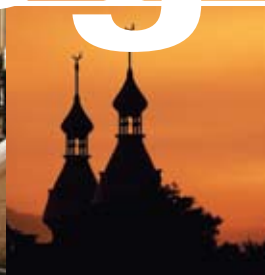
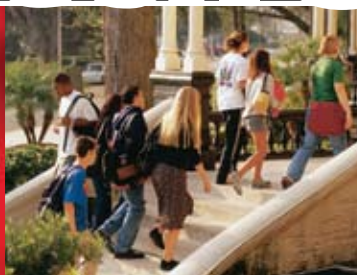
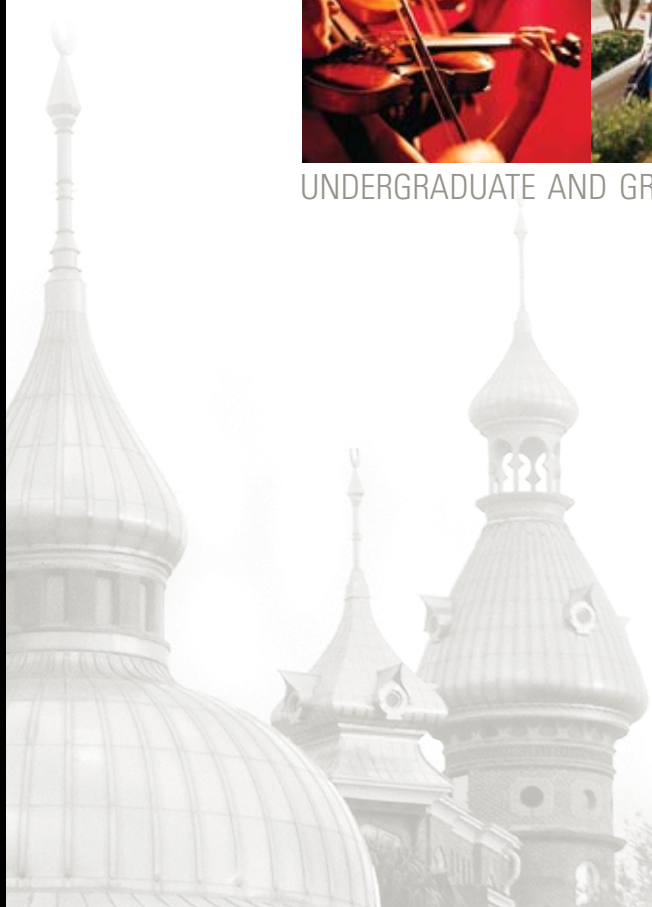


2008 - 2009


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THE UNIVERSITY
OF TAMPA



JULY 1, 2008

VOLUME XXIV

The Mission

The University of Tampa is a comprehensive, independent university that delivers challenging and high quality educational experiences to a diverse group of learners. Four colleges offer more than 120 areas of study through a core curriculum rooted in a liberal arts tradition. Beginning with an innovative first-year student experience, University of Tampa students explore global issues, examine career possibilities, and refine communication and critical thinking skills. Professional master's programs in business, nursing, and education and an Evening College exemplify the University's commitment to the professions and to the community.

The University's 100-acre residential campus in the heart of downtown Tampa provides an historical and cultural setting for learning both on and off campus. Valuing the community's international heritage, the University attracts students, faculty, and staff from around the world with diverse backgrounds to facilitate intercultural awareness and understanding.

The University is committed to the development of each student to become a productive and

responsible citizen. To this end, the University ensures that students balance "learning by thinking" with "learning by doing." Students are taught by highly qualified, experienced faculty members who are committed to teaching, academic advising and continued intellectual growth. Classes are conducted in personalized settings in which learning is enhanced through application. Students participate in learning partnerships with faculty and the community through independent studies, internships, research, and other practical experiences that complement classroom learning. The University's academic services and co-curricular activities support individual discovery and development and provide leadership opportunities. Involvement and participation inside and outside the classroom are valued. Through complete engagement with the educational environment, UT students are prepared for careers, graduate and professional education, and lifelong learning.





A Model University for a Global Society

The University of Tampa is a medium-sized, comprehensive, private university that provides its students exceptional learning experiences in a global context. It is committed to supporting every student's development and success, recruiting and promoting faculty of the highest credentials and standards of excellence, creating a supportive campus community and engaging the larger community and world.

Celebrated scholars, teachers and authors from around the globe fill UT's distinguished faculty. Their aim is to challenge the students, who come from every state and approximately 100 countries, with a challenging curriculum that facilitates the University's initiative to fully prepare students for the demands of the 21st century.

That aim is accomplished with high-quality educational experiences based in theory and

practice. The student-to-professor ratio is 15:1, helping to assure meaningful faculty-student interaction and

optimal use of University and classroom resources.

Gateways, an innovative first-year program, helps students by exploring global issues and cultures, examining career possibilities, and developing their critical, rational and logical thinking skills, as well as their communications skills.

Beyond the first-year experience, the University's four colleges together offer more than 120 areas of study in a core curriculum based firmly in the liberal arts tradition. Evening College and master's degree programs in business, education and nursing exemplify the University's commitment to community. For qualifying students, the Honors Program and various honor societies offer expanded opportunities for instruction, internships and study abroad while demanding the highest academic standards for the University's most talented students.





A Passionate Commitment

Classroom learning at UT starts with a passionate commitment to every student's development and success, as well as a passionate belief in the ideals of a liberal arts education as the foundation of all learning. These ideals form the basis of educating the whole person.

The University provides every student the opportunity to pursue an in-depth field of study

by means of well-balanced curricula, with majors, minors, pre-professional studies, certificate programs, concentrations and specialized tracks. The exceptional number and variety of academic programs respond both to student interests and community needs. Flexible course requirements include ample opportunities for interdisciplinary program choices, and preparation for professional careers is encouraged at all levels.

Part of the Community, Part of the World

Close relationships with students and alumni, community organizations, and international and business partners make UT a richly connected, world-class institution that abounds in creative

interaction between students, faculty, community and the world. Internships and student research opportunities create learning partnerships with faculty and the Tampa Bay community, not only balancing learning by thinking with learning by doing, but also by helping UT students become responsible, informed and productive citizens.

Leadership opportunities abound in an atmosphere of individual discovery and development fostered by the University's active campus life, including Greek life, more than 140 student clubs and organizations, and service learning opportunities.

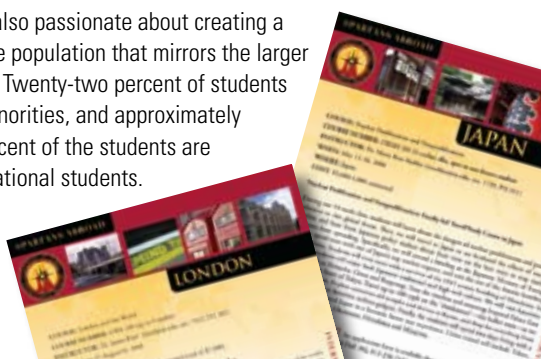




Model UN, global village simulations and study abroad are just a few of the hands-on programs at UT that help make the University a microcosm of the world around it, and help students emerge with a comprehensive world view and the thinking and communication skills necessary for successful global citizenship. The state-of-the-art multimedia language lab offers advanced foreign language instruction for students preparing to study or work abroad. UT's Honors at Oxford program, the only one of its kind at a Florida university, sends each year a few of the most deserving Honors Program students to Oxford University for a semester of study.

UT's Army ROTC is one of the strongest programs in the country. There is also an intercampus agreement with the University of South Florida Air Force and Naval ROTC programs.

UT is also passionate about creating a diverse population that mirrors the larger world. Twenty-two percent of students are minorities, and approximately 10 percent of the students are international students.



Accreditation

The University of Tampa is accredited by the Southern Association of Colleges and Schools to award associate, baccalaureate and master's degrees. The University's music program is accredited by the National Association of Schools

of Music. All nursing programs are accredited by the National League for Nursing Accrediting Commission. The Joint Review Committee on Educational Programs in Athletic Training grants full accreditation to the athletic training program.



Additionally, UT is accredited for teacher education by the Florida State Board of Education, and the John H. Sykes College of Business is accredited by AACSB International, the Association to Advance Collegiate Schools of Business. The Florida State Approving Agency for Veterans' Training recognizes the University for veterans' educational benefits. UT also is an associate member of the European Council of International Schools, a European accrediting association.



UT's Beginnings

When the Tampa Bay Hotel — Henry B. Plant's luxury resort that is now the Plant Hall — opened in February 1891, its five stories of brick decorated with Victorian opulence and topped with Moorish minarets made Tampa Bay a national tourist destination. It formed a skyline that came to symbolize the city of Tampa and eventually The University of Tampa.

But the passage of years eventually saw the hotel's demise. The fate of the hotel was uncertain until Frederic H. Spaulding, who founded Tampa Junior College, secured the old hotel as the place for his college, and with the move came the decision to expand the institution's scope.

On Aug. 2, 1933, the college and the hotel became The University of Tampa, with a mission to educate the Tampa Bay citizenry who at the

time could not afford the financial burdens of education elsewhere. There were 262 students at the time, a far cry from UT's current enrollment of 5,800.

Today Plant Hall, a registered national historic site, contains most of the University's administrative offices, as well as faculty offices, classrooms and laboratories. It is also the home of the H.B. Plant Museum.

The 100 acres that now surround Plant Hall include 48 buildings, consisting of a library, state-of-art classrooms and science labs, modern residence halls, multiple dining venues, athletic and fitness facilities, outdoor pool, theatres, art gallery and studios.



An Incredible History

Plant Hall is the campus's historic cornerstone, linking Tampa's past to its present as a regional center of culture and commerce. Its five stories, Victorian decoration, long, curving hallways and leaded-glass windows imbue a sense of prestige and mission.

Where guests were feted in elegant ballrooms and where the Queen of England held court, students now attend lectures and concerts. Where Teddy Roosevelt and his Rough Riders camped on their way to Cuba during the Spanish

American War is where students relax and study outdoors. Where Clara Barton and Sarah Bernhardt slept, faculty hold office hours. And steps away from Plant Hall — where Babe Ruth hit his longest home run — is where Spartan athletes win national championships.

It's where you'll find one of the finest examples of Moorish architecture in the Western Hemisphere. And when you enter Plant Hall and The University of Tampa today, it's where you'll find one of the best educations anywhere.



The Campus

The UT campus is just across the Hillsborough River from downtown Tampa. A microcosm of the growing, modernizing world, the University's riverfront landscape has been dramatically transformed from only a few years ago. Since 1997, UT has overseen more than \$210 million in new construction, which includes seven new

buildings and other structures. Of those new buildings, six are towering, state-of-the-art residence halls that provide students a comfortable living and learning environment.

■ The Vaughn Center is the hub of campus activity, housing student government, the Reeves Theater, student publications, Greek Life, Residence Life and student organization offices, commuter lounges, meeting rooms, the campus store, a cafeteria and other dining venues.

■ Plant Park, one of the campus's many greenspaces, sits as an oasis along the river and has been the site of concerts and other student and community activities.

■ The Macdonald-Kelce Library has more than 250,000 volumes, some 1,900 periodicals, and electronic access to more than 20,000 online journals.





■ The John H. Sykes College of Business building lies in the center of campus and houses one of the top business schools in the country.

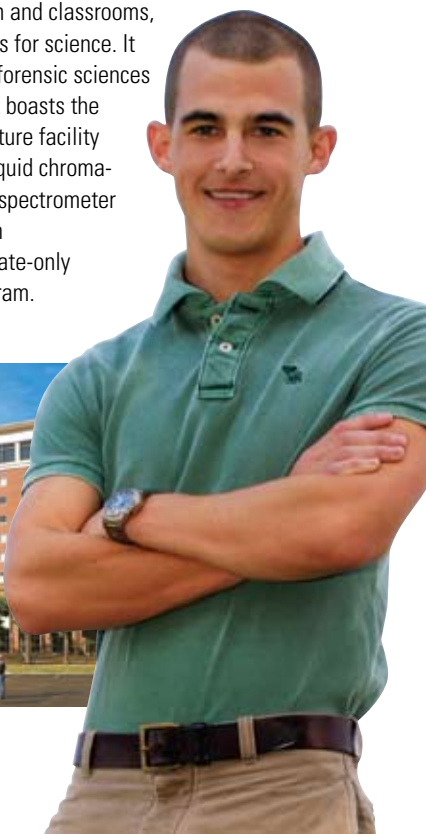
■ Opened in fall 2007, Stadium Center is a 448-bed residence hall that offers views of the athletic fields and downtown Tampa. The first floor dining area includes seven dining stations, and offers students an eclectic mix of food options — from fusion to fajitas to fruit smoothies.

■ The R.K. Bailey Art Studios provide drawing and dance studios; an art library and a photography laboratory and darkroom; the Scarfone/Hartley Gallery; an outdoor art workplace and sculpture display area; and printmaking studios.

■ The McNiff Fitness Center offers an array of cardio machines, Nautilus machines and free

weights. Group fitness classes include spinning, Pilates, yoga and strength training. The center also offers intramural sports and off-campus trips for skiing, boating and rock climbing.

■ The Cass Building houses a video production suite, theater and “black box” motion image studio along with a 42-seat digital imaging lab for communication and classrooms, labs and offices for science. It also houses a forensic sciences laboratory that boasts the only tissue-culture facility and the only liquid chromatograph/mass spectrometer in the nation in an undergraduate-only forensics program.



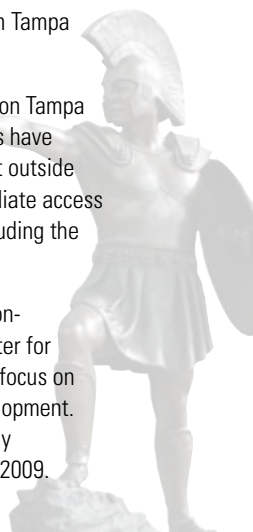


■ UT athletic teams, which have won 12 NCAA II championships in the last decade, have excellent facilities, including the Bob Martinez Sports Center, with a 3,500-seat gymnasium, training facilities and a physiology laboratory. The 1,500-seat, lighted Pepin Stadium is considered one of the best soccer facilities in the country. There are six lighted tennis courts on campus, a regulation

size swimming pool, a recently renovated baseball field that overlooks downtown Tampa and a boathouse on the river.

■ At UT's marine science field station on Tampa Bay, 20 minutes from campus, students have natural shoreline habitats literally right outside their classroom door, as well as immediate access to the program's five power boats, including the 45-foot *B/OS* research vessel.

Construction continues today on the non-denominational Sykes Chapel and Center for Faith and Values — a facility that will focus on students' academic and personal development. Construction of the facility is tentatively scheduled to be completed by late fall 2009.



A Place to Live and Learn

Ten on-campus residence halls offer students a close-knit, safe and relaxing residential community with modern amenities. Residence halls — all of which have been either built or renovated in the past decade — include the quaint, riverfront McKay Hall, the ultra-modern Straz Hall and the apartment-style ResCom. Stadium Center, Brevard, Vaughn, Straz, Austin and Urso halls are often described more like urban condominiums than student housing. Seventy percent of all UT full-time students live on campus, making The University of Tampa an energetic, fun place to live and learn.





Tampa and Tampa Bay

UT is located within walking distance to The Tampa Museum of Art, the Tampa Bay Performing Arts Center, the Florida Aquarium, the St. Pete Times Forum and the picturesque Bayshore Boulevard. UT is also in the heart of Tampa Bay on Florida's West Central coast, renowned for its mild winter climates, tropical summers, spectacular sunsets and America's top-rated beaches.

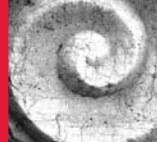
Tampa Bay is also known as a center of government, commerce, shipping, communications, international business, banking, health care and scientific research. UT students enjoy major league sports including the Tampa Bay Buccaneers (NFL), Tampa Bay Rays (MLB) and Tampa

Bay Lightning (NHL). Students can also find diverse entertainment options minutes away at Ybor City (Tampa's historic Latin Quarter), Busch Gardens and the Channelside entertainment district. The Walt Disney World Theme Parks, located in Orlando, are less than an hour's drive.

Latin American, African, Asian, Caribbean and European influences all add spice to this historic and modern metropolitan region, which 4 million people call home.



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Academic Calendar

2008-09

University Year

Fall 2008 Semester

April 3 through Aug. 25

Aug. 18, Monday

Aug. 19, Tuesday

Aug. 20, Wednesday

Aug. 21, Thursday

Aug. 22, Friday

Aug. 25, Monday

Aug. 27, Wednesday

Aug. 28, Thursday

Aug. 29, Friday

Sept. 1, Monday

Sept. 2, Tuesday

Fall pre-registration.

International students arrive.

Check-in begins at 9:30 a.m.

Residence halls open for new residential freshmen and new residential transfer students, 2-5 p.m.

Drop-off of personal items only. No keys issued on this date.

Faculty Workshop.

Check-in for new residential freshmen and new residential transfer students, 10 a.m.-4 p.m. Final registration and payment for new students, 10 a.m.-6 p.m.

Check-in for new commuter freshmen and new commuter transfers, 2-4 p.m.

Final registration and payment for continuing students, 9 a.m.-6 p.m.

Opening Convocation, Falk Theater.

Residence halls open for continuing students, 9 a.m.

Final registration and payment for continuing students, 9 a.m.-3:30 p.m.

Classes begin.

Last day of drop/add for first 7-week classes.

Last day to drop first 7-week classes with 100% tuition credit. Last day to declare pass/fail or audit for first 7-week classes.

Schedule change fee (\$25) instituted for first 7-week classes. Withdrawals ("W") appear on transcripts.

Last day of drop/add for 14-week classes. Last day to drop 14-week classes with 100% tuition credit. Last day to declare pass/fail or audit for 14-week classes.

No classes, Labor Day.

Schedule change fee (\$25) instituted for 14-week; withdrawals ("W") appear on transcript.

Sept. 12, Friday	Last day to withdraw from 7- and 14-week classes with 50% tuition credit (fees non-refundable).
Sept. 23, Tuesday	Last day to withdraw from first 7-week classes.
Oct. 3, Friday	Family Weekend.
Oct. 13, Monday	First 7-week classes end.
Oct. 15, Wednesday	Second 7-week classes begin for undergraduate students.
Oct. 17, Friday	Spring and summer "I" grades not resolved become "F"s.
	Homecoming Weekend begins.
	Last day to drop second 7-week undergraduate classes with 100% tuition and fee credit.
	Last day to add second 7-week undergraduate classes.
	Last day to declare pass/fail or audit for second 7-week undergraduate classes.
Oct. 21, Tuesday	Second 7-week graduate courses begin.
Oct. 23, Thursday	Last day for federal financial aid return of funds.
Oct. 27, Monday	Last day to drop/add from second 7-week graduate classes with 100% tuition and fee credit.
Oct. 28, Tuesday	Last day to withdraw from second 7-week undergraduate classes with 50% tuition and fee credit.
Nov. 3, Monday	Last day to withdraw from 14-week classes.
Nov. 4, Tuesday	Last day to withdraw from second 7-week graduate classes with 50% tuition and fee credit.
Nov. 6, Thursday	Online pre-registration for spring/summer 2009 begins for continuing students.
Nov. 11, Tuesday	Last day to withdraw from second 7-week classes, graduate and undergraduate.
Nov. 26-30, Wednesday-Sunday	Thanksgiving vacation (begins after last class on Tuesday).
Dec. 1, Monday	Classes resume.
Dec. 5, Friday	Deadline to apply for Dec. 2009 graduation.
Dec. 6, Saturday	Last day of classes.
Dec. 8-11, Monday-Thursday	Final exams.
Dec. 11, Thursday	Semester ends.
Dec. 12, Friday	Residence halls close for all students except graduating seniors, 11 a.m.
Dec. 13, Saturday	Commencement.
Dec. 14, Sunday	Residence halls close for seniors, 11 a.m.

Winter 2009 Academic Inter-Session

Jan. 5, Monday
Jan. 6, Tuesday
Jan. 7, Wednesday

Jan. 16, Friday

Classes begin.
Last day to drop classes with 100% tuition credit.
Schedule change fee (\$25) instituted; "W" on transcript.
Classes end.

Spring 2009 Semester

Jan. 14, Wednesday

Jan. 15, Thursday

Jan. 16, Friday

Jan. 19, Monday
Jan. 20, Tuesday
Jan. 22, Thursday

Jan. 23, Friday

Jan. 26, Monday

Jan. 27, Tuesday

Feb. 9, Monday

Feb. 23, Monday
March 8-15, Sunday-Sunday

March 16, Monday
March 17, Tuesday

International students arrive. Check-in begins at 9:30 a.m.

Final registration for new students, 10 a.m.-6 p.m.
Residence halls open for new students, 10 a.m.

Orientation begins for new students.
Residence halls open for continuing students, 9 a.m.
Final registration for new students, 9-11 a.m.
Final registration for continuing students, 11 a.m.-3:30 p.m.

No classes, Dr. Martin Luther King Jr. Day.
Classes begin.
Last day of drop/add for first 7-week classes. Last day to drop first 7-week classes with 100% tuition credit. Last day to declare pass/fail or audit for first 7-week classes.

Schedule change fee (\$25) instituted for first 7-week classes; "W" on transcript.

Last day of drop/add for 14-week classes. Last day to drop 14-week classes with 100% tuition credit.
Last day to declare pass/fail or audit for 14-week classes.

Schedule change fee (\$25) instituted for 14-week classes; "W" on transcript.

Last day to withdraw from classes with 50% tuition credit (fees non-refundable).

Last day to withdraw from first 7-week classes.
Spring break (begins after last class on Saturday, March 7).

Classes resume. 7-week classes end.
Second 7-week classes begin for undergraduate students.

March 19, Thursday	Last day to drop/add second 7-week undergraduate classes at 100% tuition credit. Last day to declare pass/fail or audit for second 7-week classes. Faculty Tenure and Promotion Reception. Fall “I” grades not resolved become “F”s.
March 20, Friday	Second 7-week classes begin for graduate students.
March 23, Monday	Last day to drop/add second 7-week graduate classes with 100% tuition and fee credit.
March 25, Wednesday	Last day for federal financial aid return of funds.
March 27, Friday	Last day to withdraw from 14-week classes. Last day for 50% tuition credit on second 7-week undergraduate classes.
March 30, Monday	Online pre-registration for fall 2009 continuing students.
April 2-Aug. 31	Last day to withdraw from second 7-week graduate classes with 50% refund.
April 3, Friday	Last day to withdraw from second 7-week classes, graduate or undergraduate.
April 13, Monday	Academic Awards Ceremony, Fletcher Lounge, 3 p.m.
April 22, Wednesday	Last day of classes.
May 4, Monday	Deadline to apply for May or August 2010 graduation.
May 5, Tuesday	Final exams.
May 5-8, Tuesday-Friday	Semester ends.
May 8, Friday	Commencement.
May 9, Saturday	Residence halls close for all students except graduating seniors, 11 a.m.
May 10, Sunday	Residence halls close for graduating seniors, 11 a.m.

Spring 2009 Academic Inter-Session

May 11, Monday	Classes begin.
May 12, Tuesday	Last day to drop classes with 100% tuition credit.
May 13, Wednesday	Schedule change fee (\$25) instituted; “W”s on transcript.
May 22, Friday	Classes end.

Summer 2009 Session I

May 21, Thursday	Final registration and final payment for all students, 8:30 a.m.-6 p.m.
May 25, Monday	No classes, Memorial Day.
May 26, Tuesday	Classes begin (summer session I and 12-week session).
May 28, Thursday	Last day to drop classes with 100% tuition credit. Last day to declare pass/fail or audit.
May 29, Friday	Schedule change fee (\$25) instituted; "W"s on transcript. Last day to withdraw from classes with 50% tuition credit (fees non-refundable). Monday classes meet to make up for Memorial Day holiday.
June 15, Monday	Last day to withdraw from classes.
June 17, Wednesday	Last day for federal financial aid return of funds.
July 2, Thursday	Classes end.

Summer 2009 Session II

July 2, Thursday	Final registration and final payment for all students, 8:30 a.m.-6 p.m.
July 6, Monday	Classes begin.
July 8, Wednesday	Last day to drop classes with 100% tuition credit.
July 9, Thursday	Schedule change fee (\$25) instituted; "W" on transcript. Last day to withdraw from classes with 50% tuition credit (fees non-refundable).
July 27, Monday	Last day to withdraw from classes.
July 29, Wednesday	Last day for federal financial aid return of funds.
Aug. 13, Thursday	Classes end.

May 21, Thursday

May 25, Monday

May 26, Tuesday

June 1, Monday

June 2, Tuesday

June 15, Monday

July 13, Monday

July 20, Monday

Aug. 13, Thursday

Aug. 14, Friday

Summer 2009 12-Week Session

Final registration and final payment for all students, 8:30 a.m.-6 p.m.

No classes, Memorial Day

Classes begin (summer session I and 12-week session).

Last day to drop classes with 100% tuition credit.

Schedule change fee (\$25) instituted; "W" on transcript.

Last day to withdraw from classes with 50% tuition credit (fees non-refundable).

Last day for federal financial aid return of funds.

Last day to withdraw from classes.

Classes end.

Degree conferral.

Summer 2009 Academic Inter-Session

Aug. 17, Monday

Aug. 18, Tuesday

Aug. 19, Wednesday

Aug. 28, Friday

Classes begin.

Last day to drop classes with 100% tuition credit.

Schedule change fee (\$25) instituted; "W" on transcript.

Classes end.

Summer 2009 Professional Saturday MBA Term

May 16, Saturday

May 21, Thursday

May 22, Friday

June 4, Thursday

Aug. 8, Saturday

Saturday classes begin. Meeting dates: 5/16, 30; 6/6, 20, 27; 7/11, 25; 8/8.

Last day to drop classes with 100% tuition credit.

Schedule change fee (\$25) instituted; "W" on transcript.

Last day to withdraw with 50% tuition credit.

Last day of term.

Undergraduate Admission

Admission Policy

Admission to the University does not guarantee admission to a particular major or academic department. Some departments have additional admission requirements, such as art, athletic training, nursing, music, performing arts, theatre and education. Please consult the academic department information in this catalog for these additional requirements. If you have additional questions about admissions policies, contact the Office of Admissions, The University of Tampa, 401 W. Kennedy Blvd., Tampa, FL 33606-1490, (813) 253-6211 or (888) MINARET (646-2738). Fax: (813) 258-7398, E-mail: admissions@ut.edu. Apply online at www.ut.edu. UT also accepts the Common Application and the Universal College Application.

New Freshmen and First-Year Students

Requirements for Admission to the University

Admission to the freshman class is based on (1) academic performance in at least 18 college preparatory high school units: four in English, three in science (two with laboratory components), three in mathematics, three in social studies, two of a foreign language and three in academic electives; or high school equivalency earned through the General Educational Development tests, with a score that is acceptable to the University; (2) results of the Scholastic Aptitude Test administered by the College Entrance Examination Board, or the American College Test; (3) one recommendation from a high school counselor or teacher; and (4) a personal statement or essay.

How to Apply as a New Freshman or First-Year Student

Qualified high school students may be accepted on a three-year transcript, pending high school graduation. They should submit:

1. Completed application form.
2. Nonrefundable application fee.
3. Official high school transcripts showing academic program completed, scholastic average and date of graduation. GED results and a high school transcript up to the date of withdrawal may be submitted in lieu of a complete high school transcript.
4. One recommendation from a counselor or teacher.
5. Scores on the SAT or the ACT.
6. Scores on Advanced Placement tests, CLEP tests or the International Baccalaureate for those applicants desiring advanced standing credit.
7. Personal statement or essay.

Applications are evaluated as follows for first-year students: Applications completed by Nov. 15 have notification of admission status mailed by Dec. 15. Applications completed by Jan. 15 have notification of admission status mailed by Feb. 15. Applications completed after Jan. 15 will have regular decision notification mailed by April 1.

Students may earn advanced placement credits by taking advanced placement tests and CLEP exams administered by the College Board, and by earning an international baccalaureate diploma or certificate. More information about scores required to earn college credits at UT is posted on our Web site at www.ut.edu/future/.

Transfer Students

Students may apply as transfers only if they have graduated from high school and have completed 17 or more college credit hours at the time of application. Applicants who are enrolled in college but have completed fewer than 17 college credit hours apply as freshmen. College credits completed will be evaluated for transfer credit after admission.

Requirements for Admission

Students should be eligible to re-enter the institution they last attended. UT averages all grades for all courses attempted, regardless of the policies of the previous institutions.

How to Apply as a Transfer Student

Submit the following:

1. Completed application form.
2. Nonrefundable application fee.
3. Official transcript of credits from each institution previously attended (even if courses were not completed).
4. A final high school transcript showing date of graduation, or GED results and an official high school transcript up to date of withdrawal (if you have not earned an associate's degree).

Applications are processed as quickly as possible on a rolling basis until the class is full.

Transfer Credit Acceptance Policy

Credit is transferred for only those courses completed with grades of "C" or better at regionally accredited colleges or universities. Complete details are outlined in the *Academic Policies and Procedures* section of this catalog.

Students accepted for admission to the University whose transcripts, score reports and other necessary documents have been received will be sent evaluation sheets listing all credits granted in the transfer.

The University of Tampa has articulation agreements with all community colleges in Florida, as well as Florida College (Tampa), Dean College (MA), Dutchess Community College (NY), College of the Bahamas, University of St. Martin, University College of Cayman Islands (BWI), and Jonkoping University International Business School (Sweden). The University is considering articulation agreements with other community and junior colleges. Students with associate of arts degrees from colleges with which the University has articulation agreements may be accepted with advanced status.

How to Apply as an International Student

Students from other countries are encouraged to apply for admission. The requirements are the same as for American high school or transfer students, except that results of the Test of English as a Foreign Language (TOEFL) examination are used in place of the SAT or ACT for non-English speakers. The University of Tampa ac-

cepts the paper-based TOEFL exam with a minimum score of 550, the computer-based TOEFL with a minimum score of 213, and the Internet-based TOEFL with a minimum score of 79-80. UT also accepts Cambridge examinations such as the IELTS exam with a grade of 6.5 or the Cambridge Certificate of Advanced English with a grade of "C" or better.

Applications are evaluated on a rolling basis until the class is full. Items must be received and admission formally granted before an I-20 will be issued. Submit the following:

1. Completed application form.
2. Nonrefundable application fee.
3. Official high school (secondary school) transcript (in English).
4. TOEFL or Cambridge examination results. Official Score Report is required (if English is not your native language).
5. SAT or ACT score (if English is your native language).
6. Evidence of appropriate financial support.
7. Complete official transcripts from all colleges and universities attended (transfer students and post-baccalaureate students).
8. One letter of recommendation.
9. A copy of the biographical page of your passport (if available).
10. Transfer Student Clearance Form if transferring from a U.S. school.
11. A personal statement or essay (freshmen only).

Nursing Students

The University has several undergraduate nursing degree options. Students who would like to pursue the four-year baccalaureate degree follow the regular undergraduate admissions requirements and application procedures. An additional application for admission to the Nursing Department is required once all prerequisite college level courses have been completed or nearly completed. (See *Nursing Department*).

Registered nurses who want to pursue the Bachelor of Science in Nursing degree completion program will find admission requirements and procedures under *Nursing Department*. (Students complete the regular

undergraduate application for admission to the University.)

Transient (visiting) Students

Students who regularly attend another institution and have never been denied admission to UT may register as visiting students for up to two consecutive semesters. They must submit:

1. Completed application form.
2. Nonrefundable application fee.
3. A letter or Transient Permit Form from the institution in which the student is enrolled that grants permission for each semester attended at The University of Tampa. The letter should outline the courses for which the student is allowed to register and the period of time in which enrollment is permitted.

After completion of the two consecutive semesters, the University will ask each visiting student to apply to UT as a transfer student.

Evening College Students

UT's Evening College provides educational opportunities to students desiring to pursue undergraduate degrees by attending classes part time during evening hours only. Students may apply for admission to the Evening College if they are high school graduates or have successfully completed 17 credit hours or more of course work from a regionally accredited college or university. Neither SAT nor ACT scores are required for students who have been out of high school for at least two years. A nonrefundable application fee, high school transcripts and official transcripts from all previously attended colleges and universities are required.

Contact the School of Continuing Studies at (813) 253-6249 or e-mail scs@ut.edu to receive additional information or to schedule a counseling appointment.

Non-Degree-Seeking Students

Undergraduate students may enroll as non-degree-seeking on a space-available basis for up to three terms by filing an application with a nonrefundable application fee. The University welcomes students who are not

in a UT degree program or who have not been academically dismissed or denied acceptance to enroll in undergraduate courses on a space-available basis for up to three semesters.

Students attending other colleges or universities should follow the procedures for transient students. High school students submit letters of recommendation from principals or counselors listing the UT courses students are permitted to take. Non-degree-seeking students are subject to the same academic policies as undergraduate degree-seeking students, and adhere to the deadline dates published in the University course schedule.

Non-degree students pay the regular part-time or full-time tuition rates and are not eligible for the Evening College tuition rate or a reduced audit fee.

Auditing Classes

A student may register as an auditing student by submitting an application form and a nonrefundable application fee. An auditing student earns no college credit, and academic work is not graded. To audit classes, students are not required to submit records of previous academic work, but they must secure prior permission from the professor teaching the course. Auditors pay 50 percent of the credit-hour rate charged for undergraduate instruction. See the *Academic Policies and Procedures* section of this catalog .

Elementary and Secondary School Teachers

Elementary and secondary school teachers wishing to take undergraduate courses for certification should submit an application, the nonrefundable application fee and a copy of state certification. No other documents or records of previous academic work are necessary, except for those seeking a second degree.

Post-Baccalaureate Degree Students

In addition to the application form and a nonrefundable application fee, these students submit transcripts from regionally accredited colleges or universities showing all baccalau-

reate degrees earned and the dates granted. Those seeking second baccalaureate degrees should refer to the Academic Programs section of this catalog.

Veterans

Veterans' enrollments are certified by the Registrar's Office to the Veterans Administration. Questions concerning veterans' benefits should be directed to that office.

Former Student Returning (Readmit)

Any person who has previously attended UT but has not been enrolled for at least one academic year (two regular semesters) may apply for admission as a readmit student through the Admissions Office. If the applicant left the University in good academic standing as a degree-seeking student and is eligible to return with no judicial sanctions, and did not subsequently attempt additional college-level courses elsewhere, he or she will be considered for admission as a readmit student on a space-available basis.

If any additional college courses were completed after leaving UT, official transcripts from the institution attended must be submitted as part of the application for admission. The applicant will be subject to the current admissions policy guidelines for transfer applicants.

A student who is not currently attending UT but who has been enrolled in good academic standing within the past academic year (two regular semesters) does not need to reapply for admission. After consultation with his or her previous advisor or assignment to a new advisor through the University Academic Advising Center, the student may register for classes. If any additional college courses were completed after leaving UT, official transcripts from the institution attended must be submitted for transfer credit evaluation.

Students who were dismissed by the Academic Appeals Committee for academic reasons may apply for readmission only after one academic year (two regular semesters) or more time has elapsed. The application should include a personal statement discussing the student's activities since dismissal and why he/she believes he/she will be more

successful if readmitted. Those applications will be referred to the Academic Appeals Committee for a decision. The student also must provide evidence of scholarship after dismissal. Courses taken at another university would also be considered as evidence of scholarship and would be weighed, according to their rigor and final grading, in the committee's decision. The deadline for petitioning for readmission is June 1 for the fall term, Dec. 1 for the spring term, and April 1 for summer terms.

General Information about Admission

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

Falsification of information on an application for admission may result in dismissal or nonadmission. The University reserves the right to refuse admission to any applicant or readmission to any student, or to dismiss any student whose conduct is judged detrimental to the University program.

No portion of your academic record from another institution should be withheld; this may result in a permanent dismissal without credit for work completed at The University of Tampa.

A condition of any admission to the University is that the student must certify that he or she will not unlawfully possess, use, sell, purchase, manufacture, deliver or possess with intent to sell, purchase, manufacture or deliver any controlled substance while enrolled at UT.

Admission Appeals

Any person wishing to appeal an admission decision should submit an appeal in writing to Chair, The Admissions Committee, Box F, The University of Tampa, 401 W. Kennedy Blvd., Tampa, FL 33606-1490. Included with the written appeal should be documentation to support the reasons for the appeal.

Costs and Financial Information

The University of Tampa believes that educational costs to students must remain reasonable and consistent with excellence in instruction and support facilities. The University's calendar allows students to take seven- and 14-week courses concurrently during a semester. In reference to the payment of tuition and fees, the University defines the term "semester" as consisting of 14 weeks.

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

Payment of Accounts

Charges for tuition and fees, residence hall, meal plan and any miscellaneous fees are due on or before the final day of registration. A student receiving an outside scholarship, grant or alternative loan fund must contact his or her sponsor to ensure that payment is applied to his or her account by the deadline. Student registrations are considered complete when all charges and fees are fully satisfied through payment or documented financial aid resources. However, to have the awards applied to the student's actual account balance, all requested financial aid documents and promissory notes must be submitted to and approved by the Financial Aid Office.

The University of Tampa reserves the right to revise a student's financial aid award. Revision may result because of a change in the student's enrollment or housing status, or because of new information, including outside awards. Federal or state awards may change if the expected appropriations are not received.

Awards are contingent upon maintenance of satisfactory academic progress. Should a student's award be revised for any reason resulting in a balance owed to the University, the student must settle his or her financial obligation with the Bursar's Office.

Cancellation of a student's pre-registered schedule may occur at the sole discretion of the University if the account is unpaid, if the University's payment plan installments are incomplete, or if financial aid resources cannot be confirmed by the final day of registration. Student tuition checks returned to the University for any reason will constitute non-payment and may result in the cancellation of a student's pre-registered schedule. Cancellation of a pre-registered schedule will require the student, no later than the end of the third week of the semester, to satisfy financial obligations and officially enroll in a new course schedule in accordance with add/drop procedures. A student who fails to satisfy financial obligations and officially enroll will not be recognized as a matriculated student.

The University holds the student responsible for auditing the information recorded on accounts and billing statements. If there are omissions, the student must contact the office responsible for the entry. The University also holds the student responsible for account balances. Likewise, the student is responsible for ensuring that scholarships, grants, loans or payments from parents, guardians, trustees or outside sources are applied to accounts as requested. Should there be any outstanding debts owed to the University, services such as issuance of official transcripts and diploma or participation in pre-registration will be withheld.

Application Fees

Undergraduate application fee	\$40
Post-baccalaureate application fee.....	\$40
Graduate application fee.....	\$40

Undergraduate Tuition and Fees (per semester)

The following tuition and fees, including room and board fees, are applicable to the 2008-09 academic year. The University of Tampa, however, reserves the right to make changes in costs at the beginning of any term as circumstances may require.

Credit Hours Enrolled	Tuition
1	\$440
2	\$880
3	\$1,320
4	\$1,760
5	\$2,200
6	\$2,640
7	\$3,080
8	\$3,520
9	\$5,324
10	\$6,762
11	\$8,222
12-18	\$10,856*

*For full-time students only (12 credit hours or more), the amount shown includes a mandatory student government fee of \$96 and a mandatory student service fee of \$415.

Special permission is required to register for more than 18 hours per semester. The tuition charge for an overload (more than 18 credit hours) will be \$440 per credit hour, plus mandatory fees.

Student Government Fee

The \$96 student government fee is assessed each semester to all full-time undergraduate students taking 12 credit hours or more. The fee provides basic support to Student Government, Student Productions, publications and other student-sponsored organizations. This fee also entitles a student to receive the weekly campus newspaper.

Student Service Fee (UG Full time)

The \$415 student service fee is assessed during the fall and spring semesters to all full-time undergraduate students taking 12 or more credit hours. The fee provides support for a number of student services, programs and activities, including the provision of the supplemental student health insurance, computing labs, tutoring and other academic career support services, free admission to on-campus athletic events, and recreational and intramural use of athletic facilities.

Student Service Fee

A \$35 student service fee is assessed during the fall and spring semesters to all part-time, graduate, and Evening College students. During the summer sessions, this fee will be assessed to all students from all disciplines. The fee provides support for a number of student and academic support programs, as well as activities and services available to all students. This \$35 fee does not include the supplemental student health insurance or provide students with medical services.

Tuition for Bachelor of Science in Nursing Completion Program

Bachelor of Science in Nursing (RN-BSN) students pay \$440 per credit hour.

Auditor Student Tuition (Undergraduate)

For 2008-09, the rate auditors are charged is \$220 per credit hour. If, in addition to the audited courses, an undergraduate is taking 12 to 18 hours of courses for graded credit, and the audited courses do not bring the total hours taken to more than 18, the regular full-time tuition covers the charge for the audited courses. If the audited courses bring the total hours taken to more than 18, the audit rate will apply for those hours beyond 18. If the undergraduate is taking fewer than 12 hours of courses for graded credit and wishes to add an audit course, the audit rate will apply to the course.

Graduate Tuition

Graduate tuition is \$472 per credit hour. Qualified graduate students may audit courses. Auditors are charged \$236 per credit hour.

Saturday MBA Program tuition is \$595 per credit hour and requires admission to this program.

International Medical Insurance

All international students on F or J visas are required to have primary health insurance coverage in accordance with U.S. immigration regulations. UT has contracted with United Healthcare Student Resources to offer a group health plan. The projected rate for 2008-09 is \$490 for full-time undergraduate students and \$550 for graduate students and part-time undergraduate students. Half the annual rate will be added to the fall bill for coverage from Aug. 1 to Dec. 31, and half will be added to the spring bill for coverage from Jan. 1 through July 31. Students are billed automatically for this insurance unless proof of adequate coverage is given to the International Programs Office on or before the last day of the first week of the fall or spring semester.

Deposits

Students dependent upon aid plans or any other source of funds will need to pay deposits by deadline dates specified in this catalog.

Housing Deposit

New students who plan to live in campus housing pay a \$500 admissions deposit which includes a \$200 housing damage deposit. New student deposits are refundable until May 1. The housing damage deposit is described below.

Continuing students who plan to live in campus housing the next academic year pay a nonrefundable housing deposit to reserve a space in the residence halls.

Damage Deposit

Each student living in University housing is required to pay and maintain a \$200 room damage deposit. The deposit is maintained in an escrow account for the entire University housing period. If damages are assessed during a student's stay in the residence hall, the damages will be charged directly to the student's tuition account.

When a student withdraws from University housing, the damage deposit is transferred to the tuition account. The student may request, in writing, a refund of the unexpended deposit.

Room and Board Costs

The semester room and board rate schedule is listed below. The prices indicated are for one semester only and include the appropriate sales tax for the meal plan. All students living on campus are required to contract for a meal plan.

Rooms

Single (includes average board plan)	\$4,704-5,054
Double (includes average board plan)	\$3,659-3,989
Triple (includes average board plan)	\$3,404-3,744
Quad (includes average board plan)	\$3,404
Apartment (includes 7-meal plan)	\$3,874-5,239

Note: Housing contracts are binding for a full academic year (both fall and spring semesters).

Board

Carte Blanche

plus 75 Spartan Dollars \$1,915

15 Plan (Average)

plus 100 Spartan Dollars \$1,859

12 Plan

plus 150 Spartan Dollars \$1,825

7 Plan

plus 75 Spartan Dollars \$1,029*

*Available to on-campus apartment residents only.

Meals in 2008-09 will be served on the student meal contract at the University

dining hall throughout the academic year, except during the following vacation periods: Thanksgiving, between fall and spring terms, and spring vacation.

Casual Meals and Other Meal Services

Casual meals are offered to the University community and guests in the cafeteria seven days a week, except during vacation periods.

Spartan Dollars Card

The UT Dollars Card is a declining balance card made up of \$50 increments and is available to the entire University community.

To purchase UT Dollars, please contact Dining Services at (813) 258-7257.

Other Expenses

Books and supplies will cost approximately \$988 each year.

Some courses also require a fee to cover field trips or travel; these courses are noted in the *Course Description* section of this catalog.

Miscellaneous Fees

Applied music fee (per credit hour) ...	\$100
Communications film lab	\$75
Marine science lab fee (each course)	\$150-\$260
Course withdrawal fee after drop-add...	\$25
Vehicle registration fee	\$50
Transcript fee (each)	\$6
Fall orientation fee	\$65
Spring orientation fee	\$35
Service Charge-NSF checks	\$25

Total Costs

The basic semester costs for a full-time undergraduate resident student in 2008-09:

Tuition (12-18 credit hours)	\$10,345
Student Government Fee (required)...	\$96
Student Service Fee (required)	\$415
Room (average double per semester)	\$2,130
Board (average 15 Plan per semester)	\$1,859
Total	\$14,845

The University of Tampa's Tuition Payment Plan (TPP)

The University's tuition payment plan (TPP) offers a financial planning option that gives students a line of credit to pay tuition, residence hall charges and meal costs in monthly installments. Through TPP, the student receives the benefit of not making a lump sum payment at the beginning of each semester. There are no interest or finance charges, but there is a nonrefundable contract fee of \$55. The application filing date closes Aug. 1 for the fall 2008 semester and Jan. 5 for the spring 2009 semester.

Payments are made in 12 monthly installments, beginning June 1 and ending May 1. The University considers each semester separately for payment of charges. Payments made June through November are applicable to the fall semester, while payments made December through May apply to the spring semester. Additional fees, credit hours, books and supplies are not included in the installment plan. Payment for any additional charges not covered in the installment plan must be paid as requested.

To participate, the student must be enrolled for 10 or more undergraduate credit hours.

The Bursar's Office reserves the right to revise the TPP worksheet at, but not limited to, the time of enrollment. The Financial Aid Office also reserves the right to revise a student's financial aid award at, but not limited to, the time of enrollment. Please see the terms and conditions section of the TPP brochure.

The student is responsible for requesting, in writing, to have his or her TPP account adjusted because of a change in charges (change of room assignment, for example) or a financial aid award. Adjustment requests must be received by Sept. 1 for fall semester or Feb. 1 for spring semester.

The University holds the student accountable for payment, regardless of the source(s) of the payments. Student services such as the release of transcripts and/or diploma will be withheld until the account has been fully satisfied.

If installments are not made when due, the University reserves the right to cancel the TPP contract, and the total balance of the student's account will be due immediately. Future participation in the installment plan may be jeopardized, as well as participation in registration.

New undergraduate students wishing to enroll in the installment plan should consult *UT Connect* online at connect.ut.edu, an orientation and pre-enrollment Web site. Continuing students may contact the Bursar's Office or visit www.ut.edu/financialaid/ for additional information.

Dropping Courses, Withdrawals and Refunds

To ensure the integrity of a student's academic records (official transcripts), students must officially withdraw or drop courses with the Office of the Registrar.

For students who officially withdraw from The University of Tampa, the Registrar's Office will update their academic records. The withdrawal date will determine if there will be an adjustment to the financial records.

Fall and Spring Semesters

Withdrawal or dropping of courses within the first five days of the semester:

A student who officially withdraws within the first five days of the term is not held financially responsible for tuition and mandatory fee charges. The housing contract, however, is binding and will not be refunded. Any meal plan charge will be pro-rated, based on the official withdrawal date. The student also may be held responsible for charges incurred during his or her time of enrollment (library fines, parking tickets, parking decal). Any deposits made to The University of Tampa will be forfeited.

A student who officially drops credit hours within the first five days of the semester may receive an adjustment to his or her tuition and fee charges.

Example: A student enrolled for full-time tuition is charged \$10,345, mandatory fees of \$511 and the \$65 orientation fee (new

students). The student drops enrollment from 12 to 9 hours. The account will be adjusted in the amount of \$5,021 in tuition and will incur a \$35 student service fee. The mandatory fees of \$511 will be reversed. The student remains responsible for the orientation fee.

	Full-time	9 Credit	Account
	Status	Hours	is credited
Tuition	\$10,345	\$5,324	\$5,021
Mandatory Fees	\$511	\$35	\$476
Orientation Fee (New Student)	\$65	\$65	\$0

Withdrawal or dropping of courses within the next two weeks of the semester:

A student who officially *withdraws* will be held responsible for half of the tuition and all mandatory fees. Any meal plan charge will be pro-rated, based on the official withdrawal date. The student also may be held responsible for charges incurred during time of enrollment (library fines, parking tickets, parking decal).

Example: A student enrolled for full-time tuition is charged \$10,345, mandatory fees of \$511 and the \$65 orientation fee (new students).

The student will be held responsible for \$5,172.50 (half of the tuition charge) and all fees.

A student who officially *drops credit hours* from Aug. 30 through Sept. 12 for the fall semester or Jan. 27 through Feb. 9 for the spring semester will be held financially responsible for half of the drop in enrollment hours, in addition to the charges for the hours maintained.

Example: A student enrolled for full-time tuition drops to 9 credit hours. The student is financially responsible for half of the drop from full-time hours to 9 part-time hours.

Full-time status.....	\$10,345
9 credit hours	\$5,324
Responsible for half of drop.....	\$5,021/2 (2,510.50)
Adjusted balance.....	\$7,834.50
	(\$5,324+\$2,510.50)

Specific refund dates are indicated in the academic calendar.

Inter-Session

Students who officially withdraw with the Registrar's Office on or before the first two days of the session will receive a 100 percent tuition credit. No tuition credit will be granted to any student who withdraws from or drops courses after the second day of the two-week session. There will be no reduction of housing charges at any time.

Summer Sessions

Students should see the academic calendar for official withdrawal dates regarding the summer sessions.

Students who officially withdraw with the Registrar's Office on or before the first five days of the 12-week session will receive a 100 percent tuition credit. Students who officially withdraw or drop courses from the 12-week session within the next seven days of the session will receive a 50 percent credit on tuition. Summer I and II students who officially withdraw with the Registrar's Office on or before the first three days of the session will receive a 100 percent tuition credit. Summer I and II students who officially withdraw from the Registrar's Office on the fourth day of the session will receive a 50 percent credit on tuition. No tuition credit will be granted to any student who withdraws from or drops courses after the fourth day of a six-week summer term. Summer IV students who officially withdraw on or before the Thursday after the first class meeting will receive a 100 percent tuition credit. A 50 percent tuition credit will be given to students who officially withdraw on or before the Thursday after the second class meeting. There will be no reduction of housing charges at any time.

Policy for Return of Federal Funds

Financial aid recipients who withdraw or drop courses should consult with the Financial Aid Office to discuss the status of their aid eligibility.

Federal policy dictates that the Financial Aid Office is required to recalculate federal financial aid* eligibility for students who *withdraw, drop out, are dismissed or take a leave of absence* prior to completing 60 percent of the semester. This review is to

determine the amount of unearned funds that must be returned to the federal government. Faculty will award the grade of "NF" to any student who has not officially withdrawn, yet has stopped participating at this point in the semester. The "NF" grade is equivalent to an "F."

*Federal financial aid includes the Pell Grant, SEOG Grant, Academic Competitiveness Grant, Smart Grant, Perkins Loan, Student Loan and PLUS Loan.

Step 1:

The Financial Aid Office must recalculate the federal aid based on the *earned percentage* of aid, using the following formula:

Percent earned equals the number of days completed up to the date of withdrawal** divided by the total days in the semester.

**Withdrawal date is defined as the actual date the student began the institution's withdrawal process, the student's last date of recorded attendance, or the midpoint of the semester for a student who stops attending classes without officially notifying the Registrar's Office.

Example:

Percent =	No. of days completed	Total Days in Semester
43	30	70

Step 2:

The Financial Aid Office must return federal aid based on the *unearned percentage* of aid, using the following formula:

Aid to be returned equals the amount awarded multiplied by the percent unearned.

