr., *Senior Honors*
 Lisa E. Arnold
 George S. Baal
 Lorraine R. Baracatt
 Anthony W. Calandriello
 Hope A. Caldwell
 Theodore J. Costello
 William J. Counihan III
 Jack J. Craparo, Jr.
 Bruce T. Davis
 Anne E. Dunbar
 Harry T. Edenfield, Jr.
 Martha M. Entel
 Miriam J. Fisher
 Lance G. Fitzgerald
 Jon B. Foster
 Curt I. Gallatin
 Ralph J. Glinbizzi, *Magna Cum Laude*
 Tamrah G. Hansborough
 Lise A. Harrington
 Carol L. Hinds, *Magna Cum Laude*
 Richard W. Humiston
 John D. Hunstiger
 Douglas K. Jones
 Jeri L. Lash
 John M. Lee
 Penny G. Livesay
 Lori B. Long, *Cum Laude*
 Mindy A. Marshall
 Ilerdon S. Mayer
 Edwin C. Morris
 Lizette Rivero
 Joe M.S. Sabine
 Charles F. Sears
 Marie E. Sena
 Cynthia A. Sharp
 Jeffrey B. Sherman
 Vadim Smirnoff, Jr.
 Eric S. Starr
 Ellen D. Washington, *Cum Laude*
 James A. Westman
 James M. Yugo

Bachelor of Science

John I. Abu
 John A. Albright
 Jeffrey A. Allen

- Philip P. Ambrozy
Patti L. Andrews
Robert F. Bacher
Patrick J. Bazick
Jody L. Beattie
John R. Bender
Doreen L. Benson
Jack A. Berdasco, *Magna Cum Laude*
Richard J. Berman, *Senior Honors*
Robert Borrego, *Senior Honors*
Tina T. Brancato
James A. Budnick
Frank P. Calvi
Peter A. Cammick, *Summa Cum Laude*
Michael L. Cantor
Claud Caruso
Linda C. Casazza, *Cum Laude*
Karen A. Catel
Lisa M. Caterina
David W. Chandler, *Senior Honors*
Bruce G. Chin, *Senior Honors*
Frank J. Cimato
Victoria M. Collins
Steven R. Cooley
William J. Cooper, Jr.
Nancy L. Cox, *Magna Cum Laude*
Elizabeth C. Cunningham
Kenny S. Daitch
Michael D. Dankberg
Karen J. Day, *Cum Laude*
Joseph P. Dean
Sam A. DeFranco
Edison V. Deleveaux
Susan L. Diaz
Tina R. Dove
Forrest A. Dray
Jerry A. Duck
Kenneth P. Dumas
Paula J. Eberwine, *Senior Honors*
Claudius B. Effiom
Nancy J. Etter, *Cum Laude*
James A. Fellows, *Senior Honors*
John A. Fertic, *Cum Laude*
George K. Flem
Garry A. Flowers
Todd M. Fogarty, *Senior Honors*
Cindy E. Friedman
Ronnie S. Fuerst
Jeffrey A. Gasser, *Magna Cum Laude*
Thomas E. Geller
Bahram Ghaisarzadeh
Gregory W. Gironda
Bruce K. Goldberg
James W. Gordon
Joseph D. Gray
David S. Green, *Senior Honors*
Lori M. Greenspan
Mary E. Griffin
Carey S. Gunderson
Kathleen A. Guran, *Cum Laude*
Christine Hammerman
Hunter J. Hansen
Richard B. Harding
James R. Hattrick
Susan M. Hehman, *Senior Honors*
Karen A. Hellings, *Senior Honors*
David M. Horgan, *Senior Honors*
Sandra C. Hugh
John A. Hunter
Stuart A. Ilkowitz, *Senior Honors*
Lawrence R. Jellen, *Senior Honors*
Steve S. Kahne, *Magna Cum Laude*
James W. King
Stephen J. Kiraly, *Cum Laude*
Jeffrey W. Kling, *Cum Laude*
Darrell J. Kovacs
John S. Kropp
Joseph K. Lamphier
Thomas J. Landi
Barbara A. Lawrence, *Senior Honors*
Odin F. Leberman, Jr.
Judith A. Lesho
William S. Lewis
Sharolyn Little
Mary F. LoPresti, *Cum Laude*
Joyce L. Lumia
Ronald M. Markowski
James S. McCormack
George S. McCoy, *Senior Honors*
Nancy Anne B. McMichael, *Magna Cum Laude*
David C. Miller
Patti L. Miller
Todd M. Miller
Catherine L. Moore
Jere Munz
Allan M. Nagy
Hiroyuki Nakagawa
Dana A. Norton
Christian C. Ogo
Pedro M. Padilla, *Senior Honors*
David R. Papagoda
Beth A. Parent
Lillian C. Pauchey
Lori R. Pauchey
Daniel J. Petraitis
James E. Pietsch
Michael C. Quinlan
Norman D. Ratcliffe

Diane C. Recine, *Cum Laude*
 Thomas R. Reich
 Robert D. Rine
 Eugene A. Rodriguez, Jr.
 Harry J. Rosen
 Charles B. Roth
 Anthony J. Rubino, *Cum Laude*
 Wendell D. Russell
 Deborah A. Santa Barbara
 Michele Schienholtz
 Stephen C. Schuyler
 Kader B. Scull III
 Bryan C. Sellman
 Eric J. Seppala
 Alan D. Shoopak
 Nancy R. Siegmund
 Susan J. Stebbins
 Michael L. Stewart
 William W. Stoeltzing
 Jeffrey T. Stout
 Stephen W. Taylor, *Cum Laude*
 Don V. Thompson
 Shirley M. Trzaska, *Senior Honors*
 Fanuti E. Valentino
 Michael J. Valenty, *Senior Honors*
 Christopher R. Vanni
 Carlos E. Vega
 Michael L. Viggiano
 Edward S. Wagner, Jr.
 Don E. Walker
 Eileen D. Wallach
 Howard L. Wein, *Senior Honors*
 Jody P. Weis
 Lauren D. Williams, *Senior Honors*
 Stephen J. Williamson
 Geoffrey A. Workman
 Keith E. Ziegler
 Mary S. Zukowski

Bachelor of Fine Arts

Gary A. Cascella
 Darlene L. Karmazin
 Dawn E. Reyngoudt
 Mary Ellen Shumate, *Senior Honors*
 Rex A. Weller
 Cynthia A. Wheaton
 Robert R. Wynne

Bachelor of Music

Ralph A. Hill

Associate of Arts

Sharon A. Dragneff
 Warren B. Harris
 Richard J. McKnight

August 24, 1979

Master of Business Administration

Joseph Amihere
 Douglas W. Bennett
 Joseph Allan Bixler
 Charles W. Cosner Jr.
 Patrick F. Doherty
 Bruce R. Harvester
 Michael D. Kreager
 Patrick A. Long
 Michael W. Miner
 Michael E. Monaghan
 Harry B. Orr Jr.
 Keizo K. Shimamura
 Diana L. Winoker

Master of Education

Linda J. Allen
 Tamara B. Allen
 Sinavel R. Alvarez
 Robert G. Baron II
 Joyce S. Benninger
 Charlotte S. Bentley
 Margaret W. Boleyn
 Albert E. Boyd Jr.
 James H. Bratt
 Carolyn C. Breeding
 Kitson B. Broadbelt
 Margaret I. Brown
 Olivia C. Bryant
 Irma K. Burbank
 Mamie A. Buzzetti
 Darlene M. Carter
 James R. Chambliss
 Linda K. Cutchens
 Sue O. Davis
 Susan F. Davis
 Deborah M. DeGenova
 Josette M. Doban
 Robert H. Edwards
 Lucille N. Franklin
 Judith Gammonley
 Elizabeth A. Geiger
 Regina G. Gonzalez
 Lynne C. Goynias
 Catherine A. Greer

Joseph R. Griffin
 Ethel M. Hale
 Robert H. Jakob
 Trinidad R. Jimenez
 Roger A Kaminski
 Beverly S. Kermodé
 Fred L. Kinsey
 Judith P. Kistler
 Timothy J. Kocher
 Jacqueline W. Law
 William D. Law
 Angie J. Lazzara
 Evelyn Perez Lee
 Hazel L. Lien
 Marlene F. Machado
 Thomas W. Manley
 Victoria S. McElveen
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 Mary T. Reeves
 Janet A. Ricci
 Christine W. Robinson
 Reiderto Rodriguez
 Margaret H. Roig
 Juanita A. Roll
 Mohammad Sahebzamani
 Shirley B. Sanchez
 Albert G. Scooler
 Arthur L. Stoutenburg
 Donald E. Turner
 Sarah M. Walker
 Denise K.Q. Weir
 Kenneth J. Weiss
 Jacqueline B. Wiggins
 Carol H. Williams
 Norma P. Ymiolek
 Mark L. Yost
 Abdulah Zargar
 Philip D. Zimmerman