Example:

Unearned Percent
(100-43) = 57

Amount X Awarded***	Percent = Unearned	Aid to be Returned
\$4,813 X	57% =	\$2,743.41

***This award consists of:

Federal Pell Grant.....	\$1,500
Student Loan.....	\$1,313
PLUS Loan	\$2,000

Based on the calculation of this example, we must return a total of \$2,743.41.

The process in step 2, then, involves:

A. return of the Student Loan in the amount of \$1,313.

B. return of the portion of the PLUS Loan in the amount of \$1,430.41

The results of the calculation process for this example differ for the student and parent:

- The student will not have a loan debt, since the loan was cancelled.
- The parent will have a federal loan debt, which will need to be repaid to the federal government.

Refunds

Refund checks will be processed when there is an actual credit on the account. Students must submit a written request to the Bursar's Office. If a student receives an overpayment of funds for any reason, he or she will be required to pay back the University within 30 days of notification. All refunds are subject to audit corrections.

Withdrawal or dropping a course(s)

Once all University costs have been satisfied, any surplus funds will be refunded. Students must submit a written request to the Bursar's Office. Refunds can take up to 30 business days to be delivered to the student from the date of his or her request.

Federal financial aid

Refunds can take up to 10 business days to be delivered to the student or parent from the date of aid disbursement.

Checks are prepared automatically and delivered to the student's campus box. If the student does not have a campus box, it will be delivered to the permanent address indicated in the registrar's records. Checks are prepared automatically for parents and delivered to the parents' address.

International Check Policy

Payments by check, draft or wire transfer must be made in U.S. currency and drawn on a U.S. bank.

Delinquent Accounts

Students are held accountable for all unpaid balances and, upon termination of their enrollment, should contact the Bursar's Office regarding payment. The direct line is (813) 253-6202.

If there are any outstanding debts to the University, services such as issuance of official transcripts and diplomas or participation in registration are withheld.

In the event a delinquent account is referred to an agency for collection, the student is held responsible for all collection, legal and attorney fees associated with the collection process. Approximately 35 percent in collection fees is attached to the outstanding balance. The delinquent account is reported to the local or national credit bureaus.

Financial Aid

The University of Tampa offers a strong financial aid program that assists qualified students with their educational expenses. In recent years, more than 85 percent of the University's students have received some type of financial assistance. Assistance may be granted on the basis of need or on the basis of academic or talent qualifications. The financial aid program is administered without regard to race, age, color, gender, religion, handicap, or national or ethnic origin. It also is administered in accordance with the nationally established definition of demonstrated need, that is, the difference between the student's resources (parental contribution, summer earnings, savings, etc.) and the total cost of attendance. Such costs include tuition, fees, room, board, books, supplies, transportation and personal expenses.

If you have additional questions about financial aid policies, contact the Director of Financial Aid, The University of Tampa, 401 W. Kennedy Blvd., Tampa, FL 33606-1490. Telephone: (813) 253-6219. Fax: (813) 258-7439. E-mail: finaid@ut.edu.

How Financial Need Is Determined

Need is the difference between UT's total cost and a family's expected contribution (EFC). The Free Application for Federal Student Aid (FAFSA) is used to determine the amount that a family contributes. Students will be informed of their financial aid eligibility as soon as the results are received.

Factors considered in determining a family's contribution are parent and student income and assets, household size, number attending college, age of the primary wage earner, and state of residency.

The Total Cost of a College Education

In addition to tuition, fees, room and board, consider books, transportation and other personal expenses. The average annual cost for books and supplies for undergraduate students is \$988.

Remember that no matter how much an institution costs, the expected family contribution is based on the FAFSA. This means that when the difference between total cost and family contribution is supported by financial aid, a UT education may be within reach.

Undergraduates

How to Apply

Apply early to meet all deadlines. Follow these instructions to be considered for every need-based financial aid program available:

- Complete the Early Aid Estimate Form (October through January) to receive an early financial aid estimate. This form is available from the Admissions and Financial Aid offices, or at www.ut.edu/financialaid/. Notice of estimated eligibility for aid is sent soon after the form is received.

- First-time financial aid applicants should complete the FAFSA as soon as possible after Jan. 1. Forms are available online at www.fafsa.ed.gov. Remember to complete the signature requirements described in the instructions. This application determines eligibility for all federal financial aid programs, including the Pell Grant, as well as all need-based aid awarded by UT. Students should answer all questions, sign their applications, and make copies for their records before sending applications to the processing agency.

- Renewal applicants (who completed a FAFSA in a previous year) should receive a renewal application. This should be completed as soon after Jan. 1 as possible. Students who

do not receive renewal forms should file a new FAFSA.

- Students who reside in a state other than Florida should complete the FAFSA or renewal application, and also check with their guidance office about how to apply for their home state grant program.

- “The University of Tampa, Tampa, FL” must be listed on the FAFSA for the University to receive information. **The FAFSA code for UT is 001538.**

- A few weeks after the FAFSA or renewal application is submitted, a Student Aid Report (SAR) is sent to financial aid applicants. Students should review the SAR for accuracy. Read the cover letter in part one and make revisions, if needed, in part two of the SAR. If corrections are needed, return the SAR to the federal processor immediately, or make the corrections online.

- Students selected for verification by the federal processor may be asked to submit additional documents to the Financial Aid Office, such as copies of tax forms, Social Security or VA statements confirming benefits, etc. Non-citizens may be asked to provide copies of their Alien Registration Cards.

Outside Scholarships

Students are required to notify the Financial Aid Office of scholarships received from any outside source. Some adjustments to aid packages may be necessary to comply with federal and state regulations and institutional parameters.

Special Circumstances

If a family's financial circumstances change significantly after completing the FAFSA, the UT Financial Aid Office should be contacted. Examples of changes may include separation or divorce, death of a major wage earner, loss or reduction of income by at least 25 percent, unexpected uninsured medical expenses, or elementary or secondary tuition expenses. Financial need may then be re-evaluated.

How Students Are Notified

If the UT Early Aid Estimate form is submitted, students receive written notification of their estimated aid eligibility a few weeks after their form is received. Otherwise, no-

tification of need-based aid is not received until UT receives the results of the FAFSA. It takes several weeks for UT to receive a need analysis from the FAFSA processing agency.

Need-based aid is awarded in a package usually consisting of grants and scholarships (which do not have to be repaid), low-interest student loans (which are repaid after the student graduates or leaves school), and student employment (through which students can earn money for college expenses). Once a financial aid award is completed, an award letter is mailed to the student, and the awards may be viewed on SpartanWeb.

For new students acceptance of aid requires an admissions deposit, which is credited to the first-term bill.

Types of Assistance Available for New Undergraduates (U.S. Citizens and Permanent Residents)

MERIT SCHOLARSHIPS AND NO NEED-BASED ASSISTANCE

Presidential Scholarship

A high school applicant* who plans to attend full time and has a 3.5 or higher GPA (as calculated by UT policies) and >1100 SAT, or >24 ACT can qualify for up to \$9,000 per year. A minimum 3.0 GPA is required for renewal of the scholarship.

Dean's Scholarship

A high school applicant* who plans to attend full time and has a 3.2 or higher academic GPA (as calculated by UT policies) can qualify for up to \$8,000 per year. A minimum 2.8 GPA is required for renewal of the scholarship.

*High school applicants may qualify for the Presidential or Dean's Scholarship, not both. The scholarship will be offered to new students at time of admission on a funds-available basis.

Transfer Scholarship

A new transfer student who plans to attend full time and has a 3.0 or higher GPA (as calculated by UT policies) can qualify for up to \$6,000 per year. A minimum 2.8 GPA is required for renewal of the scholarship.

The President's Leadership Fellows

The President's Leadership Fellows is a competitive four-year, cohort-based, scholarship program. Twenty-five fall incoming high school students with an unweighted cumulative GPA of 3.3 and SAT of >1100 (without Writing) or >24 composite ACT who are active leaders and volunteer in their high schools or community are selected to receive the \$1,000 award. The application may be found online at www.ut.edu/leadership/. Deadline is Feb. 15.

ROTC Scholarships

Army, Air Force, and Navy ROTC scholarships can be used to finance a UT education. Students who receive ROTC scholarships may also be eligible to receive UT ROTC incentive grants covering the average cost of room and board. In addition, ROTC scholarship recipients may receive monthly stipends for personal expenses.

Two-, three- and four-year ROTC scholarships are possible at UT. Students who do not have ROTC scholarships in their first year may apply for two- or three-year scholarships. Check with the appropriate service branch for scholarship application deadlines. For more Army ROTC scholarship information, call (813) 258-7200. The Air Force ROTC phone number is (813) 974-3367. The Navy ROTC phone number is (813) 974-5282.

The University of Tampa offers military ROTC scholarship recipients special incentive grants. To qualify for a UT ROTC Incentive Grant, students must apply and be admitted to the University as full-time undergraduate degree-seeking students. They should indicate that they are candidates for ROTC scholarships when they submit their applications for admission.

ROTC Students must complete the FAFSA. Florida residents must satisfy all annual renewal requirements for state funded awards. The amount of the UT ROTC Incentive is reduced by the amount of other awards that students receive. These include, but are not limited to, the Florida Bright Futures Scholarships, the Florida Resident Access Grant and the Federal Pell Grant. Average room and board benefits are awarded to students living on campus. Students are required to purchase a meal plan to receive

this benefit. Students may not receive more than the actual cost of attendance from all sources of aid. Total gift aid may not exceed total direct costs (tuition, fees, room and board). VA benefits, subsistence and book allowances are counted as resources when calculating financial aid. ROTC scholarships will supersede/replace any previously awarded UT scholarships or grants.

Phi Theta Kappa Scholarship

Awards of \$1,000 are available to new entering full time transfer students who are members of Phi Theta Kappa. Proof of membership should be submitted prior to May 1 with the admissions application. A minimum 2.8 GPA (cumulative) is required for renewal.

International Baccalaureate (IB) Scholarship

Awards of \$1,000 are available to entering freshmen who are awarded IB diplomas and complete at least three higher-level passes on advanced-level IB exams. Proof of submission should be submitted to the Admissions Office. A minimum 2.8 GPA (cumulative) is required for renewal.

Athletic Grant

The University of Tampa is a member of NCAA Division II. Intercollegiate sports for men and women include basketball, cross-country, soccer, swimming and track. Men also may participate in baseball and golf. Women's sports are volleyball, softball, tennis and crew. Athletic grants are based upon recommendations from the Athletic Department and are subject to rules set forth by the NCAA. Recruited athletes with athletic aid must complete the FAFSA.

Departmental Scholarship

Academic departments may recommend new full-time undergraduate students for departmental scholarship recognition. Awards are limited, vary in amount, and are based on academic ability, talent and commitment to a specific academic major. A minimum 3.0 cumulative GPA generally is required for renewal, as well as maintaining the designated major.

Florida Resident Access Grant (FRAG)

This is a no-need grant for Florida residents attending a private college or university

full time in Florida. The grant was \$2,837 in 2008-09. Proof of residency for one year prior to enrollment is required.

Florida Bright Futures Scholarship Program

This umbrella program offers three lottery-funded scholarships to reward Florida high school graduates who merit recognition of high academic achievement and who enroll in an eligible Florida post-secondary educational institution within three years of high school graduation. Each of the three scholarship awards listed below has specific criteria that must be met. However, to be eligible for an initial award from any of these three scholarship programs, a student must: (1) earn a high school diploma or equivalent; (2) be enrolled for at least 6 semester credit hours; (3) not have been found guilty of a felony.

Florida Medallion Scholars: This award generally requires a minimum weighted GPA of 3.0 in 15 credits of college preparatory courses and a 970 SAT or 20 ACT. Students enrolled at private education institutions are eligible for an award equal to the amount that would be required to pay 75 percent of the average tuition and fees at a Florida public university. In 2007-08, awards were \$2,626. Once students are in college, they must maintain a minimum 2.75 GPA.

Florida Academic Scholars: Requirements are a minimum weighted GPA of 3.5 in 15 credits of college preparatory subjects and a 1270 SAT or 28 ACT score, a certificate through the Florida Academic Scholars' Certificate Program, standing as either a National Merit Scholarship finalist or a National Achievement Scholarship for Outstanding Negro Students finalist, or an International Baccalaureate Diploma. In 2007-08, full-time awards were \$4,026. A minimum 3.0 GPA is required for renewal.

Florida Gold Seal Vocational Scholars: This award is designed to recognize Florida's best vocational students. Full-time initial and renewal awards for 2007-08 were \$2,626. High school guidance counselors can advise students about the very specific criteria and application procedures. A minimum 2.75 GPA is required for renewal.

Florida Minority Teacher Scholarship

This collaborative performance-based scholarship program between Florida community colleges and private universities and colleges provides \$4,000 scholarships for minority students who are Florida residents and enrolled as juniors in a state-approved teacher education program. Awards are available to eligible African-American, Hispanic, Asian-American and Native American students, as well as dislocated military personnel and dislocated defense contractor employees. Initial applicants must complete form MTES-1, which is available from the Florida Office of Student Financial Assistance. Students are eligible to receive the award for a maximum of three consecutive years. The Florida Fund for Minority Teachers will notify all nominated applicants of their application status.

Florida Teacher Scholarship and Forgivable Loan Program

A scholarship and loan program is available to capable and promising students and teachers to pursue teaching careers in Florida. A \$1,500 Chappie James Most Promising Teacher Scholarship is available for each of the first two years of undergraduate study. Two-year Critical Teacher Shortage (CTS) Forgivable Loans are available to upper-division undergraduate students who declare their intent to teach in CTS subject areas in Florida. Up to \$4,000 per year may be available for undergraduate study. Scholarship applications are available in high schools, financial aid offices and the Florida Office of Student Financial Assistance, and must be submitted to the state by April 1.

NEED-BASED ASSISTANCE FOR UNDERGRADUATES

University of Tampa Need-Based Grant (U.S. Citizens and Permanent Residents)

By completing the FAFSA, students also are applying for a UT Need-Based Grant. Amounts vary according to need. These grants are made possible to full-time undergraduate students through the generosity of friends and alumni of the University.

Pell Grant

This is a federal grant awarded on the basis of need and the cost of the individual institu-

tion. The maximum award is \$4,731 for the 2008-09 award year. Pell Grants are available to students enrolled for at least three credits per semester. Students apply by completing the FAFSA.

Supplemental Education Opportunity Grant (SEOG)

This federal grant is awarded in varying amounts to full time students from low-income families. Since SEOG is a federal allocation, funds are limited. Students apply by completing the FAFSA.

Federal Academic Competitiveness Grant

This federal grant is available to students who are PELL eligible, full-time undergraduates in the first and second years of study. Students also must have completed a rigorous course of study in high school. Students apply by completing the FAFSA. For more information, see <http://ifap.ed.gov/FSAcounselors/clcf/AcademicGrants.html>.

Federal SMART Grant

This federal grant is for full-time undergraduates in the third and fourth years of study with a designated major. Students apply by completing the FAFSA. For more information, see <http://ifap.ed.gov/FSAcounselors/clcf/SmartGrants.html>.

Florida Student Assistance Grant (FSAG)

This need-based grant for Florida residents who meet the state's eligibility requirements is awarded in varying amounts. Since FSAG is a state allocation, funds are limited. Students apply by completing the FAFSA.

Other State Grants

Students who live outside of Florida should ask their high school guidance counselors for information on grants available in their state. Many states permit the transfer of state grants to colleges or universities in other states.

LOANS FOR UNDERGRADUATES

Perkins Loan

This is a federally funded loan administered by UT to full-time students. The interest rate is 5 percent. Students make no payments while they are enrolled in school, and they will have up to 10 years to repay the loan after they leave school. By completing the

FAFSA, students are applying for Perkins Loan consideration.

Federal Subsidized Student Loan (Stafford)

This is a federally subsidized loan based on need. The repayment plan is the same as that of the Perkins Loan above. The loan limit for freshmen is \$3,500; sophomores may borrow \$4,500; and juniors and seniors may borrow \$5,500 per year. The interest rate is 6.0 percent. Students must complete the FAFSA and a Loan Promissory Note.

Federal Unsubsidized Student Loan (Stafford)

This loan is available to students regardless of need. The interest rate is 6.8 for the Unsubsidized Student Loan program. Interest begins to accrue immediately after disbursement, and payments may be required while the student is enrolled. Students must complete the FAFSA and a Loan Promissory Note.

Parent Loan for Undergraduate Students (PLUS)

This is a credit-based federal loan made to parents. Parents may apply to borrow an amount up to the student's cost of education, minus financial aid. The interest rate is 8.5 percent, and repayment starts 60 days after disbursement. Applications are available through the UT Financial Aid Office and online at www.ut.edu/financialaid/ under Aid Applications.

OTHER TYPES OF ASSISTANCE FOR UNDERGRADUATES

Student Employment/Federal Work-Study

Campus jobs may be awarded to full-time students as part of their financial aid packages to help meet need. Students work an average of 12 hours per week and earn minimum wage.

Institutional Employment

Jobs are available on campus for students who do not qualify for need-based aid. Many off-campus employment opportunities also are available. Contact the Financial Aid Office for more information regarding on-campus employment.

State Prepaid College Program

Funds paid into the State Prepaid College Program can be withdrawn and used for private institutions without penalty. Prepaid College Program is reported on the FAFSA. To access these funds, students should contact the UT Bursar's Office.

UT Tuition Payment Plan

Payment of educational costs can be made on a monthly basis. Families pay 12 monthly installments and a small annual application fee. See tuition payment plan information in the *Costs and Financial Information* section of this catalog. Brochures are available through the Bursar's Office, or online at www.ut.edu/financialaid/ under Payment Options.

Tuition Exchange Program

UT participates in the National Tuition Exchange Program, which enables dependent students from employee families to attend one of many participating colleges and universities on a reduced-tuition basis. Information is available from the Human Resources Office.

Medical Disability Benefits

Students with medical disabilities may be eligible for financial assistance from the Office of Vocational Rehabilitation or the Bureau of Visual Services.

Veterans Benefits

Veterans and children of deceased or disabled veterans may be eligible for educational benefits from the Veterans Administration. Contact the local Veterans Administration office. The VA benefits on-campus representative is located in the Registrar's Office, Plant Hall 113, (813) 253-6251.

Undergraduate Part-time and Evening College

How to Apply

Apply early to meet all deadlines. Follow these instructions to be considered for every need-based financial aid program available:

- Financial aid applicants should complete the FAFSA as soon as possible after Jan. 1. Forms are available online at www.fafsa.ed.gov. Remember to complete the signature requirements described in the instructions. This application determines eligibility for all federal financial aid programs, including the Pell Grant, as well as student loans.

- "The University of Tampa, Tampa, FL" must be listed on the FAFSA for the University to receive information. **The FAFSA code for UT is 001538.**

- A few weeks after the FAFSA or renewal application is submitted, a Student Aid Report (SAR) is sent to financial aid applicants. The SAR should be reviewed for accuracy. Students should read the cover letter in part one and make revisions, if needed, in part two of the SAR. If corrections are needed, return the SAR to the federal processor immediately, or make the corrections online.

Types of Assistance for Undergraduate Part-time Students

Pell Grant

This grant is a federal grant awarded on the basis of need and the cost of the individual institution. The maximum award is \$4,731 for the 2008-09 aid year. Pell Grants are available to students enrolled for at least three credits per semester.

Florida Bright Futures Scholarship Program

This umbrella program offers three lottery-funded scholarships to reward Florida high school graduates who merit recognition of high academic achievement and who enroll in an eligible Florida post-secondary educational institution within three years of high school graduation. Each of the three scholarship awards has specific criteria that must be met. However, to be eligible for an initial award from any of these three scholarship programs, a student must: (1) earn a high school diploma or equivalent; (2) be enrolled for at least 6 semester credit hours; (3) not have been found guilty of a felony. Initial awards are made to graduating high

school seniors by the Florida Department of Education.

Scholarships

The School of Continuing Studies offers scholarships to Evening College students. Criteria for the awards are admission to UT as an Evening College student, high academic performance or potential, and financial need. Students who wish to be considered for these scholarships should complete the FAFSA.

Student Loans

Student loans are available to students registered for a minimum of 6 credit hours per semester. Federal Subsidized Student Loans (Stafford) are based on need. Students make no payments while they are enrolled in school, and they will have up to ten years to repay the loan after they leave school. The loan limit for freshmen is \$3,500; sophomores may borrow \$4,500; and juniors and seniors may borrow \$5,500 per year. The interest rate is 6.0 percent. Federal Unsubsidized Student Loans (Stafford) are available to students regardless of need. The interest rate is 6.8 percent for the Unsubsidized Student Loan Program. Interest begins to accrue immediately after disbursement, and payments may be required while the student is enrolled. An applicant must complete the FAFSA and a Loan Promissory Note for either loan program.

Employee Tuition Benefits

Many companies support employee education with tuition assistance plans. The student must complete a Tuition Reimbursement Payment Form verifying employment and the terms of the company's tuition reimbursement plan. The University requires payment on half the tuition cost at the beginning of each term. Tuition Reimbursement Payment Forms are available through the Bursar's Office, or online at www.ut.edu/financialaid under Payment Options.

Veterans Benefits

Veterans and children of deceased or disabled veterans may be eligible for education benefits from the Veterans Administration. Contact the local VA Office for more information. The VA benefits on-campus representative is located in the Registrar's Office, Plant Hall 113, (813) 253-6251.

Graduate Students

How to Apply

Apply early to meet all deadlines. Follow these instructions to be considered for every need-based financial aid program available:

- Financial aid applicants should complete the FAFSA as soon as possible after Jan. 1. Forms are available online at www.fafsa.ed.gov. Remember to complete the signature requirements described in the instructions. This application will determine eligibility for all federal financial aid programs, including student loans.

- "The University of Tampa, Tampa, FL" must be listed on the FAFSA for the University to receive information. The FAFSA code for UT is 001538.

- A few weeks after the FAFSA or renewal application is submitted, a Student Aid Report (SAR) is sent to financial aid applicants. The SAR should be reviewed for accuracy. Students should read the cover letter in part one and make revisions, if needed, in part two of the SAR. If corrections are needed, return the SAR to the federal processor immediately, or make the corrections online.

- Graduate students taking at least eight hours per semester are considered full time. To be eligible for financial aid, graduate students must be U.S. citizens or permanent residents. Graduate business students must be enrolled for a minimum of two hours per seven-week session. MSN, M.Ed. and MAT students must be enrolled for a minimum of four credits per term.

Types of Assistance for Graduate Students

Student Loans

Student loans are available to graduate business students registered for a minimum of two credit hours per seven-week session, and MAT, M.Ed. or MSN students registering for a minimum of four credits per term. Federal Subsidized Student Loans (Stafford) are loans based on need. Students make no payments while they are enrolled in school, and they have up to 10 years to repay the loan after they leave school. The loan limit for graduate students is \$8,500 per year. The

interest rate is 6.0 percent. Federal Unsubsidized Student Loans (Stafford) are available to students regardless of need. The interest rate is 6.8 percent for the Unsubsidized Student Loan Program. Interest begins to accrue immediately after disbursement, and payments may be required while the student is enrolled. An applicant must complete the FAFSA and a Loan Promissory Note for either loan program.

Employee Tuition Benefits

Many companies support employees' education with tuition assistance plans. The student must complete a Tuition Reimbursement Payment Form, verifying employment and the terms of the company's tuition reimbursement plan. The University requires payment on half the tuition cost at the beginning of each term. Tuition Reimbursement Payment Forms are available through the Bursar's Office.

Veterans Benefits

Veterans and children of deceased or disabled veterans may be eligible for education benefits from the Veterans Administration. Contact the local VA Office for more information. The VA benefits on-campus representative is located in the Registrar's Office, Plant Hall 113, (813) 253-6251.

Graduate Assistantships

UT graduate assistantships are available each academic year to full-time graduate students. An assistantship provides a tuition waiver for up to 9 credit hours per semester, plus a \$1,500 stipend. Graduate assistants are assigned to work 20 hours per week for an academic or administrative office, carry a full course load (at least 8 credit hours per semester), and maintain a minimum 3.0 overall GPA. To obtain an application for an assistantship, contact the associate director of graduate studies at (813) 258-7409. MSN students also may apply for half-time graduate assistantships that provide an annual nine-credit-hour tuition waiver. To obtain an application for the MSN assistantship, contact the director of nursing at (813) 253-6223.

General Information for All Students

Privately Funded Outside Programs

A number of sources are available for information and applications on outside scholarships, grants, fellowships and loans. High school guidance offices, local libraries (the *College Blue Book* is a great source), and the following Web sites on the Internet can help:

- www.fastweb.com
- www.finaid.org
- www.collegenet.com
- www.collegeboard.org

Most outside programs have early deadlines in April or May. Many of the applications must be sent with copies of high school or college transcripts, two or three letters of reference, and an essay on a topic specified in the application instructions.

Study-Abroad Scholarships

For study-abroad programs, UT scholarships may be used only in conjunction with a University-approved tuition exchange program. Students may not apply University scholarships to external programs. However, if the student studies abroad for a period of one year or less and returns to UT in the semester immediately following the study-abroad program, UT scholarship monies will be reinstated. This policy is null and void if the international coursework has not been approved in advance by UT or if the student fails to attain the grades or academic scores necessary for transfer credit.

Will Awards Be Renewed Every Year?

Unless otherwise stated, all forms of financial aid are generally renewed, provided there is satisfactory academic progress and good standing, demonstrated financial need, and availability of funds. Students must apply for financial aid each year.

Excessive Awards

Students who receive financial assistance awards or scholarships from outside sources

may not receive funding from such sources that in combination with University assistance exceed the direct cost of education as determined by the Financial Aid Office.

Scholarships and other awards received from University and non-University sources must be included toward meeting “need” if any “need-based” assistance is part of an award. The receipt of outside or additional funds may result in a reduction or change of funds already awarded.

Disbursement of Financial Aid

All financial aid funds are awarded for the entire academic year, half of which is credited to each semester. Graduate business students may have loan funds disbursed each seven-week session. With the exception of college work-study and student employment, aid funds are applied directly to student charges at the beginning of each semester. Entrance interviews also are required before federal loan funds can be disbursed. Funds are not credited to the student account until after the term’s published 50 percent refund deadline.

All aid awarded by the University may be used only during the fall and spring semesters. Institutional aid is not available during summer terms or special inter-sessions.

Undergraduate Academic Eligibility for Financial Aid

Satisfactory academic progress for federal and UT financial aid coincides with the University’s Undergraduate Retention Standards (see Regulations on Academic Warning and Dismissal). To maintain eligibility, a student must maintain a minimum GPA based on the number of credit hours attempted, and must successfully complete a specified percentage of the work attempted.

Grade Point Average Criterion

Up to 59 hours attempted... 1.75 or higher
60-93 hours attempted 1.95 or higher
94 or more hours attempted... 2.0 or higher

Successful Completion Percentage Criterion

Up to 27 hours attempted 50%
28-59 hours attempted 55%
60-93 hours attempted 60%
94 or more hours attempted 67%

Undergraduate students are ineligible for federal aid once they have attempted 186 hours (193 for the Bachelor of Music) or 12 semesters. Graduate students are ineligible after attempting 48 credit hours or 12 semesters.

For transfer students, the GPA criterion uses not only the student’s GPA earned at UT, but total hours attempted at all institutions. Total hours attempted at all institutions also is used to determine the successful completion percentage criterion.

The following provisions also apply to The University of Tampa’s standards of satisfactory academic progress for recipients of federal and UT student financial aid:

1. Credit hours attempted is defined as those credits for which the student is enrolled at the expiration of the tuition refund period.

2. Satisfactory academic progress in any or all of the optional summer sessions is determined after the last summer session in which the student takes courses.

3. Courses may be repeated. GPA and credits will be calculated in accordance with repeat course policies found under academic policies and procedures in the catalog. Once a student has repeated courses three times at UT, further course repetition will be disregarded in enrollment-status determination and GPA calculations.

4. A grade of “I” (incomplete) is considered unsuccessful, and the attempted credit hours are attributed to the successful completion percentage criterion.

5. The credit hours for course withdrawal (W) will be attributable to the successful percentage completion criterion, except for semesters in which the student successfully completes 12 credit hours.

Student eligibility for University merit-based aid follows more stringent eligibility criteria stipulated at the time of the award (3.0 GPA for renewal of President’s Scholarship and Departmental Scholarships, 2.8

for renewal of Dean's Scholarship, 2.8 for Transfer Scholarship and 2.8 for International Grant).

The following rules govern academic progress as requirements for the receipt of most Florida state student aid. For rules governing all types of Florida student aid, please consult the Financial Aid Office.

1. Undergraduate students must be enrolled full time (at least 12 credit hours).

2. A student must have been a Florida resident for 12 months prior to the first day of class for the first academic term in which funds are received.

Eligibility for renewal of all state, federal and UT awards will be evaluated at the end of the second semester of each academic year.

Conditions of renewal for some Florida state awards:

1. Minimum cumulative GPA of 2.0.

2. Minimum of 12 credit hours earned each term.

Eligibility for nearly all financial aid programs also requires students to be enrolled in degree programs and U.S. citizenship or eligible non-citizen status.

An undergraduate student is eligible to receive UT financial aid for a maximum of nine semesters. Undergraduate students who transfer to UT are eligible to receive UT aid up to the point of normal degree completion. Normal degree completion for most undergraduates is 124 credits.

Students may appeal the loss of financial aid (federal, University or state) if extenuating circumstances (such as illness or accident) apply. A written appeal must be made to the Director of Financial Aid within 30 days of the date of written notice of ineligibility. The appeal must include a description and verification of the circumstances.

Leave-of-Absence Policy

In any 12-month period, the University may grant a single leave of absence to a student. The leave of absence must not exceed 180 days. A leave of absence must be requested by the student in writing and submitted to Advising Office. During an approved leave of absence, a student loan borrower is eligible to maintain in-school deferment status. A leave is treated as a total

withdrawal for all other purposes. If a student fails to return at the end of 180 days, his or her last date of at least half-time attendance will be considered the withdrawal date for loan reporting purposes.

Withdrawals

Return of Funds Policy

The Financial Aid Office recalculates federal* financial aid eligibility for a student who withdraws, drops out, is dismissed, or takes a leave of absence prior to completing 60 percent of a semester.

Recalculation is based on the percent of *earned* aid using the following formula: Percent earned equals the number of days completed up to the withdrawal date** divided by the total days in the semester.

Federal financial aid is returned to the federal government based on the percentage of *unearned* aid using the following formula: Aid to be returned equals 100 percent, minus the percent earned multiplied by the amount of aid disbursed toward institutional charges.

When aid is returned, the student will owe a debit balance to the University. The student should contact the Bursar's Office to make arrangements to pay the balance.

*Federal financial aid includes the Pell Grant, SEOG Grant, Academic Competitiveness Grant, Smart Grant, Perkins Loan, Federal Student Loan and the PLUS Loan.

**Withdrawal date is defined as the actual date the student began the institution's withdrawal process, the student's last date of recorded attendance, or the midpoint of the semester for a student who stops attending classes without officially notifying the Registrar's Office.

Federal Drug Conviction Policy

Students who are convicted of violating any federal or state drug possession or sale law will become ineligible for Title IV federal financial aid under the following circumstances:

For a student convicted of drug possession, federal aid eligibility is suspended for:

- One year for the first offense
- Two years for the second offense
- Indefinitely for the third offense.

For a student convicted of a drug sale, federal aid eligibility is suspended for:

- Two years for the first offense
- Indefinitely for the second offense.

A person's Title IV federal financial aid eligibility may be resumed before the end of the ineligibility period if:

1. The student satisfactorily completes a drug rehabilitation program that complies with criteria established by the Department of Education and such program includes two unannounced drug tests; or
2. The conviction is reversed, set aside, or otherwise rendered nugatory (invalid or without force).

Title IV federal financial aid includes the Federal Pell Grant, Federal SEOG Grant, Federal Student Loans, Federal Perkins Loan, and Federal Work-Study programs.

Caveat

This information is accurate as of June 2008, and future federal or state legislation may alter program requirements or University policy. The University of Tampa reserves the right to cancel or amend any portion of financial aid awarded at any time.

Student Life and Services

The Division of Student Affairs is responsible for many of the service programs and activities that take place outside the classroom, enhancing life at the University. These include leadership training, fraternity and sorority life, residence life, student government, the Diplomat program, personal counseling, career planning and placement assistance, commuter student support and many others.

Participating in campus life helps students acquire the skills that will give them a head start in the post-graduate world.

Life on Campus

Student Development

To encourage students' development, the University created and enforces the Student Rights and Responsibilities, our student code of conduct. This document can be found at www.ut.edu/studentconduct/ in the Gateways student planner, and in the offices of the Dean of Students and Student Conduct.

The University also supports the Spartan Code, an abbreviated statement that embodies the spirit of the code of conduct and communicates to students the University's essential behavioral expectations.

Spartan Code

The community at The University of Tampa strives to support the development of each student as a productive and responsible citizen who embraces the values of honesty, citizenship, trust, respect and responsibility.

As a member of The University of Tampa Spartan community, I agree and pledge that I will...

- promote and practice academic and personal honesty.
- commit to actions that benefit the community, as well as engage in activities that better others.

- discourage intolerance and acknowledge that diversity in our community shapes our learning and development.

- conduct myself in a manner that makes me worthy of the trust of others.

- recognize the ideas and contributions of all persons, allowing for an environment of sharing and learning.

- accept full responsibility and be held accountable for all of my decisions and actions.

Shared Responsibility

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 eager to make every effort to ensure the best possible quality of life for everyone at the University. Accordingly, it is imperative that the University be able to remove from the campus any person or any circumstance that is detrimental to the University community.

As members of the Student Government General Assembly and residence hall councils, you help participate in determining the specific standards of conduct.

In all conduct situations, you are afforded appropriate procedures; in return, you will be responsible for cooperating fully with the judicial process. The conduct system is carefully structured to ensure the well-being of the community at large while focusing on the education of the individual student. Representation on the various conduct boards balances authority from all University constituencies: students, primarily, as well as faculty and staff. Information on the Office of Student Conduct may be found at www.ut.edu/studentconduct/.

Student Participation in University Governance

The primary vehicle for student participation in University governance is the Student Government, which is regulated by its consti-

tution. The president of the Student Government is invited to attend Board of Trustees' meetings, which are held quarterly, as well as to participate on the Board committee.

Copies of the Student Government Constitution and more information regarding participation in Student Government may be found in the Dean of Students Office in Plant Hall 124 or on Blackboard.

Student Government

All recognized club organizations, interest groups, students and residence halls have representation in Student Government, and all students are urged to present their views. The Student Government also provides funding assistance to recognized organizations.

Student Productions

Student Productions is the University's student programming board that provides high-caliber social, educational, recreational and cultural programs on a weekly basis. For more information, go to www.ut.edu/studentorgs/.

The University of Tampa Diplomats

The Diplomat program is a student organization that promotes service within the University and between the University and the community. The Diplomat program creates opportunities for students to interact with alumni, local businesses and civic leaders.

Spartan Leadership Connection

Leadership is a process of active engagement available to students interested in making a difference. The Office of Student Leadership and Engagement encourages all undergraduates to take advantage of programs such as E.L.I.T.E. (Educating Leaders in Today's Environment), the President's Leadership Fellows program, fall and spring leadership retreats, leadership workshops, the leadership challenge course (low ropes course), leadership and sailing, leadership and swimming with the manatees, individual leadership coaching and student organization consulting. Information on all leader-

ship programs can be found at www.ut.edu/leadership/.

P.E.A.C.E. Volunteer Center

P.E.A.C.E. (People Exploring Active Community Experience), UT's volunteer center, coordinates the volunteer efforts of students, student organizations, faculty and staff with approximately 350 community agencies. The office employs student assistants and operates under the supervision of the Office of Student Leadership and Engagement. Students interested in volunteering are asked to stop by the P.E.A.C.E. volunteer center located in the Vaughn Center, room 206, call the P.E.A.C.E. office at (813) 253-6263, x 3695, e-mail peace@ut.edu, or visit www.ut.edu/peace/.

Resident Assistants

Paraprofessional staff members, RAs are students at the University. One RA is assigned to live on each floor or wing of every residence hall. For more information, visit www.ut.edu/residencelife/ and select Leadership Opportunities.

Campus Organizations

Army Reserve Officers Training Corps

The Spartan Battalion is one of UT's largest student organizations. Its mission is to train and develop students to be commissioned officers in the United States Army, Army Reserve or Army National Guard. This organization provides practical experiences that develop leadership and managerial skills. Army ROTC also promotes ethical leadership, moral courage, strong Army values and healthy lifestyles by encouraging active participation and involvement in ROTC and other campus organizational activities. For additional information, speak with an Army ROTC member, or contact the Military Science and Leadership Department at (813) 258-7200 or ROTCROO@ut.edu.

Interest Groups

The University of Tampa offers endless opportunities to get involved — right from

the moment students arrive on campus. During orientation, all new students are invited to participate in the UT club fair, “Get the Scoop on UT Groups,” to get information on clubs and organizations available. With more than 120 registered organizations from which to choose, students can be sure to find a group that piques their interest.

A list of all academic, athletic, diversity, entertainment, governance, Greek, peer education, publications/electronic media, performance, religious, residential life, service, and special interest organizations is available at www.ut.edu/studentorgs/. To inquire about starting a new organization, stop by the Office of Student Leadership and Engagement, Vaughn Center 215.

University Services

Fitness Center

The McNiff Fitness Center is a fully-equipped campus fitness facility. For more information, go to www.ut.edu/recreation/.

Intramural Sports and Campus Recreation

The intramural sports program provides the opportunity for students, faculty, and staff to participate in organized, non-varsity team and individual sports. Structured leagues and tournaments are offered in a wide variety of sports. For further information, go to www.ut.edu/recreation/.

The Cass Street Gym operates six days a week for open recreation. The facility offers students the opportunity to play basketball, volleyball, and other indoor sports from Mondays through Saturdays. For more information, go to www.ut.edu/recreation/.

Off-Campus Recreation

A variety of off-campus recreation activities are held throughout the academic year to provide students the opportunity to participate in leisure experiences in the surrounding community. For more information, go to www.ut.edu/recreation/.

Club Sports

The Club Sports program supports the elements of competition, instruction and recreation by providing the opportunity for students to participate and excel in a team setting. For more information, go to www.ut.edu/recreation/.

International Student Services

The International Programs Office provides assistance with immigration matters pertaining to a student’s educational status in the United States. Designated school officials are available to advise students and sign documents necessary to maintain that status.

The International Programs Office also helps with cultural adjustments and personal concerns, and serves as a liaison between student, faculty and administrative offices. A special international student orientation is held at the beginning of the fall and spring terms for new students. For assistance, go to the International Programs Office, or call (813) 257-3659. More information is available on the International Programs Web site at www.ut.edu/international/.

Study Abroad Advising

The International Programs Office assists students who are considering studying abroad during their degree programs. Information on University exchange programs and other study abroad opportunities can be obtained in the International Programs Office. In addition to program information, services include academic assistance concerning proper registration and transfer credit procedures, as well as pre-registration assistance for subsequent terms while abroad. Students also can obtain basic information on passports and visas, cultural issues, international health insurance coverage and practical travel tips. All students considering an international educational experience must attend a preliminary study abroad information meeting. More information and forms are available on the International Programs Web site at www.ut.edu/international/.

Office of Career Services

The Office of Career Services offers a full range of career planning and development programs and resources for all students. (See Web site for specific services.) HIRE-UT, a Web-based career management system, allows students and alumni to obtain internships and employment. For additional information and a listing of seminars, on-campus recruiting and other career events, please visit Plant Hall 336, call (813) 253-6236, or visit us online at www.ut.edu/career/.

Institutional Testing Services

To receive testing information about various standardized exams, please contact the Academic Center for Excellence (Plant Hall 401), or call (813) 258-7251.

Computer Labs (non-instructional)

There are a variety of computer labs available throughout the campus for use by students, staff and faculty. Many of the labs contain PCs, one lab contains both PCs and Macintosh computers, and another lab contains all Macintosh computers. All of the labs offer laser printing and a direct high-speed connection to the Internet. The labs vary in size and hours of availability. Visit www.ut.edu, and under Administration, click on Campus Technology for details on the number of computers, software and hours for each computer lab.

Sustainability

At The University of Tampa, sustainability is seen as a long-term, dynamic process that requires shared commitment by the entire University community.

Sustainability efforts are undertaken in a fashion that maintains the quality of life and academic experiences at the University and is responsive to the global nature of environmental issues.

As founding members of U.S. Green Building Council (USGBC) Gulfcoast Chapter, UT has sought in its recent building phase to recycle demolished materials, and use recycled, or earth-friendly materials, for construction. In every phase of construction,

the administration has looked at environmental options and upgrades.

As a result, UT community members regularly encounter faucets with automatic sensors, “vending miser” sensors on vending machines, classrooms with occupancy-based thermostat controls and solar-powered emergency phones.

UT also utilizes a campus-wide paper recycling and shredding program, buys locally grown produce for dining halls and recycles electronics.

With input from students, faculty and staff, UT looks to continue its sustainability efforts to reduce its environmental impacts and inform future global citizens.

Technology Policies

Acceptable Use Policy — Computing, Networking, Web and Communication Resources

Purpose

The University of Tampa provides computing, networking, Web pages and communication resources to students, faculty and staff to further institutional goals, increase productivity, and ensure better communication regarding University matters. It is important that University members use these resources in a manner consistent with these goals.

Users of University technology resources are responsible for being familiar with and abiding by the guidelines governing their use, as stated below.

Scope

This policy applies to any individual/organization/group/entity using the UT computing network, audio/video equipment and communication resources including voice, data and video transmissions. It encompasses all University telecommunications equipment, including campus computer networks, e-mail services, Internet access, academic systems (e.g., Blackboard), faxed messages, and the phone system, as well as University computers and personal computers.

Policy/Guidelines

Activities utilizing University computing and communication resources must be in accordance with University policies, Employee Handbook, Student Handbook, Student Code of Conduct, relevant local, state, federal, and international laws/regulations and the following guidelines.

Authorized Access

Users should:

- Use University resources only for authorized purposes.
- Protect user ID (or username), password and system from unauthorized use. Users are responsible for all activities associated with their user ID or that originate from their system, or residence hall network wall jacks.
- Access only information that is your own, that is publicly available, or to which you have been given authorized access.
- Choose safe passwords, protect them, and change them regularly.

Users should not:

- Attempt to decode passwords or access control information.
- Use another person's system user ID, password, files or data without permission.

Security and Virus Protection

System users are required to have current anti-virus software installed on their systems prior to connecting to the network. Campus Network users are responsible for transmissions originating from their computer systems or residence hall network wall jacks. A system infected with viruses/worms will be taken off the network, generally without notice.

Users should not:

- Engage in any activity that might be purposefully harmful to systems or to any information stores thereon, such as creating or propagating viruses, disrupting services, damaging files or making unauthorized modifications to University data.
- Attempt to circumvent or subvert system or network security measures.

Privacy

System users are responsible for the security of any system they connect to the network and the information contained therein, including confidential University information stored on their computer hard drives in databases, file, word documents, spreadsheets, etc. It is the user's responsibility to not disseminate University information without proper authorization.

Excessive Usage

Be considerate in your use of shared resources. Users should not monopolize systems, initiate bandwidth-intensive programs, overload networks with excessive data, send chain letters or unsolicited mass mailings, or utilize excessive connect time, disk space, printer paper or other resources.

Copyright and Intellectual Property

Users should:

- Use only legal versions of copyrighted software in compliance with vendor license requirements.

Users should not:

- Copy, use or share copyrighted digital information files, including but not limited to music and movies, without legal authorization.
- Store such copies on University systems, or transmit or share them over University networks.

Harassment

Users should:

- Respect individuals' rights to be free of intimidation, harassment and offensive behavior.

Users should not:

- Participate in a pattern of conduct that interferes with performing their assigned roles.
- Use e-mail or messaging services to harass or intimidate another person.

Spoofing/Fraud

Users should not:

- Use University systems or network as a vehicle to gain unauthorized access to other systems.
- For purposes of deception, transmit any electronic communications using a name or

address of someone other than the assigned computer or account user name or address.

Other Prohibited Activities

Users should not

- Use University systems or networks for personal, commercial or partisan political purposes.

Reporting Suspected Acceptable Use Policy Violations

Anyone who has reason to suspect a deliberate or significant breach of the University Acceptable Use Policy should promptly report it to the appropriate dean, director, department head or Campus Security.

Enforcement/Consequences

The University reserves the right to copy and examine any files or information resident on University systems allegedly related to unacceptable use, and to protect its network from systems and events that threaten or degrade operations. Violators may have their electronic access revoked and may be subject to disciplinary action as prescribed in University Policies, the Student Handbook and the Employee Handbook. Offenders also may be prosecuted under laws including, but not limited to, the Communications Act of 1934 (amended), the Family Education Rights and Privacy Act of 1974, the Computer Fraud and Abuse Act of 1986, the Computer Virus Eradication Act of 1989, interstate transportation of stolen property, the Digital Millennium Copyright Act of 1998, and the Electronic Communications Privacy Act.

Information Disclaimer

The University of Tampa disclaims any responsibility warranties for information and materials residing on non-University systems or available over publicly accessible networks. Such materials do not necessarily reflect the attitudes, opinions or values of The University of Tampa or its faculty, staff or students.

Recommended Computing Standards for UT Students

Computer Hardware

- Windows-compatible computer or Apple iMac / MacBook / MacBook Pro / Mac Windows compatible or Apple G4
- Pentium IV or newer processor (dual core processor preferred) or Intel Core 2 (minimum) for Apple Pentium IV or G4
- 2 GB of RAM (minimum)
- 120 GB hard drive (minimum)
- 10/100 Ethernet network interface connection
- 256 Mb video memory (minimum)
- 56.6 baud V92 modem (only for students living off campus without high-speed Internet — not needed for students living on campus)
- DVD/CD-RW Player and burner
- Cable lock for laptop
- Ethernet Network cable
- Wireless network capability supporting 802.11b/g
- USB thumb drive — 1 GB minimum

Many students may prefer a laptop over a desktop configuration for portability and convenience. The UT campus has numerous wireless hotspots.

Optional Hardware Items

- Sound card with integrated speakers
- Any compatible printer
- Printer cable (connects printer to computer)
- Bluetooth connector
- External Hard Drive (USB 2.0 / Firewire 400 or 800) / minimum 250 GB) Software (minimum standards)
- Microsoft Windows XP or Vista Operating System or Apple OS X (or higher)
- Microsoft Office Pro (XP or 2007).
- Anti-virus software — *required to connect to UT network* (Norton Antivirus is provided by UT at no charge)
- Spyware removal software such as SpySweeper, Spybot or Ad-Aware
- Adobe Acrobat Reader (free via Internet)

Important: Other software may be needed depending on the student's major.

Please Note:

There are several software programs and vendors that provide free or low-cost software to students. To purchase discounted software, go to www.ut.edu/technology and click on the Software Discounts link, or go directly to utampa.bncollege.com. Note that obtaining some items involves a mail order process and may take time.

Check course requirements before purchasing.

Blackboard

Blackboard courseware is an online class learning system used at The University of Tampa to add further dimension to the traditional classroom. Blackboard is the No. 1 online courseware tool in the world, used by both educational and business institutions worldwide. The system can be accessed at ut.blackboard.com by both guests and members of the UT community. Many instructors at UT supplement their courses with Blackboard content to conveniently provide course materials online, as well as class discussion boards, supplemental readings, grade checking, group communication and electronic submission of homework. Campus organizations also are available through Blackboard.

Co-Curricular Transcripts

The co-curricular transcript is a student self-reported document (with limited verification by the Office of Student Leadership and Engagement) that lists activities the student has participated in while at The University of Tampa. (The co-curricular transcript also shows participation in the developmental areas under which these activities fall.) More information can be found at www.ut.edu/studentengagement/.

Health and Counseling Services

The Health and Counseling Center staff provides on-campus consultation to students for minor illness, injuries and short-term mental health concerns. Laboratory testing is available through the Health Center. Insurance is included for full-time undergraduate students in the Student Service fee. The insurance policy is supplemental, and the

benefits are limited; students are strongly encouraged to maintain primary coverage with their parents. For more information, go to www.ut.edu/healthcenter/.

Campus Store

The Campus Store, operated by Barnes & Noble, provides new and used textbooks, school supplies, clothing, greeting cards, residence hall accessories, convenience items and University memorabilia. The campus store also offers general interest books, class rings, caps and gowns, announcements, special orders and UPS. Contact the Campus Store at (813) 253-6230 or bksutampa@bncollege.com.

E-mail

Every student is assigned a UT e-mail address upon enrollment. This address should be checked frequently for important information and announcements. Offices use e-mail as an official means to contact students. For information, contact the IT HelpDesk at (813) 253-6293.

Faxes

Faxing services are offered to students through the Campus Store. Costs are competitive with services offered off campus. Call the Campus Store at (813) 253-6230 for information regarding hours of operation.

Disabilities

The Office of Student Disability Services coordinates assistance for students with disabilities. It is the responsibility of the student to request accommodations for each term. Documentation is required. Please contact the Office of Student Disability Services in Plant Hall 409 or (813) 258-7251 for more information. The complete policy for requesting accommodations is available at www.ut.edu/disabilities/.

Dining Services

The University offers a variety of meal plans to meet the varied needs of today's student. For locations, go to <http://dining.ut.edu/locations.html>. These include the Vaughn Center Ultimate Dining, the Spartan Club, the Rathskeller in Plant Hall, and the

Stadium Center, which is the home of seven additional venues.

L.A.S.E.R. Team

The L.A.S.E.R. (Law Abiding Students Ever Ready) Team provides a safe escort for students during the evening hours to and from classes and other facilities on campus. Call x 4515 for pick-up.

Lost and Found

The Lost and Found Department is located in the Campus Security Office. Students are encouraged to check with the Security Office for assistance at (813) 251-5133 or x 3333.

Post Office

All full-time undergraduate students are assigned a mail box. Important University communications are frequently distributed through the UT Post Office, and students are responsible for checking their boxes regularly.

To ensure proper mail/package delivery, the address must read:

The University of Tampa
First and Last Name
401 West Kennedy Boulevard.
UT Box #
Tampa, FL 33606

Please DO NOT:

Use "PO BOX" in the address field or the USPS will mistakenly deliver your mail to the downtown Tampa Post Office.

Send cash in mail or packages. Mail or packages of monetary value should be sent by registered, express or insured mail.

For more detailed information regarding postal services and hours of operation please see: www.ut.edu/postoffice/.

Campus Safety and Security

The University of Tampa's priority is the safety and security of all University community members. The Campus Safety & Security department works closely with the dean of students to ensure that guidelines, rules and procedures are properly communicated and executed. Security officers also coordinate with the Facilities Management Department to provide a clean and safe environment.

Officers patrol campus 24 hours a day, every day of the year. They also assist with services such as publishing crime prevention information, providing pedestrian escorts, assisting with personal property engraving and vehicle registration.

Campus Safety & Security maintains a close working relationship with both the Tampa Police Department and the Hillsborough County Sheriff's Office. By law, officers from both agencies may enforce laws on campus, including traffic regulations. All University community members are reminded to be alert and assume responsibility for their personal safety by applying common sense and using services offered by campus security. For more detailed information please see www.ut.edu/safety/.

Campus Security Report

The University of Tampa's annual security report includes statistics for the previous three years concerning reported crimes that occurred on campus; in certain off-campus buildings owned or controlled by the University; and on public property within, or immediately adjacent to and accessible from campus. The report also includes institutional policies concerning campus security, alcohol and drug use, crime prevention, the reporting of crimes, sexual assault and other matters. You can obtain a copy of this report by contacting the Dean of Students Office or Campus Security, or by accessing the following Web site: www.ut.edu/safety/securityreport/.

Drug Free Schools and Community Act

The University of Tampa is committed to clear and concise policies on alcohol and other drug use and abuse, as well as a coordinated program for assistance in dealing with substance abuse issues for all University employees and students as required by The Federal Drug Free Schools and Communities Act Amendments of 1989 (PL 101-226). For more information, please see www.ut.edu/deanofstudents/drugfree/.

Telephone Service

Each residence hall is equipped with room telephone service. Local service is provided at no additional charge. Long-distance service is available by utilizing the University's Netwolves/ECCI student program, which is billable to the student, or by use of the student's personal long-distance calling card. Voicemail is provided to each student living on campus as part of his or her basic telephone service.

SpartanWeb

All students have access to their class schedules, degree guide, transcripts, as well as billing, housing and financial aid information through the use of SpartanWeb, the University's online information system. This service also is used for online registration. Important update information about SpartanWeb and online registration will be sent to you at your UT e-mail address, so be sure to check it regularly. SpartanWeb help can be obtained by calling the helpline at (813) 258-7316, or by e-mailing registrar@ut.edu.

Vehicles on Campus

The University of Tampa is a private, urban institution that encourages its Campus Safety & Security officers to strictly enforce parking policies. Faculty, staff, and students, as well as their guests, are responsible for understanding and complying with these regulations. All University community members are required to register their vehicles, display valid parking permits, and use their designated parking areas Monday through Friday, from 7 a.m. to 10 p.m. STUDENTS WITH UNPAID CITATIONS ARE NOT PERMITTED TO REGISTER FOR CLASSES OR OBTAIN TRANSCRIPTS. For more detailed information regarding vehicles please see: www.ut.edu/safety/.

Residence Life

The residence life program is dedicated to providing students with a safe, comfortable, affordable and stimulating living environment where residents can explore value structures, personal responsibility, interpersonal relationships, and community development

and awareness. Students are offered various opportunities to interact with faculty, staff and peers in order to promote well-rounded, holistic development on an individual and community basis. We believe that residential living is an integral part of the collegiate experience and should not be neglected.

Campus housing is limited and is offered only to full-time students. Housing agreements are valid for a full academic year. For additional information, go to www.ut.edu/residencelife/.

Vaughn Center

This nine-story, 254,000-square-foot building redefines the social and residential life of the University's students. Sleek 21st-century architecture highlights a spacious student center on floors one and two. For further information, go to www.ut.edu/studentengagement/.

The location creates a central residential and cultural complex with Austin and Brevard halls nearby.

The Arts at the University

One of the most exciting elements of UT's liberal arts environment is the chance for you to test your talents and broaden your aesthetic horizons by participating in and attending the University's fine arts programs. These range from art gallery exhibits to theatre productions, music and dance groups.

Musical Activities at the University

Performing arts studies are conducted at the Ferman Music Center. The 11,000-square-foot facility was designed by the music faculty to incorporate modern features for training musicians.

A computer room, audio-visual room and recording studio are available, along with the traditional band and choral rehearsal rooms, classrooms and Wenger practice modules. Music faculty offices also are located in the Ferman Center.

The University has outstanding performing halls: The David Falk Theatre, which seats 835; the Vaughn Center Reeves Theater, which seats 180; and the Plant Hall Grand Salon, which seats 225 for recitals and chamber music.

Filling these halls with music are the student ensembles: Collegiate Chorale, Opus, Camerata, Concert Wind Ensemble, Jazz Ensemble and various small ensembles. Theatre productions in the Falk Theatre combine the talents of students and faculty. Opus tours during spring break each year, carrying on a time-tested tradition of entertaining out-of-town audiences.

The Music Events Series in the Grand Salon presents faculty and visiting guest artists in free concerts of exceptional quality.

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

Dance at the University

A variety of dance courses are taught as part of the theatre and performing arts majors and the dance and theatre minors. These dance offerings are open to all University students. Dance activities take place at the R.K. Bailey Art Studios and in a spacious ballroom in the Edison Building. Each year, as part of UT's performing arts curriculum, guest artists host master classes in musical theatre, dance training and technique. For further information, go to www.ut.edu/speechtheatredance/.

The Henry B. Plant Museum

Return to the Gilded Age by visiting the Henry B. Plant Museum. Designated a National Historic Landmark, the former Tampa Bay Hotel is now home to both the University's Plant Hall and the museum.

The opulent 1891 hotel was built by Henry Bradley Plant, the transportation magnate who was instrumental in the reconstruction of the South, as well as the development of Florida and modern Tampa. The Moorish silver minarets atop his hotel have become symbols of the city.

Enjoy the 14-minute video, *The Tampa Bay Hotel: Florida's First Magic Kingdom*. The permanent exhibit of the Spanish-American War shows archival photographs of Teddy Roosevelt and the Rough Riders in Tampa when this building was Army headquarters. Then, treat yourself to a glimpse of the lifestyle of the early Florida tourist and marvel at the magnificent original furnishings from the hotel's heyday.

The Museum offers a strong educational program, with frequent exhibits of period lifestyles and art, speakers and the annual Victorian Christmas Stroll, which has become a holiday tradition for all of Central Florida each December. The Museum Store is a great place to pick up extraordinary gifts year round. Students always are admitted free and receive a 10 percent discount in the museum store. The Plant Museum is on the first floor of Plant Hall. Hours are 10 a.m. until 4 p.m. Tuesday-Saturday and noon until 4 p.m. Sunday. Each Sunday at 2 p.m. (September through May) enjoy the award-winning theatre program "Upstairs/Downstairs at the Tampa Bay Hotel." Single-character vignettes bring turn-of-the-20th-century Tampa Bay Hotel staff members and guests to life. For further information, visit www.plantmuseum.com.

The Scarfone/Hartley Gallery

Lee Scarfone Gallery, named after its benefactor, opened in 1977 as UT's teaching gallery. Mark Hartley designed an expansion to the original space that was named in memory of his sister-in-law, Michele Hartley. Scarfone/Hartley Galleries became a premier venue to showcase visual and performing art.

The purpose of the Scarfone/Hartley Gallery is to exhibit works of art, and to have visiting artists as an extension of the classroom, providing an opportunity to meet artists and view and study significant original artwork created by contemporary national, international and regional artists. Included are fine arts faculty, alumni and annual juried student exhibitions, receptions, lectures and performances. In addition to the annual juried student art exhibition, all graduating art students culminate their art

experience in a BFA exhibition at the end of each semester (December and May). Events, lectures and performances intrinsic to the arts are included in the schedule.

The Gallery is located on the UT campus in the R.K. Bailey Art Studios at 310 N. Blvd., and is open 10 a.m.-4 p.m. Tuesday-Friday and 1-4 p.m. Saturday. For further information, visit www.ut.edu/visitors/.

Theatre Productions

Most theatrical productions take place at the David Falk Theatre, a fully equipped proscenium-style theater with a seating capacity of 835. This historic landmark, built in 1928, is home to the Department of Speech, Theatre and Dance. For further information, go to www.ut.edu/speechtheatredance/. The department presents six theatrical productions and four dance events each year. These productions — directed by either UT theatre faculty or professional guest artists — include contemporary or classical drama, comedy and musical theatre. All students, faculty, staff and alumni are encouraged to audition for these events. For more information regarding auditions or events, please contact the Department of Speech, Theatre and Dance.

Writers at the University

Each year, the Department of English and Writing sponsors a series of readings and talks by internationally known authors. Among the writers who have read on the UT campus are Li-Young Lee, Ruth C. Schwartz, Anne Beattie, Kim Addonizio, Ron Carlson, Yusef Komunyakaa, Peter Matthiessen, Bob Shacochis, Naomi Shihab Nye, Robert Dana, Susan Perabo, Margaret Gibson, Niyi Osundare, Donald Freed, Carolyn Ferrell, Gelerah Asayesh, Samrat Upadhyay, Pam Houston and Edwidge Danticat.

Athletics at the University

New students, whether they are sports participants or spectators, will be impressed with the opportunities and activities available in Spartan athletics. The Spartans field 14 NCAA Division II athletic teams and compete in the Sunshine State Conference

(SSC), called the “Conference of National Champions.”

Tampa has won NCAA II National Championships in baseball (1992, '93, '98, '06, '07), men's soccer (1981, '94, and '01), men's golf (1987 and '88), women's volleyball (2006) and women's soccer ('07).

Most Spartan teams are comprised of local- and nationally recruited student-athletes, and campus tryouts are offered in each sport at the beginning of the school year.

High school and transfer student-athletes interested in competing at UT should notify the head coach of their selected sports in advance to receive information concerning requirements for eligibility. Also, they should contact their high school counselors to begin processing their NCAA Clearinghouse requirements. For further information, go to www.tampaspartans.com/.

Facilities

Athletic facilities at the University are among the best in the nation for a school of its size. The Bob Martinez Sports Center, a 3,432-seat arena, plays host to varsity volleyball, men's and women's basketball, intramural sporting events, recreational activities and other events throughout the year.

A modern soccer stadium sits on the site of three NCAA II men's soccer national championship finals, including 1994, when UT set an NCAA II attendance record at 4,336 for the title game.

The lighted Sam Bailey Field is home to the three-time national champion Spartan baseball team, while the softball team plays on its own lighted field built in 1990.

A swimming pool, tennis courts, jogging track, outdoor basketball and volleyball courts, crew training facility, Cass Gym and the McNiff Fitness Center are used by students, faculty and staff. In addition, a weight room is available in the Bob Martinez Sports Center for use by student athletes and exercise science classes.

Academic Policies and Procedures

The University of Tampa grants the degrees of Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Liberal Studies, Bachelor of Science, Bachelor of Science in Nursing, Bachelor of Music and Associate of Arts. The University also grants the graduate degrees of Master of Business Administration, Master of Arts in Teaching, Master of Education, and Master of Science in Accounting, Finance, Technology and Innovation Management, Marketing, and Nursing.

The academic procedures are outlined to enable each student to gain the greatest benefit from his or her course of study and to make certain that he or she satisfies all requirements for graduation in planned sequence. (See also the *Graduate Programs* chapter for specific policies and procedures applying to the graduate degrees.)

When a student enters the University, he or she agrees to comply with the curriculum regulations outlined in this catalog. The catalog determines the degree requirements. Students must fulfill the requirements stated in their entering year catalog or they may elect to adopt the requirements in any subsequent year's catalog published during their continuous enrollment. Students must meet the full degree requirements of the catalog year they elect, provided that they do so within six academic years of its publication. This policy applies to any student who leaves the University and later returns, except when graduation is not possible within the required six years. In that case, the student must use the catalog in effect at the time of re-entry. This policy applies only to the extent that courses and programs listed in previous catalogs are still offered. In the event the University makes major changes in its program, every effort will be made not to prolong a student's program of study beyond that originally planned. Reasonable adjustments will be accommodated, if pos-

sible. Also, students in programs that fulfill outside certifications must comply with the latest certification requirements, i.e. teacher certification.

Frequency of Course Offerings

The frequency with which each course in the curriculum is offered may be indicated in the *Course Descriptions* chapter of the catalog. These indications are meant only as a guide for planning purposes.

The University will make an earnest effort to offer the courses when indicated, but reserves the right to offer them more or less frequently as circumstances dictate. Students should check with the appropriate college for information concerning the exact terms in which individual courses will be offered.

The Calendar

The University's academic year is divided into two semesters, several undergraduate and graduate summer sessions, a Professional MBA summer session and graduate inter-sessions. The calendar, however, permits students to enroll in any of several combinations of seven-week and 14-week classes during the course of each semester. The 14-week classes span the entire length of the semester, whereas the seven-week classes are conducted during the first or second half of each semester.

The appropriate beginning and ending dates applicable to the seven- and 14-week classes are indicated in the *Academic Calendar* found in this catalog and on www.ut.edu. The class schedule has a complete listing of seven- and 14-week classes. The class schedule is available on the UT Web site at www.ut.edu, under "Course Schedule."

Semester-Hours Credits and Honor Points

A semester hour is the unit of credit earned for the satisfactory completion of a subject that normally meets one hour each week for 14 weeks or two hours each week for seven weeks.

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

Grades have the following honor-point values:

A	Outstanding.....	4.0
A/B	Excellent.....	3.5
B	Very good.....	3.0
B/C	Good.....	2.5
C	Average.....	2.0
C/D	Below average (unsatisfactory)...	1.5
D	Passing (unsatisfactory).....	1.0
F	Failure.....	No honor points
NF	No-show, failure...	No honor points
NR	Not recorded by professor	
NG	Not graded	

Other marks given are “I” for incomplete, “W” for withdrawal within the first 10 weeks of a 14-week class or the first five weeks of a seven-week class, “S” (satisfactory) and “U” (unsatisfactory), given for internship programs and for all courses taken on a satisfactory/unsatisfactory basis.

Grades of “I,” “W,” “S,” “NG” and “U” carry no honor point value and do not affect grade point averages. Only grades equivalent to or above “C” will be graded as “satisfactory.” An “NR” grade on the grade report indicates that the grade has not been reported by the faculty member. An “IP” grade indicates a course in progress.

Grading is the prerogative of the instructor. In the case of a disputed grade, an undergraduate student must first contact the instructor whose grade he or she is appealing and request reconsideration. The student may also contact his or her academic advisor. If the matter remains unresolved, the student must notify, in writing, the chair of the de-

partment in which the instructor is a member. Written notification must be received no later than the completion of the seventh week of the term following the semester in which the grade was awarded. If the contested grade was awarded in the fall semester, this appeal procedure must be initiated no later than the end of the seventh week of the following spring semester. If the contested grade was awarded for the spring semester, inter-session, or summer session, this appeal procedure must be initiated no later than the end of the seventh week of the following fall semester. No course grades will be subject to change after final graduation certification. See *Graduate Programs* for the policy on academic appeals for graduate students. If the student remains dissatisfied, he or she should contact the dean of the college in which the instructor is a member for information or advice on possible resolution of the dispute. The above described channels of resolution must be exhausted before the student may submit his or her grade-related dispute to the Academic Appeals Committee.

To graduate with the bachelor’s or associate’s degree, the number of honor points must be at least twice the number of semester hours for all college-level courses attempted at the University, including courses that are repeated. (See rule concerning repeated courses.)

This means that, for graduation, the undergraduate student must have an average of “C” or higher on all work attempted at the University. An average of “C” or higher is also required in all course work applied toward the major. The GPA requirement may vary depending upon the major. Some majors have special GPA requirements. Always refer to the specific department for details. (See the *Graduate Programs* chapter for GPA requirements for graduate students.)

Grades earned by graduate students in undergraduate courses, such as those taken as foundation courses, do not affect the graduate student’s grade point average.

Prior to graduation, the student must complete any course with an incomplete (“I”) grade, and retake for a passing grade any required courses in which the student earned a failing grade (“F” or “NF”). (See section on

incomplete work in this chapter.) A degree will not be conferred for any student with an outstanding “I” grade.

Course Load/Credit-Hour Overload

A student taking at least 12 semester hours of undergraduate work during the course of a regular fall or spring semester will be considered a full-time student. The normal load for undergraduates is 15 to 18 hours. Full time for summer session is considered 8 credits per each of the summer 1 or 2 sessions, or 12 hours for the summer 12-week term.

(See the *Graduate Programs* chapter for course load information for graduate students.)

To be eligible for a course overload (more than 18 hours in a regular term or eight hours in a summer term), a student must have a “B” average (3.0) cumulative GPA and a “B” average (3.0) in the term immediately preceding the term for which the credit overload is requested. Students taking a minimum of 12 semester hours in fall or spring and making a “B” average (3.0 GPA) or better will be permitted to register for an overload (no more than 21 hours) the next regular term with appropriate approval. If the “B” average is maintained, that student may then register for a maximum of 21 hours the following regular semester, and may continue to do so as long as the “B” average is maintained. Credit hours taken over 18 during a regular term will be charged at the per credit rate.

A “B” average in the previous term also is required for permission to take a credit overload in a summer session. Summer session credits are all charged at a per credit rate.

Students in EDU 445, 406 or 407 are restricted to 18 hours.

Students wishing to register for more than 18 credit hours must go to the Academic Advising Office to obtain a credit-hour overload form. This form must be signed by an advisor in the Academic Advising Office, verifying that the student is academically eligible for credit-hour overload. The approved form should then be taken to the Registrar’s Office.

Student Classification

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

The minimum qualifications for each classification are as follows:

Freshman.....	fewer than 28 semester hours of credit
Sophomore....	28-59 semester hours of credit
Junior	60-89 semester hours of credit
Senior	90+ semester hours of credit

Students with fewer than 60 semester hours of credit *may not* take advanced courses—those with numbers of 300 or higher—without special permission from their faculty advisors.

Courses at the 600 level may be taken only by graduate students.

Electing Courses Graded Satisfactory/Unsatisfactory (S/U)

Juniors, seniors and post-baccalaureate students in good standing may elect up to a total of eight semester hours graded on a satisfactory/unsatisfactory (S/U) basis. This would not include courses that are offered only on a satisfactory/unsatisfactory basis and that are available to the entire student body. Credit will be granted for satisfactory performance, and no credit will be granted for unsatisfactory performance. In either case, no honor points will be granted. The student’s overall grade point average will be computed independently of the results from courses graded on a satisfactory/unsatisfactory basis.

Courses required in a student’s major or minor, those used to satisfy general curriculum distribution requirements, and professional education courses may not be elected on an S/U basis.

Students must elect the S/U option before the end of the first week of classes by filling out the S/U form available in the Registrar’s

Office or the Academic Advising Office. This form must be signed by the instructor and an advisor in the Academic Advising Office, and then delivered to the Registrar's Office. Courses may be changed to the S/U option or back to the regular grading system only during the initial drop-add period for each semester or summer term — the first five days of a 14-week class, the first three days of a seven-week class, or the first three days of a summer term class.

The deadlines for each term are indicated on the academic calendar.

Electing Courses on an Audit (No-Credit) Basis

To audit an undergraduate class, a student registers by submitting an application form and application fee. No records of previous academic work need to be submitted. Auditors may register after students taking the course for credit have been accommodated. Auditing requires both availability of space and permission of the instructor of the class. Graduate classes may be audited only with prior approval from the dean of graduate studies, and academic records will be required prior to registration. Auditing students are subject to any classroom rules or policies of the instructor, including absence rules.

See auditor student tuition in the *Costs and Financial Information* chapter of this catalog.

Auditors may attend all classes of the course for which they are registered, but they normally do not actively participate in the class, and their written work is not corrected or graded.

Auditors receive the grade of "AU" ("Audit") for the course or courses that they have attended as auditors, and may request a transcript from the Registrar's Office. The grade of "AU" may not be converted to a credit grade after the course is completed.

While the course is in progress, an auditor who decides to change his or her registration to full credit must make arrangements at the Registrar's Office no later than the fifth day

of class and pay the full tuition charge(s) for the course(s).

Dropping and Adding Courses

Students who drop a 14-week course or withdraw from the University within the first five days of the semester, or who drop a seven-week class within the first three days, will have no record of registration in that course on their permanent records and will not be charged drop fees. A student must obtain approval from the instructor and academic advisor to withdraw from a course after the first five days of the semester.

Students who withdraw from a course after that time during the first 10 weeks of classes for a 14-week course, or during the first five weeks of classes for a seven-week course, will receive a grade of "W" on all courses dropped. Students who drop or withdraw from any course are no longer permitted to attend that course.

The Academic Calendar indicates the last day a withdrawal is allowed for the seven-week and 14-week terms. Students enrolled in ENG 101/GIS 101 (Composition and Rhetoric I and Global Issues) must get approval from their Gateways advisors, the instructors of the classes and the director of the Baccalaureate Experience before they are allowed to drop or withdraw from these courses. Students take the two courses as a block; therefore, dropping one requires dropping both English and Global Issues. First-year students may not drop or withdraw from Gateways sections.

Students may add 14-week classes on a space-available basis through the first five days of the semester, and may add seven-week classes through the first three days of each seven-week period. No signatures are required and no add fee is charged during this period. Students who wish to add a class after this initial period must obtain instructor approval and the consent of the director of the Academic Advising Office. Following the initial period for dropping and adding classes, the student is charged the drop-add fee (\$25) each time a change is processed.

Students who intend to enroll but whose class schedule has been cancelled because of an unpaid account, incomplete University payment plan installments, or for unconfirmed financial aid resources must make arrangements to satisfy these conditions and officially enroll no later than the end of the third week of the semester. Procedures to re-enroll are available in the Registrar's, Academic Advising, and Bursar's Office, as well as on the University's Web site. Students who do not satisfy their financial obligations or re-establish a class schedule by the end of the third week are not permitted to attend classes or remain in University housing.

Cancelled Classes

In the event a class must be cancelled because of insufficient enrollment, the students registered for that class will be notified as early as possible. Another course may be added — and any resulting necessary schedule adjustment may be done — during the normal drop-add period with no charge for the procedure. The live class schedule can be viewed by accessing SpartanWeb from www.ut.edu.

Repeating Courses/ Forgiveness Policy

Subject to the guidelines below, a student may retake up to three courses under the University grade forgiveness policy to replace a grade previously earned in a course. This policy does not apply to courses in which the student earned a grade of "C" or better or to courses in which a student earned a grade of less than "C" if the grade resulted from an officially adjudicated academic integrity violation. This policy may not be applied to a retake of GIS 101. Please note that students may not receive credit more than once for a course, unless the course is listed in the catalog as approved for multiple credits.

The required procedure and other guidelines for the grade forgiveness policy are as follows:

1. The student must complete and submit to the Academic Advising Office a "Special Petition to Repeat a Course Under the Forgiveness Policy" form. If the form is properly completed and all requirements for the grade forgiveness are satisfied, the Academic Advising Office will approve the petition, and the student will file the form in the Registrar's Office.

2. All grades remain on the student's transcript. The original course attempt will have an annotation indicating that the course has been repeated for forgiveness.

3. Both the forgiven course and the repeated course must be taken at The University of Tampa under the standard grading system (A-F); forgiveness of S/U courses is not permitted.

4. During a student's academic career, he or she may petition to have up to three grades forgiven under this policy. The student may not repeat the same course, for purposes of grade forgiveness, more than two times. If the student withdraws from a course being repeated under this policy, the withdrawn attempt will nonetheless be considered as one of his or her three petitions.

5. If a student repeats a course without following these procedures, the student will receive credit only once for the course, and all grades in the course will be averaged into the student's cumulative grade point average. Prior to spring 2005, the original attempt will be marked with an "R" next to the grade to indicate that the course was repeated but the grade was not forgiven.

6. Prior to spring 2005 a forgiven course was noted with a "Z" next to the original grade.

7. The forgiveness policy may be applied only to a specific course that a student wishes to repeat. Under unusual circumstances, a different but similar course may be used if the Academic Appeals Committee approves the substitute course and the approval is on file in the Registrar's Office. With prior approval of the Academic Appeals Committee, a course different from the original course may be substituted in the following cases:

- a. The substitute course differs in prefix, number, hours or title, but does

not differ substantially in content from the original course.

- b. The substitute course replaces a course no longer offered by the institution.

Academic Amnesty

An undergraduate student may petition for Academic Amnesty, a recalculation of his or her cumulative grade point average, if:

1. The student has not attended UT for five or more consecutive years, and
2. The student re-enrolls after his or her matriculation was canceled, or after withdrawing voluntarily with a cumulative GPA of less than 2.0.

The student must write an appeal letter to the Academic Appeals Committee, c/o the Director of the Academic Advising Office.

If the petition is approved, all courses taken and the original grades will remain on the permanent record. Those courses with grades of A, AB, B, BC, C, CD or D will be counted for credit only. The student resumes his or her academic program at UT with no cumulative grade point average, and thereafter is subject to the conditions of probation and dismissal that govern all students. Please note: the previous cumulative GPA would still be included in any honors graduation GPA calculation.

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. When a student's situation warrants that an "I" grade be given, the faculty member must complete a "Request for an Incomplete ('I') Grade" form. The form is available in the Registrar's Office.

Incomplete grades must be resolved no later than mid-term of the fall or spring semester that follows the scheduled completion of the course or internship. Failure of the student to complete work within the time limit will result in an "F" being recorded as the final grade. No extensions will be allowed unless the student can submit a verifiable

medical reason why an extension should be granted. The Academic Appeals Committee will consider the granting of extensions on a case-by-case basis.

Special Studies/ Independent Study Courses

Students who are unable to take a course specifically required for the major may, under the circumstances outlined below, satisfy that course requirement by substituting credit earned in a special studies course.

Registration for special studies/independent study courses may be authorized under extreme circumstances and only with the written approval of the instructor and the chairperson of the department in which credit is to be earned, or the associate dean of the John H. Sykes College of Business if the course is taken in that college.

Students should register for classroom courses to satisfy the requirements of their majors, with the special studies option used only when it is clearly necessary.

The option of taking a special studies/independent study course may be offered to a student only as a substitute for a major course carrying a catalog number. A special studies course is a non-classroom course conducted in the style of independent study or directed readings. Although a special studies/independent study course does not provide exactly the same learning experience as the classroom course it is designed to replace, the content must constitute a suitable substitute.

The special studies courses should not be confused with other courses titled "Independent Study," "Directed Readings," "Special Topics," etc., which are not designed to be used as substitutes for regular classroom courses.

Each special studies course will carry one of the following five alpha-numeric course numbers, depending on level:

10T	Freshman level
20T	Sophomore level
30T	Junior level
40T	Senior level
60T	Graduate level

Each of the five special studies courses may be taken on a variable-credit basis, i.e., for one, two, three, four or five semester hours of credit. The credit hours, however, must equal the number of credits carried by the substituted course.

Special studies/independent study forms can be downloaded from Blackboard or picked up in the Registrar's Office. Before a student may register for a special studies/independent study course, the appropriate form needs to be presented with the required approval signatures. The student is responsible for making sure that this form is dropped off at the Registrar's Office, and later checking on SpartanWeb that the registration in the course has been completed.

In addition, the college or department in which the course is offered will maintain a record of the form.

Class Attendance and Participation

It is the policy of the University that class attendance and participation policies be determined and administered by individual faculty. The students are responsible for being familiar with these class participation policies, and for following them. Auditing students also are subject to participation policies. If an instructor has determined that a student has not attended or has stopped participating as of the 60 percent mark of the semester, he or she will award the student a grade of "NF," indicating "no-show, failure."

Declaring/Changing Your Advisor or Major

All undergraduate students are assigned a faculty advisor upon admission. If a major area of interest has been indicated on the admissions application, the student's major is listed also. Students who wish to change advisor or change/declare a major may do so in the Academic Advising Office. Students are required to officially declare a major by the time they have earned 60 credit hours. Once the Degree Audit has been filed with

the Registrar's Office, any change in major or minor must be reported to that office.

Dean's List

The dean's list is composed of undergraduate students who have achieved a grade point average of 3.75 or better during the semester, while taking at least 12 semester hours of graded work. Students remain on the list as long as they maintain an average of 3.75 or better. Students who have received an incomplete grade for the given semester will not be named on the dean's list until a grade confirming dean's list honors has been recorded by the registrar. The dean's list is published at the conclusion of each term. 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.

Final Grades

All semester, summer and inter-session grades will be available for students to view on SpartanWeb. Students also may obtain their grades from their instructor. Each student's permanent academic record is maintained by the Registrar's Office.

Official transcripts of this record may be released to the student or to others with the student's written permission. The charge for each official transcript issued is \$6. Unofficial copies of transcripts can be accessed from SpartanWeb. Official copies of transcripts also may be requested on www.ut.edu/registrar. There is an additional charge of \$2.25 for transcript requests made over the Web. Final grades from each semester are available on SpartanWeb after the end of the grading period.

Regulations on Academic Warning and Dismissal

Retention standards for undergraduates are shown below and are printed on the student's grade reports. (Regulations for graduate students may be obtained from the Graduate Studies Office.)

Undergraduate Retention Standards

Up to 16 hours attempted*

Good standing..... 2.0 or higher
Academic warning Below 2.0

17-59 hours attempted*

Good standing..... 2.0 or higher
Academic warning 1.75-1.99
Academic dismissal..... Below 1.75

60-93 hours attempted*

Good standing..... 2.0 or higher
Academic warning 1.95-1.99
Academic dismissal..... Below 1.95

94 or more hours attempted*

Good standing..... 2.0 or higher
Academic dismissal..... Below 2.0

Note: The student also must maintain a minimum 2.0 GPA in the courses attempted at the University that are specifically required or to be applied toward his or her major. The GPA requirements may vary depending upon the major. Always refer to specific department for details*. Any student failing to achieve a semester GPA at or above 2.0 will be placed on academic warning and have his/her major grade point calculated. Any student with a semester GPA below 2.0 may be subject to academic review and dismissal from the University. See Academic Dismissal below.

*Hours attempted include UT hours that are ungraded, i.e.: courses taken for S/U, audited courses, and failed courses. The Academic Appeals Committee reserves the right to review for academic dismissal students who have attempted fewer than 17 hours.

Academic Warning

Any student failing to maintain a cumulative GPA at or above prescribed minimum academic warning level is placed on academic warning. The University reserves the right to require remedial action on behalf of any student who is placed on academic warning. Such action may include, but is not limited to, repeating failed courses, taking a reduced course load, or enrolling in courses designed to assist the student.

Academic Dismissal

Failure to maintain satisfactory academic standing may result in a student's dismissal from the University. A student whose cumulative or major grade point average falls within the academic dismissal range will have his or her record reviewed, and will be subject to dismissal following each regular (fall and spring) semester. Students may become subject to the academic dismissal review process without previously having incurred academic warning. The Academic Appeals Committee performs this review.

The Academic Appeals Committee reserves the right to prescribe remedial action and to continue supervising the student until all of the following criteria are satisfied:

1. The student's cumulative GPA has reached the minimum required 2.0 to graduate.

2. The student's major GPA has reached the higher of 2.0 or the minimum required by the student's major.

3. Any prescribed remedial action is accomplished to the committee's satisfaction. 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, dismissal decisions are based on total credits attempted including all transfer and externally earned credit granted to the student. The actual grade point average earned, however, will be computed on hours attempted at The University of Tampa only. Students eligible for veterans' benefits who are placed on academic warning and then fail to attain good academic standing at the completion of the next academic semester will no longer be eligible for veterans' benefits.

4. Students dismissed by the Academic Appeals Committee for academic reasons may apply for readmission after one academic year (two regular semesters) has elapsed. Application should be made through the Office of Admissions. Those applications will be referred to the Academic Appeals Committee for a decision. The deadline for petitioning for readmission is June 1 for the fall term, Dec. 1 for the spring term, and April 1 for the summer terms. All applications

for readmission from dismissal must include a letter to the committee written by the student describing activities since dismissal and supporting documentation. Transcripts of any coursework completed at another institution since dismissal also should be sent to the Admissions Office.

Graduate Retention Standards

See *Graduate Programs* chapter for Graduate Retention Standards.

Policy on Academic Appeals

The following policy applies to student appeals for exception to University academic policy, waiver of academic requirements or dispute over student grades.

1. Requests for exceptions to the academic policies and procedures described in this chapter begin as petitions filed in the Academic Advising office and are decided by the Dean of Academic Services. If a petition is not answered in a way that satisfies the student, s/he may advance an appeal to the Academic Appeals Committee.

2. All student appeals on academic issues, up to and including academic dismissal, must be filed in the Academic Advising Office, whereupon cases will be processed by the Academic Appeals Committee. It is the student's responsibility to provide all necessary documentation to the committee for review. The committee will take into account information from the instructor, as well as information from any other source the committee deems appropriate. The committee will render a decision in the case.

3. The student may request that the case be reconsidered by the Academic Appeals Committee only in the event that new information is available after the committee has rendered its decision.

4. The decision of the Academic Appeals Committee is considered final. If the student believes that due process was not followed, he or she may file an appeal with the Faculty Senate, which will render a decision as to whether the Academic Appeals Committee

afforded due process to the student in its consideration of his or her appeal.

Withdrawal from the University

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 or withdrawing after published withdrawal deadlines will result in a failing grade in each course for which the student is registered, jeopardizing his or her chances of being readmitted to the University or transferring to another institution. Official withdrawals are initiated in the Academic Advising Office.

Requirements for Graduating Seniors

It is the personal responsibility of each student anticipating graduation to ensure that all graduation requirements have been met, and to apply for graduation candidacy by requesting the degree audit in Academic Advising. Application deadlines are published in the class schedule instruction booklet. The University assumes no responsibility for a student's failure to be familiar with the general and specific requirements for graduation.

Students are urged to consult their faculty advisor, an advisor in the Academic Advising Office or the Registrar's Office concerning any problems involved in registration or fulfillment of catalog requirements for their degrees.

Application for Degree

The Degree Audit Form

Each degree-seeking student must, at least one year in advance of his or her intended graduation date, request a Degree Audit. (May graduation candidates must request the audit by May of the previous year, August candidates by August of the previous year, and December candidates by December of the previous year.) The "Request for Degree Audit" form is available in the Academic Advising Office. When the request is made, the student must specify the catalog year in

which he or she intends to graduate. Once the request has been made, a University advisor will audit the student's transcript and complete the official Degree Audit form. The student will be contacted to review the form with a University advisor. After that meeting, the student must submit the form to his or her assigned faculty advisor. Once the form has been approved and signed by the faculty advisor, the student must bring the form back to the Academic Advising Office to be processed.

If the above procedure is not completed by the deadlines indicated, the student's name may not appear in the commencement program, and the student's graduation may be delayed.

General Degree Requirements

A student must earn a minimum of 124 semester hours of credit to qualify for the Bachelor of Arts, the Bachelor of Science, the Bachelor of Liberal Studies or the Bachelor of Fine Arts degree, and some majors may require more than 124 semester hours. Refer to individual department section. The Associate of Arts Degree requires 62 semester hours of coursework.

The student also must have met the general and specific course requirements. Further, the student must have earned at least an average of "C" (a minimum 2.0 GPA) on all work attempted at UT, including authorized repeated courses.

The student also must have earned a minimum 2.0 GPA in the courses attempted at the University that are specifically required and those applying toward his or her major or minor. The GPA requirement may vary depending upon the major. Some majors have special GPA requirements. Always refer to specific department for details.

Students also must complete ENG 101 and 102 and ITM 200 in their first year of study. The mathematics requirement must be completed in the first two years of study.

All students must take at least three writing intensive courses (W) at UT before they graduate. Students are strongly encouraged to take these courses after their first-year English composition sequence is completed. Students entering as juniors (transferring

in 60 or more credit hours) must take two writing intensive courses at UT before graduation. Those entering as seniors (transferring in 90 or more credit hours) must complete one writing intensive course at UT. Students returning to UT who left prior to 1995 will be held to the same writing intensive requirement as a transfer student.

Students interested in pursuing a second bachelor's degree should refer to "Requirements for a Second Bachelor's Degree" in *The UT Academic Experience* section of this catalog.

General requirements for the master's degree are detailed in the *Graduate Programs* chapter of this catalog.

Candidates for the Associate of Arts degree must complete all requirements for that degree within the first 90 semester hours that are creditable as college work at UT. This would include all transfer and military credit granted by UT. For the purpose of this rule, the student cannot delay the granting of such transfer credits to avoid having more than 90 hours recorded on his or her record.

It is ultimately the responsibility of the student to be certain that he or she enrolls in all of the courses required for completion of a degree. Help in planning a course of study may be obtained from faculty advisors and advisors in the Academic Advising Office. This catalog and the student's online degree guide should be used as references.

31-Hour Residence Requirement

Non-residence credit (including, but not limited to, credit taken at another institution or earned through CLEP examination) may not be granted to fulfill the last 31 semester hours earned toward a University of Tampa degree. The last 31 credit hours must be earned in residence at UT. For the AA degree, 16 hours in residence are required.

Under special circumstances, a student may be granted permission, through the academic appeals process, to take a course at another university during the last 31 hours of coursework. Information regarding the process may be obtained in the Academic Advising Office.

Up to nine semester hours of transfer credit, however, may apply toward the master's degree with the approval of the director of graduate studies.

See *Graduate Programs* chapter for residence requirements applicable to graduate students.

Commencement

Degrees are granted in December, May and August of each academic year. The degree-conferral dates are indicated in the academic calendar. All academic requirements must be satisfied and all debts to the University must be cleared before the degree can be granted. No degrees will be awarded if "I"s remain on the transcript.

Degrees are not awarded retroactively, but rather on the next degree-conferring date following satisfaction of all academic and financial requirements.

The University's commencement ceremonies are held in December and May. Students earning bachelor's or master's degrees any time since the previous commencement may participate.

It is the policy of the University to allow students who are expected to graduate the following August to take part in the May Commencement ceremony immediately preceding. No degree is awarded, nor does participation in the ceremony imply that the student has completed his or her course of study. Graduation honors will not be announced for these candidates, as they will not have completed their requirements by the date of the ceremony. Students who are expected to graduate in December are invited to take part in the December commencement ceremony.

Questions on these policies should be directed to the University Registrar at registrar@ut.edu.

Graduation Honors

The names of students receiving bachelor's degrees who are candidates to receive graduation honors are announced at commencement if they have completed all degree requirements by that day, and if, at the conclusion of the prior semester, they

have achieved minimum GPAs as described below. Upon completion, the honors are inscribed on their diplomas. Graduation honors, however, are not awarded to those receiving second bachelor's degrees. August degree candidates participating in the May commencement will not be recognized for graduation honors. They will, however, have appropriate honors recorded on their official transcript and diploma.

The three levels of honors are:

Cum Laude for those with grade point averages of at least 3.5 earned on all work attempted at the University and grade point averages of at least 3.5 when combined with all previously attempted college work. At least 31 semester hours of credit must have been earned at The University of Tampa.

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

Summa Cum Laude for those with grade point averages of 4.0 earned on all work attempted at the University and grade point averages of 4.0 when combined with all previously attempted college work. At least 31 semester hours of credit must have been earned at the University.

See the *Graduate Programs* chapter for a description of graduation honors for graduate students.

Transfer Credit Evaluation

Resident Transfer Credit

Students transferring from a Florida public community college with an Associate of Arts degree will enter The University of Tampa with junior standing (minimum 60 credit hours). This does not guarantee, however, that the student has completed all General Curriculum Distribution requirements.

Students who earn credit on a satisfactory/unsatisfactory basis may not transfer those credits unless documentation is received

stating that the grade is equivalent to a “C” or higher.

Credit earned during and prior to attendance at a junior or community college is limited to 64 semester hours. After earning 64 hours of college credit (including transfer CLEP and Advanced Placement credits) the student will not be permitted to transfer additional credits from a community or junior college.

Credit will not be granted for work taken at institutions in the United States that are not fully accredited by a regional accrediting association. While the UT GPA only reflects grades earned at The University of Tampa, transfer grades will be used in the calculation of graduation honors (refer to the *Graduation Honors* section of this chapter for full details).

The acceptance of credit is 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 UT. Supporting documentation may be required by the Registrar to facilitate the transfer of credits.

Transfer students may waive the 11-hour minimum credit requirement for either the social sciences or humanities component of the UT Academic Experience by applying credit earned at another institution(s), provided they have earned a minimum of 17 transferred credit hours prior to matriculation at The University of Tampa.

A transfer student may satisfy the social science or the humanities component of the General Curriculum requirements by (respective to each component) (1) transferring three separate courses totaling a minimum of 9 credit hours or (2) transferring at least two separate courses, totaling a minimum of 6 credit hours and successfully completing at least 3 additional credit hours of coursework at UT. At the time of admission, credits earned more than six years previous, at UT or at other institutions, will be evaluated on an individual basis by the appropriate department head to determine if the credit is valid toward the current major.

All courses must satisfy the requirements of the UT Academic Experience set forth in the UT catalog. The decisions for transferring

courses and credit hours to the University are made by the transfer coordinator in consultation with the baccalaureate director and the appropriate academic department chair(s).

International Student Transfer Credit Evaluation

International students may be asked to submit transcripts and documents from foreign institutions to Joseph Silny Associates, PO Box 248233, Coral Gables, FL 33124, or other similar international credential evaluation organizations for evaluation of the credit earned and the institution that granted it. Application forms for evaluation by this service are available online at www.jsilny.com.

See the *Graduate Programs* chapter for a description of the transfer credit policy for graduate students.

Transient Credit from Other Institutions

A continuing undergraduate student at the University must first apply for permission to take courses at another regionally accredited institution. Forms for this purpose can be obtained from the Registrar's Office. To be granted credit taken on a transient basis at another institution, the following provisions must be satisfied:

1. The student is eligible to return to the University.
2. The student is not in the last 31 semester hours of study toward a bachelor's degree (required residency), unless permission is granted in writing by the Academic Appeals Committee.
3. The student does not attend a junior or community college after a cumulative total of 64 semester hours of credit is earned toward a bachelor's degree.
4. The student earns a grade of “C” or better in any undergraduate course.
5. The student does not earn credit on a satisfactory/unsatisfactory basis.

Please note that students may not take courses outside the University for writing intensive credit. Only those courses designated as writing intensive at UT count in this program.

Approved transient credit may be earned concurrently with UT credit.

Study Abroad Transfer Credit Policy

Prior to studying abroad, students must obtain approval for their selected program from the International Programs Office. The Study Abroad Center will verify that their university of choice has the accreditation standard to allow academic work to be transferred back to UT. A Transient Student Status form will be processed, with all necessary signatures, by the Study Abroad Center to ensure the transferability of coursework. In addition, the following provisions must be satisfied:

1. The student must be eligible to return to the University.
2. An equivalent grade of “C” or better is earned in any undergraduate course. Graduate students must earn a “B” or better.
3. Satisfactory/unsatisfactory credits are not acceptable, except in the event of a course equivalent to a UT course in which satisfactory/unsatisfactory is the only grade option, such as an internship.
4. With the exception of the Honors Program Oxford Semester, grades for foreign coursework will not be posted on the UT transcript.
5. The student may not take courses outside the University for writing intensive credit.
6. Students on tuition exchange programs will register in IST 000 for any term abroad. Upon receipt of an official transcript, any earned coursework will be posted in place of the IST designation.

See the *Graduate Programs* chapter for policy on graduate credit earned on a transient basis.

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 regular classroom courses conducted on the main campus of an accredited institution.

Documentation of satisfactory completion of this credit is required prior to the granting of credit. In addition, supporting documen-

tation may be required by the Registrar prior to evaluation of this credit.

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 Experience* published by the American Council on Education.

Advanced Placement

Students may receive academic credit, up to a total of 30 semester hours, for successful completion of Advanced Placement (AP) courses taken in high school. Visit www.ut.edu/freshman/ for additional information.

Students who are native speakers of a language other than English, as indicated on the admissions application, or whose secondary education was conducted in a language other than English may receive credit for AP literature courses, but cannot receive AP credit for any language course at a level they would not be eligible to take at UT according to departmental prerequisites. Final assessment of foreign-language credit will be determined by the Department of Languages and Linguistics after the student's arrival on campus.

International Baccalaureate

Students who have received the International Baccalaureate Diploma or certificate may qualify to receive advanced placement credit for each “higher level” course for which they receive a score of four or better. A copy of the diploma and details of test results must be submitted with the admissions application.

CLEP Examinations

Students may receive academic credit, up to a total of 30 semester hours, for satisfactory results on any of the College-Level Examination Program (CLEP) general and subject examinations administered through the College Entrance Examination Board. CLEP credits may not be applied toward a student's major coursework.

Students who are native speakers of a language other than English as indicated on the enrollment application, or whose secondary education was conducted in a language other than English, cannot receive

CLEP credit for any language course at a level they would not be eligible to take at UT according to departmental prerequisites. Final assessment of foreign-language credit will be determined by the Department of Languages and Linguistics after the student's arrival on campus.

Additional CLEP information and the minimum score requirements may be viewed at www.ut.edu/freshman/.

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.

See the *Graduate Programs* chapter for policy on graduate credit for correspondence courses.

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.

See the *Graduate Programs* chapter for policy on graduate credit for extension courses.

Credit Earned Through USAFI and DANTES

Students may receive academic credit, up to a total of 30 semester hours, for the successful completion of USAFI Subject Standardized Tests and the Defense Activity for Non-Traditional Education Support Program (DANTES).

Military Service Credit

Any student who has completed Army basic training or other military services' equivalent may receive 12 general elective credit hours in military science upon submission of the DD 214 to the Registrar's Office.

Service School Credit

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."

Veterans

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

Military Personnel on Active Duty

Students currently on active military duty must submit a completed and signed Application for the Evaluation of Educational Experiences During Military Service (DD Form 295).

Army personnel are requested to document their service schooling via an Army AARTS transcript, which may be obtained by writing the AARTS Office, Fort Leavenworth, KS 66027.

The UT Academic Experience

The UT Academic Experience defines the academic life of students at The University of Tampa. Students pursue an integrated core program that provides a breadth of knowledge and experience necessary to pursue more concentrated study within a major and beyond. University of Tampa students have the benefit of an educational experience that creates a broad-based learning community dedicated to a lifetime of exploration, discovery and growth.

All University of Tampa students will complete a general curriculum distribution program that includes 45 hours of coursework. Some of that coursework must be completed in the first year, while other requirements must be satisfied within the first two years of study. The total UT Academic Experience is interwoven within the major and minor programs of study so that each complements the other throughout each student's academic career.

The University of Tampa faculty as a whole, which determines curricular content and defines the course of study, has designed the UT Academic Experience so that each undergraduate is ensured a complete and comprehensive liberal arts foundation upon which to build major and minor areas of study. Additionally, the UT Academic Experience offers each student opportunities to master skills and bodies of knowledge that transcend the goals of any individual classroom experience. The expectations our faculty members have set for each of our students are embodied in the following nine goals:

I. To learn to communicate effectively through reading, writing, speaking, listening and observing, so as to acquire, develop and convey ideas and information.

II. To examine issues rationally, logically and coherently.

III. To demonstrate an understanding and proficiency in the use and application of computers across fields of learning.

IV. To understand the foundations of science, scientific methods and the impact of science upon society.

V. To demonstrate a basic understanding of and proficiency in mathematics.

VI. To be able to synthesize the knowledge of, and understand issues emanating from, a variety of disciplinary perspectives.

VII. To exhibit an aesthetic awareness through the creation of art or the formation of a critical response to the arts.

VIII. To identify personal values, recognize the principles underlying personal view and actions and those of others, and to defend personal positions.

IX. To understand both the commonality and diversity of human social existence in an increasingly interdependent world.

The number of semester hours required for undergraduate majors and minors will depend on the fields of concentration, but may not be fewer than 24 for a major and 15 for a minor. Requirements for specific majors and minors are found within the chapters for the *John H. Sykes College of Business*, *College of Arts and Letters*, *College of Natural & Health Sciences*, *College of Social Sciences*, *Mathematics & Education*, *School of Continuing Studies*, and *Military Science*. At least 15 semester hours of the undergraduate major, exclusive of all internship work, must be earned at The University of Tampa.

Every undergraduate candidate for a degree must declare a major. Students are strongly encouraged to declare a major by the time they have completed 60 hours of course credit and should do so in consultation with their faculty advisors or the University Academic Advising Office. The student may also, if desired, complete the requirements for more than one major or minor. The completion of such majors or minors will be noted on the student's permanent academic record. An additional major will not be officially noted, however, unless at least 24 hours of credit apply independently to that major and do not count toward the

hours required by the primary major. A minor will be noted only if there is additional coursework required outside of the major(s). A minor may not be earned in biochemistry, elementary education, social sciences, marine science or nursing.

Undergraduate Degree Requirements

Associate of Arts

Candidates for the associate of arts degree must complete a modified version of the Baccalaureate Experience and 16 additional semester hours of credit from one of the following areas of concentration: biology, chemistry, economics, English, government and world affairs, geography, history, management information systems, mathematics, one of the modern languages, music, philosophy, psychology, sociology and writing.

The associate's degree requires a minimum of 62 semester hours. Associate of arts candidates must complete the Baccalaureate Experience, with the following exceptions: only one writing intensive course (W) is required, and either one non-Western (NW) course or one international/global (IG) course. The balance of the 62 hours is to be earned in the area of concentration and through electives. Sixteen hours in residency at UT are required.

Biology courses numbered below 203, chemistry courses numbered below 150, and mathematics courses numbered below 260 may not count toward a concentration for the Associate of Arts degree.

Bachelor of Arts

Students majoring in advertising and public relations, art (art therapy), biology, chemistry, communication, international and cultural studies, economics, electronic media art and technology, English, film and media arts, government and world affairs, history, music, performing arts, philosophy, psychology, sociology, Spanish, theatre, or writing will be awarded the bachelor of arts degree. This degree requires a minimum of 124 semester hours, including the Baccalaureate Experience, all major requirements and electives.

laureate Experience, all major requirements and electives.

Bachelor of Science

Students majoring in accounting, art (arts administration/management concentration only), athletic training, biochemistry, biology, chemistry, criminology, economics, elementary education, entrepreneurship, environmental science, exercise science and sport studies, finance, financial services operations and systems, forensic science, international business/accounting, international business/economics, international business/entrepreneurship, international business/finance, international business/management, international business/management information systems, international business/marketing, management, management information systems, marine science (biology or chemistry), marketing, mathematical programming, mathematics, psychology, public health, secondary biology education, secondary English education, secondary mathematics education, secondary social science education, or sport management will be awarded the bachelor of science degree.

This degree requires a minimum of 124 semester hours, including the Baccalaureate Experience, all major requirements and electives.

Bachelor of Fine Arts

Students majoring in art, digital arts or graphic design will be awarded the BFA degree.

This degree requires a minimum of 124 semester hours, including the Baccalaureate Experience, all major requirements and electives.

Bachelor of Music

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

This degree requires a minimum of 139 semester hours for the music education concentration (including certification, concentration, Baccalaureate Experience and elective requirements) or 124 semester hours for the studio performance concentration (including

concentration, Baccalaureate Experience and elective requirements).

Bachelor of Science in Nursing

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

The four-year degree requires 125 semester hours, including the Baccalaureate Experience, all major requirements and electives, as well as 1,232 clinical hours. The RN to BSN completion degree requires 124 semester hours.

Bachelor of Liberal Studies

Students majoring in liberal studies will be awarded the Bachelor of Liberal Studies degree. For requirements, please refer to the *School of Continuing Studies* chapter in this catalog. This degree requires a minimum of 124 semester hours, including the BLS general curriculum distribution, all concentration requirements and electives.

Graduate Degree Requirements

Graduate programs offered at The University of Tampa include the Master of Business Administration, Master of Science in Accounting, Master of Science in Finance (MS-FIN), Master of Science in Marketing (MS-MKT), Master of Science in Technology Innovation Management (MS-TIM), Master of Arts in Teaching, Master of Education in Curriculum and Instruction and Master of Science in Nursing. See the *Graduate Programs* chapter for degree requirements.

Requirements for a Second Bachelor's Degree

A student who has earned a bachelor's degree at UT or any other regionally accredited college or university may earn a second bachelor's degree from UT.

For the second degree, at least 31 semester hours of credit must be earned in residence at UT, all earned after the previous bachelor's degree was awarded. No credit earned prior to the awarding of the previous degree may

be used to fulfill any part of the 31 credit hours required for the second degree.

The student must take all of the courses required for the second major. However, courses required for the major that were taken for credit as part of the first degree do not need to be repeated. At least 15 credit hours applicable toward the major in the second degree must be earned at UT.

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

A continuing University of Tampa student who concurrently fulfills the requirements for two majors that do not have the same degree designation, and who wishes to be issued a diploma for each degree, must:

1. fulfill all University requirements for both majors (as specified in the University Catalog), and
2. earn a minimum of 155 credits.

Graduation Honors will be calculated as usual for the continuing undergraduate student earning two bachelor's degrees concurrently. For details, please refer to the chapter on *Graduation Honors* in the section titled *Academic Policies and Procedures*. Graduation Honors are not awarded to students completing a second bachelor's degree as a post-baccalaureate student.