Bachelor of Arts

Steven M. Burnstein

Marion J. Cozzi
 Steven P. Dawson
 Ernest Dominguez
 John B. Doyle, *Senior Honors*
 Mark L. Dubin, *Senior Honors*
 Edward W. Faulcon, *Cum Laude*
 Robert L. Foreman
 Clifford S. Gelbard
 Bartlett L. Greaton
 Tasha L. Hair, *Senior Honors*
 Joyce H. Hinson, *Senior Honors*
 Mark M. McGehee
 Sharon S. Mergelkamp, *Senior Honors*
 Gary B. Meshell
 Michael T. Miner
 Barbara A. Palone, *Cum Laude*
 Valerie C. Petersen
 Juan J. Ramirez
 James E. Rittmeyer, *Cum Laude*
 Robin P. Ross
 Priscilla H. Vena

Bachelor of Science

Hilard L. Anguin
 George R. Bell, Sr., *Senior Honors*
 William F. Boone, II, *Senior Honors*
 Cary F. Britt, *Magna Cum Laude*
 Roy R. Buckley, *Senior Honors*
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 John G. Calcanis
 Maria S. Davy
 Dean M. Denegri
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 Daniel P. Dengate
 Ronald L. Dennison
 William J. Dunn
 Irene B. Durrance, *Senior Honors*
 Gini L. England
 Kimberly A. Ezzo
 Vincent P. Galenis, *Senior Honors*
 Renee Gillespie
 Michael H. Grant
 Jack D. Hardee, *Senior Honors*
 Jack H. Hayman, *Senior Honors*
 Siegfried Hildebrandt, *Senior Honors*
 Bipin M. Kathrani
 Jack T. Kennedy
 David M. King
 Cecilia A. Lagstrom
 Michael R. Lawrence
 Harold C. Lewis
 Robert E. Lilley
 Peter M. Lombardi

John R. Marcaccini
 Barry T. Marquart
 Robert A. Mason
 Kenneth W. McCaskey
 Michael V. Memet, *Senior Honors*
 T.A. Miller
 Dominique B. Myers, *Cum Laude*
 Nancy E. O'Leary, *Senior Honors*
 Mark S. O'Malley
 E.C. Parker
 Rodney D. Patton
 Barbara J. Prusak
 Wanda M. Requena
 Buddy Ritchey, *Senior Honors*
 James D. Schiefelbein, *Senior Honors*
 Elise Stigliano
 Larry N. Sweat, *Senior Honors*
 Arthur R. Wainwright
 Joseph J. Walker
 Douglas J. Walsh