Baccalaureate Experience

The University of Tampa requires that each undergraduate student complete the comprehensive liberal arts curriculum outlined below in concert with his or her own major area of study. More detailed explanations of many of the requirements follow this summary.

Summary of the Baccalaureate Experience Requirements

A. Two-Year Learning

Community.....	13-19 sem. hrs.
ENG 101	(4 sem. hrs.)
ENG 102	(4 sem. hrs.)
MAT 155, MAT 160	
or higher.....	(4 sem. hrs.)

- ITM 200 (1 sem. hr.)
 Gateways 100 and 102 (first-year students only) (2 sem. hrs.)
 GIS 101 (first-year students only) (3-4 sem. hrs.)
- B. Natural Science**
Component..... 6 sem. hrs.
 Biological Science (3 sem. hrs.)
 Physical/Chemical Science (3 sem. hrs.)
- C. Humanities/Fine Arts**
Component..... 11 sem. hrs.
- D. Social Science**
Component..... 11 sem. hrs.
- E. Writing Intensive..... 9-12 sem. hrs.**
- F. Art/Aesthetic..... 3-4 sem. hrs.**
- G. Non-Western..... 3-4 sem. hrs.**
- H. International/Global Awareness 3-4 sem. hrs.**

Detailed Explanation of Baccalaureate Experience Requirements

A. Two-Year Learning Community

Students are expected to complete ENG 101, ENG 102 and ITM 200 in their first year. The math requirement must be completed in the first two years.

Special Provisions:

English Requirement

- All students are required to complete ENG 101 and 102 or their equivalents as part of the Baccalaureate Experience. As a rule, first-year and transfer students who do not already have credit for ENG 101 will be placed in ENG 101 in their first semester. However, students whose SAT or ACT scores, high school transcripts or admissions files indicate that it may be difficult for them to achieve satisfactory progress in ENG 101 will be required to complete ENG 100 successfully before enrolling in ENG 101. Regardless of initial placement, students must complete ENG 102 or the equivalent.

- Nonnative speakers of English whose writing indicates that it may be difficult to achieve satisfactory progress in ENG 101 will be required to complete either ENG 100 or ENG 110 successfully before enrolling in ENG 101. (For students who need additional practice after ENG 110, the professor may also recommend ENG 111 or ENG 100 as

a prerequisite to ENG 101.) Regardless of initial placement, students must complete ENG 102 or the equivalent.

Math Requirement

- MAT 201 and 203 may not be used to satisfy the mathematics portion of the academic skills component.

First-Year Students

- All first-year students are expected to participate in the Gateways program each of their first two semesters. All first-year students also are expected to participate in the Global Issues program in one of their first two semesters. Global Issues courses are linked to ENG 101 and ENG 102 courses to create a linked learning community; students taking Global Issues also must be enrolled in the linked ENG course. Students may not withdraw from Gateways, Global Issues or the linked ENG course. Exceptions, which are rare, must be approved by the associate dean of the Baccalaureate Experience.

Education majors

- Education majors may use EDU 203 to satisfy the ITM requirement.

B. Natural Science

Component..... 6 sem. hrs.

One biological and one physical or chemical science course. A science course is considered to be a lecture course or a combination of lecture and laboratory. Laboratory course credit without accompanying lecture course credit cannot be used to fulfill this requirement.

C. Humanities/Fine Arts

Component..... 11 sem. hrs.

Comprised of courses in the following disciplines: art, dance, drama, English, foreign languages, linguistics, music, philosophy, religion, speech, theatre and those communication, writing and women's studies courses so designated in the *Course Descriptions* section of the catalog. Courses taken to fulfill this requirement must be selected from at least two different disciplines. Students may apply up to 4 credit hours in studio/performance-oriented courses toward this requirement. *To qualify for the Studio/Performance designation, the majority of the course must focus on the students' creation or performance of works.* (See *Course Descriptions*.) Courses used to satisfy requirements in the humanities/fine

arts component cannot be used to satisfy requirements in any major, but may be used to satisfy requirements in a minor.

D. Social Science

Component.....11 sem. hrs.

Comprised of courses in the following disciplines: economics, geography, history, government, psychology, sociology, urban studies, and those communication, criminology and women's studies courses so designated in the *Course Descriptions* section of the catalog. Courses taken to fulfill this requirement must be selected from at least two different disciplines. Courses used to satisfy requirements in the social science component cannot be used to satisfy requirements in any major, but may be used to satisfy requirements in a minor.

E. Writing Intensive:

To fulfill this requirement, students must take three writing intensive courses (designated by a "W" following the course title), preferably after the English composition sequence (ENG 101-102) is completed and prior to their final semester. Each writing intensive course is at least 3 credit hours. These courses emphasize writing as a process of learning and communicating. Through collaborative practice in critical thinking and writing, students are equipped to participate in the multi-disciplinary exchange of ideas that defines the liberal arts experience. Transfer students entering as juniors need to complete two writing intensive courses before graduating. Those entering as seniors need to complete one writing intensive course. Courses transferred from other institutions cannot be used to satisfy the writing intensive requirement. Courses designated writing intensive are found in nearly every discipline. Where appropriate, courses designated writing intensive may be used to satisfy both the writing intensive requirement and other requirements of the Baccalaureate Experience (including major and minor requirements). Students wishing to count an independent study or internship experience as a writing intensive course must have prior written approval from the Baccalaureate Committee.

F. Art/Aesthetic:

To fulfill this requirement, a student must take at least one course (designated by an "A" following the course title) devoted primarily to the development of skills in human expression for the purpose of engaging the aesthetic sense, or courses devoted primarily to the development of students' critical appreciation of aesthetics. Each art/aesthetic course is at least 3 credit hours. Courses designated art/aesthetic can be found in a number of disciplines, including art, communication, dance, English, French, music, philosophy, Spanish, speech, theatre, women's studies and writing. Where appropriate, an art/aesthetic course may be used to satisfy both the art/aesthetic requirement and other requirements of the Baccalaureate Experience (including major and minor requirements).

G. Non-Western:

To fulfill this requirement, a student must take at least one course (designated by an "NW" following the course title) that deals either in a direct or in a comparative way with contemporary non-Western or Third World concerns. Each non-Western course is at least 3 credit hours. Courses designated non-Western are found across the disciplines, including art, communication, dance, education, English, geography, government and world affairs, history, international business, international studies, music, nursing, philosophy, religion, sociology, Spanish, theatre and urban studies. Where appropriate, a non-Western course may be used to satisfy both the non-Western requirement and other requirements of the Baccalaureate Experience (including major and minor requirements), except that no student may use a single course to satisfy both the non-Western and the international/global awareness requirements.

H. International/Global Awareness :

To fulfill this requirement, a student must take at least one course (designated by an "IG" following the course title) that deals in a direct or comparative way with political, social, cultural or economic issues impacting the international and/or global arena. Each international/global awareness course is at least 3 credit hours. The Global Issues course (part of the Two-Year Learning Community

above) meets this requirement. Courses designated international/global awareness are found across the disciplines, including art, biology, communication, criminology, cross-cultural studies, dance, education, English, French, geography, German, government and world affairs, history, international business, international studies, Italian, language, music, philosophy, religion, sociology, Spanish, theatre, urban studies and women's studies. Where appropriate, an international/global awareness course may be used to satisfy both the international/global awareness requirement and other requirements of the Baccalaureate Experience (including major and minor requirements), except that no student may use a single course to satisfy both the international/global awareness and non-Western requirements.

First-Year Student Programs

Global Issues Program

The Global Issues Program is an integrated learning community linking ENG 101 or 102 with a course about contemporary global issues. Students take the two courses as a block, and explore current issues of international significance through reading, class discussions, writing and experiential learning activities. All first-year students must take Global Issues in their first year, unless they enter the University having completed both the ENG 101 and ENG 102 requirements. Global Issues courses may not be retaken under grade forgiveness.

Gateways – An Academic/Career/Personal Exploration Program

Gateways is a two-semester, two-credit course designed for and required of all first-year students. In the first semester, students learn about the Baccalaureate Experience, academic policies and regulations, lifestyle issues, health matters and other aspects related to adjusting to life in college. During the second semester, students take part in activities and class experiences designed to

introduce them to a systematic exploration of their educational goals, interests and values as they become part of the UT community of learners. Students examine their interests and talents as they relate to their choice of major, future career interests, and opportunities for personal growth. Students earn one satisfactory/unsatisfactory credit hour for successful completion of each course.

International Programs and Development

The International Programs Office is the focal point for internationalization initiatives and programs, and serves as a liaison to the international and local communities. The office is responsible for cultural training and international programming for the University community, providing study abroad and exchange opportunities for both students and faculty, facilitating faculty initiatives for research and course development, and providing services for international students.

International Education

The University of Tampa's Quality Enhancement Plan (QEP) outlines the improvement and enhancement of international education efforts and is titled, "Building International Competence: An Integrated Approach to International Education." The University is committed to providing a campus learning environment that promotes international competency and prepares our students to become global citizens. Students within all majors at UT have the opportunity to enhance their degree with a Certificate of International Studies (CIS).

As the world today becomes increasingly interconnected, a person with a multicultural education has a leading edge in the workplace. University of Tampa students begin that experience with a Global Issues class in the first year, and continue that exploration with a series of international/global courses throughout their degree programs. With students from nearly 100 countries attending UT, there are ample social and academic opportunities to interact with people from other

cultures. The University also has a faculty that includes several Fulbright Scholars and numerous others who have lived, traveled and taught abroad.

Strong University ties with the multicultural Tampa Bay community provide another valuable resource for students. International internship opportunities are available for students in many majors. The community, as well as the University, benefits from many international events initiated and hosted on campus, global simulations for first-year students, and seminars on international politics, business, trade and culture.

Study Abroad

The University encourages all qualified students to consider studying abroad as part of their degree programs. Summer, semester and yearlong programs are available in all parts of the world, and University faculty members lead a variety of short-term travel/study courses each year. Students anticipating a study abroad experience should visit the Study Abroad Center early in their college careers to be advised on basic issues, procedures and opportunities. Some types of financial aid are available for study abroad programs, and various study abroad scholarships are awarded. Check the UT Web site for more detailed information on study abroad opportunities.

Travel/Study Courses Abroad

Faculty-led courses are an integral part of UT's study abroad programs. University faculty members accompany a group of UT students to an international location or a series of sites. Students enroll in one or two courses taught by a UT faculty member or in conjunction with foreign faculty at a university campus or learning center. In addition to the regular UT course offerings, students at some locations also may opt for language instruction taught on-site by native speakers. Destinations vary and have included Australia, New Zealand, Europe, Central and South America and Asia.

Exchange Programs

The University of Tampa has formal relationships with several foreign universities. Exchange agreements have been established in which students pay their tuition to The University of Tampa and are responsible to pay the host institution for room, board and any other program costs. The University has tuition exchange agreements with the following schools:

ITESM (Monterrey Tec), Mexico—A premier private university with campuses throughout Mexico. Campuses in Monterrey, Cuernavaca, Guadalajara, Mazatlan, Queretaro, San Luis Potosi, Toluca and Mexico City offer courses taught in English, as well as Spanish. Summer programs are available.

University of Westminster, England—A comprehensive university with one campus in central London and one in suburban Harrow offering programs in the liberal arts, sciences and business.

Radboud University at Nijmegen, The Netherlands—A comprehensive university. Courses taught in English are offered in literature, linguistics, American studies, law, political science and business.

Honors Program Study Abroad

Oxford Semester—Selected Honors students study for one semester each fall and spring under the unique tutorial system in a college of Oxford University while continuing their enrollment at UT.

Honors Abroad Summer Program—The Honors Program sponsors faculty-led travel study courses each year to various international sites.

The director of the Honors Program can provide additional details on each of these study abroad opportunities.

Experiential Learning

As professed in the University Mission, each student has opportunities to balance “learning by thinking” with “learning by doing.” Toward this end, UT is committed to providing experiential learning activities across the curriculum. The University offers a variety of experiences — including

internships, practica, behavioral simulations, performances and exhibitions, research activities and service learning — to ensure that students blend and integrate classroom knowledge (theory) with practice (application). Every student is encouraged to engage in out-of-the-classroom learning activities whenever possible.

Internships, Practica and Field Work Experiences

Every academic discipline has internship opportunities for eligible students. Each student is encouraged to discuss this option with his or her advisor as soon as the student has chosen a major area of study. In consultation with his or her advisor, the student can plan how to best fit an internship experience into the overall four-year course schedule plan. Eligibility criteria vary by college and discipline, so students are advised to plan ahead as far as possible.

Internships and field-work provide valuable learning experiences. They allow students to put into practice what has been read and discussed in the classroom. These experiences also often provide gateways to a future job or career.

Undergraduate Research and Performance Opportunities

Students are encouraged to conduct research or create and perform original works of art. Collaboration between faculty and students in research is another way UT provides invaluable experiential learning activities. Students may elect to conduct original research under the guidance and supervision of a faculty mentor, or they may collaborate and assist faculty in their ongoing research agendas. In either case, students may earn credit for this work, based upon meeting certain eligibility or audition criteria.

For many students, research activity enhances their educational experience by allowing them to participate firsthand in the processes of scholarly inquiry and to connect classroom models to reality. The entire research process requires that students hone their skills in writing, speaking and critical thinking. Research activity transforms education into an active learning model, which is

excellent preparation for graduate or professional work after graduation.

In the arts, performance courses and exhibitions of work allow the student the opportunity to develop professional skills. Disciplines such as art, communication, dance, music, musical theatre (performing arts) and theatre all provide venues for students to create and showcase their talent. As with research, students in the arts work with experienced and talented faculty to develop their creativity in varied ways that help to expand their professional development.

Service Learning

A number of courses across disciplines are designated as service learning courses. Service learning courses have a component of student service in the community. The goal is for the student to link academic training (theory) with provision of services to a community constituency (application). Theory and application are tied together through classroom discussion, reflection exercises, diaries and activity logs. Additionally, many students gain a sense of civic pride and responsibility through their helping behavior.

Other student benefits include enhanced learning of the academic material, a sense of personal accomplishment and self-worth gained through helping others, and yet another opportunity to link real-world experiences with classroom preparation.

Honors Program

The Honors Program seeks to nurture the talents of academically gifted students. It offers an introductory Gateways seminar and special Honors classes that are developed to enhance creative thinking processes while meeting general curriculum distribution requirements of the Baccalaureate Experience.

In the junior and senior years, when students may be carrying heavy course loads in their major fields, Honors enriches those classes by making them tutorial, as well as classroom, experiences.

In addition, the program offers junior-senior seminars, Honors thesis or Honors creative project opportunities, film festivals,

a speaker's program, scholarships for Honors abroad, an Oxford University semester program, internships in Washington, DC, a Harvard Model United Nations program, Honors independent study, an Honors lounge, special Honors floors in the residence halls, and detailed narrative assessment of Honors achievements.

Admission to the Honors Program

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

1. An incoming first-year student who has earned a high school grade point average of 3.5 or better or an SAT score of 1200 or above. Writing test scores are not considered. GPA must be at least 3.4, and SAT must be at least 1150.

2. A continuing student who earns a 3.5 GPA or better at the end of the first, second or third semester.

3. A junior who has attained a 3.5 GPA or better in coursework completed in the previous academic year, and who has a minimum overall GPA of 3.5. (Seniors are ineligible to begin participation.)

4. A transfer student who has a 3.5 or higher GPA, is a graduate of a junior or community college Honors program or, in the case of a student returning to school, has very strong recommendations describing recent academic achievement.

Continuation in the Honors Program

Participation in the program is voluntary. Students must demonstrate normal progress in fulfilling program requirements and have at least a 3.0 GPA at the end of the freshman year, a 3.2 GPA at the end of the sophomore year, and a 3.3 GPA or permission of the director thereafter. In unusual circumstances, students may appeal GPA requirements.

Graduating with Honors Distinction

Seniors in the Honors Program with a minimum cumulative GPA of 3.5 for all work attempted at the University graduate with Honors program distinction. This accom-

plishment is recognized during Commencement, and the student is awarded a medal for his or her effort. Under exceptional circumstances, a student denied this distinction may appeal to the Faculty Honors Committee through the Honors Program director.

Types of Honors Courses

1. A two-semester Honors Gateways Experience is required of all incoming first-year Honors students.

2. Special Honors courses open only to Honors students count as part of the student's Baccalaureate Experience requirements. These limited-enrollment courses are separate from the regular curriculum offerings, and are designated "Honors Courses" in the class schedule.

All courses are designed to explore one of the following themes: Revolution: Mindsets and Breakthroughs; Learning through the Clash of Ideas; Gaining the Larger Picture: Roots and Contexts; and the Cutting Edge.

3. Honors enrichment tutorials for juniors and seniors are regular classes, usually in the student's major, that become tutorial through an agreement with the professor. In addition to regular class attendance, the student will meet on a weekly or bi-weekly basis in the professor's office to discuss the work of the class one-to-one.

4. Each Honors student is offered the opportunity to write an Honors thesis.

5. Honors students may receive credit for Oxford University semester, Honors Abroad, and Washington internships and seminars.

6. Students are encouraged to undertake Honors independent study as preparation for a thesis or as an enhanced opportunity to work on a one-to-one basis on research to be published or presented at a conference.

Honors Undergraduate Fellowships

Honors Undergraduate Fellowships give Honors students fellowships of up to \$1,000 per year in their junior and senior years by working with faculty on their research. The work is intended to lead to student publication or conference presentation.

Honors students may compete for these undergraduate fellowships in the spring semester of their sophomore and junior years for research work the following year.

Undergraduate fellowships provide a degree of involvement in research and publication ordinarily not available until graduate school.

Course Requirements for the Honors Program

Honors students entering as freshmen must take the introductory Honors seminar linked to the Gateways program. During their freshman and sophomore years, they must complete a minimum of two other Honors classes and then fulfill the junior/senior requirements.

Students entering in their sophomore year must take two Honors classes in addition to the junior/senior requirements.

In their junior and senior years, Honors students must take three courses, including at least one regular Honors class, from among the following:

- regular Honors classes
- Honors enrichment tutorials
- junior/senior cross-disciplinary seminar
- Honors independent study
- Honors thesis
- Honors in London

Particularly for students with heavy majors or those planning on graduate school, the junior/senior portion of Honors is designed to lead the student toward graduate level research, with students being introduced to such research through the tutorial contact, continuing through research-oriented independent study, and culminating in a senior research project. A significant number of Honors undergraduates have made presentations at conferences or have been published as undergraduates. Students not intending to attend graduate school are enriched through closer contact, ability to pursue questions one-to-one, and greater understanding of professionalism in their field.

Designation of Courses in the Student's Records

Honors courses will be designated "Honors" on the student's permanent record.

A student who completes the program will be designated as an Honors program graduate, with all the distinction that the designation implies, and the awarding of the Honors medal at graduation.

Academic Support Services

Academic Advising Office

The University of Tampa is committed to a strong program of effective academic advising for all students. The program's success is a result of the joint efforts of the members of the University faculty who serve as advisors and the Academic Advising Office. These two groups work together to provide a complete advising program. It is the goal of the program that UT students have access to a variety of caring professionals who are knowledgeable about University policies and procedures.

UT faculty members are the foundation upon which the academic advising program is built. Each student is assigned, through the Academic Advising Office, to a faculty advisor from the student's major field of study. Students are encouraged to meet with their faculty advisors several times during each semester to discuss educational goals, to map out academic programs, and to explore career options.

Advising Office advisors are available to assist students in evaluating course options and in planning successful completion of educational goals. Major responsibilities include (1) making information about academic policies and requirements available to every student; (2) referring students, as appropriate, to one of the many academic support services available; and (3) helping students process the following forms as necessary: Degree Audit Form, Transient Student Status Form, Special Petition to Repeat a Course Under the Forgiveness Policy; Request for Advisor Change, Request for Change of Major, Spe-

cial Permission for Class Overload, Registration for Classes, Dropping/Adding of Classes and Petition of Academic Appeals.

Questions concerning the academic advising program should be directed to Director, UT Academic Advising Office, advising@ut.edu.

Saunders Writing Center

The Saunders Writing Center, located in Room 323 of Plant Hall, offers free tutorial assistance to students working on all writing projects. Students receive individual support and instruction during the drafting process as they work to improve their ability to draft, revise and edit.

The center is open more than 35 hours a week. The highly qualified staff of peer tutors is trained by the center director, who has expertise in composition and peer tutoring. Students taking part in tutoring sessions are free to use computers and a variety of references available in the Center.

Help is available on a walk-in basis or by appointment. The center is a place for students to share their writing and to receive feedback, individualized assistance and encouragement.

Academic Center for Excellence

The Academic Center for Excellence is a multi-faceted center designed to assist students in learning and in strengthening academic skills. Located in Plant Hall 401, the Center serves the needs of all students in traditionally challenging courses across the colleges. Tutoring is provided individually or in small group settings by trained peer

tutors who have met the center's academic criteria. Under the direction of a full-time director, the knowledge and competencies of this elite group of peer tutors help students at UT ensure their academic success. Tutoring is done on a walk-in basis and is free to all UT students.

Through individual assistance or the ASK 100 course, taught by the director and associate director, the Academic Center for Excellence provides support in test anxiety, organization skills, motivation issues, test-taking, note-taking, goal setting and time management.

The CLEP testing service allows students to receive college credit by earning qualifying scores on any one of more than 34 CLEP examinations. More than 2,900 colleges and universities in the United States will recognize your comprehensive subject knowledge acquired through independent or prior study, cultural pursuits, special interests, internships or professional development. Each CLEP exam can earn 3-6 college credits (more for foreign languages). CLEP testing is by appointment only through the Academic Center for Excellence.

Areas of Study

College	Abbreviation	Departments
College of Arts and Letters	CAL	Art Communication English and Writing Language and Linguistics Music Philosophy and Religion Speech, Theatre and Dance
John H. Sykes College of Business	COB	Accounting Economics Finance Information and Technology Management Management Marketing
College of Natural and Health Sciences	CNHS	Biology Chemistry and Physics Exercise Science and Sport Studies Nursing
College of Social Sciences, Mathematics and Education	CSSME	Criminology and Criminal Justice Education Government, History and Sociology Mathematics Psychology

Alphabetical Listing of All Departments:

ACCT	Accounting	GOHS	Government, History and Sociology
ART	Art	ITM	Information and Technology Management
BIOL	Biology	LANG	Language and Linguistics
CHPH	Chemistry and Physics	MGMT	Management
COMM	Communication	MRKT	Marketing
CRIM	Criminology and Criminal Justice	MATH	Mathematics
ECON	Economics	MILI	Military
EDUC	Education	MUSI	Music
ENWR	English and Writing	NURS	Nursing
EXER	Exercise Science and Sport Studies	PHRE	Philosophy and Religion
FINA	Finance	PSYC	Psychology
		SPTD	Speech, Theatre and Dance

Undergraduate Areas of Study

	Major	Pre-Professional	Minor	Concentration	Certificate	College	Department	Page Number
Accounting	•		•			COB	ACCT	111
Adult Fitness				•		CNHS	EXER	140
Advertising			•			CAL	COMM	89
Advertising and Public Relations	•					CAL	COMM	87
Aerospace Studies			•				MILI	184
Allied Health		•				CNHS	EXER	143
Art	•		•			CAL	ART	81
Art History				•		CAL	ART	82
Art Therapy		•		•		CAL	ART	83
Arts Administration and Management				•		CAL	ART	84
Athletic Training	•					CNHS	EXER	140
Biochemistry	•					CNHS	CHPH	138
Biology	•		•			CNHS	BIOL	130
Biology-Business				•		CNHS	BIOL	132
Biology-General				•		CNHS	BIOL	131
Biology-Molecular				•		CNHS	BIOL	132
Biology-Organismal/Evolutionary				•		CNHS	BIOL	133
Biology-Pre-Professional		•		•		CNHS	BIOL	131
Business Administration			•			COB	MGMT	126
Chemistry	•		•			CNHS	CHPH	137
Communication	•		•			CAL	COMM	84
Criminal Investigation			•			CSSME	CRIM	155
Criminology	•		•			CSSME	CRIM	153
Dance-Applied Dance			•			CAL	SPTD	103
Dance-Dance/Theatre			•			CAL	SPTD	104
Digital Arts	•					CAL	ART	82
Economics	•		•			COB	ECON	114
Education, Early Childhood					•	CSSME	EDUC	157
Education, Elementary (K-6)	•					CSSME	EDUC	159
Education, Secondary Biology	•					CSSME	EDUC	162
Education, Secondary English	•					CSSME	EDUC	164
Education, Secondary Mathematics	•					CSSME	EDUC	165
Education, Secondary Social Science	•					CSSME	EDUC	166
Electronic Media Art and Technology	•		•			CAL		81
English	•		•			CAL	ENWR	92

Undergraduate Areas of Study

	Major	Pre-Professional	Minor	Concentration	Certificate	College	Department	Page Number
Entrepreneurship	•		•			COB	MGMT	115
Environmental Science	•		•			CNHS	BIOL	135
European Studies					•	CSSME	GOHS	175
Exercise Science and Sport Studies	•		•			CNHS	EXER	139
Film and Media Arts	•					CAL	COMM	86
Finance	•		•			COB	FINA	117
Financial Services Operations and Systems	•					COB	ITM	121
Forensic Science	•					CNHS	CHPH	138
French			•		•	CAL	LANG	95
German					•	CAL	LANG	95
Gerontology					•	CSSME	GOHS	175
Government and World Affairs	•		•	•		CSSME	GOHS	170
Government and World Affairs–American Government				•		CSSME	GOHS	170
Government and World Affairs–Law and Government				•		CSSME	GOHS	171
Government and World Affairs–World Affairs				•		CSSME	GOHS	171
Graphic Design	•					CAL	ART	82
History	•		•			CSSME	GOHS	171
Humanities				•		SCS		191
Information Design					•	CAL	ENWR	92
Interdisciplinary Studies				•		SCS		192
International and Cultural Studies	•					CSSME	GOHS	172
International Business/Accounting	•					COB		119
International Business/Economics	•					COB		119
International Business/Entrepreneurship	•					COB		119
International Business/Finance	•					COB		119
International Business/Management	•					COB		119
International Business/Management Information Sys.	•					COB		119
International Business/Marketing	•					COB		119
International Studies			•		•	CSSME	GOHS	174
Italian					•	CAL	LANG	95
Journalism			•			CAL	ENWR	94
Latin American Studies					•	CSSME	GOHS	176
Law and Justice			•			CSSME	CRIM	155
Liberal Studies	•					SCS		191
Management	•					COB	MGMT	125

Undergraduate Areas of Study

	Major	Pre-Professional	Minor	Concentration	Certificate	College	Department	Page Number
Management Information Systems	•		•			COB	ITM	123
Marine Science–Biology	•		•			CNHS	BIOL	133
Marine Science–Chemistry	•					CNHS	BIOL	134
Marketing	•		•			COB	MRKT	126
Mathematical Programming	•		•			CSSME	MATH	177
Mathematics	•		•			CSSME	MATH	177
Military Science			•				MILI	183
Music	•		•			CAL	MUSI	96
Music Education (K-12)	•					CAL	MUSI	99
Music Performance	•					CAL	MUSI	98
Naval Science			•				MILI	185
Nursing	•					CNHS	NURS	148
Performing Arts (Musical Theatre)	•					CAL	SPTD	101
Philosophy	•		•			CAL	PHRE	100
Physical Education (K-12)	•					CNHS	EXER	146
Pre-Dentistry		•				CNHS		131
Pre-Law		•				CSSME	GOHS	174
Pre-Medicine		•				CNHS		131
Pre-Veterinary Science		•				CNHS		131
Psychology	•		•			CSSME	PSYC	178
Public Health	•					CNHS	EXER	144
Recreation			•			CNHS	EXER	147
Social Sciences				•		SCS		191
Sociology	•		•			CSSME	GOHS	172
Sociology-Applied Sociology				•		CSSME	GOHS	172
Spanish	•		•		•	CAL	LANG	95
Speech/Theatre			•			CAL	SPTD	104
Sport Management	•		•			CNHS	EXER	145
TESOL–Teaching English to Speakers of Other Lang.					•	CAL	ENWR	93
Theatre	•					CAL	SPTD	102
Urban Studies			•			CSSME	GOHS	174
Women’s Studies			•			CSSME	GOHS	174
Writing	•		•			CAL	ENWR	93

Graduate Areas of Study

	Master's	Concentration	Page Number
Bachelor of Science in Chemistry/MBA Joint Program	•		139
Master of Arts in Teaching	•		209
Master of Business Administration	•		198
Business Administration-Accounting		•	200
Business Administration-Economics		•	201
Business Administration-Entrepreneurship		•	201
Business Administration-Finance		•	202
Business Administration-International Business		•	203
Business Administration-Management		•	204
Business Administration-Management Information Systems		•	203
Business Administration-Marketing		•	204
Master of Education in Curriculum and Instruction	•		211
Master of Science in Accounting	•		205
Master of Science in Finance	•		208
Master of Science in Marketing	•		207
Master of Science in Nursing	•		212
Nursing-Adult Practitioner		•	213
Nursing Education		•	212
Nursing-Family Practitioner		•	212
Master of Science in Technology and Innovation Management	•		206

College of Arts and Letters

<i>Departments of:</i>	<i>Page Number:</i>
Art	81
Communication.....	84
English and Writing	92
Languages and Linguistics	94
Music	96
Philosophy and Religion	100
Speech, Theatre and Dance.....	101

Humans are, most of all, symbol-making beings. Civilization itself is a symbolic arrangement, and the arts and letters thrive at its very heart. There is no more sophisticated and far-reaching invention, for instance, than language and the written word. And the image possesses a primal sway that has been with us since our species began representing reality on cave walls. We sing, we play music, we dance, we envision, we translate, we reason, we discover. The seven departments of **UT's College of Arts and Letters** offer 21 major degree programs, 11 minors and eight certificate programs that engage students in the rigors and powers of devising such vital forms, of making and reshaping meaning, and understanding that meaning. These programs cultivate the inner resources most necessary for the truly good and creative life: physical and emotional discipline, moral imagination, practiced memory, broad sympathy, and intellectual courage.

Department of Art

Faculty: Professors Harris, King; Associate Professor Chastain-Elliott, (Chair); Assistant Professors Sutherland, Echeverry, Frorup, Egnaczak, Valle.

The primary goals of the art program are to develop and nurture in students a sense of creative adventure, the stimulation of ideas through image-making, the process of communicating these ideas effectively, and the importance of continued creative development as a way of life.

EMAT: Electronic Media Art and Technology Major

The major in electronic media, art and technology is an interdisciplinary program that emphasizes designing and producing interactivity for Web-based products for both commercial and artistic intent. See EMAT after the Communication Department for full details.

Upon Entry into the Junior Year

Art students submit a portfolio that includes pieces from each studio course taken at the University, as well as from any college or university from which UT has accepted credits. The portfolio will be reviewed by no fewer than two faculty members. Unacceptable portfolios must be resubmitted no later than the end of the following semester.

All reviewed portfolios must be documented through the use of our departmental digital camera.

Senior Project

As a part of ART 498, Senior Seminar, all students concentrating in studio art, digital arts, or graphic design will prepare a senior exhibition in the Scarfone/Hartley Gallery that represents their strongest work. Students will conduct all aspects of that show, including professional presentation of work, hanging, lighting, publicity and formal opening. In addition, a signed and dated personal artist's statement concerning the student's aesthetic theories must be presented with the exhibition.

Also through ART 498, students concentrating in art history will prepare a senior thesis paper based on research completed in a prior class, and will take a short comprehensive exam tailored to their disciplinary strengths. Students majoring in art with a concentration in art history must submit a writing portfolio consisting of research papers and other written work completed in each art history class taken at The University of Tampa, as well as any from any college or university from which UT has accepted cred-

its. Using specific recommendations made by the faculty reviewer, unacceptable portfolios must be edited and resubmitted no later than the end of the following semester.

Requirements for a minor in art or art history:

The minor in art requires 24 semester hours of credit. Students may choose from a studio track or an art history track. Students completing the studio track must complete four hours each in drawing, painting, sculpture or ceramics, and art history, and eight additional hours of art. Students choosing the art history track must take ART 268, Hist: Survey I; ART 269, Hist: Survey II; one course designated non-Western; and 12 additional hours of art history.

Art — BFA Degree Program

Requirements for a major in studio art:

ART 153, 154 Drawing.....	8
ART 200 Ceramics.....	4
ART 201 Painting.....	4
ART 202 Sculpture	4
ART 203 Printmaking	4
ART/COM 204 Design	4
ART/COM 210 Beginning Computer Graphics	4
ART 304 Advanced Drawing	4
Art History	12
<i>Additional ART courses for concentration*</i>	12
ART electives	11
ART 498 Senior Seminar.....	1

Total Semester Hours: 72

*The areas of concentration are drawing, painting, printmaking, sculpture, ceramics and photography. See separate instructions below for concentration in art history. An internship program is available that allows selected students to gain experience for credit in several art-related fields.

Requirements for a major in art with a concentration in art history:

Art history is the study of cultural artifacts across time. The University of Tampa offers a variety of art history classes that span the development of human existence. The BFA degree, with a concentration in art history, is unique in that it affords the student a strong visual understanding of media, technique and

process in addition to an in-depth study of how these have been utilized in our collective cultural heritage.

Students applying to M.A. and Ph.D. programs in art history will find the BFA in art history to be an essential and well-rounded preparation for advanced study. These advanced degrees may lead to careers in art galleries, museum work, curating collections for corporations, teaching, antiques and collectibles, and more.

Requirements for a concentration in art history:

ART 153, 154 Drawing.....	8
ART 200 Introduction to Ceramics.....	4
ART 201 Beginning Painting	4
ART 202 Beginning Sculpture	4
ART 203 Beginning Printmaking.....	4
ART/COM 204 Beginning Design	4
ART/COM 210 Beginning Digital Arts.....	4
ART 304 Advanced Drawing	4
ART 268 History: Survey I.....	4
ART 269 History: Survey II.....	4
<i>Additional art history courses for concentration</i>	16
ART and Arts Management electives.....	11
ART 498 Senior Seminar.....	1

Total Semester Hours: 72

Digital Arts and Graphic Design Major

Exciting opportunities abound for students with creative minds and computing experience. Whether for designing Web pages, creating video games, animations, or doing creative work in advertising, marketing, interactive arts or multimedia production, computing skills are essential.

Digital arts and graphic design at The University of Tampa selectively combine the elements of traditional studio instruction with creative uses of computing technology. Development of visualization skills, creativity, programming, drawing potential and design ability forms the cornerstone of the program. The emphasis is on creative growth through intense exploration of a wide range of media, coupled with direct use of modern technology. The available digital tools offer a range of potential experiences, from designing for pre-press through developing interactive

media. Professional internships are available and encouraged.

BFA Degree Program (Digital Arts)

Requirements for a major in digital arts:

ART 153 Beginning Drawing.....	4
ART 201 Beginning Painting	4
ART 202 Beginning Sculpture	4
ART/COM 204 Beginning Design	4
ART/COM 210 Beginning Digital Arts...	4
ART/COM 211 Art and Technology	4
ART/COM 217 Beginning 3-D Animation	4
ART/COM 310 Advanced Digital Arts...	4
ART/COM 311 On-Line Production.....	4
<i>or</i>	
ART/COM 317 Advanced 3-D Animation	4
ART History.....	12
ART 410 Special Problems in Digital Art	11
<i>or</i>	
ART 417 Special Problems in 3-D Animation	11
ART 498 Senior Seminar.....	1
Art Electives**	12

Total Semester Hours: 72

*Area of concentration can include 3-D Animation, Web Production, and Interactive Animation

**Up to eight hours may be replaced with computer science courses beyond ITM 200.

BFA Degree Program (Graphic Design)

Requirements for a major in graphic design:

ART 153 or 154 Drawing.....	4
ART 201 Beginning Painting	4
ART 200 Introduction to Ceramics.....	4
<i>or</i>	
ART 202 Beginning Sculpture	4
ART 203 Beginning Printmaking	4
ART/COM 204 Beginning Design	4
ART/COM 305 Introduction to Graphic Design.....	4
ART 208 Beginning Photography	4
ART/COM 210 Beginning Digital Arts...	4

ART/COM 306 Graphic Design II	4
ART 304 Advanced Drawing	4
Art History	12
Additional Art in Area Concentration.....	7
ART 498 Senior Seminar.....	1
Art Electives*	12

Total Semester Hours: 72

*Up to eight hours may be replaced with writing or marketing courses.

B.A. in Art with a Pre-professional Concentration in Art Therapy

Art Therapy is an interdisciplinary human service profession that employs the creation of art as a means of resolving emotional conflicts, fostering self-awareness and personal growth in education, rehabilitation and psychotherapy. It incorporates psychology, art and therapeutic techniques to provide a creative alternative to conventional therapies.

To become a Registered Art Therapist, the American Art Therapy Association (AATA) has determined that one must possess a master's degree from an AATA-accredited program. Entry into such a graduate program is normally based upon three criteria: (1) art skills evidenced by studio coursework and portfolio, (2) coursework in the behavioral sciences, particularly psychology, (3) clinical or community experience such as internships, volunteer work or professional work in the social sciences.

The Pre-Professional Concentration in Art Therapy is designed to prepare students to enter an accredited master's degree program.

Art Courses

ART 153 Beginning Drawing.....	4
ART 154 Figure Drawing	4
ART 200 Introduction to Ceramics.....	4
ART 201 Beginning Painting	4
ART 202 Beginning Sculpture	4
ART 203 Beginning Printmaking	4
ART/COM 204 Beginning Design	4
ART 268 Hist: Survey I	4
ART 269 Hist: Survey II.....	4
ART 330 Children's Art.....	4
ART 331 Adolescent Art.....	4
Art Electives (300 level or above).....	4

ART 411	Internship in Applied Arts (Art Therapy)	4
Art Hours: 52		

Psychology Courses

PSY 200	General Psychology.....	4
PSY 210	Development I: Child Psychology	4
PSY 211	Statistics and Experimental Methods I.....	4
PSY 230	Theories of Personality.....	4
PSY 303	Abnormal Psychology	4
Psychology Hours: 20		

Total Semester Hours: 72

Note: Art Therapy majors must complete the Junior Review. See Upon Entry into the Junior Year above.

Art — B.S. Degree Program with Concentration in Arts Administration and Management

Requirements for the major (87 credit hours):

Art Courses

ART History.....	8
ART 153 Beginning Drawing.....	4
<i>or</i>	
ART 154 Figure Drawing	4
ART 200 Ceramics.....	4
<i>or</i>	
ART 202 Beginning Sculpture	4
ART/COM 204 Beginning Design	4
ART 208 Beginning Photography	4
ART/COM 305 Introduction to Graphic Design.....	4
ART electives.....	12
Art Hours: 40	

Arts Management Courses

ARM 200	Introduction.....	2
ARM 480	Seminar	2
ARM 498	Internship.....	8
Arts Management Hours: 12		

Business and Other Courses

MAT 160	College Algebra.....	4
ACC 202	Financial Accounting Information	3
ACC 203	Managerial Accounting	3
ECO 204	Principles of Microeconomics...	3
ECO 205	Principles of Macroeconomics...	3

FIN 310	Financial Management.....	3
ITM 200	Introduction to Computers.....	1
ITM 210	Managerial Statistics I.....	3
ITM 361	Operations Management.....	3
MGT 330	Principles of Management.....	3
MGT 335	Essentials of Corporate Responsibility	3
MKT 300	Principles of Marketing.....	3
Business and Other Hours: 35		

Total Semester Hours: 87

The eight-hour internship (ARM 498) will be taken throughout the sophomore, junior and senior years. Two hours must be reserved to be combined with the Senior Seminar (ARM 480).

A concentration in arts administration fulfills all foundation courses required for admission to the Master of Business Administration program.

Department of Communication

Faculty: Professor Kennedy, Chair; Professor Bachman; Associate Professor Emeritus Giancola; Associate Professors Davis, Paine, Plays; Assistant Professors Costain, Eschenfelder, Garrett, McAlister, Perkins; Instructor Myrie. Instructional Staff: George, Segal.

The mission of the Department of Communication is to advance the knowledge and understanding of the communication processes that occur among individuals, groups, organizations and societies. The program emphasizes the theoretical and applied dimensions of human communication. The curriculum provides knowledge of a range of scientific and aesthetic theories, research methods and practical tools enabling students to confront major communication challenges facing society. Courses emphasize human values, appropriate uses of communication media, historical perspectives and critical thinking.

There are three majors within the department: Communication, Advertising and Public Relations, and Film and Media Arts. The Department of Communication also participates in the Electronic Media Art and Technology interdisciplinary program.

Communication Major (COM)

Requirements for a major in communication: the student must take a total of 51 semester hours of credit, which may include a maximum of 8 credit hours in a related discipline, to complete the major.

The COM curriculum is divided into two main components; each component in turn has two categories of available courses. The Theory and Methods component contains the Culture and Society and Visual Aesthetics courses; the Practicum component contains the Writing and Sound, Image and Motion courses. Students must take courses in each of these four areas (minimum credits and prerequisites for each area are identified later in this section).

All cross-listed courses should be taken with a COM designation. Foundation courses (*) are required courses. All COM majors must take a minimum of 16 COM hours at the 300 level or above. At least one of those courses must be at the 400 level.

Theory and Methods Component*Culture and Society*

(Students must take a minimum of 8 credit hours, 4 of which must be at the 300 level or above.)

COM224	Mass Media and Society*	4
COM282	Survey of Advertising and Public Relations	4
COM323	Frontiers of Communications	4
COM326	Political Campaigns and Electoral Politics	4
COM334	Information and the New World Order	4
COM365	Critical Analysis of Media Events	4
COM380	Culture, Society, and Computing Technology	4
COM401	Intercultural Communication	4
COM425	Information Technology and Human Values	4
COM426	Public Opinion, the Media and Power	4
COM436	Critical Studies in Public Communication	4
COM443	Communication and Cultural Studies	4
COM444	Wordimagebookscreen	4

COM470	Communication Research Methods	4
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Visual Aesthetics

(Students must take a minimum of 8 credit hours.)

COM211	Art and Technology	4
COM232	Visual Literacy *	4
COM249	Transformation from Fiction to Screen	4
COM260	American Cinema	4
COM261	World Cinema	4
COM277	Modern Art	4
COM300	The Documentary Tradition	4
COM308	Film Aesthetics	4
COM335	Survey of Independent Video and Film	4
COM360	Film Directors	4
COM370	Women, Film and Popular Culture	4
COM445	The Image and Reality	4
COM465	Senior Seminar in Cinema Studies	4

Practicum Component*Writing*

(Students must take a minimum of 8 credit hours.)

COM225	Writing for Electronic Communication*	4
COM240	Writing Drama	4
COM247	Writing for Radio and Alternative Performance	4
COM271	Journalism I	4
COM285	Information Design	4
COM325	Writing for Broadcast News	4
COM337	Corporate Uses of Media	4
COM340	Screenwriting I	4
COM346	Writing for Interactive Media	4
COM348	Writing the Situation Comedy	4
COM371	Journalism II	4
COM383	Writing for Advertising	4
COM384	Writing for Public Relations	4
COM440	Screenwriting II	4

Sound, Image and Motion

(Students must take a minimum of 8 credit hours.)

COM204	Beginning Design	4
COM208	Beginning Photography	4
COM210	Beginning Digital Arts	4
COM217	Beginning 3-D Animation	4
COM238	Animation I	4

COM241	Intro to Sound, Image and Motion*	4
COM263	Web Design	4
COM280	Digital Imaging	4
COM303	Studio Television I	4
COM305	Intro to Graphic Design	4
COM306	Graphic Design II	4
COM307	Advanced Photography	4
COM310	Advanced Digital Arts	4
COM311	Online Production	4
COM312	Narrative Production	4
COM313	Documentary Production	4
COM314	Experimental Filmmaking	
COM317	Advanced 3-D Animation	4
COM331	The Creative Triangle	4
COM333	Studio Television II	4
COM338	Animation II	4
COM342	Producing for Film and Digital Media	4
COM343	Advanced Post-Production Techniques	4
COM363	CD/DVD Design and Production	4
COM460	Senior Seminar in Film and Digital Production	4

Other Courses

COM250	Practicum in Broadcast Management	1-4
WRI 273	Practicum in Student Publications	1-4
COM354	Internship in Communication	1-4
COM399	Independent Study in Communication	1-4
COM446	Advanced Topics in Communication	4
COM499	Senior Project	1-4
COM583	Advertising Campaigns	4
COM584	Public Relations Campaigns	4

*Foundation course, required

Prerequisites for individual courses are listed in the course descriptions.

A maximum of 8 credit hours in related courses outside the major may be applied to the total of 51 required credit hours to complete department requirements. To meet the requirements of the major, students may take two courses outside of the Communication Department. These courses should closely coincide with the student's scholarly or career interests, and should be chosen with the advice of a communication faculty advisor.

Credit hours earned in COM 354 (Internship in Communication) cannot be used to meet the 300-level or above requirement in the major. Students may take a maximum of 8 credit hours in COM 354.

Students may take two Sound, Image and Motion courses in the same semester, but *only* with the written approval of the faculty members teaching those two courses and the chair of the department.

A student who wishes to enroll in COM 499, Senior Project, should secure a faculty sponsor the semester preceding the semester in which he or she plans to enroll.

The program provides individual access to production equipment in several courses. Students will be required to sign financial responsibility statements to gain access to the equipment.

Requirements for a minor in communication:

Twenty-four semester hours in communication courses, including COM 224, 225, 232, 241 and one 300- or 400-level course from the communication curriculum. ADPR majors who are minoring in communication must include one COM course that does not count toward the ADPR major for a total of 28 credit hours.

Film and Media Arts Major (FMA)

The Film and Media Arts major combines critical studies with production experiences and provides students with a foundation of theory and application. Blending "story" with "technology," students study critical perspectives and practice implementing techniques in traditional (16 mm), as well as emerging (digital) formats. Courses cover narrative, documentary and experimental forms and utilize both single and multiple-camera approaches. Students must take a minimum of 60 semester hours to fulfill the requirements of the major.

The FMA curriculum is divided into five categories. (1) In the Core, students must take all listed courses (12 credit hours); (2) in Production, students will select 16 credit hours as described below; (3) in Cinema Studies students will take both American Cinema and World Cinema along with two more

courses, for 16 credit hours; (4) a Capstone Senior Seminar is required in either Film and Digital Production or Cinema Studies (4 credit hours); and (5) students select 12 credit hours of FMA Electives, **as described later in this section, with the advice of his or her faculty advisor.**

Core (12 credit hours)

COM225 Writing for Electronic Communication.....	4
COM232 Visual Literacy	4
COM241 Intro to Sound, Image and Motion	4

Production (16 credit hours):

Two of the following courses (8 credit hours):

COM312 Narrative Production	4
COM313 Documentary Production	4
COM314 Experimental Filmmaking	4

Two of the following courses (8 credit hours):

COM331 The Creative Triangle	4
COM340 Screenwriting.....	4
COM342 Producing Film and Digital Media.....	4
COM343 Advanced Post-Production Techniques	4

Critical Studies (16 credit hours):

Students MUST take BOTH (8 credit hours):

COM260 American Cinema	4
COM261 World Cinema	4

Two of the following courses (8 credit hours):

COM300 The Documentary Tradition...	4
COM335 Survey of Independent Video and Film.....	4
COM360 Film Directors	4
COM370 Women, Film and Popular Culture.....	4
COM445 The Image and Reality	4

Capstone Senior Seminar (4 credit hours)

Students must choose a senior seminar below that involves either a paper in cinema studies or a media production.

COM460 Senior Seminar Film and Digital Production.....	4
COM465 Senior Seminar Cinema Studies.....	4

FMA Electives (12 credit hours):

Students must select at least FOUR electives from Production or Cinema Studies categories listed above or from the following courses:

COM240 Writing Drama.....	4
COM263 Web Design.....	4
COM303 Studio Television I.....	4
COM308 Film Aesthetics	4
COM333 Studio Television II	4
COM348 Writing the Situation Comedy...	4
COM363 CD/DVD Design and Production	4
COM440 Screenwriting II.....	4
MUS 108 Intro to Recording and Electronic Music.....	3
MUS 109 Recording and Synthesis Techniques	3
MUS 330 Audio in Media.....	3

Advertising And Public Relations (ADPR)

The major in Advertising and Public Relations is designed to prepare students for professional and academic opportunities in strategic communications, as well as for the pursuit of advanced degrees. Students will have the opportunity to develop critical thinking capabilities, specialized knowledge, practical skills, technical competencies and the theoretical framework necessary to conceptualize and produce creative work that can be applied to real-world communication problems in advertising and public relations.

Core courses provide foundations in advertising, marketing, public relations, culture and society, visual aesthetics, writing, research, design, production and strategic problem-solving. In addition, students choose electives to develop their individual interests. Students must take a minimum of 68 credit hours to fulfill the requirements of the major.

The ADPR major is divided into two specific areas: Core (48 credit hours) and advertising and public relations electives (20 credit hours). Advertising and public relations electives are grouped into the following eight categories: communication, design, marketing, media writing, moving image, government and world affairs, internships/

independent studies and other suggested electives.

A student can achieve a concentration in any one of the first six aforementioned elective categories by completing four classes in that area. Each graduating advertising and public relations major must submit a portfolio of work for evaluation by faculty. In addition, a minimum of two classes of ADPR electives must be taken at the 300, 400 or 500 level. A maximum of 8 credit hours of internship credit may count toward completion of the major. Credit hours earned in COM 354 (Internship in Communication) cannot be used to meet the 300-level or above requirement in the major. Core requirements and electives are as follows:

Core (48 credit hours):

Culture and Society Courses

COM224 Mass Media and Society4

COM282 Advertising and Public Relations4

***COM 436 Critical Studies in Public Communication4

COM470 Communication Research Methods4

****(This course replaces COM 336, Critical Studies in Public Communication.)*

Visual Aesthetics Courses

COM232 Visual Literacy4

Writing Courses

COM225 Writing for Electronic Communication4

****COM 383 Writing for Advertising...4

****COM 384 Writing for Public Relations4

*****(These courses replace COM 382,*

Writing for Advertising and Public Relations.)

Sound, Image and Motion Courses

COM210 Beginning Digital Arts4

COM305 Intro to Graphic Design4

Two of the following courses:

COM241 Intro to Sound, Image and Motion4

COM263 Web Design4

Other Advertising and Public Relations Courses

**COM 583 Advertising Campaigns4
or

**COM 584 Public Relations Campaigns...4

***(These courses replace COM 482, Advertising and Public Relations: Strategic Design, Innovation and Communication.)*

Electives (20 credit hours):

*Marketing Electives***

MKT 300 Principles of Marketing3

MKT 354 Buyer Behavior3

MKT 371 Personal Selling and Sales Management3

MKT 410 International Marketing3

MKT 411 Promotional Strategy3

MKT 450 Marketing Strategy3

** NOTE: Prerequisites for MKT 300 are ECO 204, ENG 101, junior standing and an overall "C" average or better. Other "lower core" COB prerequisites are waived for advertising and public relations majors.

Communication Electives

COM323 Frontiers in Telecommunications4

COM326 Political Campaigns and Electoral Politics4

COM334 Information and the New World Order4

COM337 Corporate Uses of Media4

COM365 Critical Analysis of Media Events4

COM380 Culture, Society and Computer Technology.....4

COM401 Intercultural Communication ...4

COM425 IT and Human Values4

COM426 Public Opinion, Media and Power4

COM443 Communication and Cultural Studies4

COM583 Advertising Campaigns4

COM584 Public Relations Campaigns4

Design Electives

ART 153 Beginning Drawing4

COM204 Beginning Design4

ART 208 Beginning Photography4

ART 211 Art and Technology4

COM217 3-D Animation4

COM263 Web Design4

COM277 Modern Art4

COM280 Digital Imaging for Interactive Media4

COM306 Graphic Design II4

ART 308 Advanced Photography4

COM310 Advanced Digital Arts4

COM363 CD/DVD Design and Production	4	COM331 The Creative Triangle	4
ART 410 Special Problems: Digital Arts....4		COM333 Studio Television II	4
<i>Government and World Affairs Electives</i>		COM342 Producing for Motion Picture and Digital Media	4
GWA 100 Intro to Government and World Affairs	4	COM343 Advanced Post-Production Techniques	4
GWA 200 American Government	4	<i>Internships/Independent Study Electives</i>	
GWA 201 World Affairs	4	COM354 Internship in Communication.....	1-4
GWA 202 International Political Economy	4	<i>(Students may register for multiple internships, up to a maximum of 8 credit hours total.)</i>	
GWA 203 Political Parties and Interest Groups	4	COM399 Independent Study in Comm.	1-4
GWA 204 Intro to the Law and Legal System	4	COM499 Senior Project	1-4
GWA 210 Urban Politics and Policy	4	<i>Other Suggested Electives</i>	
GWA 220 The Congress and the Presidency	4	SPE 200 Oral Communication.....	4
GWA 270 Research Methods for Government and World Affairs	4	SPE 208 Speech for the Business Professional	4
GWA 302 Modern Legal and Political Thought	4		
GWA 304 Public Policy Analysis	4		
COM/GWA 326 Political Campaigns and Electoral Politics	4		
COM/GWA 426 Public Opinion, Media, and Power.....	4		
<i>Media Writing Electives</i>			
COM234 Topics in Communication/Writing	4		
COM271 Journalism I.....	4		
COM325 Writing for Broadcast News	4		
COM346 Writing for Interactive Media... 4			
COM371 Journalism II	4		
ENG 204 Advanced Composition	4		
WRI 200 Introduction to Creative Writing	4		
WRI 234 Topics in Communications/Writing	4		
WRI 273 Practicum in Student Publications	4		
WRI 274 Creative Nonfiction	4		
WRI 280 Business Writing	4		
WRI 281 Technical Writing	4		
WRI 285 Information Design	4		
<i>Moving Image Electives</i>			
COM241 Sound, Image and Motion.....	4		
COM263 Web Design.....	4		
COM303 Studio Television I	4		
COM312 Narrative Production	4		
COM313 Documentary Production	4		
COM314 Experimental Filmmaking	4		

Advertising Minor

The advertising minor is an interdisciplinary program requiring a minimum of 25-26 credit hours as follows:

Students must take the following three courses (12 credit hours):

ART/COM 210 Beginning Digital Arts...4

COM282 Survey of Advertising and Public Relations.....4

ART/COM 383 Writing for Advertising ...4

One of the following courses (4 credit hours):

ART/COM 305 Intro to Graphic Design.....4

ART/COM 241 Sound, Image and Motion

ART/COM 263 Web Design

Students must take the following two non-COM courses (6 credit hours):

ECO 204 Principles of Microeconomics... 3

MKT 300 Principles of Marketing

One of the following courses (3 or 4 credit hours):

COM583 Advertising Campaigns

MKT 411 Promotional Strategy

In addition to the courses listed above, the faculty RECOMMENDS that a student take at least two practicum courses from the following list:

COM/WRI 225 Writing for Electronic Communication.....4

COM280 Digital Imaging for Interactive Media.....4	
COM303 Studio Television I.....4	
ART/COM 208 Beginning Photography...4	
ART/COM 306 Graphic Design II .....4	

EMAT: Electronic Media Art and Technology Degree Program

Faculty: Art, Communication, English and Writing, Information Technology Management and Music faculty participate in the delivery of this degree program. Professor Santiago Echeverry, Coordinator.

EMAT is an interdisciplinary program including courses offered in art, communication, information and technology management, music and writing, and is administered collaboratively by these departments. The program emphasizes designing and producing for Interactive Media and Web-based products for both commercial and artistic intent. It reflects the convergence between these areas in academic scholarship, aesthetic exploration and technical applications. The history, theory and mythologies of interactivity, new media and the Internet are explored in order to provide a context for the projects the students produce both individually and collaboratively.

All students are required to take 16 core courses, totaling 59 credits, and designated elective courses offered within the participating programs, for a minimum of 74/75 total credits.

Interdisciplinary Core (16 courses/59 credits):

ART/COM 210 Beginning Digital Arts...4	
ART/COM 211 Art and Technology .....4	
ART/COM 217 3-D Animation.....4	
ART/COM 310 Advanced Digital Arts ...4	
ART/COM 241 Intro to Sound Image and Motion.....4	
ART/COM 280 Digital Imaging for Interactive Media.....4	
COM224 Mass Media and Society .....4	
COM380* Culture, Society and Computing Technologies.....4	

or

COM323* Frontiers of Telecommunications.....4	
ITM 251 Visual Basic.....3	
ITM 261 Web Programming.....3	
ITM 360 Advanced Programming.....3	
MUS 108 Recording and Electronic Music.....3	
MUS 109 Recording and Synthesis Techniques .....3	
WRI 200 Intro to Creative Writing .....4	
WRI 346 Writing for Interactive Media...4	
XXX 499** Senior Project ART/COM/ MUS/ITM/WRI .....4	

*Can take COM 380 or COM 323 to satisfy core. If both are taken, one will count toward a COM elective.

**The senior project is discipline-specific, so only one of the 499s is taken, depending on the student's area of interest and expertise, and requires a faculty advisor for the project.

Interdisciplinary Concentration Electives (15/16 credits):

- Minimum of 15/16 additional credits from the following list of classes
- See specific areas for details on concentrations and minors.
- No concentration must be fulfilled; any grouping of courses can be taken according to student interests and needs.

Art

ART 153 Beginning Drawing.....4	
ART 154 Figure Drawing .....4	
ART 200 Beginning Ceramics.....4	
ART 201 Beginning Painting .....4	
ART 202 Beginning Sculpture .....4	
ART 203 Beginning Printmaking.....4	
ART 204 Beginning Design .....4	
ART 207 Beginning Illustration .....4	
ART 208 Beginning Photography .....4	
ART 277 Modern Art.....4	
ART 305 Intro to Graphic Design.....4	
ART 306 Graphic Design II.....4	
ART 300 Advanced Ceramics.....4	
ART 301 Advanced Painting.....4	
ART 302 Advanced Sculpture .....4	
ART 303 Advanced Printmaking.....4	
ART 304 Advanced Drawing .....4	
ART 308 Advanced Photography.....4	
ART 311 Online Production.....4	

ART 317	Advanced 3-D Animation	4
ART 400*	Special Problems: Ceramics.....	1 to 4
ART 401*	Special Problems: Painting.....	1 to 4
ART 402*	Special Problems: Sculpture	1 to 4
ART 403*	Special Problems: Printmaking.....	1 to 4
ART 404*	Special Problems: Drawing	1 to 4
ART 408*	Special Problems: Photography.....	1 to 4
ART 410*	Special Problems: Digital Arts.....	1 to 4
ART 415*	Special Problems: Graphic Design.....	1 to 4
ART 417*	Special Problems: 3-D Animation	1 to 4

* Combined Special Problems classes can add up to maximum 4 credits in total

Communication

COM232	Visual Literacy	4
COM238	Animation I.....	4
COM312	Narrative Production	4
COM313	Documentary Production	4
COM314	Experimental Filmmaking	4
COM425	Information Technology and Human Values	4
COM343	Advanced Post-Production Techniques	4
COM263	Web Design	4
COM363	CD DVD Design and Production	4
COM323*	Frontiers of Telecommunications.....	4

or

COM380*	Culture, Society and Computing Technology	4
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* May use one of these courses as an elective if the other one is used in the core

Information Technology Management*

ITM 220	Information Systems.....	3
ITM 280	Data Communication Systems...	3
ITM 318	Systems Analysis and Design I...	3
ITM 420	Global Information Systems....	3
ITM 335	Software Applications for Microcomputers	3
ITM 330	Operating Systems	3
ITM 410	Network Management	3

ITM 408	Database Design and Administration.....	3
ITM 419	Systems Analysis and Design II.....	3

* The student may choose to minor in management information systems MIS if the following courses are selected: ITM 220/ITM 280/ITM 318 in conjunction with the required ITM core courses for EMAT.

English and Writing

Requires 16 ENG/WRI credits beyond WRI 200

8 of these credits must be must be WRI courses

ENG 201	World Literature	4
ENG 202	World Literature 2	4
ENG 214	Intro Literature and Interpretation	4
ENG 312	Contemporary World Literature	4
ENG 324	Post-Colonial Literature and Theory.....	4
ENG 337	Multi-Ethnic Literature and Film	4
WRI 225	Writing for Electronic Communication.....	4
WRI 240	Writing for Drama	4
WRI 250	Poetry Writing I.....	4
WRI 260	Fiction I	4
WRI 271	Journalism I.....	4
WRI 274	Creative Nonfiction	4
WRI 281	Technical Writing.....	4
WRI 285	Information Design	4
WRI 351	Poetry Writing II	4
WRI 361	Fiction II.....	4
WRI 362	Seminar in Creative Writing	4
WRI 371	Journalism II	4
WRI 382	Writing for Advertising and Public Relations.....	4

Music

MUS 100	Music Fundamentals	3
MUS 102	Music for Life	3
MUS 110	Piano I	1
MUS 111	Piano II	1
MUS 112	Musicianship I	1
MUS 113	Musicianship II.....	1
MUS 122	Music Theory I.....	3
MUS 123	Music Theory II	3
MUS 191	World Music	3
MUS 192	World Drumming Class	1
MUS 330	Audio in Media.....	3

EMAT: Electronic Media Art and Technology Minor

Requirements for minor in EMAT (25 credits):

ART/COM 210* Beginning Digital Arts ...4

or

ART/COM 241* Intro to Sound Image and Motion4

ART/COM 310** Advanced Digital Arts4

or

ART/COM 280** Digital Imaging for Interactive Media4

WRI 200 Intro to Creative Writing4

COM224 Mass Media and Society4

ITM 251 Visual Basic3

ITM 261 Web Programming3

MUS 108 Recording and Electronic Music3

*ART/COM 210 is a prerequisite for ART/COM 310

**ART/COM 241 is a prerequisite for ART/COM 280

Department of English and Writing

Faculty: Associate Professor Hayden, Chair; Distinguished Professor Mendelsohn; Dana Professors Gillen, Mathews; Professors Morrill, Ochshorn, Schenck, Solomon, VanSpanckeren; Associate Professors Birnbaum, Hollist, Putnam, Serpas, E. Winston; Assistant Professors Capouya, Colombe, D. Donnelly, Doyle, King, McKenzie, Meany, Mirze, Morse, Stockdell-Giesler, Wheat.

The English major acquaints students with historical and contemporary literary traditions in courses that enhance reading, writing and interpretive skills. The department fosters the ability to enjoy and understand literature, and cultivates the knowledge and sensitivity needed to explore great texts — from ancient literature through film and multimedia forms.

The writing major educates students in the art and craft of written communication, combining liberal arts ideals with practical, real-world applications. Students in the program can concentrate on creative writing (fiction, poetry and other imaginative forms), profes-

sional writing (journalism, public relations, advertising and business communications), and writing for the media.

English and writing majors pursue both breadth and depth of study in the literary tradition, and students are encouraged to become familiar with more than the mainstream, including multiethnic literature, oral traditions, avant-garde and counter-cultural expression, and major contemporary voices in creative and professional writing.

Courses taken as part of a student's designated major in the Department of English and Writing may not be used to satisfy requirements for the general curriculum distribution. Occasional exceptions to this policy may be granted by the department chair to individuals earning double majors.

English

Requirements for a major in English:

ENG 201 World Literature I4
Three survey courses from:

ENG 206 British Literature I4

ENG 207 British Literature II4

ENG 208 American Literature I4

ENG 209 American Literature II4

One major authors course or specific period or genre course from:

ENG 300 The Romantic Writers4

ENG 301 The Victorian Writers4

ENG 303 Modern Poetry4

ENG 309-311 Advanced Drama4

ENG 318-322 Fiction4

ENG 324 Post-Colonial Literature and Theory4

ENG 325 The Eighteenth Century4

ENG 334 The Medieval Vision4

ENG 335 English Renaissance Literature...4

ENG 340-344 Major Poets4

ENG 360-365 Major Authors4

Electives24

Total Semester Hours: 44

At least 20 semester hours of credit must be completed in English courses numbered 300 or above. One appropriate writing class (WRI 200, 210, 240, 247, 250, 255, 260, 351, 361, 362, 427, 450 or 460) may be used to count toward the English major or minor. One 100-level literature course (ENG 117, 121, 125, 126, 140 or 170) also may be used

to count toward the major or minor. A writing course used to fulfill the English major or minor also may count toward a writing major or minor. ENG 100, 110, 111, 101 and 102 may not count toward the major.

The department recommends that all students include in their program at least one non-Western, multiethnic or women's literature course.

Graduating English majors must submit a portfolio of their best writing, including work from each year and an introductory reflective essay, for evaluation by department faculty.

Requirements for a minor in English:

Students seeking minors in English should work with advisors to plan an appropriate program of 20 semester hours of credit in English courses. At least 8 semester hours must be in courses numbered 300 or above. One writing course (as listed above) also may be counted toward the minor. ENG 100, 101, 102, 110 and 111 may not count toward the minor.

Teacher Certification in English

Students who are pursuing education degrees must consult the *Education* section of this catalog for a complete listing of course requirements, as well as the sequence in which to take these courses. *At catalog press time, there was new state legislation pending that may affect certification requirements for English majors. For up-to-date information, contact the Department of Education office in Plant Hall 439.

TESOL Certificate Information:

A TESOL Certificate is a widely accepted and recognized term to reflect a student's initial academic and practical preparation in the teaching of English as a second language (ESL) or English as a foreign language (EFL). (Though it has a similar name, it should not be confused with state Teacher Certification which is necessary to teach in the public school system.) Students who may want to pursue the TESOL Certificate would typically be interested in living, teach-

ing and traveling abroad after graduation. In some locations at language schools abroad, a TESOL Certificate or its equivalent may be a requirement for entry level employment as a language instructor. Other students who may have interest in the certificate may want to pursue graduate studies in linguistics, TESOL or foreign languages. For more specific information, see Dr. Mark Putnam.

Required Course Work for a TESOL Certificate at UT:

Required Courses:

ENG 205 Advanced English Grammar	4
ENG/LIN 210 Basic Linguistics	4
ENG/LIN 343 Approaches to TESOL and Teaching Second and Foreign Languages	4
Supervised Internship in TESOL.....	4
(Internship should be taken after other required courses have been completed.)	

Choose one elective from this list:

CST 201 Cross-Cultural Studies	4
ENG 202 World Literature II	4
ENG 204 Advanced Composition	4
ENG 345 Composition Pedagogy	4
LIN 310 Applied Linguistics	4
WRI 274 Creative Nonfiction	4

Total semester hours: 20

Other requirements:

A 3.0 grade point average in the above mentioned courses.

At least two semesters of a foreign language or equivalent. (Students may select two different languages.)

Writing

Requirements for a major in writing:

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

Requirements for a minor in writing:

Twenty-eight semester hours of credit consisting of 20 semester hours in writing courses and 8 hours in literature courses (4 hours at the 200 level and 4 hours at the 300 level or above). Courses will be selected in consultation with the writing advisor.

Literature courses used to fulfill the writing major or minor also may count toward an English major or minor. Writing courses cross-listed (or equivalent) with communication courses may count toward the writing major or minor and the communication major or minor. ENG 101 and 102 may not count toward the writing major or minor.

One designated writing course (as listed under “English” above) also may be used to satisfy the English major or minor.

Graduating writing majors must submit portfolios of their best writing, including work from each year and introductory reflective essays, for evaluation by department faculty.

Writing majors emphasizing creative writing should build individual programs from the courses listed below, and are encouraged to include at least one course from the professional writing group.

- WRI 200 Introduction to Creative Writing
- WRI 210 Writing as a Means of Self-Discovery
- WRI 240 Writing Drama
- WRI 247 Dramatic Writing for Radio — Alternative Performance
- WRI 250 Poetry Writing I
- WRI 255 Poetic Forms
- WRI 260 Fiction Writing I
- WRI 274 Creative Nonfiction
- WRI 351 Poetry Writing II
- WRI 361 Fiction Writing II
- WRI 362 Seminar in Creative Writing
- WRI 427 Practicum in Teaching Creative Writing to Children
- WRI 450 Seminar in Poetry Writing
- WRI 460 Seminar in Fiction Writing

Writing majors emphasizing professional writing should build individual programs from the courses listed below, and are encouraged to include at least one course from the creative writing group.

- WRI 225 Writing for Electronic Communication
- WRI 234 Topics in Communication/Writing
- WRI 271 Journalism I
- WRI 371 Journalism II
- WRI 280 Business Writing

- WRI 281 Technical Writing
- WRI 285 Information Design
- WRI 325 Writing for Broadcast News
- WRI 340 Screenwriting
- WRI 346 Writing for Interactive Media
- WRI 382 Writing for Advertising and Public Relations
- WRI 485-489 Directed Professional Writing
- WRI 495 Writing Internship

Requirements for a minor in journalism:

- COM224 Mass Media and Society4
- WRI 271 Journalism I4
- WRI 371 Journalism II4
- WRI 325 Writing for Broadcast News ...4
- Elective from WRI or COM must be outside of student's major and with consent of minor adviser4
- Capstone Experience: Internship, *The Minaret* or Senior Project4

Total semester hours: 20

Department of Languages and Linguistics

Faculty: Associate Professor Hidalgo-Calle, Chair; Professor Favata; Associate Professor Taylor; Associate Professor López; Instructor Aubry.

The mission of the Department of Languages and Linguistics is to foster the foreign language proficiency and cultural awareness required for well-rounded individuals prepared to succeed in an increasingly integrated world community.

The Department strives for excellence in instruction through an eclectic yet integrated variety of pedagogical methods, including classroom and independent study, individualized learning and research projects, field experiences and opportunities for service learning, innovative use of technology in the Language Learning Center, campus programs, internships and opportunities to study abroad. Foreign language courses, by virtue of their cultural content and communicative focus, broaden the career possibilities open to students, and are especially beneficial for those who are interested in graduate study

or employment in an increasingly global economy. Therefore, we encourage combining language study with coursework in other disciplines.

Through its course offerings, the Department assists students in realizing the following objectives, which reflect the University-wide goal of fostering greater international competency as embodied in the Quality Enhancement Plan and Certificate of International Studies:

- To attain proficiency in one or more foreign languages and develop the ability to function successfully in other cultures while traveling, studying, living or working abroad, through the study of conversation, composition, language structure, phonetics, literature, civilization and culture.
- To conduct independent research in a second language, demonstrate comparative knowledge of different cultures and cultural variations within language groups, and understand the import of geography, politics and history in the acquisition of both verbal and non-verbal communicative competency.
- To arrive at a better and more profound understanding of one's culture through a greater awareness and understanding of other cultures.

A number of options for both introductory and advanced study are available to students, including a major in Spanish, a minor in Spanish and French, certificate programs in Spanish, French, Italian and German, and coursework in other foreign languages, linguistics and language for special purposes.

Major in Spanish

A major in Spanish at UT is designed to give students flexible options as liberal arts graduates, including graduate or professional schools and a variety of career opportunities. Spanish majors are required to take a yearly proficiency exam designed to assess the progression of their listening, speaking, reading and writing skills, as well as their cultural awareness.

Requirements for a major in Spanish (40 hours):

Electives must be at the 300 level or higher.

Yearly proficiency exam is required.

SPA	306	Phonetics and Phonology.....	4
SPA	307	The Structure of Modern Spanish.....	4
SPA	421	Hispanic Culture and Civilization I (Spain).....	4
SPA	422	Hispanic Culture and Civilization II (LA).....	4
SPA	431	General Spanish Literature I....	4
SPA	432	General Spanish Literature II...	4
SPA	435	Latin American Literature.....	4
LIN	210	Basic Linguistics	4
SPA		Electives (300 or above)	8

Total Semester Hours: 40

SPA 250/251 may not be counted toward the major. Spanish majors are encouraged to pursue the study of another foreign language. Students whose native language is Spanish may not enroll in courses below the 300 level. To understand further the nature of language, LIN 210 should be taken early in the major.

Minor in Spanish

Requirements for the minor in Spanish:

Twenty-four semester hours of credit at the 200 level or higher are required for a minor in Spanish. SPA 250/251 may not be counted toward the minor. Students whose native language is Spanish may not enroll in courses below the 300 level.

Minor in French

Requirements for the minor in French:

Twenty-four semester hours of credit at the 200 level or higher are required for a minor in French. FRT 250 may not be counted toward the minor. Students whose native language is French may not enroll in courses below the 300 level.

Certificate Programs

A certificate in Spanish, French, Italian or German may be obtained by successful completion of 20 semester hours of credit in the language at the 100 level or higher. Students who wish to pursue a certificate in their native language may not enroll in courses below the 300 level. The certificate program allows students the option of gaining academic recognition for their foreign

language work short of completing a major or minor. It also is meant to complement the Certificate of International Studies by providing a vehicle for students of any discipline to acquire the foreign language proficiency required by this program.

Languages and Linguistics

A variety of language courses are available to the University and community-at-large to provide language training for specific purposes, such as language for travel or language for special purposes (legal, medical, business). Coursework in other languages such as Chinese, Japanese, Portuguese and Latin also is offered. Internships in language are available occasionally.

Although courses in language and linguistics are offered, no major or minor is available.

Department of Music

Faculty: Associate Professor Traster, Chair; Professor Isele; Assistant Professors Blackburn, Ondras, Zamparas

Accreditation

The University is an accredited institutional member of the National Association of Schools of Music.

Mission

The mission of the Music Department has these purposes:

1. To prepare music majors for successful careers or for graduate study in teaching, performing and related areas.
2. To prepare the non-music-major student for lifelong participation in the enjoyment of music.
3. To provide music training for those students who need musical skills, understanding and appreciation in their chosen fields (performing arts, elementary education, media, communications, etc.).
4. To enrich the academic and cultural life of the University community and the Baccalaureate Experience through:
 - music course offerings intended for any student.

- course development such as Honors, Global Issues, etc.

- performance opportunities in musical organizations for students requiring professional training, as well as those seeking avocation outlets.

- the presentation of a diverse music concert series.

5. To serve the Tampa Bay and greater community through:

- the availability of music consultants and clinicians to the public schools and arts organizations.

- voluntary outreach presentation of off-campus recitals and performances.

6. To provide opportunities for professionals in the field to return to school to refresh and sharpen their skills, to update their credentials, and to take advantage of workshops for themselves and their students.

Degrees Offered

1. Bachelor of Arts in Music
2. Bachelor of Music in Performance
3. Bachelor of Music in Music Education
(For Musical Theatre, see Performing Arts heading in this section and program details under *Department of Speech, Theatre and Dance*.)

Admission Requirements

Admission to all music degree programs and the minor in music requires:

1. a successful music audition/interview. (Contact the Department of Music Office for an appointment and for specific audition requirements; also available at www.ut.edu/music/.)
2. a music theory placement test to be taken at the time of audition or the beginning of the first term.

Music Opportunities for the Non-Music Major

All students are encouraged to perform in ensembles, to enroll in music courses, and to take applied music (studio lessons — see details below). Music courses may be used to fulfill the humanities/fine arts component of the general curriculum distribution requirements. Any music class may be used, although a maximum of four studio/

performance-oriented courses may be used to satisfy this requirement.

Studio/performance-oriented courses in music:

MUS 147-168 Applied Music: Studio Lessons (*see concurrents*)

MUS 192 World Music Chorus:
Drumming Ensemble

MUS 245 Special Project in Music (when the project listed in the specific class schedule offering is an ensemble).

MUS 246 Camerata Vocal Ensemble

MUS 247- Applied Music: Studio
268 Lessons (*see concurrents*)

MUS 289 Orchestra

MUS 290 Spartan Band

MUS 291 Wind Ensemble

MUS 292 Jazz Ensemble

MUS 293 Collegiate Chorale

MUS 294 Opus Vocal Ensemble

MUS 295 UT Women's Glee Club

MUS 296 Tampa Oratorio Chorus

MUS 309 Performance Class

MUS 310 String Ensemble

MUS 311 Classical Guitar Ensemble

MUS 312 Woodwind Ensemble

MUS 313 Brass Ensemble

MUS 314 Percussion Ensemble

Applied Music (Studio Lessons)

1. Private lessons offered by the department are open to all students with prior musical experience, but enrollment is limited to available staff. Accordingly, priority is given on the following basis: (1) music majors, (2) music minors, (3) other full-time University students, (4) part-time University students.

2. An additional fee is charged for private lessons, which includes the use of a practice room.

3. Participation in a department ensemble is a co-requisite for private lessons.

4. Beginners enroll in class instruction instead of private lessons. Music majors/minors whose secondary instrument is piano must pass the Piano Proficiency Exam prior to taking piano studio lessons or demonstrate equivalent skills in an audition with the head of the piano area.

5. All students enrolled in Applied Music also automatically are enrolled in MUS 269, Recital/Concert Attendance (0 credit).

6. Applied Music students taking 200-level courses are required to perform at least one student recital each semester.

7. Students enrolled in applied music are expected to practice for one hour a day for each hour of credit being received.

8. Private lessons are not given during final exam periods.

9. Individual lessons missed during the semester will not be made up unless satisfactory notice is given to the instructor at least 24 hours before the absence.

10. Private lessons are 25 minutes per week for 1 credit hour or 50 minutes per week for 2 credit hours. Students must contact their instructors during the first week of the semester to arrange for lesson times. Lessons begin the second week of each semester.

11. Jury exams (graded performance exam before collected music faculty).

a. Jury exams at the end of every semester are required of all students enrolled in Applied Music. See the Studio Lessons Syllabus for details. Exception: A student giving a junior or senior recital/showcase normally is excused from the jury exam in the term of his or her degree recital or showcase.

b. All jury exams must be passed with a recommendation from the jury for having achieved the appropriate level of technical and musical mastery on the chosen instrument or voice for continuation in Applied Music.

c. All students enrolled in Applied Music must complete the studio performance record form and submit it to the faculty at the time of their jury exam. Students excused from jury exams must submit this form to the music office prior to the date for jury exams.

General Degree Requirements

1. Every full-time music major and minor must register for MUS 269, Recital/Concert Attendance, each semester of residence.

2. Every full-time music major must participate in an assigned ensemble in his or

her primary performance area each semester. (Ensembles may be taken for 0 credit if the student's total semester load is 18 credits or more.) Music scholarship recipients have additional ensemble participation requirements.

3. Every Bachelor of Arts degree candidate must pass a comprehensive exit exam in music history and theory.

4. Every Bachelor of Music degree candidate must pass the piano proficiency examination.

5. Music majors take MUS 102 (Music for Life) in the humanities/fine arts component.

6. Bachelor of Music candidates in voice performance are required to take courses in two different foreign languages, selected from German, Italian or French.

Piano Proficiency Exam

The Piano Proficiency Exam includes scales, sight-reading, harmonization, rhythm execution and an assigned, memorized selection. Upon registering for class or studio piano, all Bachelor of Music candidates will be provided materials and a plan to guide them through the semesters of piano training for this evaluation.

Beginning in their freshman year, Bachelor of Music majors who have no prior piano study should enroll in MUS 110, 111 and then 211. Bachelor of Music majors who have prior piano study should schedule an appointment in the music office for a piano-placement hearing.

Bachelor of Music students who are in the spring semester of their sophomore year will appear before the full-time music faculty and piano instructors for piano proficiency examinations.

The Piano Proficiency Examination will determine areas in which the student needs further piano study, or will deem the student qualified to pass the examination. The entire evaluation will be repeated each semester until the student fulfills this skills requirement.

Course Requirements

Bachelor of Arts Degree

Theory and Musicianship:

MUS 108 Intro to Recording and Electronic Music.....3

MUS 122-123, 112-113
Music Theory I-II/
Musicianship I-II.....8

MUS 222-223, 212-213
Music Theory III-IV/
Musicianship III-IV.....8

History:

MUS 191 World Music.....3

MUS 319 Music History: Greek
through Classic.....3

MUS 320 Music History: Romantic
through Contemporary.....3

Performance:

MUS 247-268 Applied Music on Major
Instrument or Voice.....6

MUS 269 Recital/Concert Attendance
each semester.....0

MUS 289-314 Ensembles
(each semester).....8

Music Electives: any MUS courses.....2

Total Semester Hours: 44

Bachelor of Music Degree – Music Performance Major

Theory and Musicianship:

All of these:

MUS 122-123, 112-113
Music Theory I-II/
Musicianship I-II.....8

MUS 222-223, 212-213
Music Theory III-IV/
Musicianship III-IV.....8

MUS 324 Form and Analysis.....3

Choice:

MUS 315 Choral Conducting.....3

or

MUS 316 Instrumental Conducting.....3

Music History:

MUS 191 World Music.....3

MUS 319 Music History: Greek
through Classic.....3

MUS 320 Music History: Romantic
through Contemporary.....3

Performance:

MUS 225-229 Techniques courses
(select three).....3

MUS 247-267 Applied Music on Major Instrument or Voice.....	16
MUS 247-268 Applied Music on Minor Instrument or Voice.....	4
MUS 269 Recital/Concert Attendance each semester.....	0
MUS 224 Pedagogy.....	2
MUS 289-314 Ensembles (each semester).....	12
MUS 346 Junior Recital.....	1
MUS 446 Senior Recital	1
Music electives: any MUS courses	9

Total Semester Hours: 79

Bachelor of Music Degree — Music Education Major

Theory and Musicianship

MUS 122-123, 112-113 Music Theory I-II/Musicianship I-II	8
MUS 222-223, 212-213 Music Theory III-IV/Musicianship III-IV	8

MUS 324 Form and Analysis	3
MUS 325 Orchestration	3

Choice:

MUS 315 Choral Conducting.....	3
<i>or</i>	
MUS 316 Instrumental Conducting.....	3

Music History

MUS 191 World Music	3
MUS 319 Music History: Greek through Classic	3
MUS 320 Music History: Romantic through Contemporary.....	3

Performance

MUS 225-229 Techniques Courses	5
MUS 247-267 Applied Music on Major Instrument or Voice.....	12
MUS 269 Concert/Recital Attendance (each semester).....	0
MUS 289-314 Ensembles (each semester).....	8
MUS 346 Junior Recital.....	1

Music Pedagogy

EDU 328 Teaching Music in Elementary School.....	2
EDU 424 Secondary Music Education....	3

Total Semester Hours: 65

Teacher Certification

Music students desiring to teach in the public schools must complete the B.M. in music education, the Department of Education requirements, and the state of Florida general education requirements for teacher certification.

To meet the state of Florida general education requirements for certification, music education majors must complete the UT Baccalaureate core and MAT 153 Geometry in addition to the UT math requirement of 155, 160 or higher.

Department of Education course requirements for Music Education certification (K-12) include all of the following courses:

EDU 200 Foundations of American Education	3
EDU 201 Learning Theories and Individual Differences in Education	3
EDU 304 Teaching English to Speakers of Other Languages-Elementary (TESOL I)	3
EDU 306 Teaching Reading in the Secondary Content Area.....	3
EDU 326 Elementary Educational Assessment	3
EDU 333 Teaching in the Inclusive Classroom	3
EDU 441 Elementary Classroom Management.....	3
EDU 442 Learner Diversity and Cross-Cultural Understanding.....	3
EDU 444 Teaching Practicum III: Seminar	2
EDU 406 Teaching Practicum III: Elementary and Secondary (Music K-12)	10

Total Semester Hours: 36

At the time the catalog went to press, state legislation was pending that may affect certification requirements for education majors. For up-to-date information, contact the Department of Education office in room PH 439.

Summary for Bachelor of Music in Music Education:

<i>Semester Hours in Music Education Major</i>	65
<i>Semester Hours in Baccalaureate Core (includes MAT 153)</i>	49
<i>Semester Hours in Teacher Certification</i>	36
Total BME Degree Hours...	150

Music Minor

MUS 102 Music for Life	3
MUS 122-123, 112-113	
Music Theory I-II and	
Musicianship I-II	8
MUS 247-268 Applied Music	5
MUS 269 Recital/Concert Attendance	
each semester of	
Applied Music	0
MUS 289-314 Ensembles	8
Total Semester Hours:	24

Performing Arts (Musical Theatre)

This Bachelor of Arts degree program is offered cooperatively by the Department of Music and the Department of Speech, Theatre and Dance. Students receive balanced training and experience in these three performance areas associated with musical theatre. See degree program details under Department of Speech, Theatre and Dance.

EMAT: Electronic Media Art and Technology Major

The major in electronic media, art and technology is an interdisciplinary program that emphasizes designing and producing interactivity for Web-based products for both commercial and artistic intent. See EMAT after the Communication Department for full details.

Department of Philosophy and Religion

Faculty: Associate Professor Sweeney, Chair; Assistant Professor Geisz.

The philosophy program offers courses emphasizing skills of critical thinking and argumentation, and exposing students to a variety of philosophical issues.

Philosophy**Major in Philosophy**

The philosophy major offers a balanced set of courses that introduce and hone skills of critical thinking and argumentation. It gives students a solid background in the history of philosophical systems and ideas. Students are exposed to a variety of philosophical issues in ethical theory, applied ethics, social and political philosophy, aesthetics, philosophy of science, philosophy of mind, philosophy of religion and Asian philosophy. As a capstone experience, students research particular philosophical topics leading up to writing senior theses based on their research.

Requirements for a major in philosophy

PHL 201 Logic	4
<i>Two of the following courses:</i>	<i>8</i>
PHL 215 Ancient Philosophy: Plato and Aristotle	4
PHL 225 Modern Philosophy: Descartes to Kant	4
PHL 203 Contemporary Philosophy	4
<i>Philosophy electives (at least 8 credit hours of which must be at the 300 level or above)</i>	<i>16</i>
PHL 450 Independent Study	4
PHL 499 Senior Thesis	4

Total Semester Hours: 36

Requirements for the minor in philosophy:

Twenty semester hours of credit in PHL courses to include PHL 200 Introduction to Philosophy, PHL 201 Logic, and at least one 300-level or above course.

Courses in religion are offered through the Department of Philosophy and Religion. A major or minor in religion is not offered.

Department of Speech, Theatre and Dance

Faculty: Associate Professor, Taylor Lennon, Chair; Professor Luter; Associate Professors Bennett, Staczar; Assistant Professor Gurrie; Visiting Assistant Professor Coats; Instructor Gonzalez.

The mission of the Department is to enable students to explore their talents and creativity within a framework of professional discipline and development. Classes and practical stage experiences are designed to nurture the student's creative expression, to enhance verbal and physical communication, and to master performance skills necessary for success in the performing arts.

The University of Tampa offers a variety of courses in speech, theatre and dance. These courses range from beginning to advanced levels, and afford students the opportunity to choose the appropriate level of study suited to their technical proficiency and performance technique. Many of these courses are required for the majors in performing arts (musical theatre) and theatre. Such courses are so designated in the course descriptions.

Performing Arts (Musical Theatre)

Students majoring in this Bachelor of Arts degree program receive balanced training and experience in the three performance areas associated with musical theatre: music, drama and dance. They develop performance skills and repertoire, and participate in staged productions and concert cabarets, as well as excerpts and scenes. Highlights of the program are (1) in-residence workshops with established music theatre artists and (2) an internship opportunity with a local theme park, theatre company or other venue deemed appropriate by the faculty and program director. An audition is required for admission to the program. Contact either of the program co-directors, Dr. David Isele or Professor Michael Staczar, to schedule an appointment for more specific details.

Students accepted into the program must successfully pass a second-year evaluation review, which is administered the spring semester of the second year of study (or, for transfer students, after 60 hours are earned). Transfer students who are admitted with junior status are exempt from the evaluation. The evaluation process encompasses performance in all three areas of the performing arts major (singing, acting and dance/stage movement). *Students who do not successfully complete the second-year evaluation review will not be allowed to continue in the PAR program.*

Requirements for the performing arts major

Theory and Musicianship

MUS 127-128 Music Theory I-II	6
MUS 117-118 Musicianship I-II	2
MUS 110 Piano Class I	1

Music Theatre Performance Area

MUS 251 Voice	6
MUS 269 Recital/Concert Attendance (must receive "satisfactory" (minimum credit requirement) every term)	0
MUS Ensembles (or one each semester for transfer students) ...	8
MUS 242 Special Project in Music: Career Development and Audition Seminar	1
MUS 243 Performance Internship (Junior/Senior)	1
MUS 346 Junior Recital (recommended but not required)	1
MUS 446 Senior Recital Showcase	1
MUS 241 Musical Production Participation	0-1
THR 241* Special Project: Musical Participation	0-1
THR 242 Special Project: Cabaret/Studio Theatre Participation	0-1
THR 245 Special Project: Technical Theatre	1

*Performing Arts majors are *required* to audition for ALL University musical theatre productions. Without prior consultation with the department chair or the director of the production, your participation in the audition process constitutes your agreement to accept any role offered. *If cast in a part, the student must accept the role or risk losing*

his or her scholarship. Students who do not adhere to this policy will not be allowed to audition for any productions or participate in departmental events for the remainder of that academic year.

Theatre

THR 201 Acting I for Majors	3
THR 202 Acting II for Majors.....	3
THR 308 Development of Musical Theatre.....	3
THR 320 Play Analysis	3

Dance

DAN 110/210 Dance Partnering I or II...2	
DAN 141/241 Beginning or Intermediate Jazz Dance	2
DAN 144/244 Beginning or Intermediate Tap Dance	2
DAN 149 Beginning Ballet I.....	2
DAN 246 Modern/Jazz in Musical Revue.....	2

Total Semester Hours: (minimum) 50

Dance Opportunities

Dance students are encouraged to perform in numerous public presentations. Additionally, opportunities for performance, assistant teaching, demonstrating and choreography are arranged on an individual basis.

****Music Ensemble Information**

Students in the performing arts major should be reminded that they are required to have a minimum of 8 credit hours of music ensembles for the completion of their degree programs.

*****THR/MUS 241, THR 240, 242 and THR 245 information**

Students in the performing arts major are required to have a minimum of 4 credit hours of either THR/MUS 240 or 241, Special Projects in Musical/Theatre-Production Participation; THR 242, Special Projects in Cabaret/Studio Theatre Participation; or THR 245, Special Projects in Technical Theatre. These courses are designed to give students college credit for the practical experience gained while performing in, or technically assisting with, a musical production or theatre presentation at The University of Tampa.

******Senior Performance Project Information**

Any student planning a senior performance project (*Senior Showcase*) is required to be enrolled in a studio voice lesson (MUS 251) during the semester in which the project is to be performed. Students in the performing arts major are required to present a senior performance project during their final year for the completion of the degree program.

Major in Theatre

Students majoring in this Bachelor of Arts degree program receive training and experience in theatre. They develop performance skills and repertoire, and participate in Mainstage and/or Studio Theatre productions. The program consists of intensive training and development of performance skills through contact with a variety of acting techniques. An audition is required for admission to the program. Contact the director of the theatre program to schedule an appointment.

Students accepted into the program must successfully pass a second-year evaluation review, administered the spring semester of the second year of study (or, for transfer students, after 60 hours are earned). Transfer students who are admitted with junior status are exempt from the evaluation. The second-year evaluation review is to demonstrate the individual's growth in technique, and indicate the potential for further development of his or her skills. The student also must have a minimum cumulative GPA of 2.0 to continue in the major. Any student who does not successfully complete the evaluation review either will be given probationary continuance in the major, which will require repetition or completion of specified coursework, or will not be allowed to continue in the major. A senior capstone project is required in the final semester of study to illustrate the overall growth of the student as a theatre artist.

Requirements for the major in theatre:

Voice Component

SPE 100 Voice and Diction	4
SPE 205 Oral Interpretation of Literature	4

Theatre Studies Component

THR 253 Survey of World Theatre I.....	3
THR 254 Survey of World Theatre II	3
THR 245 Special Projects in Technical Theatre Production.....	1
THR 246 Special Projects in Stage Management and Design	1
THR 320 Play Analysis	3
THR 420 Survey of Dramatic Literature*	3

* Students may substitute appropriate ENG dramatic literature courses. Courses such as ENG 282-289 and 309-311 are acceptable. Students should consult the department chair regarding course substitutions.

Actor Training Component

THR 101 Theatre Improvisation and Creativity.....	3
THR 200 Voice and Body for the Actor....	3
DAN 142/149 Beginning Modern OR Ballet	2
THR 201 Acting I For Majors	3
THR 202 Acting II For Majors.....	3
THR 301 Acting III For Majors	3
THR 302 Career Development for the Actor.....	3
THR 240-242 Production Participation**	0-3

One of the following courses:

THR 425 Directing.....	3
THR 401 Acting Shakespeare	3
THR 402 Advanced Acting Styles	3

Final Project

THR 450 Senior Capstone Showcase.....1

** Theatre Majors are *required* to audition for ALL University theatre productions. Without prior consultation with the department chair or the director of the production, your participation in the audition process constitutes your agreement to accept any role offered. *If cast in a part, the student must accept the role or risk losing his or her scholarship.* Students who do not adhere to this policy will not be allowed to audition for any productions or participate in departmental events for the remainder of that academic year.

Suggested Elective Courses

Students pursuing the THR Major are encouraged to consider the following courses for the Baccalaureate Core or as general elec-

tives toward the completion of their degree requirements:

ENG 175 Ethical Questions and Modern Drama	4
ENG 200 Introduction to Shakespeare ...	4
ENG 201 World Literature I.....	4
ENG 201 World Literature II	4
ENG 237 Comedy and Absurdity	4
ENG 307 Shakespeare's Romances and Tragedies	4
ENG 308 Shakespeare's Comedies and Histories.....	4
ENG 240 Writing Drama.....	4
ENG 247 Dramatic Writing for Radio and Alternative Performance	4

A Minor in Applied Dance

The applied dance minor requires 24 hours of coursework that prepares students with a basic introduction to teaching dance at the elementary and secondary levels. This minor consists of dance technique, pedagogy and choreography, in addition to specific coursework related to the field of dance.

Coursework for the minor in applied dance:*Required*

DAN 200 Dance in World Cultures (W) (IG)(NW)(A)	4
DAN 201 Dance History (A)	3
DAN 233 Special Projects: Dance Production (A)	1
DAN 269 Dance Improvisation (A)	1
DAN 270 Composition and Choreography (A)	1
DAN 241 Intermediate Jazz (A)	
<i>or</i>	
DAN 244 Intermediate Tap Dance (A) ...	2
DAN 242 or 342 Modern Dance (A).....	2
DAN 249 or 349 Ballet (A)	2
DAN 280 Dance Conditioning and Injury Prevention.....	2

and

Two of the following courses:

DAN 310 Dance Pedagogy Methods for Ages 3-12.....	3
DAN 311 Dance Pedagogy Methods for Ages 13-18.....	3
DAN 312 Dance Pedagogy for Adults and Diverse Populations.....	3

A Minor in Dance/Theatre

Students interested in pursuing a minor in dance/theatre will be required to fulfill 24 semester hours of credit in courses designated as DAN or SPE/THR. The following outline of coursework, as well as a listing of the various options for electives, should better help students design a minor program that will draw upon their skills and expertise in the disciplines of dance and theatre.

Coursework for a minor in dance/theatre

Required Core Courses

SPE 300	Storytelling: Voice, Script Movement (W)	4
THR 253	Survey of World Theatre I (W)	3
or		
THR 254	Survey of World Theatre II (NW-IG-W)	3
DAN 201	Dance History	3
DAN 269	Dance Improvisation	1
DAN 270	Composition and Choreography	1

Suggested Elective Courses

8 credit hours must be in technique classes chosen from the following:

THR 101	Theatre Improvisation and Creativity	3
THR 201	Acting I	3
THR 200	Voice and Body for the Actor ...	2
THR 241	Special Projects: Production Participation	1
THR 242	Special Projects: Cabaret/Studio	0-1
THR 245	Special Projects: Technical Production	1
DAN 110	Dance Partnering	2
DAN 141	Beginning Jazz Dance	2
DAN 142	Beginning Modern Dance	2
DAN 143	Latin Dance Forms	2
DAN 144	Beginning Tap Dance	2
DAN 149	Beginning Ballet I	2
DAN 151	Beginning Hip Hop, Urban and Funk	2
DAN 199	Beginning Ballet II	2
DAN 210	Dance Partnering II	2
DAN 231	Special Projects:Dance Happening	1
DAN 232	Special Projects: Spring Dance Concert	1

DAN 233	Special Projects:Dance Production	1
DAN 241	Intermediate Jazz Dance	2
DAN 242	Intermediate Modern Dance ...	2
DAN 244	Intermediate Tap Dance	2
DAN 246	Modern Jazz in Musical Revue	2
DAN 249	Intermediate Ballet	2
DAN 251	Intermediate Hip Hop, Urban and Funk	2
DAN 261	Stretching and Relaxation	1
DAN 301	Special Topics in Dance	2
DAN 342	Advanced Modern Dance	2
DAN 349	Advanced Ballet	2
4 elective credit hours must be selected from the following:		
DAN 200	Dance in World Cultures (NW/IG) (W)	4
SPE 200	Oral Communication	4
THR/SPE 205	Oral Interpretation of Literature	4
THR 202	Acting II	3
THR 401	Acting Shakespeare	3
THR 320	Play Analysis (W)	3
THR 425	Directing (W)	4

A Minor in Speech/Theatre

Students interested in pursuing a minor in speech/theatre are required to complete 24 semester hours of credit in courses that are designated as either SPE or THR. Students must fulfill 12 credit hours of required coursework as stated below. The remaining 12 credits required for the minor are elective courses chosen by the student. Students are given the opportunity to design a program of study that will best suit their academic needs, as well as draw upon their talents and expertise in the disciplines of speech, theatre or both. A total of 8 semester hours must be selected from "Group A" electives and 4 semester hours from "Group B" electives. Please be advised that THR 240, 241 and 242 may be repeated for credit. However, students may not register for this course more than four times toward the fulfillment of a minor in speech/theatre.

**Coursework for the minor in speech/
theatre****Required**

11 credit hours of required courses as follows:

SPE 100	Voice and Diction	4
THR 253	Survey of World Theatre I (W)	3
or		
THR 254	Survey of World Theatre II (NW-IG-W)	3
THR 201	Acting I	3
THR 245	Special Projects in Technical Theatre Production	1

Elective Courses – Group A

9 credit hours must be chosen from the following:

SPE 200	Oral Communication	4
THR/SPE 205	Oral Interpretation of Literature	4
THR 240	Special Projects: Drama Production Participation	0–1
THR 241	Special Projects: Musical Production Participation	0–1
THR 242	Special Projects: Cabaret/Studio Theatre Production Participation	0–1
THR 202	Acting II	3
THR 401	Acting Shakespeare	3
THR 308	Development of Musical Theatre	3
THR 320	Play Analysis (W)	3

Elective Courses – Group B

4 credit hours must be selected from the following:

SPE 208	Speech for Business and the Professions	4
SPE 300	Storytelling: Voice, Script and Movement (W)	4
THR 303	Seminar in Public Performance	4
THR 425	Directing (W)	4

John H. Sykes

College of Business

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The John H. Sykes College of Business is a leader in business education and knowledge creation. Our vision, mission, core values, and essential competencies communicate our strongly held beliefs about the role our students, faculty, staff and University play in the greater global community. Our mission is promoted through educational programs, scholarship and community engagement.

Vision

We will build outstanding careers and organizations worldwide.

Mission and Values

We pursue this vision through an exceptionally engaged learning community of students, teacher-scholars, staff and community partners committed to five core values:

- **People First** — We recognize that success depends upon our ability to attract, develop and support talented faculty, staff and students.
- **Challenge** — We deliver academically challenging educational programs that develop the critical competencies and leadership capacities essential for lifelong learning and successful professional lives.
- **Teaching Excellence** — We emphasize teaching excellence and high-quality, student-centered learning experiences while promoting active, practical and diverse scholarship.

- **Professionalism** — We support an environment that values innovation and achievement with the highest professional standards; and

- **Partnership** — We address real-world issues through extensive outreach activities and partnering on a local and global basis.

Essential Competencies

We create and deliver truly distinctive programs and services that develop:

- **High-Performance Leadership** — An ability to confidently lead oneself and others for sustainable high performance.
- **Global Effectiveness** — An ability to perform effectively across cultures in addressing critical global challenges.
- **Technological Mastery** — An ability to enhance personal and organizational performance through technology.
- **An Innovative Mindset** — An ability to think and act creatively for continuous improvement.
- **Business Expertise** — An ability to contribute strategically through highly developed functional business skills.

Program Description

In support of its mission, the John H. Sykes College of Business (COB) has developed a curriculum with three interconnected parts, stressing a strong liberal arts foundation, a broad business program base and functional specialization.

The first two years of the program focus on a broad liberal arts and sciences background. Students develop an understanding of the cultural, social, political, economic, international, scientific and technological environments in which individuals and organizations exist.

The second part of the curriculum consists of the business core. These courses provide students with a solid foundation for careers as managers or business-related professionals. This part of the curriculum also provides students with an understanding of the dynamics of the firm and the economy, introducing them to the various functions generic to any organization, as well as the basic behavioral, managerial and organizational concepts necessary to function successfully in an organization. Students see the interaction between the firm and its environment, gaining an overall view of policy-making within an organization and its function within a global marketplace.

The third component of the curriculum provides students with an opportunity to specialize in a functional area to develop business expertise and a greater mastery of business tools and technology. The curriculum is further enriched by numerous business-community interaction opportunities, e.g., guest presentations from area executives, field trips, internships and class projects focused on real business problems with area companies. It also is enhanced by the special activities of the Center for Ethics, the TECO Energy Center for Leadership, Florida Entrepreneur and Family Business Center, Florida Directors' Institute and the Vincent J. Naimoli Institute for Business Strategy.

Students also learn the basic tools required for effective communication. The purpose of this aspect of the curriculum is to build a broad foundation for assuming greater leadership responsibilities over time. The sum total of this three-part curriculum prepares students for competitive careers in business and future roles as leaders in a dynamic global marketplace.

The graduate and undergraduate programs in the Sykes College of Business are accredited by AACSB International — The Association to Advance Collegiate Schools of Business. This premier business-accrediting agency emphasizes quality and continuous improvement in curriculum, faculty resources, admissions, degree requirements, library and computer facilities, financial resources

and intellectual climate as they relate to our vision and mission.

Declaration of College of Business Major

The Sykes College of Business seeks to effectively advise, track and communicate with its majors. To do this, students who intend to graduate with a major in accounting, business economics, entrepreneurship, finance, financial services operations and systems, international business, management, management information systems or marketing should declare a major in one or more of these areas before completing Principles of Management (MGT 330). A major may be declared in the Academic Advising Office.

Advisors

Every Sykes College of Business student is assigned a business faculty advisor as soon as possible after declaring the major. Students who have not yet declared their majors but are interested in business should request College of Business faculty advisors through the Academic Advising Office. Students who have not decided on their majors are encouraged to explore their career options through the Baccalaureate Office, Office of Career Services, and discussions with College of Business faculty.

Prerequisites

Prerequisites are imposed to ensure that students have obtained the background information necessary to receive maximum value from each class. Prerequisites for a class must be successfully completed before students may enroll in the class. Failure to meet prerequisites will result in the student being dropped from the class.