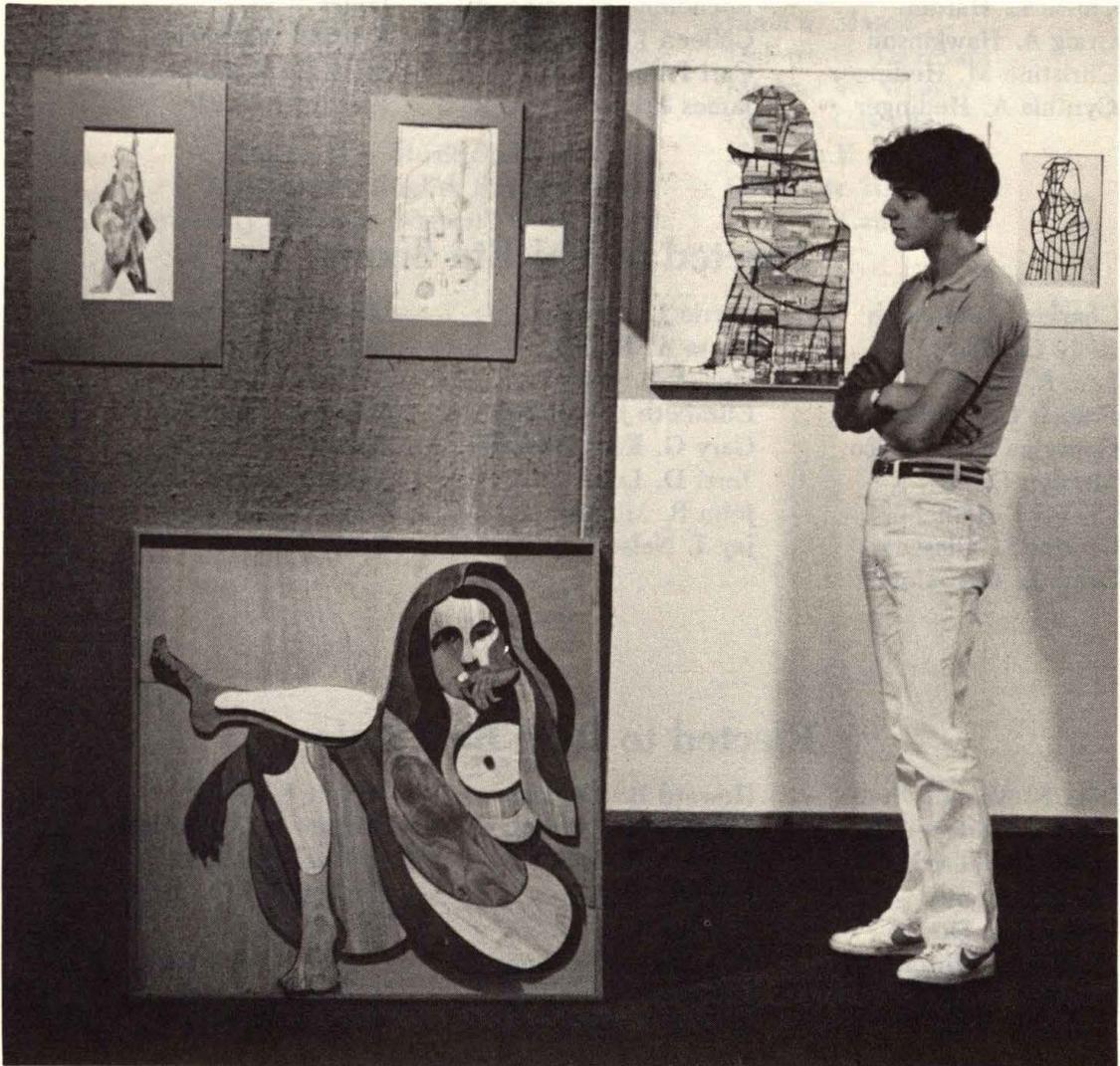
Blaine F. Webber, *Senior Honors*
 Mitchell Weiss
 John M. West, *Senior Honors*
 Frank L. Williams

Bachelor of Music

Samuel G. Noto
 Eileen K. Suganuma
 Richard M. Vidal

Associate of Arts

Gregg B. Anderson
 Charles N. Bethel
 Kethleen D. Davis
 Theodore E. Gitlitz
 Kaffie J. Latson
 Scott T. Stone
 Anthony R. Westerfield



HONORS AND AWARDS, APRIL 19, 1979

Elected to Alpha Chi

Karen A. Alenius	Howard F. Ibach	Kristen J. Price
Dale W. Allen, Jr.	Elizabeth J. Jennings	Wayne W. Price
Michael W. Anthony	Elizabeth P. Johnson	Steve F. Rhode
Richard E. Bergold	Gregory K. Johnson	Tara E. Richards
Sarah E. Brick	Christiane Lamy	William R. Richardson
Brian E. Burke	Lorena R. Laurenti	Mary E. Rockrohr
Kevin M. Coffey	Nina M. Leonard	James S. Sobalvarro
Christopher B. Dunham	Thomas H. Linn	Michael J. Spataro
Marlon L. Ellison	Jeanie L. Locicero	Judith B. Tawil
Arthur H. Erickson	Susan J. Mackey	Christian G. Taylor
James S. Flint	Steven G. McLaughlin	Gregory A. Testa
Sherry S. Fries	Margaret J. McNiff	Gerald H. Thomsen
Bettyann M. Fromme	Timothy C. Morris	Delores C. Trezevant
Robert P. Gelzheiser	John W. Omlar	Kathy L. Trott
Sandra F. Hall	Grace M. Orkisz	Anthony R. Vanchieri
Carrie L. Harden	Micheline M. Pagnotti	James Wade
Craig A. Hawkinson	Colleen J. Podolsky	Kristina Wajdowicz
Christine M. Hedinger	Carl Prantl	Mark D. Watkins
Cynthia A. Hedinger	James Preston	Richard J. Zeitler