Residency Requirements

A student earning a degree with a major in economics, entrepreneurship, finance, international business, management or marketing must complete at least 26 credit hours within the Sykes College of Business. At least 15 of these hours must be in the student's major (those courses beyond lower and upper business core).

A student earning a degree with a major in accounting, financial services operations and systems, or management information systems must complete at least 30 credit hours within the Sykes College of Business. At least 15 of these hours must be in the student's major (those courses beyond lower and upper business core).

Maximum Sykes College of Business Hours

To ensure that all business students have the broad-based education necessary to succeed in the business world, they need to have a balanced exposure to both liberal arts and business concepts. To meet these needs, at least 62 credit hours must be taken outside the College of Business. ECO 204, ECO 205, ITM 200 and ITM 210 are counted in the non-business group.

Recommended Computing Standards for UT Students

(See *Student Life and Services* section of this catalog.)

Center for Ethics

The Center for Ethics provides high-quality resources in applied ethics for students, educators and the business and community leaders of Florida, with a special focus on business and organizational ethics. Education in applied ethics is aimed at helping to significantly improve the integrity, credibility and effectiveness of our present and future leaders.

The Center's resources are available to UT students and members of the community, as well as for ethics programs in business, the professions and government. Center staff members assist organizations in developing and implementing ethics programs, offer lectures and in-house seminars, sponsor symposia for educators and conduct applied research. The Center's primary message is that good ethics is good business and enhances organizational performance.

Each year, one University student is recognized with a student ethics award for his or her potential for professional success, community service and highest ethical standards.

In addition, the Center for Ethics annually recognizes a member of the community with the Tampa Bay Ethics Award.

TECO Energy Center for Leadership

The TECO Energy Center for Leadership provides services both internally and externally. Internally, the Center provides learning experiences through leadership classes, Distinguished Speakers' Series and conferences. Externally, the Center provides a variety of workshops and seminars designed to assess and develop leadership potential, as well as create and implement strategies for improving these skills and for achieving work/life balance. Additionally, the Center provides tailored workshops and developmental sessions to meet the needs of the Tampa Bay corporate community. The Center conducts applied leadership research in conjunction with Tampa Bay professional organizations.

Florida Directors' Institute

The Florida Directors' Institute is the collaborative result of work between The University of Tampa and national and local professional associations and service providers to improve corporate governance practices in Florida. The Florida Directors' Institute delivers short programs for public and large private company boards of directors and officers, supports applied research by faculty, and engages UT students in an annual essay competition on corporate governance topics.

The Naimoli Institute for Business Strategy

The Naimoli Institute administers the Strategic Analysis Program, which is designed as a partnership in learning between UT and the business community. The program is an innovative part of the capstone course (MGT 431 and MGT 615) for Sykes College of

Business undergraduate and MBA students. Each student in the program is assigned to a team that writes a strategic analysis of a local organization. Students get first-hand exposure to addressing strategic problems in real organizations, and the client organizations get rigorous analysis and recommendations aimed at improving their performance. The analysis reflects the students' efforts to integrate the functional areas that compose the coursework in the Sykes College of Business. At the end of the semester, each student team presents its analysis and plan to the organization's leaders. See the Naimoli Institute Web site at www.ut.edu/naimoli/.

Florida Entrepreneur & Family Business Center

The national award-winning Florida Entrepreneur & Family Business Center is designed to work closely in bridging the interests of students, faculty, entrepreneurs and successful family businesses around Florida. The Center is supported by six other COB faculty members with significant hands-on experience in creating new ventures, teaching and researching the entrepreneurship process. Programs within the center focus on creating and growing businesses, real estate venturing, self-employment in the arts, family business governance and management, franchising, technology venturing and international entrepreneurship. The Center works closely with many organizations and groups around the nation and locally in designing and delivering programs, and students have many opportunities to do internships and independent studies, and to compete locally, state-wide and nationally in business plan competitions.

Student Organizations

The Sykes College of Business has numerous student organizations. These organizations provide students the opportunity to meet people, gain leadership skills, network with business professionals and interact with faculty.

Beta Gamma Sigma is the national honor society for collegiate business programs at AACSB accredited institutions. Members must be business majors in the upper 7 percent of the junior class, the upper 10 percent of the senior class, or the upper 20 percent of the graduating MBA class, be nominated by a BGS faculty member and be invited to join.

The Student Finance Association is an organization that provides relevant information on the latest developments and opportunities in the area of finance.

The American Marketing Association collegiate chapter promotes student interaction with marketing professionals, both nationally and through the Tampa Bay Chapter. Through active participation and involvement, members can gain practical marketing, advertising, management, promotion and financial experience. This award-winning chapter has excelled in community fundraising and marketing efforts and offers students local real-world projects, important marketing connections and interviewing opportunities.

The Adam Smith Society is a College of Business honor society for students of both economics and economic policy. Student members are selected based on both an interest and general competence in the economic way of thinking. The charge of this faculty-mentored student organization is to expose the student members to what economists do in the real world, to introduce them to the different points of view from leagues of professional economists in the marketplace, and to encourage enriched interaction between students, faculty and community leaders, all of whom share an interest in real-world economics.

Beta Alpha Psi is an international scholastic and professional accounting and financial information organization that recognizes academic excellence, and complements members' formal education by providing interaction among students, faculty and professionals to foster lifelong growth, service and ethical conduct. The Student Accounting Society is an organization that provides social fellowship and opportunities to learn more about career options for accounting majors.

Delta Sigma Pi is a professional fraternity organized to encourage the study of business among students. Members sponsor many professional and community service events each semester.

The University of Tampa Student Chapter of the Association for Computing Machinery (ACM) has the mission of bringing an awareness of the opportunities in computing and information technology to students through industry professionals, businesses, and organizations. The chapter is open to all students. Through close association with the Tampa Bay Technology Leadership Association (TBTLA), students have the opportunity to actively participate in professional activities with information technology executives from a number of industries.

Alpha Iota Mu (AIM) is the honor society for outstanding students of information systems. The purpose of AIM is to foster academic excellence, to promote high ethical standards among information systems professionals, and to encourage the growth of the profession. AIM is affiliated with AIS, the Association for Information Systems, and recognizes outstanding MIS and FSOS juniors and seniors who have earned a GPA of 3.5 or higher and faculty recommendation.

Independent Studies Courses and Special Studies Courses

An independent study course is designed by the professor and student, and is not to be identical to any other course offerings that term. A special studies course is designed to be a substitute for an existing course that a student cannot take for some approved reason. Independent and special studies courses should be offered on a limited basis and only in cases of hardship on the part of the student (e.g. graduating senior with schedule conflicts) or for special projects for outstanding students. In either case, the sponsoring professor, the department chair and the associate dean (for undergraduate courses) or the dean of graduate studies (for graduate courses) must approve the registration. The appropriate form describing the course must

be completed and submitted to the graduate director's or the associate dean's office before permission will be granted. An undergraduate student wishing to enroll in an independent study must have a GPA of 3.0 or higher; a graduate student must have a GPA of 3.5 or higher. An undergraduate student wishing to enroll in a special studies course must have a GPA of 2.0 or higher; a graduate student must have a GPA of 3.0 or higher. Students normally are allowed to take only one of these courses as part of their major requirements. No special studies courses are allowed for courses in the College of Business core.

Internships

All COB internships, except for accounting, are coordinated by a COB internship coordinator. An accounting internship coordinator coordinates accounting internships. In order to qualify for an internship, a student must have junior or senior standing and a cumulative GPA of 2.75 or higher. Additional requirements may apply to internships in each of the COB majors. To register for an internship, the student must submit a permission form to the internship coordinator, along with a job description from the employer. The internship coordinator and the associate dean must approve all internships. Forms are available in the associate dean's office.

Interested accounting majors should contact Dr. Teresa Pergola. All other business majors should contact Prof. Joel Jankowski.

Core Requirements

Lower-Level Sykes College of Business Core

Completed during the freshman and sophomore years.

ACC	202	Financial Accounting Information	3
ACC	203	Managerial Accounting	3
ECO	204	Principles of Microeconomics	3
ECO	205	Principles of Macroeconomics	3
ITM	210	Managerial Statistics I	3
ITM	220	Information Systems	3

Total Semester Hours: 18

Upper-Level Sykes College of Business Core

MKT 300	Principles of Marketing.....3
FIN 310	Financial Management.....3
MGT 330	Principles of Management...3
*MGT 335	Essentials of Corporate Responsibility .....3
*ITM 361	Operations Management...3
MGT 431	Practical Strategic Assessment .....3

Total Semester Hours: 18

Students who qualify may count up to 6 hours of internship credit toward their 124-hour baccalaureate degrees. The remaining 118 hours must be non-internship credits.

*MGT 335 is not required for accounting majors. ACC majors must take MGT 221: Law and Society.

*ITM 361 is not required of financial services operations systems majors, who must take ITM 366.

Job Search Strategies

This one-credit course for juniors and seniors provides students with an introduction to current trends in job search strategies. Students will learn about resume development, interviewing techniques, proper correspondence, resumes for the Internet, and job searching through various media. The class involves professional lectures, group discussions, research methods, guest lecturers and class assignments.

All students are encouraged to take this course, CAR 401.

Communication Requirement

From SPE 200, 2084

In addition, the following are recommended: two semesters of foreign language, ENG 204, WRI 280 and WRI 281.

COB Grade Point Average Requirements

COB majors must have earned a minimum GPA of 2.0 in lower COB core courses before taking upper level COB courses. Additionally, all business majors must have a minimum GPA of 2.0 in the courses required to complete the specified major. For this purpose, “specified major” is defined as required

courses beyond the lower and upper COB core courses.

COB — College of Social Sciences, Mathematics and Education Certificate Programs*European Studies Certificate Program**Latin American Studies Certificate Program*

See Department of Government, History and Sociology for full description.

Master of Business Administration Programs, Master of Science in Accounting, Finance, Technology and Innovation Management or Marketing

See *Graduate Programs* chapter for information.

Accounting Major

Department of Accounting Faculty: Associate Professor Bostick, Chair; Dana Professor Joseph; Professor Platau; Associate Professors Krause, Verreault, Walters; Assistant Professors Keener, Pergola; Visiting Professor Ferrell; Instructors Pike, Garcia.

Accounting is the language of business. Learning to use and interpret this language opens the doors to many different career paths. Modern accountants are professional information providers to people inside and outside of a particular enterprise. Our cur-

riculum focuses on learning how to find answers to financial questions. This critical enterprise information is disseminated and analyzed using evolving technologies. As professionals who assemble, package, analyze and distribute information and provide a variety of consulting services to business, accountants must possess excellent communication skills (both oral and written) and competence in current technology.

Within accounting, students can focus on a career path reflecting particular interests. Many accountants hold one or more specialty certifications, such as certified public accountant, certified management accountant, certified information systems auditor, certified internal auditor, certified financial planner or personal financial specialist; certified fraud examiner, certified government financial manager and others. UT accounting graduates reflect this diversity by starting careers in public accounting with local, regional and international CPA firms; in corporate accounting with firms ranging from local to global; in business taxation within companies, CPA firms, or governments; in not-for-profit or governmental accounting with schools, charities, and local or state governments; in investigative accounting with the FBI or IRS; and in investment analysis, personal financial planning, business valuation, and financial services. Many graduates use their accounting degrees as the foundation for graduate degrees in law or business.

The UT curriculum provides students with necessary coursework for entry into all of these diverse careers. Required courses provide a solid accounting foundation in financial, cost/managerial, tax, auditing and attestation services, and accounting information systems. Additional elective courses are available in international, not-for-profit (fund/governmental), advanced, and tax accounting.

UT's accounting program is continually changing to reflect the needs of the profession and state-of-the-art technology used by accountants to gather, analyze and distribute accounting information. Students make extensive use of real-world tools in their studies, ranging from the latest software to global libraries of information in an environment

of small class sizes and personal interaction with faculty.

Throughout the curriculum, students learn about different ethical challenges facing business people and are prepared to make proper ethical choices. The accounting faculty members hold many professional certifications and maintain close ties to the business community, both to continually innovate the material delivered to students and to provide opportunities for accounting graduates and internships. The accounting internship program is most often completed in the senior year by students meeting GPA requirements, providing important for-credit work experience that often leads to initial career placement.

Florida and more than 40 other states require a fifth year of education to qualify to sit for the CPA examination. Students can complete this requirement in the Master of Science in Accounting program. The M.S. in Accounting is a 30-hour degree program that prepares students for professional accounting careers and meets the accounting educational requirements for the state of Florida. A student not wishing to pursue the M.S. in Accounting can satisfy the state's fifth-year requirements by taking additional undergraduate courses while enrolled as a post-baccalaureate student.

Requirements for a degree in the Sykes College of Business:

College of Business

Core Requirements36

SPE 200 Oral Communication, or

SPE 208 Speech for Business and the Professions.....4

Accounting major requirements:

ACC 304 Cost Accounting.....3

ACC 310 Intermediate Accounting I...3

ACC 311 Intermediate Accounting II3

ACC 351 Accounting Information Systems.....3

ACC 352 Federal Tax Accounting I...3

ACC 401 Auditing and Attestation I...3

ACC 412 Intermediate Accounting III.....3

MGT 221 Law and Society.....3

One of the following courses:3

ACC 502	Auditing and Attestation II.....	3
ACC 505	Advanced Financial Accounting.....	3
ACC 460/IBS 402	International Accounting...	3
ACC 530	Not-for-Profit Accounting...	3
ACC 553	Federal Tax Accounting II...	3

Total Semester Hours: 64

Four-Year Degree Plan for Majors in Accounting

First (Freshman) Year

Fall Semester (17 sem. hrs.)

GTW 100	Gateways	1
ACC 202	Financial Accounting Information.....	3
ENG 101	Composition and Rhetoric I.....	4
GIS 101	Global Issues	4
ITM 200	Introduction to Computers	1
MAT 160	College Algebra.....	4

Spring Semester (18 sem. hrs.)

GTW 102	Gateways II	1
ACC 203	Managerial Accounting.....	3
ECO 204	Principles of Microeconomics	3
ENG 102	Composition and Rhetoric II	4
ITM 220	Information Systems.....	3
General Curr. Dist. Course (Non-COB).....		4

Second (Sophomore) Year

Fall Semester (16 sem. hrs.)

ACC 310	Intermediate Accounting I...	3
ACC 351	Accounting Information Systems.....	3
ECO 205	Principles of Macroeconomics.....	3
Science Course*		3
SPE 200 or 208		4

Spring Semester (17 sem. hrs.)

ACC 311	Intermediate Accounting II.....	3
ITM 210	Managerial Statistics.....	3
Science Course*		3
General Curr. Dist. Course (Non-COB).....		8

Note: Lower COB core, ENG 101 and 102, ITM 200 and MAT 160, must be completed by the end of the sophomore year.

Third (Junior) Year

Fall Semester (16 sem. hrs.)

FIN 310	Financial Management.....	3
ACC 352**	Federal Tax Accounting I...	3
ACC 412	Intermediate Accounting III.....	3
General Curr. Dist. Course (Non-COB)		4
General Elective		3

Spring Semester (16 sem. hrs.)

Non-COB General Elective		4
ACC 304	Cost Accounting.....	3
ITM 361	Operations Management...	3
MGT 330	Principles of Management...	3
MKT 300	Principles of Marketing.....	3

Fourth (Senior) Year

Fall Semester (12 sem. hrs.)

ACC 401**	Auditing and Attestation I...	3
MGT 221	Law and Society.....	3
General Elective***		3
General Elective		3

Spring Semester (12 sem. hrs.)

Accounting Elective		3
MGT 431**	Practical Strategic Assessment	3

Non-COB General Elective		4
General Electives***		2

*Science courses must be from different areas. One science course must be in biology. The second science course must be in chemical or physical science.

**Writing Intensive Course

***Students with an interest in accounting careers, professional certification and the CPA exam should consider reserving credit hours for internship (meeting minimum GPA requirement) and specialized accounting electives such as Auditing and Attestation II, Advanced Financial Accounting, Not-for-Profit Accounting, and Federal Tax Accounting II.

Accounting Minor

Requirements for a minor in accounting: five courses in accounting.

Business Economics Major

Department of Economics Faculty:

Associate Professor Kench, Chair; Dana Professors Truscott, Fesmire; Professor Hoke; Associate Professor Brust; Assistant Professors Beekman, Jayakumar, Skipton, Stinespring.

A student may choose a major in business economics leading to a Bachelor of Science degree or a major in economics leading to a Bachelor of Arts degree, but not both. The major in business economics provides students with a broad exposure to each of the functional areas in business (accounting, finance, management and marketing) and provides students with a strong foundation in economics.

The economics field consists of two main areas: microeconomics, which addresses issues relating to individual firm behavior, including profit maximization, resource usage and price strategies; and macroeconomics, which relates to the broad issues that are national and international in scope, including inflation, unemployment, economic growth, and the balance of payments. Courses in the curriculum are divided into these two broad categories.

Requirements for a B.S. degree in the Sykes College of Business:

Sykes College of Business core requirements	36
SPE 200 Oral Communications, or	
SPE 208 Speech for Business and the Professions.....	4
Economics major requirements:	
MAT 225 Calculus for Business*** ...	4
ECO 320 Intermediate Microeconomics	3
ECO 321 Intermediate Macroeconomic Analysis...	3
ECO 460 Forecasting	3
ECO 461 Seminar in Economics.....	3
Three of the following courses:.....	9
ECO 300 Labor Economics.....	3
ECO 420 Public Finance	3
ECO 430/ International Economics	
IBS 403 and Finance	3
ECO 450/ Economic Development ...	3
IBS 404	

FIN 470	Financial Markets, Institutions, and Money....	3
ECO 510	Environmental Economics and Management	3

Total Semester Hours: 65

***ECO majors are required to take MAT 225 or MAT 260 (fulfills the 4-credit hour baccalaureate math requirement).

Four-Year Degree Plan for Majors in Business Economics (B.S.)

First (Freshman) Year

Fall Semester (16 sem. hrs.)

GTW 100	Gateways	1
ECO 204	Principles of Microeconomics	3
ENG 101	Composition and Rhetoric I	4
GIS 101	Global Issues	4
MAT 225	Calculus for Business*** ...	4

Spring Semester (16 sem. hrs.)

GTW 102	Gateways II	1
ACC 202	Financial Accounting Information	3
ECO 205	Principles of Macroeconomics.....	3
ITM 200	Introduction to Computers	1
ENG 102	Composition and Rhetoric II	4
Curr. Dist. course (Non-COB).....		4

Second (Sophomore) Year

Fall Semester (14 sem. hrs.)

Science course*	.....	3
SPE 200 or 208		4
General Curr. Dist. courses (Non-COB).....		4
ACC 203	Managerial Accounting.....	3

Spring Semester (17 sem. hrs.)

ITM 210	Managerial Statistics.....	3
Science course*	.....	3
General Curr. Dist. courses (Non-COB).....		8
ITM 220	Information Systems	3

Note: The Lower COB core, ENG 101 and 102, MAT 225*** and ITM 200, must

be completed by the end of the sophomore year.

Third (Junior) Year

Fall Semester (16 sem. hrs.)

FIN 310	Financial Management.....3
MGT 330	Principles of Management...3
MKT 300	Principles of Marketing.....3
Non-COB	General Elective.....4
ECO 320	Intermediate Microeconomics .....3

Spring Semester (15 sem. hrs.)

General Electives.....	6
ECO 321 Intermediate	
Macroeconomic Analysis...	3
ITM 361 Operations Management...	3
MGT 335 Essentials of Corporate	
Responsibility	3

Fourth (Senior) Year

Fall Semester (16 sem. hrs.)

ECO 460 Forecasting.....	3
ECO Elective.....	3
General Curr. Dist. Course (Non-COB).....	4
General Electives.....	6

Spring Semester (15 sem. hrs.)

ECO 461 Seminar in Economics.....	3
MGT 431**Practical Strategic Assessment	3
ECO Elective	3
General Electives	6

*Science courses must be from different areas. One science course must be in biology. The second science course must be in chemical or physical science.

**Writing Intensive Course

***ECO majors are required to take MAT 225 or MAT 260 (fulfills the 4-credit hour baccalaureate math requirement).

Economics Minor

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

B.A. In Economics

Undergraduate students outside of the College of Business may elect to earn a B.A. in economics. The Bachelor of Arts in Economics allows the student to combine a strong liberal arts background with an

important functional area of business. The economics major provides students with an analytical framework that allows them to critically evaluate the performance of businesses and government economic policy in the context of the global marketplace.

Requirements for the major in economics:

ECO 204	Principles of Microeconomics .....3
ECO 205	Principles of Macroeconomics.....3
ECO 320	Intermediate Microeconomics .....3
ECO 321	Intermediate Macroeconomic Analysis...3
ECO 460	Forecasting.....3
ECO 461	Seminar in Economics.....3
ECO	Electives .....12
ACC 202	Financial Accounting .....3
ITM 210*	Managerial Statistics.....3
MAT 225**	Calculus for Business .....4

*MAT 201, Introduction to Statistics, four hours, may be substituted. This substitution is recommended for students planning graduate work in economics.

**ECO majors are required to take MAT 225 or MAT 260 (fulfills the 4-credit hour baccalaureate math requirement).

Entrepreneurship Major

Entrepreneurship Faculty: Professor Rustogi; Associate Professors Bear, Beekman, Tompson; Assistant Professor Flagg.

New business creation is the source of economic and job growth, and the means by which the economy transforms itself through new technologies, products and services. Graduates in this program develop the knowledge and skills required to start and operate an entrepreneurial venture with attention focused on creativity, innovation, developing an entrepreneurial mind-set, new venture planning, entrepreneurial finance, entrepreneurial marketing research, and managing and growing the new business venture. The entrepreneurship major can be applied to either starting a business or working in an existing firm where creativity and innovation

is a strategic advantage in today's competitive work environment.

Requirements for a degree in the Sykes College of Business:

Sykes College of Business core requirements	36
SPE 200 Oral Communications, or	
SPE 208 Speech for Business and the Professions.....	4

Entrepreneurship Major Requirements:

MGT 389 Introduction to Entrepreneurship and Feasibility Analysis	3
MGT 390 Managing the Family Business.....	3
FIN 340 Entrepreneurial Finance	3
MKT 360 Marketing Research	3
MGT 487 Managing the Growing Firm and Business Planning	3
Four of the following courses:	12
MGT 490 Internship.....	3
MGT/IBS 486 International Entrepreneurship	3
MGT 475 Real Estate Venturing	3
MGT 488 Seminar in Entrepreneurship	3
MGT 221 Law and Society.....	3
MKT 352 Product Management and Services Marketing.....	3
MKT 371 Personal Selling and Sales Management	3
MKT 372 Retail and Distribution Management	3
ACC 351 Accounting Information Systems.....	3
ACC 352 Federal Tax Accounting I...3	
ACC 553 Federal Tax Accounting II...3	
ECO 320 Intermediate Microeconomics	3
FIN 470 Financial Markets, Institutions, and Money....	3
IBS 399 The Art and Science of Negotiation	3

Total Semester Hours: 67

Four-Year Degree Plan for Majors in Entrepreneurship

First (Freshman) Year

Fall Semester (17 sem. hrs.)

GTW 100	Gateways	1
ENG 101	Composition and Rhetoric I.....	4
GIS 101	Global Issues	4
MAT 160	College Algebra	4
ACC 202	Financial Accounting Information	3
ITM 200	Introduction to Computers	1

Spring Semester (16 sem. hrs.)

GTW 102	Gateways II	1
ENG 102	Composition and Rhetoric II	4
ACC 203	Managerial Accounting	3
General Curr. Dist. Course (Non-COB).....		8

Second (Sophomore) Year

Fall Semester (13 sem. hrs.)

ECO 204	Principles of Microeconomics	3
Science course*		3
SPE 200 or 208		4
ITM 220	Information Systems	3

Spring Semester (17 sem. hrs.)

ECO 205	Principles of Macroeconomics.....	3
ITM 210	Managerial Statistics.....	3
Science course*		3
General Curr. Dist. Course (Non-COB).....		8

Note: Lower COB core, ENG 101 and 102, ITM 200 and MAT 160, must be completed by the end of the sophomore year.

Third (Junior) Year

Fall Semester (17 sem. hours)

MGT 330	Principles of Management....	3
MKT 300	Principles of Marketing	3
FIN 310	Financial Management.....	3
General Curr. Dist. Course (Non-COB).....		4
Non-COB elective.....		4

Spring Semester (15 sem. Hours)

MGT 335	Essentials of Corporate Responsibility	3
MGT 389	Introduction to Entrepreneurship and Feasibility Analysis	3
ITM 361	Operations Management...3	
	Entrepreneurship Electives 3	
	General Electives.....3	

Fourth (Senior) Year*Fall Semester (14 sem. hours)*

FIN 340	Entrepreneurial Finance ....3
MKT 360	Marketing Research .....3
	General Electives.....5
	Entrepreneurship Electives.....3

Spring Semester (15 sem. Hours)

*MGT 487	Managing the Growing Firm and Business Planning	3
MGT 431	Practical Strategic Assessment	3
	General Electives	3
	Entrepreneurship Electives	6

Entrepreneurship Minor**Requirements for a minor in entrepreneurship:**

Sykes College of Business core requirements		36
SPE	200 Oral Communications, or	
SPE	208 Speech for Business and the Professions.....	4
MGT	389 Introduction to Entrepreneurship and Feasibility Analysis	3
MGT	390 Managing the Family Business.....	3
MGT	487 Managing the Growing Firm and Business Planning	3
MGT	488 Seminar in Entrepreneurship	3

Note: Prerequisites for MGT 487 Managing the Growing Firm and Business Planning are FIN 340 Entrepreneurial Finance and MKT 360 Marketing Research. Check course descriptions for all prerequisites.

One of the following courses:.....	3
FIN 340 Entrepreneurial Finance	3
MKT 360 Marketing Research and Opportunity Analysis	3

MGT	221	Law and Society.....	3
MGT/IBS	486	International Entrepreneurship	3
MGT	475	Real Estate Venturing	3
MKT	352	Product Management and Services Marketing.....	3
MKT	371	Personal Selling and Sales Management	3
MKT	372	Retail and Distribution Management	3
ACC	351	Accounting Information Systems.....	3
ACC	352	Federal Tax Accounting I.....	3
ACC	553	Federal Tax Accounting II.....	3
ECO	320	Intermediate Microeconomics	3
FIN	470	Financial Markets, Institutions and Money.....	3
IBS	399	The Art and Science of Negotiation	3
<hr/>			
Total Semester Hours:			55

Finance Major**Department of Finance Faculty:**

Associate Professor, Donaldson, Chair; Professor Ghannadian; Associate Professors Etling, Jankowski, Ingram; Assistant Professors Margetis, Flag; Visiting Associate Professor Ingram.

A greater demand for finance professionals has resulted from the increasing roles of corporate financial managers, the rising importance of investments, and the growing complexity of financial services. The finance sequence prepares students for successful careers in areas of commercial banking, individual and institutional investments, insurance, private industry and government.

Applied projects bring the real world into the classroom by encouraging student interactions in the management of investment portfolios and corporate financial decisions. The program provides a comprehensive education for entry-level financial officers and general managers. It also is good preparation for CFA (Certified Financial Analyst) candidates.

Requirements for a degree in the Sykes College of Business:

Sykes College of Business core requirements	36
SPE 200 Oral Communications, or	
SPE 208 Speech for Business and the Professions.....	4

Finance major requirements:

FIN 410 Intermediate Financial Management	3
FIN 440 Investments	3
FIN 470 Financial Markets, Institutions, and Money....	3
FIN 491 Financial Policies and Strategies.....	3
FIN 425/ International Financial Management	3
IBS 405 Management	3
One of the following courses:	3
ECO 321 Intermediate Macroeconomic Analysis....	3
ECO 420 Public Finance	3
ECO 430/ International Economics and Finance	3
IBS 403	3
ACC 310 Intermediate Accounting I....	3
ACC 351 Accounting Information Systems.....	3
ACC 460/ International Accounting...3	
IBS 402	
FIN 415 Applied Investment Management	3

Total Semester Hours: 58

The lower-level College of Business core is a prerequisite to all finance courses.

Four-Year Degree Plan for Majors in Finance

First (Freshman) Year

Fall Semester (17 sem. hrs.)

GTW 100 Gateways	1
ENG 101 Composition and Rhetoric I	4
GIS 101 Global Issues	4
MAT 160 College Algebra	4
ECO 204 Principles of Microeconomics	3
ITM 200 Introduction to Computers	1

Spring Semester (16 sem. hrs.)

GTW 102 Gateways II	1
ENG 102 Composition and Rhetoric II	4
SPE 200 or 208	4
General Curr. Dist. courses (Non-COB)	4
ITM 220 Information Systems	3

Second (Sophomore) Year

Fall Semester (17 sem. hrs.)

ACC 202 Financial Accounting Information	3
ECO 205 Principles of Macroeconomics.....	3
General Curr. Dist. courses (Non-COB)	8
Science course*	3

Spring Semester (17 sem. hrs.)

ACC 203 Managerial Accounting	3
Science Course*	3
ITM 210 Managerial Statistics.....	3
General Curr. Dist. courses (Non-COB)	8

Note: The Lower COB core, ENG 101 and 102, ITM 200 and MAT 160, must be completed by the end of the sophomore year. At least 62 credits must be from outside the Sykes College of Business.

Third (Junior) Year

Fall Semester (15 sem. hrs.)

FIN 310 Financial Management.....	3
MGT 330 Principles of Management...	3
MKT 300 Principles of Marketing	3
General Electives	6

Spring Semester (15 sem. hrs.)

MGT 335 Essentials of Corporate Responsibilities	3
ITM 361 Operations Management...	3
FIN 470 or FIN 440.....	3
General Electives.....	6

Fourth (Senior) Year

Fall Semester (16 sem. hrs.)

FIN 425/IBS 405 International Financial Management.....	3
FIN 410 Intermediate Financial Management	3
Finance Elective	3
Non-COB General Electives.....	4
General Electives.....	3

Spring Semester (12 to 15 sem. hrs.)

FIN 440 or FIN 470.....	3
FIN 491 Financial Politics and Strategies.....	3
MGT 431**Practical Strategic Assessment	3
General Electives.....	3 to 6
*Science courses must be from different areas. One science course must be in biol- ogy. The second science must be a chemical or physical science.	
**Writing Intensive Course	

Finance Minor**Requirements for a minor in finance:**

Lower-Level College of Business core requirements		18
FIN 310 Financial Management.....	3	
FIN 440 Investments	3	
Two of the following courses:.....		6
FIN 410 Intermediate Financial Management	3	
FIN 415 Applied Investment Management	3	
FIN 470 Financial Markets, Institutions, and Money....	3	
FIN 425/ International Financial Management	3	
FIN 491 Financial Policies and Strategies.....	3	
ECO 430/ International Economics		
IBS 403 and Finance	3	
Total Semester Hours: 30		

International Business Major**International Business Faculty:**

Dana Professor Rustogi (Marketing), Program Coordinator; Dana Professor Truscott (Economics); Professor Watson (Management); Associate Professors Brust (Economics), Nelson (Information and Technology Management), Bear (Associate Dean, International Programs), Galperin (Management), Tompson (Management), Beekman (Management); Assistant Professors Beekman (Economics), Margetis (Finance), Voris (International Business), Weiss (International Business).

Students may choose to major in one of seven international business majors offered in the Sykes College of Business: international business and accounting, international business and economics, international business and entrepreneurship, international business and finance, international business and management, international business and marketing, and international business and management information systems. These majors provide in-depth coverage in a specific business discipline coupled with an interdisciplinary global perspective, including language proficiency, cultural awareness and a study abroad experience. The curriculum in these majors is designed to meet the needs of businesses that require a global perspective and discipline-specific expertise from their prospective employees.

Graduates pursue careers in large multinational firms and small independent companies with international activities, as well as government agencies involved in international trade. Banking opportunities include corporate lending and international investment work.

Requirements for a degree in the Sykes College of Business:

Sykes College of Business core requirements		36
SPE 200 Oral Communications, or		
SPE 208 Speech for Business and the Professions.....	4	

International business major requirements:

Students will take the total hours required in the functional area major, including the international course in the major, and meet the following requirements:

Foreign Language competency:

Proof of competency in a foreign language as evidenced by passing a competency exam or completion of the Intermediate II course in the language with a grade of "C" or better. (A TOEFL score of 550, 213 [c.b.t.] or 79-80 [i.b.t.] or better meets the competency criteria.)

An education abroad (international) experience:

This requirement may be met either by studying abroad for a semester or a year,

enrolling in a faculty led travel/study course, completing an internship abroad, or fulfilling a community-based service learning abroad. All education abroad experiences must be pre-approved.

Completion of Global Organizational Behavior (IBS 397) and Survey of International Business (IBS 398) = 6 hours

These courses are waived for international management majors since they are required for the management major.

Any 3-hour IBS elective (excluding IBS 397 and 398 and the IBS course taken for the major) = 3 hours

Elective courses* = 8 hours

COM 401	Intercultural Communication
CST 201	Cross-Cultural Studies
ENG 202	World Literature II
ENG 229	Contemporary African and Third-World Literature
ENG 312	Contemporary World Literature
ENG 324	Post-Colonial Literature and Theory
GEO 207	Economic Geography
GWA 201	World Affairs
GWA 202	International Political Economy
GWA 207	The Urban World
GWA 343	Third-World Political and Economic Development
GWA 410	International Law
HIS 214	Russia's Modern Centuries
HIS 217	China's Modern Centuries
HIS 221	Japan's Modern Centuries
HIS 300	The Middle East
HIS 313	Latin America
IST 205	Contemporary Europe
IST 206	Contemporary Latin America
IST 470	Senior Research Seminar in International Business
REL 205	World Religions
SPA 311	Commercial Spanish
SPA 421	Hispanic Culture and Civilization I
SPA 422	Hispanic Culture and Civilization II*

Any elective offered abroad (with approval of the International Business Coordinator)

Total hours required for each major:

International Business and Accounting = 81 hours (IBS 402 required)
International Business and Business Economics = 82 hours (IBS 403 required)
International Business and Entrepreneurship = 81 hours (IBS 486 required)
International Business and Finance = 75 hours (IBS 405 required)
International Business and Management = 69 hours (IBS 399 required)
International Business and Marketing = 75 hours (IBS 406 required)
International Business and Management Information Systems = 88 hours (ITM 420 required)

First Two Years of Study for Majors in International Business

First (Freshman) Year

Fall Semester (17 sem. hrs.)

GTW 100	Gateways	1
ENG 101	Composition and Rhetoric I	4
GIS 101	Global Issues	4
MAT 160	College Algebra	4
Foreign Language**	.....	4

Spring Semester (17 sem. hrs.)

GTW 102	Gateways II	1
ENG 102	Composition and Rhetoric II	4
ECO 204	Principles of Microeconomics	3
Foreign Language**	.....	4
ITM 200	Introduction to Computers	1
SPE 200 or 208	.....	4

Second (Sophomore) Year

Fall Semester (16 sem. hrs.)

ACC 202	Financial Accounting Information	3
ITM 220	Information Systems	3
Science	.....	3
ECO 205	Principles of Macroeconomics	3
Foreign Language**	.....	4

Spring Semester (17 sem. hrs.)

ACC 203 Managerial Accounting.....	3
Non-COB Gen. Curr. Dist.	4
ITM 210 Managerial Statistics.....	3
Science Course*	3
Foreign Language**	4

Note: Lower COB core, ENG 101 and 102, ITM 200 and MAT 160, must be completed by the end of the sophomore year.

The student should work closely with his or her faculty advisor to ensure that all remaining General Curriculum Distribution requirements and functional area major requirements are scheduled. The student should meet with his or her faculty advisor to determine a course of study for the last two years, depending on functional area.

**Nonnative English-language students whose TOEFL scores are 550, 213 [c.b.t.] or 79-80 [i.b.t.] or better do not need a second foreign language.

A primary objective of the international business major is to develop a broad awareness of global issues. Students who wish to develop a more in-depth understanding of specific geographic areas and other cultures may select electives outside the major that focus on Latin America, Western Europe or third world countries. These specialization areas are not required for the major.

Financial Services Operations and Systems Major

Department of Information and Technology Management Faculty: Associate Professor Webb, Chair; Professors Courier; Associate Professors Jeffries, Jenzarli, Nelson, Papp, Shirley; Assistant Professors Alhourani, Jain, Veltri, Yalabik; Instructor Fentriss.

Department of Finance Faculty: Associate Professor Jankowski; Assistant Professors Flag, Margetis.

The Financial Services Operations and Systems major is offered jointly by the Information and Technology Management Department and the Finance Department. This challenging major involves the innovative application of computer technology and

analytical skills to understand the information needs within the operations of the financial services industry. Students majoring in FSOS receive a comprehensive education in the design, analysis, development and management of information systems.

Several specialized courses tailored to the needs of the 21st century financial services industry distinguish this major from others. FSOS students are educated in financial markets and institutions, financial service operations, business continuity, risk management and data mining. FSOS graduates have strong analytical, technical and managerial skills spanning the business functional areas, and are experienced in oral and written communication.

Partnerships with the financial services and information systems professional associations provide many opportunities for student interaction with the business community. Internships with well known corporations are available to qualified students. Alliances with Microsoft provide students access to a wide array of software tools. This combination of skills and experience prepares our FSOS graduates to be leaders of the next generation of professionals in the financial services industry.

Requirements for a degree in the Sykes College of Business:

College of Business core requirements*	33
SPE 200 Oral Communications, or	
SPE 208 Speech for Business and the Professions.....	4

*FSOS majors substitute ITM366 for ITM 361 (upper COB core)

Financial Services Operations and Systems major requirements:

MAT 225 Calculus for Business	4
ITM 251 Visual Basic.....	3
ITM 261 Web Programming.....	3
ITM 280 Data Communication Systems.....	3
ITM 318 Systems Analysis and Design I	3
ITM 350 Business Continuity and Risk Management	3
ITM 360 Advanced Programming....	3

ITM	366	Financial Operations Management	3
ITM	408	Database Design and Administration.....	3
ITM	419	(Capstone) Systems Analysis and Design II	3
ITM	466	Data Mining and Informatics	3
FIN	470	Financial Markets, Institutions and Money.....	3
One of the following courses:			
ACC	351	Accounting Information Systems.....	3
ECO	430	International Economics and Finance	3
FIN	425	International Financial Management	3
FIN	440	Investments	3
ITM	410	Network Management	3
ITM	420	Information Systems in the Global Environment	3
ITM	499	Independent Study in Management Information Systems.....	1-3
ITM	495	Special Topics in Information Technology Management	3
Total Semester Hours: 77			

Four-Year Degree Plan for Majors in Financial Services Operations and Systems

First (Freshman) Year

Fall Semester (16 sem. hrs.)

GTW	100	Gateways	1
ENG	101	Composition and Rhetoric I.....	4
ACC	202	Financial Accounting Information.....	3
MAT	225	Calculus for Business***	4
GIS	101	Global Issues	4

Spring Semester (16 sem. hrs.)

GTW	102	Gateways II	1
ENG	102	Composition and Rhetoric II	4
ACC	203	Managerial Accounting.....	3
ECO	204	Principles of Microeconomics	3
ITM	200	Introduction to Computers	1

General Curr. Dist. Course (Non-COB).....			4
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Second (Sophomore) Year

Fall Semester (16 sem. hrs.)

ECO	205	Principles of Macroeconomics.....	3
ITM	251	Visual Basic.....	3
Science Course*			3
SPE	200 or 208		4
ITM	220	Information Systems	3

Spring Semester (16 sem. hrs.)

ITM	210	Managerial Statistics.....	3
ITM	280	Data Communications Systems.....	3
ITM	261	Web Programming.....	3
Science Course*			3
General Curr. Dist. Course (Non-COB).....			4

Note: The lower COB core, ENG 101 and 102, ITM 200 and MAT 225, must be completed by the end of the sophomore year.

Third (Junior) Year

Fall Semester (16 sem. hrs.)

FIN	310	Financial Management.....	3
ITM	318**	Systems Analysis and Design I	3
ITM	350	Business Continuity and Risk Management	3
MGT	330	Principles of Management...	3
General Curr. Dist. Course (Non-COB).....			4

Spring Semester (16 sem. hrs.)

ITM	360	Advanced Programming....	3
MGT	335	Essentials of Corporate Responsibility	3
MKT	300	Principles of Marketing	3
General Curr. Dist. Course (Non-COB).....			4
ITM	408	Database Design and Administration.....	3

Fourth (Senior) Year

Fall Semester (16 sem. hrs.)

FIN	470	Financial Markets, Institutions and Money.....	3
ITM	366	Financial Operations Management	3
ITM	419**	Systems Analysis and Design II	3
FSOS Major Elective			3

Non-COB General Elective	4
<i>Spring Semester (12 sem. hrs.)</i>	
MGT 431 **Practical Strategic Management	3
ITM 466 Data Mining and Informatics	3
Non-COB General Elective	6
*Science courses must be from different areas. One science course must be in biology. The second science course must be in chemical or physical science.	
**Writing intensive course.	
***FSOS majors are required to take MAT 225 or higher (fulfills the 4-hour baccalaureate math requirement).	

Management Information Systems Major

Department of Information and Technology Management Faculty: Associate Professor Webb, Chair; Professor Courier; Associate Professors Jeffries, Jenzarli, Nelson, Papp, Shirley; Assistant Professors Alhourani, Jain, Veltri, Yalabik; Instructor Fentris.

Management Information Systems is a challenging field of study focused on integrating information technology solutions and business processes to meet the information needs of businesses and other enterprises. The perspective of MIS on information technology is to emphasize information and a view of technology as an instrument for generating, processing and distributing information. Students majoring in MIS receive a comprehensive education in the design, analysis, development and management of information systems, the functional business areas, and various managerial and analytical skills required in any organization. Our graduates have a combination of strong technical and business skills, including oral and written communication, that bridge the gap that often exists between business users of systems and technically trained specialists.

Features of our innovative program include interactive lectures, individual and team assignments, and experiential learning to help students build successful careers. Alliances with Microsoft provide students access to a wide array of software tools. Partnerships with information systems professional associations provide many opportunities for student interaction with the business community. Internships with well-known corporations are available to qualified students.

Requirements for a degree in the Sykes College of Business:

College of Business core requirements...	36
SPE 200 Oral Communications, or	
SPE 208 Speech for Business and the Professions.....	4

Management Information Systems major requirements:

MAT 225 Calculus for Business	4
ITM 251 Visual Basic.....	3
ITM 261 Web Programming.....	3
ITM 280 Data Communication Systems.....	3
ITM 318 Systems Analysis and Design I	3
ITM 360 Advanced Programming....	3
ITM 408 Database Design and Administration.....	3
ITM 419 (Capstone) Systems Analysis and Design II	3
Two of the following courses:.....	6
ITM 330 Operating Systems	3
ITM 335 Software Applications for Microcomputers	3
ITM 350 Business Continuity and Risk Management	3
ITM 410 Network Management	3
ITM 415 Business Intelligence Solutions	3
ITM 416 Electronic Commerce	3
ITM 420 Informational Systems in the Global Environment ...	3
ITM 430 Strategic Information Systems.....	3
ITM 466 Data Mining and Informatics	3
ITM 495 Special Topics in Information Technology Management	3

ITM 499	Independent Study in Management Information Systems.....	1-3
Total Semester Hours: 71		

Four-Year Degree Plan for Majors in Management Information Systems

First (Freshman) Year

Fall Semester (16 sem. hrs.)

GTW 100	Gateways	1
ENG 101	Composition and Rhetoric I	4
ACC 202	Financial Accounting Information	3
MAT 225	Calculus for Business***	4
GIS 101	Global Issues	4

Spring Semester (16 sem. hrs.)

GTW 102	Gateways II	1
ENG 102	Composition and Rhetoric II	4
ACC 203	Managerial Accounting	3
ECO 204	Principles of Microeconomics	3
ITM 200	Introduction to Computers	1
General Curr. Dist. Course (Non-COB)		4

Second (Sophomore) Year

Fall Semester (16 sem. hrs.)

ECO 205	Principles of Macroeconomics.....	3
ITM 251	Visual Basic.....	3
Science Course*		3
SPE 200 or 208		4
ITM 220	Information Systems	3

Spring Semester (16 sem. hrs.)

ITM 210	Managerial Statistics.....	3
ITM 261	Web Programming.....	3
Science Course*		3
ITM 280	Data Communication Systems.....	3
General Curr. Dist. Course (Non-COB)		4

Note: The lower COB core, ENG 101 and 102, ITM 200 and MAT 225, must be completed by the end of the sophomore year.

Third (Junior) Year

Fall Semester (16 sem. hrs.)

FIN 310	Financial Management	3
MGT 330	Principles of Management	3
MKT 300	Principles of Marketing	3
ITM 318**	Systems Analysis and Design I	3
General Curr. Dist. Course (Non-COB)		4

Spring Semester (16 sem. hrs.)

MGT 335	Essentials of Corporate Responsibility	3
ITM 360	Advanced Programming.....	3
ITM 361	Operations Management.....	3
ITM 408	Database Design and Administration.....	3
General Curr. Dist. Course (Non-COB)		4

Fourth (Senior) Year

Fall Semester (14 sem. hrs.)

ITM 419**	Systems Analysis and Design II	3
ITM Elective		3
Non-COB General Elective		8

Spring Semester (14 sem. hrs.)

MGT 431**	Practical Strategic Assessment	3
ITM Elective		3
Non-COB General Elective		4
General Electives		4

*Science courses must be from different areas. One science course must be in biology. The second science course must be in chemical or physical science.

**Writing Intensive Course

***MIS majors are required to take MAT 225 or higher (fulfills the 4-hour baccalaureate math requirement).

Management Information Systems Minor

Requirements for minor in management information systems:

ITM 251	Visual Basic.....	3
ITM 261	Web Programming.....	3
ITM 220	Information Systems	3
ITM 280	Data Communication Systems.....	3
ITM 318	Systems Analysis and Design I	3

ITM 360 Advanced Programming....3

Total Semester Hours: 18

EMAT: Electronic Media Art and Technology Major

The major in electronic media, art and technology is an interdisciplinary program that emphasizes designing and producing interactivity for Web-based products for both commercial and artistic intent. See EMAT, in the *College of Arts and Letters* chapter, for full details.

Management Major

Department of Management Faculty: Associate Professor Steiner, Chair; Professors Simendinger, Watson; Associate Professors Bear, Beekman, Galperin, Tompson; Assistant Professors Bechtold, Thomason, Voris, Weeks, Weiss, Xie; Visiting Assistant Professor Koutroumanis.

Management is more than planning, organizing and controlling resources; it is the direction of human effort in all facets of business, industry and government. Graduates in this program develop the knowledge and skills required to ethically lead and manage global businesses, with attention to customer value, returns to stockholders and satisfaction in personal and corporate employee development. Students have the opportunity to participate in small business consulting exercises and solve problems of real companies. Business simulations illustrate the consequences of management decisions.

Requirements for a degree in the Sykes College of Business:

Sykes College of Business core requirements36

SPE 200 Oral Communications, or
SPE 208 Speech for Business and the Professions.....4

Management major requirements:

MGT 340 Human Resource Management3

MGT 345/ Global Organizational
IBS 397 Behavior.....3

MGT 350/ Survey of International
IBS 398 Business.....3

From the economics component:3

ECO 300 Labor Economics.....3

ECO 320 Intermediate
MicroEconomics.....3ECO 321 Intermediate
Macroeconomic Analysis...3

Two of the following courses:.....6

Any management course not already taken
(except MGT 490, Management Intern-
ship and MGT 499, Independent Study in
Management)

ACC 304 Cost Accounting.....3

ACC 351 Accounting Information
Systems.....3

ACC 352 Federal Tax Accounting I...3

ECO 300 Labor Economics.....3

ECO 320 Intermediate
MicroEconomics.....3ECO 321 Intermediate
Macroeconomic Analysis...3FIN 470 Financial Markets,
Institutions, and Money....3FIN 410 Intermediate Financial
Management3

FIN 440 Investments3

MKT 352 Product Management and
Services Marketing.....3MKT 360 Marketing Research and
Opportunity Analysis3MKT 371 Personal Selling and Sales
Management3MKT 372 Retail and Distribution
Management3

Total Semester Hours: 58

**Four-Year Degree Plan for
Majors in Management****First (Freshman) Year***Fall Semester (17 sem. hrs.)*

GTW 100 Gateways1

ENG 101 Composition and
Rhetoric I.....4

GIS 101 Global Issues4

MAT 160 College Algebra4

ACC 202 Financial Accounting
Information.....3ITM 200 Introduction to
Computers1

Spring Semester (16 sem. hrs.)

GTW 102	Gateways II	1
ENG 102	Composition and Rhetoric II	4
ACC 203	Managerial Accounting.....	3
General Curr. Dist. Course (Non-COB)		8

Second (Sophomore) Year*Fall Semester (14 sem. hrs.)*

ECO 204	Principles of Microeconomics	3
	Science course*	3
SPE 200 or 208	.....	4
General Curr. Dist. courses (Non-COB)		4

Spring Semester (16 sem. hrs.)

ECO 205	Principles of Macroeconomics.....	3
ITM 210	Managerial Statistics.....	3
	Science course*	3
ITM 220	Information Systems.....	3
General Curr. Dist. Course (Non-COB)		4

Note: Lower COB core, ENG 101 and 102, ITM 200 and MAT 160, must be completed by the end of the sophomore year.

Third (Junior) Year*Fall Semester (17 sem. hrs.)*

MGT 330	Principles of Management.....	3
MKT 300	Principles of Marketing.....	3
FIN 310	Financial Management.....	3
Non-COB General Electives.....		8

Spring Semester (15 sem. hrs.)

MGT 335	Essentials of Corporate Responsibilities	3
ITM 361	Operations Management.....	3
ECO 300, 320, or 321	.....	3
General Electives		6

Fourth (Senior) Year*Fall Semester (14 sem. hrs.)*

MGT 345/	Global Organization Behavior	3
IBS 397**		
MGT 350/	Survey of International Business.....	3
IBS 398**	MGT Elective.....	3
General Electives		5

Spring Semester (15 sem. hrs.)

MGT 431**	Practical Strategic Assessment	3
MGT 340	Human Resource Management	3
Management Elective		3
General Electives.....		6

*Science courses must be from different areas. One science course must be in biology. The second science course must be in chemical or physical science.

**Writing Intensive Course

Business Administration Minor

Requirements for a minor in business administration:

(Sykes College of Business majors are not eligible for this minor.)

Lower-level College of Business core...		18
FIN 310	Financial Management.....	3
MGT 330	Principles of Management...	3
MKT 300	Principles of Marketing.....	3

Total Semester Hours: 27

Marketing Major

Department of Marketing Faculty:

Dana Professor Rustogi, Chair; Associate Professors Kuntze, Matulich, McMurrin, Washburn; Assistant Professors Gupta, Khare, Lee and Simon.

The field of marketing is one of the fastest growing, vibrant and most rewarding areas of business. Nearly a third of today's labor force holds marketing-related jobs. This portion is expected to increase substantially as more firms become market-driven. A highly diverse discipline, marketing includes advertising and promotional management, personal selling and sales management, retail management, marketing research, services and international commerce. Students who have good interpersonal skills, like people, and are looking for a career that presents creative challenges, constant change, and opportunities for significant financial rewards may have found their field.

Requirements for a degree in the Sykes College of Business:

Sykes College of Business core requirements	36
SPE 200 Oral Communications, or	
SPE 208 Speech for Business and the Professions	4

Marketing Management major requirements:

MKT 360 Marketing Research and Opportunity Analysis	3
MKT 450 Marketing Strategy	3
Any four from the following:	12
MKT 352 Product Management and Services Marketing	3
MKT 354 Buyer Behavior	3
MKT 371 Personal Selling and Sales Management	3
MKT 372 Retail and Distribution Management	3
MKT 410/IBS 406 International Marketing	3
MKT 411 Promotional Strategy	3
MGT 389 Introduction to Entrepreneurship and Feasibility Analysis	3
Total Semester Hours: 58	

Four-Year Degree Plan for Majors in Marketing**First (Freshman) Year***Fall Semester (16 sem. hrs.)*

GTW 100 Gateways	1
ENG 101 Composition and Rhetoric I	4
GIS 101 Global Issues	4
MAT 160 College Algebra	4
ACC 202 Financial Accounting Information	3

Spring Semester (16 sem. hrs.)

GTW 102 Gateways II	1
ENG 102 Composition and Rhetoric II	4
ACC 203 Managerial Accounting	3
ECO 204 Microeconomics	3
ITM 200 Introduction to Computers	1
General Curr. Dist. Course (Non-COB)	4

Second (Sophomore) Year*Fall Semester (15 sem. hrs.)*

ECO 205 Macroeconomics	3
SPE 200 or 208	4
General Curr. Dist. courses	8

Spring Semester (16 sem. hrs.)

ITM 210 Managerial Statistics	3
Science course*	3
ITM 220 Information Systems	3
Science Course*	3
General Curr. Dist. courses (Non-COB)	4

Note: Lower COB core, ENG 101 and 102, ITM 200 and MAT 160, must be completed by the end of the sophomore year.

Third (Junior) Year*Fall Semester (15 sem. hrs.)*

MKT 300 Principles of Marketing	3
MGT 330 Principles of Management	3
FIN 310 Financial Management	3
General Electives	6

Spring Semester (16 sem. hrs.)

MGT 335 Essentials of Corporate Responsibilities	3
ITM 361 Operations Management	3
MKT 371** Personal Selling and Sales Management	3
MKT Elective	3
Non-COB General Elective	4

Fourth (Senior) Year*Fall Semester (16 sem. hrs.)*

MKT 360 Marketing Research and Opportunity Analysis	3
MKT 411** Promotional Strategy	3
MKT Elective	3
Non-COB Elective	4
General Elective	3

Spring Semester (15 or 16 sem. hrs.)

MGT 431** Practical Strategic Assessment	3
MKT 450 Marketing Strategy	3
General Electives	9 or 10

*Science courses must be from different areas. One science course must be in biology. The second science course must be in chemical or physical science.

**Writing Intensive Course

Marketing Minor

Requirements for a minor in Marketing:

ACC	202	Financial Accounting	3
ECO	204	Principles of Microeconomics	3
MKT	300	Principles of Marketing	3
*MKT	360	Marketing Research and Opportunity Analysis	3
MKT	450	Marketing Strategy	3
Two of the following courses:.....			6
MKT	352	Product Management and Services Marketing.....	3
MKT	354	Buyer Behavior	3
MKT	371	Personal Selling and Sales Management	3
MKT	372	Retail and Distribution Management	3
MGT	389	Introduction to Entrepreneurship and Feasibility Analysis	3
MKT	410/	International Marketing....	3
IBS	406		
MKT	411	Promotional Strategy	3

Total Semester Hours: 21

***Note:** Prerequisites for MKT 360 Market Research and Opportunity Analysis are ITM 210 Managerial Statistics I (or equivalent statistics course) and MKT 300 Principles of Marketing. Check the course descriptions for all prerequisites for courses.

College of Natural and Health Sciences

<i>Departments of:</i>	<i>Page Number:</i>
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Exercise Science and Sport Studies	139
Nursing	148

The College of Natural and Health Sciences is composed of the departments of Nursing, Exercise Science and Sport Studies, Chemistry and Physics, and Biology. The majors and minors offered by these departments provide students with the opportunity to pursue their education as preparation to gain admission to graduate programs, professional schools, to become board certified nurses and enter the workforce in a diverse array of professions.

All of the departments in the college emphasize experiential learning opportunities through our clinical settings, laboratories, field trips that are taken as part of many of our courses, a rich array of internships and service learning opportunities. Our students are encouraged to become involved and be responsible in the pursuit of their studies and in their learning. The college embraces and emphasizes the ethos of the University, which is “learning by doing, doing to learn.”

Our faculty members in the college are active scholars who pursue basic and/or applied research that provides opportunities for students to become involved in scholarly work as part of their undergraduate education.

There are organizations in all departments for students to connect with fellow students, learn about professional opportunities, develop leadership skills if elected to an office in the organization and attend guest lectures. Participation in these student organizations can be submitted to the Office of Student Engagement and Leadership for inclusion in the co-curricular transcript. Interested students should ask their instructors or department chairs about these organizations.

Students pursuing a degree in pre-allied health, public health or athletic training are advised by faculty in the Department of Exercise Science. This preparation can lead to employment in a professional program or admission to graduate programs in athletic training, public health, occupational therapy and physical therapy. Those students interested in sport management, teaching physical education and adult fitness should consult with the faculty in the department early in their academic careers.

Students who intend to continue post-graduate studies for a professional degree in medicine, veterinary medicine, dentistry, or pharmacy can major in biology, biochemistry or chemistry at The University of Tampa and receive excellent preparation for the entrance exams for these programs. These professional fields value breadth and depth in coursework that also extends beyond the sciences, as well as a demonstration of service to the community while pursuing undergraduate studies. UT’s Baccalaureate Experience provides students with the opportunity to pursue other coursework that can include a variety of disciplines, such as, for example, psychology, sociology, languages and literature. Members of the departments of chemistry and physics and biology offer guidance to students and write recommendations through our Pre-Professional Committee composed of biology and chemistry faculty.

Any of the faculty members in the sciences can serve as academic advisors to students interested in pursuing graduate training in the health professions and to offer counsel during your years at UT while you pursue your degree. Students should contact a member of the Pre-Professional Committee no later than the start of their junior year.

Choose a major that best suits you, so you can excel at your studies, to help you gain admission to professional schools. Students

interested in pursuing a post-graduate professional degree in one of the aforementioned fields, while pursuing a degree outside of the College of Natural and Health Sciences, are encouraged to contact the Pre-Professional Committee for guidance.

Department of Biology

Faculty: Associate Professor Meers, Chair; Dana Professor Price; Professors Beach, Rice; Associate Professors Bellone, Chipouras, Kucera, Masonjones, Schlueter; Assistant Professors Campbell, Freid, Huber, Hulathduwa, L. McRae, M. McRae, Williams, Yokota; Instructor Cragun; Lab Coordinator Rose.

The B.S. in biology, B.A. in biology, in marine science-biology, B.S. in marine science-chemistry and B.S. in environmental science majors all share the same goals: 1) To introduce students to a wide range of topics in historical and contemporary biological and chemical science. 2) To foster a lifelong interest in the learning process to ensure that our graduates continue to develop as scientists and citizens throughout their lives. 3) To prepare our graduates for responsible positions in society, such as laboratory or field technicians, environmental regulators, research scientists, educators and medical professionals.

Departmental Core Requirements

All majors offered through the Department of Biology share as their foundation the Biology Lower-Core Curriculum. All students must complete these core courses with a 2.0 (C level work) combined minimum grade point average before they will be eligible to register for any of the upper-division BIO (numbered above 204) or MAR (numbered above 150) courses. Additionally, some courses within the Biology Lower-Core have a grade of C minimum requirement as noted in the *Course Description* section of this Catalog. The Biology Lower-Core Curriculum consists of the following five courses:

BIO 203	Biological Diversity.....4
BIO 204	Biological Unity.....4

CHE 152-153	General Chemistry I .....4
CHE 154-155	General Chemistry II ....4
MAT 170*	Precalculus.....4

Semester Hours: 16-20

*May be waived if student is placed directly into MAT 260 Calculus I.

The faculty of the biology department strongly encourages all majors to complete the remaining science and math collateral and prerequisite courses associated with their particular degrees, as described below, prior to the end of their sophomore year.

Biology Majors

Requirements for BS or BA majors in biology:

<i>Biology Lower-Core Curriculum</i>	16-20
BIO 228	Biology of Plants .....4

Genetics Requirement

Choose one of the following courses 4

BIO 300	General Genetics .....4
BIO 320	Molecular Genetics .....4

Cellular and Physiology Requirement

Choose one of the following courses 4

BIO 227	Ecosystems and Ecophysiology .....4
BIO 307	Microbiology .....4
BIO 310	Developmental Biology ....4
BIO 330	General Physiology .....4
BIO 350	Cell Biology .....4
BIO 360	Immunology .....4
BIO 370	Molecular Biology .....4
BIO 390	Essentials of Electron Microscopy .....4
BIO 410**	Senior Seminar .....1
Concentration (<i>described below</i>). 16-20	

Semester Hours: 45-53

B.S.-Biology - Collateral and prerequisite courses required:

CHE 232-235	Organic Chemistry I, II .....8
PHY 200/5-201/6	General Physics I, II .....8
MAT 260	Calculus.....4

Semester Hours: 20

B.A. -Biology - Collateral and prerequisite courses required:**Physical Science Requirement****(Choose one)..... 4**

CHE 232-233 Organic Chemistry I.....4

PHY 200 / 205 General Physics I.....4

MAT 260 Calculus.....4

Semester Hours: 8

**BIO 440 or 450 may be substituted if an oral presentation is made.

Students who major in biology may use any of the collateral science courses required in the major to satisfy the natural science component of the general curriculum distribution requirements. Students may not count credits for both BIO 300 and 320 toward the degree requirements in any major or minor in biology, marine science-biology or environmental science. However, credits for both may count toward the 124-credit-hour graduation requirement. Students also may use the course required in mathematics to satisfy the mathematics requirement of the academic skills component of the general curriculum distribution requirements.

WRI 281 and BIO 230 or MAT 201 are strongly recommended for those students planning to attend graduate or professional school.

B.S. - Biology Concentrations

The Bachelor of Science in Biology provides the student with a selection of courses needed to prepare for a career in the biological sciences, including many graduate and professional schools. This highly specialized curriculum includes more extensive requirements in chemistry and physics in order to maximize the future scientific opportunities available to students.

General Biology Concentration

This concentration meets the requirements of a variety of career paths, including industrial positions, secondary education, and graduate programs in biology. Students must complete a minimum of four additional biology courses (not including BIO 440, 450, 495 or 499) to be determined in consultation with advisors. In addition to the core requirements for a degree in biology, students may select any BIO courses above

204 or MAR courses above 150 to fulfill the elective requirements.

Semester Hours: 16

Biology Education Majors

Students pursuing education degrees must consult the *Education* section of this catalog for a complete listing of course requirements, as well as the sequence in which to take these courses. For up-to-date information, contact the Department of Education office in Plant Hall 439.

Pre-Professional Concentration (including Pre-Medicine, Pre-Dentistry, Pre-Veterinary Science)

Students interested in these professional careers usually major in biology, selecting courses from the pre-professional concentration. Students also may choose to major in chemistry or biochemistry. Other majors are possible, provided the entrance requirements for professional schools are completed. Students should design their academic programs in consultation with their advisors.

Students requesting letters of recommendation to professional schools must do so through the Pre-Professional Committee by submitting their requests to the committee representative (contact the department chair annually for this information).

The pre-professional concentration is designed to prepare students for application to professional schools such as medical, dental, veterinary, etc. The Army ROTC Department can assist pre-professional students with their graduate program finances through the Health Sciences Professional Scholarship Program. For more information, contact the Army ROTC Department at (813) 258-7200 or UT ext. 3044. After consultation with their advisors, students should complete at least four of the following courses as their biology major electives:

Biology-Pre-Professional Concentration

Select at least four of the following courses:

		15-16
BIO	220 Behavioral Biology	4
BIO	250 Comparative Vertebrate Anatomy	4
BIO	307 Microbiology	4
BIO	310 Developmental Biology	4
BIO	317 Parasitology	4

BIO	330	General Physiology	4
BIO	350	Cell Biology	4
BIO	360	Immunology	4
BIO	370	Molecular Biology	4
BIO	390	Essentials of Electron Microscopy	4
BIO	400	Evolution	4
CHE	320	Biochemistry	3

Semester Hours: 15-16

Concentration in Molecular Biology

Molecular biology, along with the laboratory tools it employs, is a sub-discipline within biology that has become an important component of our economy. Students interested in pursuing advanced degrees in this field or careers in laboratory or research environments involving molecular biology are encouraged to pursue this concentration. Students who pursue this concentration enroll in BIO 320 as part of their degree plans.

Molecular Biology Concentration*Select four courses from the following:* 16

BIO	307	Microbiology	4
BIO	310	Developmental Biology	4
BIO	330	General Physiology	4
BIO	350	Cell Biology	4
BIO	360	Immunology	4
BIO	370	Molecular Biology	4
BIO	390	Essentials of Electron Microscopy	4
CHE	320	Biochemistry	4
CHE	420	Advanced Biochemistry	4
Elective from any course above BIO 204* or MAR 300			4

Semester Hours: 16

*BIO 300, 320, 395, 440, 450 and 499 cannot be used as electives to satisfy this requirement.

Biology-Business Concentration

Consisting of the biology major courses plus four electives in the biology department above 204 (excluding BIO 440, 450, 495 and 499) with the following business courses, the biology-business concentration is designed for students who are interested in biology but wish to pursue business careers. These individuals may find opportunities in technical sales or managerial positions

in biomedical, agricultural and chemical industries. The biology major (plus electives) with these business courses fulfills all foundation courses (except ITM 200 and 361) required for admission to the Master of Business Administration program at The University of Tampa.

Requirements for the biology-business concentration:

ACC	202	Financial Accounting	3
ACC	203	Managerial Accounting	3
ECO	204	Principles of Microeconomics	3
ECO	205	Principles of Macroeconomics.....	3
ITM	210	Managerial Statistics I	3
MGT	330	Principles of Management...	3
MGT	335	Essentials of Corporate Responsibility	3
MKT	300	Principles of Marketing	3
FIN	310	Financial Management.....	3

Semester Hours: 27

B.A. - Biology Concentrations

The Bachelor of Arts in Biology provides the student with a more liberal (less prescribed) educational pathway. As a result, it is most appropriate for students with interests that range outside of biology, or those wishing to specialize in a field of biology that is less reliant on the collateral sciences of physics and chemistry (see below).

General Biology Concentration

This concentration is the most flexible way of completing the degree requirements for a major in biology. Students must complete a minimum of six additional biology courses (not including BIO 440, 450, 495 or 499) that includes at least one from each of the broad areas of ecosystem/landscape biology, organismal biology, and cellular/molecular biology, to be determined in consultation with advisors. In addition to the core requirements for a degree in biology, students may select any BIO courses above 204 or MAR courses above 150 to fulfill the elective requirements (not including BIO 440, 450, 495 and 499).

Total Semester Hours: 24

B.A. General Biology Course Distribution Categories**Ecosystem/Environmental Biology:**

- BIO 227 Ecosystems and Ecophysiology
 BIO 242 Introduction to Environmental Science and Policy
 BIO 346 Conservation Biology

Ecology Elective (if chosen, may only take one of the following)

- BIO 212 Ecology
 MAR 222 Marine Ecology

Organismal/Evolutionary Biology:

- BIO 220 Behavioral Biology
 BIO 224 Invertebrate Zoology
 BIO 225 Vertebrate Zoology
 BIO 228 Biology of Plants
 BIO 250 Comparative Vertebrate Anatomy

- BIO 307 Microbiology
 BIO 317 Parasitology
 BIO 340 Ichthyology
 BIO 400 Evolution
 MAR 226 Marine Zoology
 MAR 327 Marine Botany

Cellular/Molecular Biology:

- BIO 300 General Genetics
 BIO 310 Developmental Biology
 BIO 320 Molecular Genetics
 BIO 330 General Physiology
 BIO 350 Cell Biology
 BIO 360 Immunology
 BIO 370 Molecular Biology

Organismal and Evolutionary Biology Concentration

This concentration meets the requirements for a variety of career paths in organismal and evolutionary biology, secondary education and graduate programs in these fields. Students are required to complete BIO 400 Evolution as well as five additional biology courses (not including BIO 440, 450, 495 or 499) to be determined in consultation with advisors from the list below.

- BIO 400 Evolution (required) 4
 OEB Elective Courses 20

Ecology Elective (if chosen, may only take one of the following)

- BIO 212 Ecology 4
 MAR 222 Marine Ecology 4

Remaining Electives

- BIO 220 Behavioral Biology 4
 BIO 224 Invertebrate Zoology 4
 BIO 225 Vertebrate Zoology 4
 MAR 226 Marine Zoology 4
 BIO 227 Ecosystems and Ecophysiology 4
 BIO 230 Introduction to Experimental Design and Biostatistics 4
 BIO 250 Comparative Vertebrate Anatomy 4
 BIO 317 Parasitology 4
 MAR 327 Marine Botany 4
 BIO 307 Microbiology 4
 BIO 310 Developmental Biology 4
 BIO 330 General Physiology 4
 BIO 340 Ichthyology 4

Semester Hours: 24

B.S. — Marine Science-Biology Major**Requirements for a B.S. double major in marine science* and biology:**

Biology Lower-Core Curriculum 16-20

Ecology Requirement (Choose one)... 4

- MAR 222 Marine Ecology 4
 BIO 212 Ecology 4
 BIO 410 Senior Seminar** 1
 MAR 327 Marine Botany 4 4
 Electives above BIO 204 or MAR 150... 8

Genetics Requirement (choose one)... 4

- BIO 300 General Genetics 4
 BIO 320 Molecular Genetics 4

Cellular/Physiological Requirement (choose one)..... 3-4

- BIO 227 Ecosystems and Ecophysiology 4
 BIO 307 Microbiology 4
 BIO 310 Developmental Biology 4
 BIO 330 General Physiology 4
 BIO 350 Cell Biology 4
 BIO 360 Immunology 4
 BIO 370 Molecular Biology 4
 BIO 390 Electron Microscopy 4
 CHE 320 Biochemistry 3

Organismal Invertebrate Requirement (choose one)..... 4

- BIO 224 Invertebrate Zoology 4
 MAR 226 Marine Zoology 4

**Organismal Vertebrate Requirement
(choose one)..... 4**

BIO	225	Vertebrate Zoology	4
BIO	250	Comparative Vertebrate Anatomy	4

**Physical/Chemical Requirement
(select two)..... 7-8**

MAR	150	Physical Geology	4
MAR	301	Physical Oceanography	4
CHE	180	Environmental Chemistry	3

Total Semester Hours: 56-61

**Collateral and/or prerequisite courses
required for the double major in Marine
Science-Biology:**

CHE	232-235	Organic Chemistry I, II...	8
PHY	200/5-201/6	General	
		Physics I, II	8
MAT	260	Calculus.....	4

Semester Hours: 20

Marine science may not be taken as a single major because of its highly specialized nature.

** BIO 440 or 450 may be substituted if an oral presentation is made.

Students who double-major in marine science-biology may use any of the science or marine science courses required in the major to satisfy the natural science component of the general curriculum distribution requirements listed in the catalog.

***B.S. — Marine Science-
Chemistry Major*****Requirements for a double major in ma-
rine science* and chemistry:**

Biology Lower-Core Curriculum 16-20

Ecology Requirement (Choose one)... 4

MAR	222	Marine Ecology	4
BIO	212	Ecology	4
MAR	150	Physical Geology	4
MAR	226	Marine Zoology.....	4
MAR	327	Marine Botany.....	4
MAR	301	Physical Oceanography	4
CHE	180	Environmental Chemistry...	3

Semester Hours: 39-44

**Courses required for the chemistry
major:**

CHE	152-155	General Chemistry I, II	8
CHE	310	Analytical Chemistry	4
CHE	232-235	Organic Chemistry I, II	8
CHE	352-355	Physical Chemistry I, II	8
CHE	425	Advanced Inorganic Chemistry.....	4
CHE	451, 452 or 453	.....	2

Semester Hours: 34

**Collateral and prerequisite courses
required for the double major:**

PHY	200 / 205	General Physics I.....	4
PHY	201 / 206	General Physics, II ...	4
MAT	260	Calculus I	4
MAT	261	Calculus II.....	4

Semester Hours: 16

Total Semester Hours: 89-94

*Marine science may not be taken as a single major because of its highly specialized nature. Students who double-major in marine science-chemistry may use any of the science or marine science courses required in the major to satisfy the natural science component of the general curriculum distribution requirements listed in the catalog.

Marine Science Center

UT's waterfront Marine Science Center is located at Bayside Marina, about 20 minutes from campus. This 3,000-square-foot facility is well equipped to serve both students and faculty in marine science, environmental science and biology programs. The facility includes a wet laboratory and dry lab/classroom, SCUBA storage area, lockers, and a boat slip. The wet lab has a recirculating/flow-through seawater system with reservoirs at ground level. Three boats also are housed at the marina. On the eastern edge of the marina property is a mosaic of supratidal and shallow water habitats that UT faculty members maintain. This mangrove/salt marsh/oyster reef/mud flat habitat makes an ideal location for environmental projects.

Gulf Coast Research Laboratory

The University maintains a formal affiliation with the Gulf Coast Research Laboratory (GCRL), an educational and research institute located in Ocean Springs, MS. Through this arrangement, students may take field courses in marine science at GCRL during the summer. Course credit is awarded through the University of Southern Mississippi and will be accepted as transfer credit at UT. Below is a list of courses taught at GCRL and their semester hours of credit. These courses may be applied toward majors in biology, marine-science/biology, and environmental science.

Marine Science I: Oceanography	5
Marine Science II: Marine Biology	5
Coastal Marine Geology	3
Coastal Vegetation	4
Marine Invertebrate Zoology	6
Marine Ichthyology	6
Marine Mammals	5
Fauna and Faunistic Ecology of Salt Marshes, Seagrasses and Sand Beaches	5
Sand Beach Ecology	5
Marine Ecology	5
Elasmobranch Biology	5
Special Problems in Marine Science... 1-6	
Special Topics in Marine Science..... 1-6	

Complete information about the GCRL program is available in the Department of Biology.

B.S. — Environmental Science Major

Requirements for a major in environmental science:

Biology Lower-Core Curriculum 16-20

BIO 212 Ecology	4
BIO 228 Biology of Plants	4
BIO 242 Introduction to Environmental Science and Policy	4
BIO 346 Conservation Biology	4
BIO 410* Senior Seminar	1
CHE 310 Analytical Chemistry	4
CHE 180 Environmental Chemistry... 3	
MAT 260 Calculus I	4

WRI 281 Technical Writing.....	4
<i>Statistics Requirement (choose one)</i>	4
BIO 230 Introduction to Experimental Design and Biostatistics	4
MAT 201 Statistics	4
<i>Electives (see below)</i>	12

Total Semester Hours: 64-69

*BIO 440 or 450 may be substituted if an oral presentation is made.

Category One Electives (at least two of the following):

BIO 220 Behavioral Biology	4
BIO 224 Invertebrate Zoology	4
BIO 225 Vertebrate Zoology	4
BIO 340 Ichthyology	4
BIO 307 Microbiology	4
BIO 317 Parasitology	4
MAR 150 Physical Geology	4
MAR 226 Marine Zoology	4
MAR 301 Physical Oceanography	4
(see prerequisites)	
MAR 327 Marine Botany	4

Category Two Electives (at least two of the following):

COM 224 Mass Media and Society	
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Geography Elective

(If chosen, may only take one of the following two)

GEO 202 Physical Geography	4
GEO 205 Principles of Resource Utilization	4
PHL 208 Business Ethics	4
PHL 210 Environmental Ethics	4

Students who major in environmental science may use any of the category one electives to satisfy the natural science component of the general curriculum distribution requirements. They also may use the courses required in mathematics to satisfy the mathematics requirement of the academic skills component of the general curriculum distribution.

Minors In Biological Sciences

Requirements for a minor in biology:

Twenty total semester hours of credit, including BIO 203, BIO 204 and 12 additional credit hours of BIO courses numbered above 204, or MAR courses above 150 excluding BIO 440, 450, 495 and 499.

Requirements for a minor in marine biology:

BIO 203 and 204; MAR 222 or BIO 212; MAR 226 or BIO 224; and MAR 327.

Requirements for a minor in environmental science:

BIO 203, 204, 212, 242 and 346; and one of the following courses: PHL 210, MAR 126, MAR 226 or BIO 224. It is further recommended that students who are not science majors take MAR 150 or CHE 126 for the physical science requirement.

Department of Chemistry and Physics

Faculty: Professor Burroughs, Chair; Associate Professor Hendrix, Associate Chair; Professors Cannon, Laurino; Assistant Professors Allen, Ballard, Carastro, Deneault, Jackman, Hallman, Jones, Perry, Struss; Visiting Professor Cannon; Instructor Bender.

Degrees Offered: B.S. in chemistry; B.S. in chemistry-professional; B.S. in biochemistry; B.S. in forensic science; B.A. in chemistry; B.S. in chemistry (biochemistry)/MBA.

The Department of Chemistry offers its students a solid foundation in the five major areas of chemistry: analytical chemistry, biochemistry, inorganic chemistry, organic chemistry and physical chemistry. Research projects, publishing opportunities, internships, and classes with both lecture and laboratory experience give chemistry majors the necessary theoretical knowledge and practical laboratory experience to either enter the job market with a B.S. degree or go on to graduate or professional school with either a B.S., B.S.-professional or B.A. degree.

Each program is a continuum of prerequisites designed to best develop the student's knowledge of chemistry in each of the five major areas. In upper-level classes, the average course size drops from about 30 students to approximately five to 10 students per class. This small class size not only gives students the opportunity to work with equipment not often available to undergraduates at large institutions, but also allows for frequent, direct interaction with the faculty.

Given the small class size at the University and the varied research interests of the chemistry faculty, experiential learning opportunities are available and encouraged. Students working with faculty members have completed projects in environmental analysis, atmospheric chemistry, marine nutrient analysis, protein chemistry, organic reaction mechanisms, electroanalysis and biosensor development.

Each member of the faculty is an expert in at least one of the aforementioned areas of chemistry. Each chemistry major is assigned a faculty member who serves as an advisor and whose specialty coincides with the student's area of interest. Advisors and students work together to select courses, review academic and professional progress, and discuss career and graduate opportunities.

Pre-Professional Concentration

Students interested in medicine, dentistry or veterinary science may wish to consider the B.A. in chemistry. This degree program has been specifically designed for pre-professional students whose interests lie in the chemical sciences. While any of the degree programs offered by the Department of Chemistry provides the opportunity for professional school admission, the B.A. degree, with fewer credit hours than the B.S. degrees, allows the student to explore other academic disciplines through electives, providing the well-rounded educational experience professional schools actively seek in their applicants. In addition to the chemistry majors, students also may choose biology or other majors, provided the entrance requirements for professional schools are completed. Students should design their academic programs in consultation with their advisors.

Students requesting letters of recommendation to professional schools must do so through the Pre-Professional Committee.

The Army ROTC Department can assist pre-professional students with their professional program finances through the Health Science Professional Scholarship Program. For more information, contact the Army ROTC Department at (813) 258-7200 or UT ext. 3044.

Core Requirements

Lower-Level Chemistry Core

All lower-level CHE core courses must be completed during the freshman and sophomore years. Students must pass these courses with a minimum GPA of 2.0 for the core course group. In addition, certain course-specific “C” minimums also apply for individual coursework.

CHE 152	General Chemistry I	.....3
CHE 153L	General Chemistry I-Lab	...1
CHE 154	General Chemistry II	.....3
CHE 155L	General Chemistry II-Lab	...1
CHE 232	Organic Chemistry I	.....3
CHE 233L	Organic Chemistry I-Lab	...1
CHE 234	Organic Chemistry II	.....3
CHE 235L	Organic Chemistry II-Lab	...1
BIO 204	Biological Unity (with lab)	...4
PHY 205	General Physics I (Calculus-based)	.....4

or, depending upon major selected,

PHY 200	General Physics (Algebra-based)	.....4
PHY 206	General Physics II (Calculus-based)	.....4

or, depending upon major selected,

PHY 201	General Physics II (Algebra-based)	.....4
MAT 260	Calculus I	.....4

Semester Hours: 32

Upper-Level Chemistry Core

Completion with minimum core average GPA of 2.0 on top of current course-specific “C” minimums required before progression into upper-division chemistry courses (see course descriptions).

CHE 310	Analytical Chemistry (with lab)	.....4
CHE 320	Biochemistry	.....3
CHE 352	Physical Chemistry I	.....3
CHE 353L	Physical Chemistry I-Lab	...1
CHE 354	Physical Chemistry II	.....3
MAT 261	Calculus II	.....4

Semester Hours: 18

Chemistry

Requirements for a B.A. major in chemistry:

Lower – Level Chemistry Core	.....32
(can take PHY 200/PHY 201 or PHY 205/PHY 206)	
Upper – Level Chemistry Core	.....18
CHE 245 Intermediate Inorganic Chemistry (with lab)	.....4

Total Semester Hours: 54

Requirements for a B.S. major in chemistry:

Lower – Level Chemistry Core	.....32
(must take PHY 205 / PHY 206 sequence)	
Upper – Level Chemistry Core	.....18
CHE 245 Intermediate Inorganic Chemistry (with lab)	.....4
CHE 355L Physical Chemistry II-Lab	...1
CHE 425 Advanced Inorganic Chemistry	.....3
CHE 430 Advanced Instrumental Chemistry (with lab)	.....4
CHE 410 Senior Seminar	
<i>or</i>	
CHE 451 Introduction to Research	
<i>or</i>	
CHE 453 Chemistry Internship	.....2
CHE 426 Advanced Organic Chemistry	
<i>or</i>	
CHE 445 Advanced Spectroscopy	
<i>or</i>	
CHE 499 Special Topics in Chemistry	.....4

Total Semester Hours: 68

MAT 262 is strongly recommended for the B.S. chemistry major. BIO 203 is not required for chemistry majors.

Requirements for a B.S.-professional major in chemistry:

The B.S.-professional major in chemistry has the same requirements as the B.S. major in chemistry above, except that 4 credit hours of CHE 451 Introduction to Research must be taken.

Lower – Level Chemistry Core	.....32
(must take PHY 205 / PHY 206 sequence)	
Upper – Level Chemistry Core	.....18

CHE 245	Intermediate Inorganic Chemistry (with lab).....	4
CHE 355L	Physical Chemistry II-Lab...1	
CHE 425	Advanced Inorganic Chemistry.....	3
CHE 430	Advanced Instrumental Chemistry (with lab).....	4
CHE 451	Introduction to Research...4	
CHE 420	Advanced Biochemistry	
<i>or</i>		
CHE 426	Advanced Organic Chemistry	
<i>or</i>		
CHE 445	Advanced Spectroscopy.....	4

Total Semester Hours: 70

MAT 262 is strongly recommended for the B.S. chemistry-professional major. BIO 203 is not required for chemistry majors.

Requirements for a minor in chemistry:

CHE 152	General Chemistry I	3
CHE 153L	General Chemistry I-Lab...1	
CHE 154	General Chemistry II.....	3
CHE 155L	General Chemistry II-Lab...1	
CHE 232	Organic Chemistry I.....	3
CHE 233L	Organic Chemistry I-Lab...1	
CHE 234	Organic Chemistry II.....	3
CHE 235L	Organic Chemistry II-Lab...1	
CHE 310	Analytical Chemistry (with lab).....	4
<i>or</i>		
CHE 320	Biochemistry*.....	3
<i>or</i>		
CHE 420	Advanced Biochemistry.....	4

Semester Hours: 19-20

* CHE 320 cannot be used to satisfy this requirement if it is used as a biology elective.

Biochemistry

Requirements for a B.S. major in biochemistry:

Lower – Level Chemistry Core.....	32
(must take PHY 205 / PHY 206 sequence)	
Upper – Level Chemistry Core.....	18
CHE 245 Intermediate Inorganic Chemistry (with lab).....	4
CHE 355L Physical Chemistry II-Lab...	1
CHE 420 Advanced Biochemistry.....	4

CHE 430	Advanced Instrumental Chemistry (with lab).....	4
CHE 470	Techniques in Tissue Culture.....	4
CHE 410	Senior Seminar	
<i>or</i>		
CHE 451	Introduction to Research	
<i>or</i>		
CHE 453	Chemistry Internship	2
Choose one of the following courses:		
BIO 300	General Genetics OR	
BIO 330	General Physiology OR	
BIO 320	Molecular Genetics	4

Semester Hours: 73

MAT 262, BIO 360 and BIO 350 are strongly recommended for the biochemistry major. The BIO 203 prerequisite is waived for biochemistry majors.

Bachelor of Science in Forensic Science

The B.S. program in forensic science prepares students for careers in forensic chemistry or forensic toxicology. Graduates typically are employed in local, state or federal crime laboratories or law enforcement agencies such as the FDA, EPA and OSHA. Forensic chemistry also is an option for pre-professional majors and for those interested in pursuing master's or doctoral degrees.

Lower – Level Chemistry Core.....		32
(can take PHY 200 / PHY 201 or PHY 205 / PHY 206)		
CHE	310	Analytical Chemistry.....4
CHE	320	Biochemistry .....3
CHE	305	Applied Physical Chemistry.....3
CHE	440	Quality Assurance .....3
CHE	460	Introduction to Forensic Research.....2
CHE	480	Forensic Toxicology.....3
BIO	320	Molecular Genetics .....4
MAT	201	Introduction to Statistics...4
MAT	261	Calculus II.....4
WRI	281	Technical Writing.....4
CRM	101	Introduction to Criminology .....4
CRM	102	Introduction to Criminal Justice .....4
CRM	200	Introduction to Law Enforcement.....4

CRM 206	Criminal Investigation	4
CRM 307	Introduction to Forensic Science	4
CRM 311	Criminal and Court Procedure	4
CRM 317	Expert Witness Testimony...	4
Total Semester Hours:		94

Bachelor of Science in Chemistry (Biochemistry)/ MBA Joint Degree Program

This program is designed to develop scientists who can serve as managers, group leaders and analysts in chemical, pharmaceutical, biotechnology, medical diagnostic and investment companies. Students completing this program will be able to understand and appreciate the nature of the scientific hurdles facing scientists, the financial and stakeholder pressures experienced by management, and the influence of this research on day-to-day corporate operations. The graduate is awarded a B.S. degree in either chemistry or biochemistry, and an MBA.

The program consists of courses required for a major in either chemistry or biochemistry, courses that fulfill all of the undergraduate business foundation requirements, and courses required to complete the MBA program at The University of Tampa. Provisional acceptance into the program will be granted upon completion of the application requirements and the course requirements for years one and two, with final acceptance granted upon completion of the application requirements and the course requirements for years one through three. Participants in this program are required to successfully complete three internships in chemistry and business.

Application and Acceptance into the B.S. Biochemistry/ MBA Program

Provisional Acceptance

- An overall grade point average equal to that required by the Honors Program. (**Note:** Participation in the Honors Program is NOT required.)

- A grade of “B” or better in every business course.
- Recommendations of the Department of Chemistry and the College of Business.

Final Acceptance

Final acceptance into the program is granted by the Graduate Studies Program depending upon:

- Performance in both chemistry and business courses during years one through three. A grade of “B” or better in every business course is required.
- An overall grade point average equal to that required by the Honors Program. (NOTE: Participation in the Honors Program is NOT required.)
- GMAT scores of 500 or better
- A written recommendation from the Department of Chemistry.

The curriculum for the joint BS/MBA programs are available at www.ut.edu/chemistryandphysics/.

Department of Exercise Science and Sport Studies

Faculty: Professor Vlahov; Associate Professors Birrenkott, Clancy, Jisha; Assistant Professors Andersen, Chair, Morris, Olsen, O’Sullivan, Reid, Smucker, Wortham; Instructor Bartow; Medical Director Athletic Training Program: Gasser.

Students pursuing majors within the Department of Exercise Science and Sport Studies are preparing for careers in teaching, adult fitness, sport management, allied health, athletic training, public health and related fields. The department offers majors in athletic training, exercise science, public health and sport management. Within the exercise science major, students may select programs of study in one of the following: teaching physical education, adult fitness or pre-professional allied health. Students may incur additional expenses in the following areas: laboratory fees; immunizations and health screenings as required by the program or the clinical site; health insurance; liability insurance; membership in professional or-

ganizations; and transportation and other expenses associated with clinical experiences and internships. Some sites may require students to submit to background checks and/or drug testing.

Adult Fitness Program

This non-teaching concentration prepares students for careers in corporate/community fitness. PSY 200 must be taken as part of the general distribution requirements. The following professional courses are required:

ESC	105	Biokinetics and Conditioning.....	2
ESC	110	Introduction to Exercise Science and Sport Studies...	2
ESC	150	First Aid	2
ESC	151	Swimming	1
ESC	270	Prevention and Care of Sports Injuries	3
ESC	280	Adult Fitness	3
ESC	312	Dance/Rhythmics	3
ESC	330	Motor Development and Skill Acquisition.....	3
ESC	340	Applied Kinesiology.....	3
ESC	380	Exercise Testing and Prescription	3
ESC	400	Physical Education and Fitness for Special Populations	3
ESC	411	Recreation Leadership and Administration.....	2
ESC	412	Administration of Sport and Physical Activity	3
ESC	450	Tests and Measurement.....	3
ESC	460	Physiology of Exercise	3
HSC	100	Health Science.....	2
HSC	203	Nutrition.....	3
HSC	220	Functional Anatomy and Physiology	3
<i>or</i>			
HSC	230	Human Anatomy and Physiology I.....	3
ESC	372	Exercise Leadership	2
<i>Any combination of other professional (ESC) activity courses</i>			3

Total Semester Hours: 52

ESC 480 Internship in Adult Fitness Programs is highly recommended for the adult fitness concentration. To intern, a student must have a minimum 2.0 GPA in the major

and overall, have senior academic standing, earn departmental approval, and must have completed all prerequisite courses. Proof of current CPR certification is required, and individual liability insurance may be required.

Students interested in registering for ESC 480 should contact their advisors in the Department of Exercise Science for requirements and information concerning the internship.

Athletic Training Program

Athletic training is an allied health profession that deals with the prevention, evaluation, emergency care and rehabilitation of athletic injuries. The athletic training major is designed to offer the knowledge, skills and experience necessary for a student to become eligible to take the Board of Certification national examination. The program is structured to prepare students for entry-level athletic training positions and graduate studies in athletic training. This program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Because of the nature of the clinical education portion of the program, the program is selective, and space is limited.

Admission Requirements

Admission to the program is on a competitive basis through an application process. Admission to the Athletic Training major is a two-step process. All applicants are initially admitted to the pre-athletic training phase of the program. During the pre-athletic training phase, students must complete the requirements listed below to be considered for admission to the professional phase of the program.

Admission to the pre-athletic training phase. All potential applicants must first be admitted to The University of Tampa. Potential applicants should consult the University admissions requirements for new freshmen or transfer students provided earlier in this catalog. Formal admission to this phase requires the submission of a program-specific application and competitive review by program faculty. To be considered for admission to this phase of the program, a new freshman must have a minimum 3.0 GPA on a 4.0 scale. Every applicant should

have a minimum 1000 SAT or 21 ACT. A transfer student (whether internal or external) must have a minimum 2.75 GPA on a 4.0 scale. Admission to the pre-athletic training phase of the program does not guarantee admission to the professional phase of the program. Interested students should contact the admissions office or the program director to obtain the pre-athletic training phase application packet. For priority consideration, applications to the pre-athletic training phase of the program should be submitted by Feb. 1.

Admission to the professional phase. Decisions on admission to the professional phase of the program are made by the program faculty following review of each candidate's application. Meeting the minimum criteria for application does not guarantee admission for the professional phase of the program. Minimum satisfaction of the application criteria for the professional phase of the program consists of the following:

- Completion of a minimum of 24 semester credit hours
- Completion of HSC 230 with a minimum grade of "B/C"
- Completion of HSC 234 with a minimum grade of "C"
- Completion of ATT 175 with a minimum grade of "B"
- Current certification in CPR with AED.
- Minimum cumulative GPA of 2.75 on a 4.0 scale
- Completion of a program-specific application

The application deadline for admission to the professional phase of the program beginning in the fall semester is May 25. Applications for admission to the professional phase can be obtained from the program director.

Transfer students may be eligible to apply to the professional phase of the program at the completion of each fall semester, and may be admitted to the professional phase in the spring semester. Transfer students desiring to enter in the spring semester must meet with the program director to determine their eligibility for admission.

Students admitted to the professional phase of the program must complete a minimum of

1,200 hours of supervised clinical education experiences under the direct supervision of a clinical instructor. These experiences occur at on- and off-campus sites. Students are responsible for transportation and other costs associated with their participation in off-campus clinical experiences.

Professional Standards for Applicants and Students

All applicants and students in the athletic training major must meet and continue to meet the approved professional standards of the program. No one who jeopardizes the health or well-being of a patient, coworker or self will be accepted into the program or continue as a student in the program. To meet the intellectual, physical and social competencies needed for professional requirements, all applicants and students must possess the necessary physical attributes and exhibit qualities of good judgment, mental strength and emotional stability. Every applicant to the professional phase of the program is required to submit a written acknowledgment indicating that he or she has read and understands the technical standards related to the professional duties of the discipline. The program faculty will be responsible for applying the standards for their students and prospective students.

The health care professional's self-presentation is a vital part of the complex relationship among the athlete/patient, the health care provider and the health care delivery site. The athletic training program reserves the right to limit attire and adornments (such as clothing, jewelry, piercing, tattooing) of the body and its parts (such as hands, face, oral cavity). The program policies document outlines the enforcement of this policy. In all cases, a final appeal may be made to the dean of the college.

General Curriculum Distribution

The general curriculum distribution requirements are contained in the academic programs section. Students pursuing a Bachelor of Science with a major in athletic training must complete all general curriculum distribution requirements, with the following stipulations.

1. As part of the natural science component, each athletic training student must have credit in BIO 204 and CHE 152/153L. As part of the social science component, each athletic training student must include credit in PSY 200 and PSY 211 or SOC 355.

Progress in the Program

1. A grade of "BC" or better in all required athletic training courses graded on an A-F basis.

2. A grade of "satisfactory" in all required athletic training courses graded on a satisfactory/unsatisfactory basis.

3. The student must comply with the academic policies and procedures described earlier in this catalog.

4. The student must comply with the program policies and procedures described in the student handbook.

5. Prior to enrolling in any clinical/laboratory course, the student must submit:

a. Proof of liability insurance coverage

b. Verification of a physical examination, which must be updated yearly, and proof of immunization.

c. Proof of current first aid and CPR certification with AED certification or Emergency Response (for all students formally admitted to the clinical component of the program only).

d. Proof of attendance at an annual prevention of disease transmission education session (for all students formally admitted to the clinical component of the program only).

e. Results of annual TB skin test or chest X-ray.

6. Some clinical sites may require students to submit to background checks and/or drug testing.

Program Expenses

The instructional fee per semester hour is the same for students enrolled in the Athletic Training Program as for other students enrolled at The University of Tampa.

In addition to tuition, housing, books/supplies and usual transportation costs, students in the Athletic Training Program will incur additional expenses in at least the following areas: laboratory fees; immuniza-

tions and health screening as required by the program or the clinical site; health insurance; liability insurance; membership in professional organizations; and transportation and other expenses associated with clinical education. Students accepted into the program will receive more specific information about costs. Those anticipating the need for financial assistance while enrolled in the program should contact the UT Financial Aid Office.

Since the athletic training program is a professional education program, students will need to remain flexible with their time to participate fully in laboratory sessions and clinical education experiences. Most students are unable to maintain regular employment during enrollment in the program.

Required courses for athletic training:

HSC	100	Health Science.....	2
HSC	203	Nutrition.....	3
HSC	120	Introduction to Allied Health Professions.....	2

or

ESC	110	Introduction to Exercise Science and Sport Studies...	2
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or

HSC	236	Introduction to Public Health	3
HSC	130	Medical Terminology.....	1
HSC	150	Emergency Response	3
HSC	230	Human Anatomy and Physiology I.....	3
HSC	231	Human Anatomy and Physiology II	3
HSC	234	Human Anatomy and Physiology Lab I.....	1
HSC	235	Human Anatomy and Physiology Lab II	1
HSC	371	Fundamentals of Pharmacology.....	3
ESC	105	Biokinetics and Conditioning.....	2
ESC	270	The Prevention and Care of Sport Injuries.....	3
ESC	330	Motor Development and Skill Acquisition.....	3
ESC	340	Applied Kinesiology.....	3
ESC	460	Physiology of Exercise	3
ATT	175	Athletic Training Practicum I.....	1-2
ATT	274	Assessment of Musculoskeletal Injury.....	3

ATT	275	Athletic Training Practicum II	1-2
ATT	276	Athletic Training Practicum III	1-2
ATT	370	Medical and Surgical Aspects of Athletic Training.....	3
ATT	373	Therapeutic Modalities	3
ATT	374	Therapeutic Exercise	3
ATT	375	Practicum in Athletic Training Practicum IV... 1-2	
ATT	376	Practicum in Athletic Training Practicum V.... 1-2	
ATT	475	Supervised Clinical Education in Athletic Training I	2
ATT	476	Supervised Clinical Education in Athletic Training II	2
ATT	495	Professional Topics in Athletic Training.....	3
ESC	380	Exercise Testing and Prescription	3
<i>or</i>			
SPM	397	Legal Issues and Risk Management in Sport	3

Total Semester Hours: 61-67

Recommended courses for the major in athletic training:

HSC 420, PHL 209, PHY 200, PSY 250, SPE 208.

Allied Health Pre-Professional Program

Students who wish to pursue graduate or professional training in allied health fields such as physical therapy or occupational therapy are encouraged to enroll in this program. Coursework for this program should be taken in chronological order and field experiences are required; students must discuss their intentions with their advisors as soon as they decide to follow this course plan.

Upon completion of this program, the student will have earned a B.S. degree in exercise science and sport studies. In addition, the undergraduate program will help the student fulfill many prerequisites necessary to apply to graduate and professional programs in the allied health profession.

Students enrolled in the Pre-Professional Allied Health program may receive preferential application status to The University of St. Augustine's Doctor of Physical Therapy, Occupational Therapy Doctorate, Master of Occupational Therapy, or the dual enrollment MOT/DPT program. For more information on Ambassador Program with the University of St. Augustine, contact the program coordinator at The University of Tampa.

In order to complete all prerequisites and the courses needed for graduation, students must work closely with their academic advisor regarding course selection and satisfaction of the Baccalaureate Experience requirements outlined in the catalog.

Required courses for the program in allied health:

HSC	100	Health Science	2
HSC	120	Introduction to Allied Health Professions	2
HSC	130	Medical Terminology	1
HSC	150	Emergency Response	3
HSC	203	Nutrition	3
HSC	230	Human Anatomy and Physiology I	3
HSC	234	Human Anatomy and Physiology I Lab	1
HSC	231	Human Anatomy and Physiology II	3
HSC	235	Human Anatomy and Physiology II Lab	1
ESC	270	Prevention and Care of Sports Injuries	3
ESC	330	Motor Development and Skill Acquisition	3
ESC	340	Applied Kinesiology	3
ESC	400	Physical Education and Fitness for Special Populations	3
ESC	460	Physiology of Exercise	3
ESC	380	Exercise Testing and Prescription	3
BIO	203	Biological Diversity	4
BIO	204	Biological Unity (meets general distribution requirement)	4
CHE	152/153	General Chemistry I w/ lab (meets general distribution requirement)...	4

PSY	200	General Psychology (meets general distribution requirement)	4
PSY	211/HSC	350 Statistics and Experimental Methods I/ Biostatistics.....	4/3
PSY	250	Health Psychology.....	4
PSY	220	Fundamentals of Biopsychology and Learning.....	4
Total Semester Hours: 65/64			

The following courses are strongly recommended as part of the degree program in pre-professional allied health. These courses are often prerequisite courses for graduate and professional programs:

CHE	154/155	General Chemistry II w/lab	4
PHY	200 and 201	General Physics I, II w/labs.....	8
PSY	210	Development I: Child Psychology	4
PSY	317	Development II: Adulthood, Aging.....	4

Public Health Program

The B.S. in Public Health degree program is designed for students primarily interested in the improvement of health and prevention of disease and disability. The program mission is to improve health throughout the lifespan. The program focuses on:

1. identifying social and behavioral determinants of health,
2. developing and evaluating interventions and policies leading to the improvement of population health, and
3. preparing professionals for leadership positions in advocacy and public health service.

Upon completion of the program, students will be prepared for graduate studies and/or leadership roles in public and private organizations. These organizations may include hospitals, group practices, community health centers, and community-based nonprofit organizations, public and private corporations, foundations, workplaces, schools, colleges, and local, state and federal public health agencies.

Curriculum Description

The public health major is inherently multidisciplinary. Core quantitative disciplines such as epidemiology and biostatistics are fundamental to analyzing the broad impact of health problems, allowing us to look beyond individuals to entire populations. In addition, preventing disease is at the heart of public health, therefore, the program includes content in social sciences to better understand health-related behaviors and their societal influences. Also, the manner in which health information is generated and disseminated greatly influences individuals, public officials, organizations, communities, and entire populations. Communication skills enable our students to identify contexts, channels, messages and reasons that will motivate individuals to listen, understand and use health information. Further, successful public health efforts must be led by those who can mobilize, coordinate and direct collaborative actions within complex systems; therefore, our students receive intense coursework in quality management and leadership.

General Curriculum Distribution

The general curriculum distribution requirements are contained in the *Academic Programs* section. Students pursuing a Bachelor of Science with a major in public health must complete all general curriculum distribution requirements, with the following stipulations.

1. As part of the natural science component, each public health student must have credit in BIO 183 or BIO 204 and CHE 150 or CHE 152.

Required courses for the public health major:

HSC	100	Health Science.....	2
HSC	130	Medical Terminology.....	1
HSC	236	Introduction to Public Health	3
HSC	350	Biostatistics.....	3
HSC	360	Epidemiology	3
HSC	375	Social and Behavioral Health Sciences	4
HSC	440	Health Policy.....	3
HSC	445	Program Planning and Evaluation	4

HSC	450	Public Health Management and Leadership	4
SOC	310	Introduction to Applied Sociology	
SOC	313	Social Stratification	4
SOC	375	Research Methods	4
HSC	480	Internship	6-12

Required concentration, wellness

HSC	150	Emergency Response	3
HSC	203	Nutrition	3
HSC	220	Functional Anatomy	3
<i>or</i>			
HSC	230	Human Anatomy and Physiology I	3
ESC	280	Adult Fitness	3
ESC	340	Applied Kinesiology	3
ESC	372	Principles of Exercise Leadership	2
ESC	380	Exercise Testing and Prescription	3

Total Semester Hours: 58-64

Although there are several required and recommended courses for the public health major, students still have flexibility in the curriculum to take courses of special interest. For instance, students may wish to pursue additional coursework in adolescent health, women's health, gerontology, biology, environmental science, criminology, international and cultural studies, urban studies, Latin American studies, psychology, sociology, communication or research methods.

Graduate Competencies

1. Collect and analyze population-based data to solve problems in public health
2. Study the patterns of disease in human populations
3. Determine the social and behavioral determinants of health
4. Develop, administer and evaluate public health programs and policies for social change
5. Collect, manage and present public health information
6. Manage and lead others for collaborative problem solving, decision-making, accountability and program development and evaluation
7. Demonstrate ethical choices, values and professional practices

8. Recognize system-level decisions and/or actions and how they affect the relationships among individuals, groups, organizations and communities

Students who successfully complete this degree program are eligible to sit for the national certification exam to become Certified Health Education Specialists.

Sport Management Program

The sport management major requirements include business courses and specialized courses in sport management. It is designed to prepare students for a variety of careers in the sport industry.

The sport management program has been recognized as an approved program by the North American Society for Sport Management and the National Association for Sport and Physical Education.