Elected to Phi Eta Sigma

Charles J. Bieberich	Carrie L. Harden	Dorinda A. Noya
Kelly Carrillo	Laura A. Hodge	Paul J. Pucino
Jane A. Cook	Shirley A. Janis	J. Michael Rivard
Francis L. Corden, Jr.	Elizabeth J. Jennings	Wayde L. Sumerix
Georgina E. D'Amico	Gary G. Kompothecras	Darren A. Waters
Marilyn Delre	Terri D. Lotts	Jocelyn L. Wieck
Cheryl L. Fletcher	Jehn R. McNair	Richard J. Zeitler
Corrine L. Glasgow	Jay T. Nelson	Edda Zupovitz
Ralph L. Gonzales		

Elected to Beta Beta Beta

John R. Abendroth	Howard R. Heyman	Steven F. Rhode
Charles J. Bieberich	Gregory K. Johnson	William R. Richardson
Louis A. Bullard	Bruce A. Kerner	Michael J. Spataro
Claire Canonico	John R. Mallery	Christopher G. Taylor
Michael A. Downs	Cynthia A. Neal	Eric P. Theisen
Marlon L. Ellison	Timothy L. Neldner	Gerald H. Thomsen
James S. Flint	Colleen J. Podolsky	Jocelyn L. Wieck
Sherry S. Fries	Kristen J. Price	Terence J. Flynn
Hunter J. Hansen	Floyd F. Quinn	

Elected to Omicron Delta Kappa

Bradley I. Black
 Marlon L. Ellison
 Guy M. Euliano
 David B. Ford
 Robert Harder
 Howard F. Ibach
 David Jackson

William A. Job
 Mark S. Leonard
 Nina M. Leonard
 Elizabeth A. Lucas
 Margaret J. McNiff
 Richard Piper

William R. Richardson
 Mary E. Rockrohr
 Thomas E. Slaymaker
 Cecilia N. Solano
 Fred N. Stribling
 Stanton Truxillo

Delta Sigma Pi Scholarship Award:	Peter A. Cammick
Wall Street Journal Achievement Award:	Nancy L. Cox
Phi Alpha Theta International History Award:	Ralph J. Glinbizzi
Chemical Rubber Company Science Achievement Award:	Francis L. Corden
Sumter L. Lowry Freedom Award:	Mary E. Rockrohr
Alumni Association Outstanding Senior Awards:	Anthony W. Calandriello
	Linda C. Casazza
Outstanding M.B.A. Student Awards:	James L. Rooney
Joseph Escuder Art Scholarship Award:	Junia S. Mason
Colony Shop Art Awards:	Dolores C. Trezevant
	Michael W. Weaver
	Gary A. Cascella
Outstanding Music Student Award:	Michele E. Lowe
Outstanding English Student Award:	Carol Lee Hinds
University of Tampa Woman's Club Award:	Peter A. Cammick

THE UNIVERSITY OF TAMPA NATIONAL ALUMNI ASSOCIATION

The University of Tampa National Alumni Association was formally organized in November, 1969 for the purpose of bringing together the collective efforts of alumni for the continued growth and progress of the University of Tampa. Its Board of Directors is responsible for chartering of alumni chapters, planning for special alumni events and assisting in the annual Forward Fund, and for providing direction to the local chapters as a service arm of the University.

In promoting the interests and needs of the University, alumni strive to encourage continuous participation in the life of the University, and to provide a means for continual fellowship and association for graduates and former students. The Alumni Office is a part of the Public Affairs Department and works in community and public relations, fund raising for the benefit of the University, and with the Admissions Office in student recruitment.

Membership in the national alumni association is automatic for all individuals who have attended the University of Tampa for one or more semesters. At present, the total membership in the alumni association is 9800. No dues are charged.

Officers: 1979-80

John McRae Wolfe '68
Cary Singletary '68
Lee Berman '69

President
President Elect
Secretary/Treasurer





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- Tuition Voucher (Florida residents only)
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