Required sport study courses:

ACC	202	Financial Accounting Information	3
ACC	203	Managerial Accounting	3
ECO	204	Principles of Microeconomics	3
ECO	205	Principles of Macroeconomics	3
SPM	290	Introduction to Sport Management	3
SPM	385	Media Relations/Communication in Sport	3
SPM	390	Financial Issues in Sport	3
SPM	393	Stadium and Arena Management	3
SPM	395	Sport Marketing/ Fund Raising	3
SPM	397	Legal Issues and Risk Management in Sport	3
SPM	412	Administration of Sport and Physical Education	3
SPM	425	Professional Selling in Sport	3
SPM	475	History of Modern Olympic Games	4
SPM	491	Seminar in Sport Management	3
SPM	493	Venue and Event Management	4
SPM	495	Internship in Sport Management	12

Total Semester Hours: 59

Students interested in registering for SPM 495 should contact their advisors for the requirements and information concerning the internship.

Sport Management Minor

Requirements for a sport management minor:

SPM 290	Introduction to Sport Management	3
SPM 385	Media Relations/Communication in Sport....	3
SPM 390	Financial Issues in Sport....	3
SPM 393	Stadium and Arena Management	3
SPM 395	Sport Marketing/Fund Raising	3
SPM 397	Legal Issues and Risk Management in Sport	3
SPM 412*	Administration of Sport and Physical Activity	3

Total Semester Hours: 21 hours

*Students majoring in a program in the College of Business may substitute MGT 330 for SPM 412.

Teaching Certification in Physical Education

Satisfactory completion of the prescribed teaching program satisfies the requirement for a temporary teaching certificate in the state of Florida for physical education K-12 certification. See *Department of Education* section of the catalog for the admission requirements to the teacher education program and education course sequence.

At the time the catalog went to press, state legislation was pending that may affect certification requirements for education majors. For up-to-date information, contact the Department of Education office in room PH 439.

Requirements include the following exercise science and education courses to qualify for teaching certification in physical education, grades K-12:

Exercise Science and Sport Studies Courses

ESC 105	Biokinetics and Conditioning.....	2
ESC 110	Introduction to Exercise Science and Sport Studies...	2
ESC 150	First Aid	2
ESC 151	Swimming	1
ESC 200	Methods of Teaching Tennis.....	1
ESC 240	Lifetime Sports	2
ESC 312	Dance/Rhythmics	3
ESC 270	Prevention and Care of Sports Injuries	3
ESC 330	Motor Development and Skill Acquisition.....	3
ESC 340	Applied Kinesiology	3
ESC 372	Principles of Exercise Leadership	2
ESC 400	Physical Education and Fitness for Special Populations	3
ESC 412	Administration of Sport and Physical Activity	3
ESC 450	Tests and Measurement.....	3
ESC 460	Physiology of Exercise	3
HSC 100	Health Science.....	2
HSC 230	Human Anatomy and Physiology I.....	3

or

HSC 220	Functional Anatomy	3
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Two coaching and teaching courses from those listed below:

ESC 320	Coaching and Teaching of Football and Wrestling.....	2
ESC 321	Coaching and Teaching of Baseball, Basketball and Softball	2
ESC 322	Coaching and Teaching of Volleyball and Track and Field	2
ESC 323	Coaching and Teaching of Soccer and Field Hockey...	2

Total Semester Hours: 45

Professional Education Courses

EDU 200	Foundations of American Education	3
EDU 201	Learning Theories and Individual Differences in Education.....	3
EDU 304	Elementary TESOL I.....	3

EDU 306	Teaching Reading in Secondary Content Areas...3
EDU 329	Teaching Physical Education and Health in the Elementary School...2
EDU 377	Elementary Curriculum/ Practicum .....3
EDU 425	Teaching Middle and Secondary School Physical Education.....4
EDU 442	Learner Diversity and Cross-Cultural Understanding.....3
EDU 441	Elementary Classroom Management .....3
EDU 444	Teaching Practicum III Seminar Final Internship.....2
EDU 406	Teaching Practicum III:Elementary and Secondary (Music and PE K-12) Final Internship ....10
Total Semester Hours: 38	

Exercise Science and Sport Studies Minor

Requirements for a minor in exercise science and sport studies:

ESC 110	Introduction to Exercise Science and Sport Studies...2
<i>One course from the following:</i> 2	
ESC 320	Coaching and Teaching of Football and Wrestling.....2
ESC 321	Coaching and Teaching of Baseball, Basketball, and Softball.....2
ESC 322	Coaching and Teaching of Volleyball and Track and Field.....2
ESC 323	Coaching and Teaching of Soccer and Field Hockey...2
ESC 372	Principles of Exercise Leadership.....2
<i>or</i>	
ESC 312	Dance/Rhythmics .....3
<i>One course from the following:</i> 3	
ESC 280	Adult Fitness .....3
SPM 290	Introduction to Sport Management .....3

EDU 329	Teaching Physical Education and Health in the Elementary School...3
<i>and</i>	
ESC 400	Adaptive Physical Education.....3
ESC 412	Administration of Sport and Physical Activity.....3
HSC 100	Health Science.....2
HSC 230	Human Anatomy and Physiology I.....3
<i>or</i>	
HSC 220	Functional Anatomy .....3
Total Semester Hours: 21	

Recreation Minor

The minor in recreation is a non-teaching program designed for those preparing for recreation leadership positions in public government programs, voluntary agencies, industry, hospitals, churches, etc. It does not lead to professional teacher certification. The curriculum requires the completion of 25 semester hours of credit in required courses and guided activities.

Requirements for a minor in recreation:

ESC 150	First Aid .....2
ESC 151	Swimming .....1
ESC 202	Outdoor Education .....4
ESC 240	Lifetime Sports .....2
ESC 411	Recreation Leadership and Administration.....2
ESC 470	Field Work in Recreation...4
<i>One course from the following:</i> 2	
ESC 312	Dance/Rhythmics .....3
DAN 142	Beginning Modern Dance...2
DAN 242	Intermediate Modern Dance.....2
DAN 342	Advanced Modern Dance...2
<i>One course from the following:</i> 2	
ESC 320	Coaching and Teaching of Football and Wrestling.....2
ESC 321	Coaching and Teaching of Baseball, Basketball and Softball.....2
ESC 322	Coaching and Teaching of Volleyball and Track and Field.....2
ESC 323	Coaching and Teaching of Soccer and Field Hockey...2

From drama, art, sociology, music, ecology 6

Total Semester Hours: 25

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

Department of Nursing

Faculty: Professor Warda, Director; Professor Kessenich, MSN Program Director; Assistant Professor Curry, Associate Director; Dana Professor Ross; Associate Professors Lawson, Collins; Assistant Professors Botwinski, Ellis, Parsons; Clinical Faculty: Pedroff; Instructional Staff: Biondi.

The Department of Nursing offers programs at the baccalaureate and master's degree levels and prepares nurses for roles in family and adult health, and nursing education. For further information, contact the Nursing Department at (813) 253-6223 or nursing@ut.edu.

All nursing programs are accredited by the National League for Nursing Accrediting Commission, 61 Broadway, 33rd Floor, New York, NY 10006; (800) 669-1656, ext. 153; Fax: (212) 812-0390; www.nlnac.org.

Nursing Department Handbook

Please see this departmental guide for further details concerning each nursing program.

Bachelor of Science in Nursing

The philosophy of the department is that professional nursing is based on knowledge of the arts, sciences, humanities and nursing. The University of Tampa and Tampa General Hospital have joined in partnership to offer the BSN degree in order to provide unique opportunities for nursing students to balance "learning by thinking" with "learning by doing." Students have the opportunity to be taught by a nationally recognized faculty, as well as expert nurse clinicians in current practice. In addition to Tampa General Hospital, students have access to multiple other clinical facilities offering a learning environment rich in experiences encompassing state-of-the-art technology and clinical expertise in health care provision.

The BSN offers a comprehensive program of learning for students without previous

preparation in nursing. The nursing curriculum consists of 125 semester hours, 60 credits from general education courses (including electives) and 65 from nursing courses. Of the 27 nursing courses, nine have a clinical component.

Admission requirements are consistent with those of The University of Tampa. Additional requirements are detailed under *Progress in the Program*.

A student seeking to enter the four-year BSN program initially applies to The University of Tampa as a regular undergraduate student. After successfully completing the initial designated 49 credits, the student applies for admission to the nursing program. The baccalaureate program is a competitive program. Meeting minimal requirements does not guarantee admission to the nursing program. The deadline to apply to the Nursing Program is Oct. 15 of each year.

Nursing Department Admission Requirements:

- Completion of prerequisite (49 credits) with a minimum 3.25 cumulative GPA.
- A grade of "C" or better in all prerequisites. Prerequisite courses include all courses listed in the following course sequence prior to sophomore semester II. Global Issues and Gateways courses apply to University of Tampa freshmen and are replaced with other coursework for transfer students.
- Meeting core performance standards, including:

Critical thinking ability sufficient for clinical judgment and cognitive skills to acquire, assimilate, integrate and apply information.

Ability to communicate in English effectively/therapeutically with others from a variety of social, emotional, cultural and intellectual backgrounds.

Interpersonal skills sufficient to interact effectively with others from a variety of social, emotional, cultural and intellectual backgrounds.

Sufficient mobility to move from room to room, maneuver in small places, and move freely and quickly to respond to emergencies and to perform physically taxing, repetitive tasks.

• Complete application to the Nursing Program.

• A personal statement (one page) discussing reasons for electing the nursing major.

• One letter of recommendation from an academic or work source.

Upon acceptance to the Nursing Program and prior to initiating any clinical/laboratory courses, students are subject to additional departmental requirements as noted in the departmental handbook.

Progression in BSN Nursing Program:

Once admitted to the Nursing Program, the student must successfully complete five semesters of nursing courses; initially, the student must master a basic mathematical package. **Students who do not master the package during the first semester will not be allowed to continue in the Nursing Program.**

All students must earn a “C” or higher in all courses in order to progress in the BSN program. Students also must successfully complete ongoing content mastery testing and will be assessed fees for this testing.

Visit www.ut.edu/Nursing for information on the Four-Year BSN curriculum and prerequisites.

Prerequisite courses for the Four-Year BSN degree:

The Following Courses Must Be Completed Prior to Entry into the Four-Year BSN Program:

ENG 101-102 Composition and Rhetoric

SOC 100 Intro to Sociology

MAT 160 College Algebra

HSC 230-235 Human Anatomy and Physiology I and II w/labs

CHE150 Chemistry for Health Care Professions

ITM 200 Introduction to Computers

PSY 200 and 210 General Psychology and Child Psychology

BIO 183 Microbiology

Required courses for the Four-Year BSN degree:

NUR 201 Foundations of Nursing4

NUR 210 Intro to Pathology3

NUR 213 Professional Skills in Nursing0

NUR 213L Professional Skills in Nursing Lab4

NUR 218 Health Assessment4

NUR 218L Health Assessment Lab0

NUR 312 Nursing Care of Adults...1.5

NUR 312L Nursing Care of Adults Lab1.5

NUR 313 Nursing Care of Older Adults1.5

NUR 313L Nursing Care of Older Adults Lab1.5

NUR 314 Nursing Care of the Developing Family1.5

NUR 314L Nursing Care of the Developing Family Lab...1.5

NUR 315 Nursing Care of Children1.5

NUR 315L Nursing Care of Children Lab1.5

NUR 322 Contemporary Issues in Health Care3

NUR 345 Pharmacology3

NUR 347 Clinical Human Nutrition...2

NUR 410 Mental Health Nursing Across the Lifespan1.5

NUR 410L Mental Health Nursing Across the Lifespan...1.5

NUR 412 Nursing Care of Clients in the Acute Care Setting3

NUR 412L Nursing Care of Clients in the Acute Care Setting Lab3

NUR 415 Leadership and Management3

NUR 422 Principles of Community Health Nursing3

NUR 422L Community Health Lab...2

NUR 432 Introduction to Nursing Research3

NUR 452 Clinical Preceptorship5

NUR 454 Senior Seminar2

NUR elective3

Total Semester Hours: 65

The RN to BSN Program

This program provides a means for RN graduates of diploma and associate degree programs to complete the BSN degree

and provides a foundation for graduate education.

The nursing major is comprised of 57 semester hours of credit in nursing and 67 semester hours of credit in general education, which includes the general curriculum distribution, support and elective coursework.

RN students are granted 24 credits for their lower-division nursing courses.

Admission to the RN to BSN Program

Registered nurses interested in the BSN program must meet the following requirements:

1. The applicant must be currently licensed by the state of Florida as a registered nurse. (Evidence for eligibility for licensure may be accepted in lieu of a current state of Florida license to enroll in the first semester.) The student must be fully licensed to continue after the initial term.

2. The applicant must have a minimum cumulative grade point average of 2.0 overall in transfer coursework.

If the GPA is below 2.0, conditional admission may be granted to take up to 12 semester hours at the University. Progress is evaluated upon completion of these credit hours.

Full acceptance to the nursing major will be granted upon achievement of a grade of "C" or better in each of the courses comprising the 12 hours.

Transfer Credit Policy

Nursing students may transfer up to 64 semester hours of course credit from a regionally accredited two-year institution. Of the total transferable hours, 24 hours of lower-division nursing credit will be awarded to students who are licensed as registered nurses in Florida. Additional credit earned at a four-year institution also may be transferred.

Articulation agreements have been established with selected community college nursing programs that could increase the number of transferable credits in any case in which a student has earned both an ADN (or an A.S.) and an A.A. degree.

Overview of the RN to BSN Requirements

The following is a general guide to the credit required for the RN to BSN. Because of differences in amounts of transfer credit granted, the actual credit may vary slightly from student to student. In every case, however, a total of at least 124 semester hours of credit is required for the degree.

General curriculum distribution.....	45
Lower-division nursing credit	24
Upper-division nursing credit	33
Additional undergraduate credits	22

Total Semester Hours: 124

General Curriculum Distribution

The general curriculum distribution requirements are contained in the academic programs section. Students pursuing the BSN must complete all general curriculum distribution requirements, with the following stipulations.

1. As part of the natural science component, each nursing student must have credit in a microbiology course and a physical or chemical science course.

2. As part of the humanities/fine arts component, each nursing student must have credit in PHL 201 (Logic), PHL 200 (Introduction to Philosophy) or PHL 212 (Critical Thinking).

3. As part of the Baccalaureate Experience, each student must have a 3-4 credit art/aesthetic course.

4. As part of the social science component, each nursing student must include credit in a general or introductory psychology course and a general or introductory sociology course.

5. In addition to the general curriculum requirements, every BSN student must have a minimum of three credits in an introductory statistics course and Anatomy and Physiology I and II with labs for both courses.

6. A computer course must be completed within the first two semesters of the nursing program.

Nursing Credit

In order to fulfill upper-division requirements for the BSN, students must complete the following required nursing courses and additional required support courses.

NUR 301	Concepts of Professional Nursing	3
NUR 318	Health Assessment*	4
NUR 318L	Health Assessment Lab.....	0
NUR 322	Contemporary Issues in Health Care	3
NUR 420	Principles of Community Health.....	3
NUR 411	Nursing Leadership and Management II.....	3
NUR 432	Introduction to Nursing Research	3
NUR 438	Principles of Family Health	3
NUR 440	Community/Family Practicum*	4
NUR 446	Senior Practicum*	4
NUR	elective	3

Semester Hours in upper-division nursing: 33

*Courses include a clinical and/or laboratory experience.

Each practicum requires 112 hours of clinical experience with a preceptor.

Progress in the Program

1. A minimum grade of “C” is required in required nursing courses.
2. The student must comply with academic policies and procedures described earlier in this catalog.
3. Prior to enrolling in the second term, each student must submit to the nursing program director an official background check.
4. Prior to enrolling in any clinical/laboratory course, students are subject to additional departmental requirements as noted in the departmental handbook.
 - a. proof of liability insurance coverage.
 - b. physical examination and proof of immunization.
 - c. proof of current BCLS certification.
 - d. proof of current licensure (RN to BSN students only).

- e. results of annual TB skin test or chest X-ray.

RN/BSN/MSN Admission Option

The RN/BSN/MSN option expedites educational mobility and career enhancement by enabling the qualified RN to complete both the BSN and MSN in a more rapid fashion than the traditional programs. The program facilitates and supports educational mobility, and strengthens the leadership abilities of nurses who already have a foundation of professional experience. When required undergraduate courses are completed, students in the program will be awarded a BSN. Two undergraduate courses will be waived and replaced by graduate-level coursework.

Students may choose full-time or part-time study. By completing the baccalaureate and master's curriculum, a highly motivated student is able to maximize educational time and advance in professional education and clinical leadership.

Admission Process to RN/BSN/MSN Option

Phase I. Apply to BSN program:

Complete a UT application with application fee. The student must have a GPA of 2.0 or higher in transfer college/university coursework. Submit official transcripts from all post-secondary institutions attended and a copy of registered nurse license from the state of Florida (evidence of eligibility for licensure may be accepted in lieu of a current state of Florida license to enroll in first semester).

Complete undergraduate requirements:

Fulfill the general education distribution requirements set forth in the catalog. Complete the following Nursing courses: NUR 301, 318, 318 Lab, and 322. Prior to registering for 400 level courses, inform your advisor of your intent to elect the RN/BSN/MSN option.

Phase II

Take Graduate Record Examination, achieving a score of 1,000 or higher (verbal and quantitative combined) and a minimum score of 3.5 on the writing section. Meet all requirements for admission to MSN pro-

gram, except completion of a BSN. Please note that the student must have a minimum GPA of 3.25 from last 60 credit hours of previous coursework at the time of formal application to the MSN program. If unsuccessful in completion of these requirements, students may complete the BSN and then apply to graduate school.

Students may take no more than three graduate courses (9 credit hours) prior to completing the BSN. Two of the graduate courses must be NUR 615 and NUR 646. Students also may replace NUR 601 with a nursing elective, if desired.

College of Social Sciences, Mathematics and Education

<i>Departments of:</i>	<i>Page Number:</i>
Criminology and Criminal Justice	153
Education.....	156
Government, History and Sociology	170
Mathematics	177
Psychology	178

The College of Social Sciences, Mathematics and Education (CSSME) consists of five departments with curricula in seven core undergraduate disciplines — criminology, education (elementary and secondary), government and world affairs, history, mathematics, psychology and sociology. From these seven areas, students may earn one of 24 different majors, minors or certificates. There is a master's program in education offering Master of Arts in Teaching (M.A.T.) and Master's of Education (M.Ed.) degrees.

There are four qualities that make CSSME special. They are:

- Mentoring;
- Experiential learning/undergraduate research opportunities;
- International education emphases;
- State of the art equipment; access to technology.

With respect to mentoring, CSSME offers good class size balance with many small upper level sections. The college faculty members are all outstanding teachers who employ state-of-the-art teaching methodologies and experiential learning opportunities across all majors. Ninety-two percent of our faculty members have earned terminal degrees, and all are experienced and professionally qualified. Our faculty members serve as guides and career mentors, acting as professional role models in their relationships with students both in and out of class.

In the area of experiential learning, CSSME is pleased to offer a variety of internships, from work with local schools and government agencies, to opportunities with

law enforcement and in social agencies. More of our classes are featuring a service learning component, which matches students in class with community partners in real-world learning environments. CSSME faculty members also engage our students in collaborative research opportunities including Honors research fellowships. Our faculty welcomes the prospect of working with students who wish to pursue research opportunities at the undergraduate level.

The CSSME faculty members also are campus leaders in the University's global education initiatives, from teaching in Global Issues and other international-based courses to mentoring students who pursue their Certificate in International Studies (CIS). In international education efforts, we encourage study abroad/ travel abroad opportunities. More than 40 trips have been taken by CSSME faculty since 1995 to cities such as Amsterdam, London, Paris, and Rome, and a number of countries in Europe and the Far East. Many of the University's global education requirements are taught through our GWA, HIS and IST programs

Regarding access to and use of technology, the college has several dedicated facilities including specialized education classrooms and high tech-equipped classrooms. We are also proud to have psychology teaching labs including a statistics-based computer access classroom as well as a biopsychology lab for simulations and animal brain dissections.

Department of Criminology and Criminal Justice

Faculty: Assistant Professor Maddan, Chair; Associate Professors Brinkley, Cap-sambelis, LaRose, Smith; Assistant Professor Branch; Instructor Schnurbush.

The criminology major leads to a Bachelor of Science degree. Study in this discipline prepares a student to enter graduate school or secure an entry-level position in the criminal justice field.

The goals of the criminology major are: to familiarize students with the major theoretical perspectives in criminology; to convey an accurate sense of the historical development of the discipline; to assure that students acquire a comprehensive understanding of the nature and extent of crime; to convey to students a solid understanding of the components, operations and processes of the criminal justice system; to create opportunities for students to obtain hands-on experience; and to assist students in developing effective communication skills.

Criminology Scholars' Program

In order to reward outstanding students, the Department of Criminology and Criminal Justice offers the Criminology Scholars' Program. The purpose of this program is to introduce students to respected practitioners in the field of criminal justice. Each semester, a person from the community is selected to teach a course in his or her area of expertise. Students are invited to enroll in the class based upon GPA, interest in the subject matter, and recommendation from a criminology faculty member. Students who participate gain valuable knowledge, make contacts that may assist in career planning, and meet outstanding professionals from the community.

Criminology Major

Requirements for a major in criminology:

CRM 100	Introduction to Research and Writing in Criminology	1
CRM 101	Introduction to Criminology	4
CRM 102	Introduction to Criminal Justice	4
CRM 405	Research Methods in Criminology	4
CRM 499	Criminology Capstone Experience	1

In addition, students must take a minimum of 24 hours of criminology electives that

include 12 hours from 300- and 400-level courses. Transfer students must take 16 hours in residence within the major.

Students must choose at least one course from each of the three categories (A-C below) plus three additional courses from any area to fulfill the minimum 24-hour requirement of course electives.

A. Behavioral Theory

CRM 210	Ethics in Justice	4
CRM 212	Juvenile Delinquency	4
CRM 300	Victimology	4
CRM 310	Abnormal Behavior and Criminality	4
CRM 403	Drugs, Deviance and Crime	4
CRM 406	Violence in America	4
CRM 427	Death Penalty	4

B. Organizational

CRM 200	Introduction to Law Enforcement	4
CRM 203	Community Policing	4
CRM 205	Community-Based Corrections	4
CRM 206	Criminal Investigation	4
CRM 307	Introduction to Forensic Science	4
CRM 313	Introduction to Corrections	4
CRM 315	Appellate Advocacy	3
CRM 316	Trial Advocacy	3
CRM 321	Comparative Criminology	4
CRM 400	Crime and Punishment: Current Controversies	4

C. Law

CRM 311	Criminal and Court Procedure	4
CRM 312	Criminal Law	4
CRM 323	Correctional Law	4
CRM/GWA 402	Constitutional Law and the Supreme Court	4
CRM/GWA 404	Gender, Sexuality, and the Law	4
CRM/GWA 407	Constitutional Law, Race Relations and Civil Rights	4
CRM/GWA 408	First Amendment and the Supreme Court	4

Individual Study Course Opportunities

Those students who are planning to attend graduate or law school and meet the require-

ments outlined in the *Course Descriptions* portion of this catalog are encouraged to take one of the following courses:

- CRM 401 Internship.....(4-16 credits)
- CRM 450 Independent Study
- CRM 451 Senior Thesis

Criminology Minor

Twenty semester hours, including CRM 101 or 102 and 8 hours of credits numbered 300 or higher. CRM 401 Internship does not count toward the minor.

Law and Justice Minor

The law and justice minor program is administered jointly by the government and criminology departments, and provides students with the unique opportunity to complete a substantive course of law study at the undergraduate level. The interdisciplinary program offers the best of a theory-based, yet practical education. Students are provided with a substantive exposure to the content of the law while being encouraged to develop critical thinking skills. A practical component is offered in the minor that gives students the opportunity to intern in law firms, agencies, courts and businesses. The minor is designed to provide tools for students' reasoned analyses of how legal processes operate and critical appraisals of the public policies that underlie those processes.

The minor offers a diverse course selection in business, criminal, constitutional, comparative and international law. It also serves as an important and competitively strategic complement to the major to enhance future employment opportunities and graduate study options. The program's emphasis on the development of critical thinking skills and clear analytical abilities serves as an invaluable preparation for students considering law or graduate school. The law and justice minor's liberal arts foundation is in keeping with the AALS law school recommendation for pre-law study. Contact Professor James Beckman for further information about this program.

Requirements for a minor in law and justice:

- Core12
(Must take all three courses.)
- CRM 210 Ethics in Justice4

GWA 204	Introduction to Law and the Legal System.....4
CRM/GWA 402	Constitutional Law and the Supreme Court ....4
Speech	.....4
(Choose one of the following courses; may also count toward general curriculum distribution requirements.)	
SPE 200	Oral Communication.....4
SPE 205	Oral Interpretation of Literature .....4
SPE 208	Speech for Business and the Professions.....4
Criminal Law	.....4
Choose one of the following courses	
CRM 311	Criminal and Court Procedure.....4
CRM 312	Criminal Law.....4
CRM 323	Correctional Law.....4
International	.....4
Choose one of the following courses	
GWA 409	Comparative Legal Systems: Western Europe.....4
GWA 410	International Law .....4
Elective	..... 7 or 8
(Any course listed above not taken from speech, criminal law or international law for requirement or any course listed below.)	
PHL 201	Logic.....4
PHL 217	Social and Political Philosophy.....4
CRM/GWA 315	Appellate Advocacy ...3
CRM/GWA 316	Trial Advocacy .....3
MGT 321	Law and Society.....3
CRM 401	Internship in Criminology...4
GWA 407	Constitutional Law, Race Relations and Emerging Civil Rights Doctrines.....4
CRM/ GWA 408	The First Amendment and Supreme Court .....4
Total Semester Hours: 31-32	

Criminal Investigation Minor

The criminal investigation minor is designed to provide students with substantive courses of study related to the investigation of criminal activity. The program incorporates the study of criminological theory with scientific methods and behavioral concepts necessary for the successful apprehension and prosecution of criminal offenders. Students

will develop critical thinking skills and analytical abilities that will be invaluable for those pursuing law or graduate school, as well as those seeking careers as forensic scientists or criminal investigators. Criminology majors are ineligible to earn a criminal investigation minor.

Requirements for the criminal investigation minor:

Core	28
(must take all seven courses)	
CRM 101 Introduction to Criminology	4
CRM 102 Introduction to Criminal Justice	4
CRM 200 Introduction to Law Enforcement.....	4
CRM 206 Criminal Investigation	4
CRM 307 Introduction to Forensic Science	4
CRM 311 Criminal and Court Procedure	4
CRM 317 Expert Witness Testimony	4
Elective	4
Choose one of the following courses	
SOC 100 Introduction to Sociology...	4
PSY 200 General Psychology	4
PHL 212 Critical Thinking	4

Total Semester Hours: 32

Forensic Science Major

This Bachelor of Science Degree program is a multidisciplinary effort by the Departments of Chemistry and Criminology offering students a solid foundation in basic science and the criminal justice system. The program employs the principles of chemistry, biology, physics, and mathematics with social science theory and law to help solve crimes and serve the cause of justice. Please see *Chemistry* section for program detail.

Department of Education

Faculty: Professor O'Hara, Co-Chair; Associate Professor Soublis-Smyth, Co-Chair; Associate Professors Cloutier, Almerico, Harrison; Assistant Professors Erben,

Schimmel, O'Grady, Johnston; Instructor Tankersley.

Mission: The mission of the Department of Education is to develop teachers who are prepared to create compelling, active learning environments. Future teachers at The University of Tampa develop skills that enable them to create caring communities in which learner success and retention are maximized. Education faculty members emphasize responsiveness to, and valuing of, human diversity and intercultural understanding. Education faculty members work collaboratively with future teachers, local educators, community members, alumni and students to establish and facilitate a relevant, appropriate teacher preparation program. Research-based teacher development is facilitated through critical and analytical inquiry involving case studies, micro-teaching, videotaped self-evaluations and teaching practica. An essential aspect of all courses is that effective teaching requires analysis, reflection and conversation with and about learners, curricula and practices.

Philosophy: The best way for teachers to prepare learners well is to equip them with problem solving strategies that will enable them to cope with new challenges in their personal and professional lives. In the context of coping, learners are enabled to understand the subjective and changing nature of truth; that multiple perspectives exist and what is considered to be true by any one individual or at any one point in history may change over time.

The teacher's role is to serve as a guide whose primary responsibility is to act as a facilitator for student learning. In the process of creating learning experiences and environments, the teacher takes into account the well being and development of the whole learner in terms of physical, emotional, social, aesthetic, intellectual and linguistic needs. The teaching and learning process needs to be characterized by extensive interaction between teacher and learners, and among learners themselves. Teachers provide learners with experiences that enable them to learn by doing, because meaningful learning is an active process.

School is a place where learners develop personal, as well as social, values. In the

words of Maxine Greene, “We have to know about our lives, clarify our situations if we are to understand the world from our shared standpoints.” Schooling needs to prepare learners with a broad understanding of the democratic process and the role of the individual in that process. Such an understanding includes how governance structures operate in a democratic society. Schools should not only transmit knowledge about the existing social order, they should seek to reconstruct it, as well. Learners must be enabled to understand how individuals can take advantage of the democratic process and to act as change agents as they pursue efforts to restructure the society in positive ways.

Teachers need to place a premium on bringing the world into the classroom. Learning experiences need to include field trips, telecommunications, community-based projects of various sorts, and opportunities to interact with persons beyond the four walls of the classroom.

Teachers must allow learners freedom of creative choice and provide them with carefully designed experiences that will help them find meaning in their lives and find their own answers to questions. This does not suggest, however, that learners may do whatever they please. The choices that are offered to learners are well structured, and are designed to provide optimal learning. Curricula are judged by whether or not they contribute to the individual’s quest for personal and professional meaning. Appropriate curricula result in an increased level of personal awareness, as well as content-area knowledge.

Teacher Education Programs at UT

The following undergraduate programs are approved by the Florida Department of Education:

- Elementary Education (K-6)
- Secondary Biology Education (6-12)
- Secondary English Education (6-12)
- Secondary Mathematics Education (6-12)
- Secondary Social Sciences Education (6-12)
- Music Education (K-12)

- Physical Education (K-12) (Exercise Science)

Certification endorsements are offered in early childhood education (ages 3-8) and ESOL (English to Speakers of Other Languages). The ESOL endorsement is delivered through an infused model and cannot be earned separately from an elementary or secondary English teaching certificate. Courses are designed to provide students extensive experience working with children, adolescents and young adults in school settings.

Any course transferred to this University for purposes of meeting teacher certification requirements must be equivalent to a specific UT course.

Florida State Teacher Education Mandates

Florida state laws pertaining to requirements for certification in teacher education may be enacted after this edition of the UT Catalog has gone to press. Education students must comply with these requirements, even if they do not appear in this version of the catalog, in order to graduate from any Florida teacher education program or be certified to teach in the state of Florida. Such information will be made available in the Department of Education office, Plant Hall 439, and will appear in future editions of the UT Catalog.

At the time the catalog went to press, state legislation was pending that may affect certification requirements for education majors. For up-to-date information, contact the Department of Education in Plant Hall 439.

ESOL (English to Speakers of Other Languages) Endorsement

All Florida teacher education programs must provide ESOL training as part of elementary and secondary certification. Elementary education and secondary English education majors who began their programs in or after fall 2000 as freshmen (regardless of institution) must complete 15 hours of ESOL coursework to earn an ESOL endorsement. This includes the following three ESOL courses: EDU 301 Teaching Practicum I:

TESOL, EDU 304 or EDU 354 TESOL I and EDU 404 TESOL II. The remaining seven hours will be infused into existing education courses. Secondary biology, math and social science education majors, as well as music education and physical education (exercise science) majors who began their programs in or after fall 2000 as freshmen (regardless of institution) must complete EDU 304 or EDU 354.

ESOL Portfolio

All education majors are required to assemble an ESOL portfolio demonstrating acquisition of the 25 ESOL standards identified by the Florida State Department of Education. Each student is responsible for the maintenance of this portfolio beginning the first semester junior year through graduation. The portfolio will be evaluated by education faculty members at the end of each semester.

Admission to Teacher Education

Students planning to enter teacher education programs must apply after they have completed at least 30 credit hours. Transfer students seeking to apply should do so immediately upon acceptance to the University. The Application for Admission to Teacher Education (available in the wall pockets outside the Department of Education office and online at www.ut.edu) must be completed and returned to UT's Department of Education in November for spring admission consideration and in April for fall admission consideration. To enroll in 300-400 level education courses, students must be accepted into the teacher education program, unless they are transfer students with permission granted by the department chair. Detailed information about entrance requirements can be found in the Department of Education Handbook (available in the Education Office).

Based upon an intensive review, the Teacher Education Review Committee may recommend or deny admission to the program.

Each semester, the Department of Education monitors the GPAs of students who

have been admitted to teacher education. Continued professional standing is granted only with maintenance of a minimum 2.5 GPA in the major(s) and a minimum 2.5 GPA overall.

Florida Teacher Certification Examination

The 2007-08 FTCE passage rate for program graduates was 100 percent.

Florida Educator Accomplished Practice Portfolio

Education majors are required to assemble an Accomplished Practices portfolio. This document will house 36 assignments specified by the University of Tampa Education Department as evidences which demonstrate student acquisition of each of the Florida Educator's Accomplished Practices at the pre-professional level. Each student is responsible for the maintenance of this portfolio beginning the first semester junior year through graduation. The portfolio will be evaluated by education faculty members at the end of each semester.

Cooperative Learning

Education majors at The University of Tampa are required to engage in numerous cooperative group activities, projects and presentations. Many of these are prepared outside of class. The rationale for this requirement is two-fold:

- Contemporary teachers are required to understand, create and facilitate non-competitive group investigation and cooperative learning experiences in their classrooms. An understanding of the process of cooperation and the attainment of related skills is developed through one's own involvement in such experiences.

- Teachers are compelled to collaborate and cooperate non-competitively with other teachers in their school, to team-teach, and to carry out various school missions, projects and presentations. Therefore, teacher preparation students are expected to create and implement group activities, projects and presentations. They are to be fully committed to such requirements in terms of availability,

preparation, punctuality, reliability and the spirit of cooperation. Failure to meet these requirements may result in student dismissal from the Department of Education.

Teaching Practica

Secondary education biology, math, music, physical education and social science majors refer to the *Required Secondary Education Courses* component of this catalog for information regarding teaching practica.

All elementary education and secondary English education majors will participate in three teaching practica: Teaching Practicum I: TESOL, Teaching Practicum II, and Teaching Practicum III: Final Internship. The Practicum III requirement is completed during the student's last semester. Students who desire to take Practicum III earlier must seek authorization from the director of interns, with the exception of students participating in intercollegiate sports, who must teach during the semester in which they are not participating in their sport.

Practicum III students spend a full semester in the schools. Students desiring to enroll in the Teaching Practicum III: Final Internship program (EDU 406, 407, 411, 412 or 445) must apply the semester preceding the proposed practicum. A student must have been admitted to the teacher education program and must have:

1. an overall minimum 2.5 GPA on a 4.0 scale.
2. a minimum 2.5 GPA in the major area, and a minimum 2.5 GPA in the general curriculum distribution requirements.
3. passage of all sections of the FTCE: the General Knowledge Exam, the Professional Skills Test, and the Subject Area Test.

All requirements are subject to change to comply with state Department of Education regulations.

Students enrolled in EDU 406, 407, 411, 412 or 445 must concurrently enroll in EDU 444, Teaching Practicum III Seminar. No other courses may be taken during Practicum III.

Graduation from UT's approved teacher education program satisfies eligibility criteria for a Florida temporary certificate and an ini-

tial teaching certificate in most other states. More information regarding internships can be found in the "Internship Handbook" which is distributed prior to the Practicum III internship.

Teacher Education Course Sequence

** Note:* EDU majors are required to take EDU 203 in lieu of ITM 200. Music education majors do not take EDU 203, and therefore must complete ITM 200.

The course sequences for each teacher education program are posted in the "Majors and Minors" section of the UT Blackboard Web site. The "Quick Help Guide" may also be found on the UT Blackboard site. Please note that teacher education majors must complete more core courses than non-education majors in order to fulfill certification requirements.

It is the student's responsibility to meet all institutional requirements for Florida teacher certification. Every effort should be made to take the courses in the semester sequence outlined in the "Quick Help Guide." Failure to do so may result in a lengthening of the undergraduate program, postponing the anticipated date of graduation. Please note that some courses **must** be taken concurrently with others to fulfill all requirements.

Elementary Education Curriculum

Required Elementary Education Courses:*

- | | |
|---------|-------------------------------------------------------------------------------|
| EDU 200 | Foundations of American Education |
| EDU 201 | Learning Theories and Individual Differences |
| EDU 203 | Technology in Education |
| EDU 205 | Creativity and the Learning Environment (W) |
| EDU 301 | Teaching Practicum I: Teaching English to Speakers of Other Languages (TESOL) |
| EDU 304 | Elem. TESOL I: Teaching English to Speakers of Other Languages I |

Second Semester Junior

EDU 315	Teaching Literature and Language Arts in the Elementary School.....	3
EDU 316	Developmental Reading.....	3
EDU 330	Teaching Math in the Elementary School.....	3
EDU 331	Teaching Science in the Elementary School.....	3
EDU 332	Teaching Social Studies in the Elementary School.....	3
EDU 441	Elementary Classroom Management	3

Semester Hours: 18

Year 4*First Semester Senior*

EDU 329	Teaching PE and Health in Elementary School.....	2
EDU 404	TESOL II.....	3
EDU 417	Diagnosis and Remedy of Reading Problems in the Elementary School.....	3
EDU 333	Teaching in the Inclusive Classroom	3
EDU 442	Learner Diversity and Cross-Cultural Understanding.....	3
EDU 443	Teaching Practicum II: Elementary	4

Semester Hours: 18

Second Semester Senior

EDU 444	Teaching Practicum III Seminar	2
EDU 445	Teaching Practicum III: Elementary Final Internship.....	10

Semester Hours: 12

Note: It is the student's responsibility to meet all institutional requirements for Florida teacher certification. Every effort should be made to take the courses in the semester sequence outlined above. Failure to do so may result in a lengthening of the undergraduate program, postponing the anticipated date of graduation. Note that some courses **must** be taken concurrently with others to fulfill all requirements.

The department will periodically offer the courses EDU 252, 321, 322 and 323

required for early childhood education endorsement and subsequent certification.

Secondary Education Curricula

Biology (6-12), English (6-12), Physical Education (K-12) (Exercise Science), Mathematics (6-12), Music (K-12) and Social Sciences (6-12)

Required Secondary Education Courses*

EDU 200	Foundations of American Education
EDU 201	Learning Theories and Individual Differences
EDU 203	Technology in Education (not PE majors)
EDU 301	Teaching Practicum I: Teaching English to Speakers of Other Languages (English majors only)
EDU 354	Sec. TESOL I: Teaching English to Speakers of Other Languages I
EDU 306	Teaching Reading in the Secondary Content Areas
EDU 356	Secondary Educational Assessment (not PE majors)
EDU 333	Teaching in the Inclusive Classroom (not PE majors) (W)
EDU 401	Teaching Practicum II: Secondary (not music or PE majors)
EDU 404	TESOL II: Teaching English to Speakers of Other Languages II (English majors only)
EDU 451	Secondary Classroom Management (W)
EDU 442	Learner Diversity and Cross-Cultural Understanding (NW) (W)
EDU 444	Teaching Practicum III Seminar: Final Internship

The following methods courses are required depending upon major:

EDU 300	Teaching Language Arts in the Secondary Schools (English)
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EDU 308	Teaching Social Studies in the Secondary Schools (Social Studies)	CHE 152	General Chemistry I3
EDU 310	Teaching Science in the Secondary Schools (Biology)	CHE 153	General Chemistry I Lab...1
EDU 311	Teaching Mathematics in the Secondary Schools (Mathematics)	CHE 154	General Chemistry II .....3
EDU 328	Teaching Music in the Elementary School (Music)	CHE 155	General Chemistry II Lab...1
EDU 329	Teaching PE and Health in the Elementary School (PE)	Required Courses:	
EDU 424	Middle School and Secondary Music Education (Music)	BIO 330	General Physiology .....4
EDU 425	Teaching Middle and Secondary School Education (Exercise Science)	Choose one of the following: .....4	
One of the following teaching practica is required:		BIO 228	Biology of Plants
EDU 406	Teaching Practicum III: Elementary and Secondary (Music K-12, PE K-12) Final Internship	MAR 327	Marine Biology
EDU 407	Teaching Practicum III: Secondary Final Internship	Choose one of the following: .....4	
EDU 411	Teaching Practicum III: Elementary PE (K-8) Final Internship	BIO 300	Genetics .....4
EDU 412	Teaching Practicum III: Secondary PE (6-12) Final Internship	BIO 320	Molecular Genetics .....4
*Boldface indicates ESOL-infused course.		<i>Ecology course:</i>	
W=Writing Intensive		Choose one of the following	
NW=Non-Western		BIO 212	Ecology .....4
		BIO 242	Intro to Environmental Science Policy .....4
		MAR 222	Marine Ecology .....4
		BIO 346	Conservation Biology .....4
		MAR 301	Physical Oceanography .....4
		BIO 400	Evolution .....4
		<i>Organismal course:</i>.....4	
		Choose one of the following	
		BIO 220	Behavioral Biology
		BIO 224	Invertebrate Zoology
		BIO 225	Vertebrate Zoology
		BIO 250	Cell BIO
		BIO 317	Parasitology
		MAR 226	Marine Zoology
		BIO 340	Ichthyology
		MAR 327*	Marine Botany
		*(Note: MAR 327 requires selection of MAR 222 from the ecology elective area. MAR 327 cannot serve as an organismal elective if taken in substitution for BIO 228.)	
		<i>Molecular/cell course:</i> 4	
		Choose one of the following	
		BIO 307	Microbiology
		BIO 310	Developmental Biology
		BIO 350	Cell Biology
		BIO 360	Immunology

Total Biology Hours: 40

Secondary Biology Education Course Sequence**Year 1***First Semester Freshman***Prerequisites:**

BIO 203	Biological Diversity .....4
BIO 204	Biological Unity.....4

EDU 200	Foundations of American Education .....3
ENG 101	Composition and Rhetoric...4
GIS 101	Global Issues .....4

GTW 100	Gateways	1
BIO 203	Biological Diversity	4

Semester Hours: 16

Second Semester Freshman

EDU 201	Learning Theories and Individual Differences	3
ENG 102	Composition and Rhetoric	4
GTW 102	Gateways	1
MAT 170	Pre-Calculus	4
BIO 204	Biological Unity	4

Semester Hours: 16

Year 2*First Semester Sophomore*

EDU 203	Technology in Education	3
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Fine Arts Choice (art, music, dance, drama)

Social Science Choice	4
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Humanities Choice	4
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CHE 152# General Chemistry I	3
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CHE 153# General Chemistry I Lab	1
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Semester Hours: 17

Second Semester Sophomore

Social Science Choice	4
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Humanities Choice	4
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Social Science Choice	4
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CHE 154* General Chemistry II	3
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CHE 155* General Chemistry II Lab	1
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Semester Hours: 16

#Course offered in fall only.

*Course offered in spring only.

Year 3*First Semester Junior*

EDU 354	Secondary TESOL I	3
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EDU 306#	Teaching Reading in Secondary Content	3
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EDU 356	Secondary Educational Assessment	3
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BIO 300	Genetics	4
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or BIO 320	Molecular Genetics	4
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BIO 330#	General Physiology	4
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Semester Hours: 17

Second Semester Junior

EDU 310*	Teaching Science in Secondary Schools	4
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EDU 451	Secondary Classroom Management	3
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BIO 228*	Biology of Plants or MAR327*+ Marine Botany	4
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Ecology choice (choose one: BIO 212#, 242#, 346*, 400*, MAR 222*, 301*)	4
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Semester Hours: 15

#Course offered in fall only.

*Course offered in spring only.

+Requires selection of MAR 222 from the ecology elective area. MAR 327 cannot serve as an organismal elective if taken in substitution for BIO 228.

Year 4*First Semester Senior*

EDU 333	Teaching in the Inclusive Classroom	3
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EDU 401	Teacher Practicum II Sec	4
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EDU 442	Learner Diversity and Cross-Cultural Understanding	3
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Organismal choice (choose one: BIO 220#, 224, 225*, 250#, 317*, 340*, MAR 226#, 327#+)	4
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Molecular/Cell choice (choose one: BIO 307#, 310*, 350*, 360*)	4
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Semester Hours: 18

Second Semester Senior

EDU 407	Teaching Practicum III: Secondary	10
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Final Internship	
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EDU 444	Teaching Practicum III Seminar	2
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Semester Hours: 12

#Course offered in fall only.

*Course offered in spring only.

+Requires selection of MAR 222 from the ecology elective area. MAR 327 cannot serve as an organismal elective if taken in substitution for BIO 228.

Depending on when courses are offered, the biology, ecology, organismal, and molec/cell suggested sequence during **junior and senior years** may be altered to fit the student's needs.

Depending on when courses are offered, the liberal arts requirements during the sophomore and freshman years may be altered to fit the student's needs; however,

all education courses should remain in the suggested course sequence.

It is the student's responsibility to meet all institutional requirements for Florida teacher certification. Every effort should be made to take the courses in the semester sequence outlined above. Failure to do so may result in a lengthening of the undergraduate program, postponing the anticipated date of graduation. Please note that some courses **must** be taken concurrently with others to fulfill all requirements.

Secondary English Education Major

Secondary English education majors earn certification in English for grades 6-12. Students also will earn the necessary ESOL endorsement required by the state of Florida to teach in public schools. English education majors are required to take all of the secondary education courses listed earlier in this section *and* the following 32 hours of English courses.

ENG 201 World Literature4

Choose one of the following:

ENG 204 Advanced Composition

WRI 274 Creative Non-fiction

WRI 200 Intro to Creative Writing...4

Choose one of the following:

ENG 205 Advanced English Grammar

ENG 210 Basic Linguistics4

Choose three of the following:

ENG 206 British Literature I

ENG 207 British Literature II

ENG 208 American Literature I

ENG 209 American Literature II12

Choose two 300+ level ENG

literature courses8

Total English Hours: 32

Secondary English Education Course Sequence

Year 1

First Semester Freshman

EDU 200 Foundations of American Education3

ENG 101 Composition and Rhetoric I4

GIS 101 Global Issues4

GTW 100 Gateways1

MAT 153 Geometry2

Fine Arts Choice (art, music
dance, drama)3

Semester Hours: 17

Second Semester Freshman

EDU 201 Learning Theories and Individual Differences2

BIO 112 or 124, or MAR 1263

ENG 102 Composition and Rhetoric II4

GTW 102 Gateways1

MAT 155, 160 or higher4

Physical or Chemical Science3

Semester Hours: 18

Year 2

First Semester Sophomore

EDU 203 Technology in Education...3

Social Science Choice4

Humanities Choice4

ENG 201 World Literature4

ENG 206, 207, 208 or 2094

Semester Hours: 18

Second Semester Sophomore

Social Science Choice4

Humanities Choice4

Social Science Choice4

ENG literature course choice

at 300 level.....4

Semester Hours: 16

Year 3

First Semester Junior

Fine Arts Choice (art, music,
dance, drama)3

EDU 301 Teaching Practicum I:
TESOL.....2

EDU 354 Secondary TESOL I3

EDU 306# Teaching Reading in
Secondary Content3

EDU 356# Secondary Educational
Assessment3

ENG 206, 207, 208 or 2094

Semester Hours: 18

Second Semester Junior

EDU 300* Secondary Methods of
Teaching English4

EDU 451* Secondary Classroom
Management3

ENG 204 or WRI 274 or WRI 200 ....4
ENG 206, 207, 208 or 209 .....4
ENG 205# or ENG 210* .....4

Semester Hours: 18

#Course offered in fall only.

*Course offered in spring only.

Year 4*First Semester Senior*

EDU 333 Teaching in the Inclusive Classroom .....3
EDU 401 Teaching Practicum II Secondary.....4
EDU 404 TESOL II.....3
EDU 442 Learner Diversity and Cross-Cultural Understanding.....3
ENG literature course choice at 300 level.....4

Semester Hours: 17

Second Semester Senior

EDU 407 Teaching Practicum III: Secondary.....10
EDU 444 Teaching Practicum III Seminar .....2

Semester Hours: 12

This is the suggested course sequence. The **education** classes should remain as suggested. All other **English** courses can be re-arranged to fit the student's needs. Please note that some courses are offered every other year only. Please refer to the UT Catalog for specifics.

It is the student's responsibility to meet all institutional requirements for Florida teacher certification. Every effort should be made to take the courses in the semester sequence outlined above. Failure to do so may result in a lengthening of the undergraduate program, postponing the anticipated date of graduation. Please note that some courses **must** be taken concurrently with others to fulfill all requirements.

Secondary Mathematics Education Major

Secondary mathematics education majors will earn certification in mathematics for grades 6-12. Students also will earn the necessary ESOL endorsement required by

the state of Florida to teach in public schools. Mathematics education majors are required to take all of the secondary education courses listed earlier in this section *and* the following 40 hours of mathematics courses.

MAT 260 Calculus I .....4
MAT 261 Calculus II.....4
MAT 262 Calculus III .....4
MAT 299 Intro to Higher Math .....4
MAT 310 Probability and Mathematical Statistics.....4
MAT 490 Senior Seminar .....1

Choose one of the following:4

MAT 308 Linear Algebra .....4
MAT 420 Modern Abstract Algebra...4

Choose three of the following:12

MAT 300 Differential Equations.....4
MAT 301 Discrete Math.....4
MAT 401 Real Analysis.....4
MAT 410 Complex Analysis.....4
MAT 499 Selected Topics .....4

Total Mathematics Hours: 37

Secondary Mathematics Education Course Sequence

Year 1*First Semester Freshman*

EDU 200 Foundations of American Education .....3
ENG 101 Composition and Rhetoric I.....4
GIS 101 Global Issues .....4
GTW 100 Gateways .....1
MAT 260 Calculus I .....4

Semester Hours: 16

Second Semester Freshman

EDU 201 Learning Theories and Individual Differences.....3
EDU 203 Technology in Education...3
BIO 112, 124, or MAR 126.....3
ENG 102 Composition and Rhetoric II .....4
GTW 102 Gateways .....1
MAT 261 Calculus II.....4

Semester Hours: 17

Year 2*First Semester Sophomore*

Fine Arts Choice (art, music, dance, drama).....	3-4
Social Science Choice	4
Humanities Choice	4
Physical or Chemical Science	3
MAT 262# Calculus III	4

Semester Hours: 18

Second Semester Sophomore

Social Science Choice	4
Humanities Choice	4
Social Science Choice	4
MAT 299* Introduction to Higher Math	4

Semester Hours: 16

#Course offered in fall only.

*Course offered in spring only.

Year 3*First Semester Junior*

EDU 354 Secondary TESOL I	3
EDU 306# Teaching Reading in Secondary Content	3
EDU 356# Secondary Educational Assessment	3
MAT 310** Probability and Statistics...	4
Choose one: MAT 300, 301, 401, 410, or 499	4

Semester Hours: 17

Second Semester Junior

EDU 311* Technology Math in Secondary Schools	4
EDU 451* Secondary Classroom Management	3
MAT 308** Linear Algebra.....	4
or MAT 420 Modern Abstract Algebra	
Choose one: MAT 300, 301, 401, 410, or 499	4

Semester Hours: 15

#Course offered in fall only.

*Course offered in spring only.

**Important note: Course offered only once every two years (be careful).

Year 4*First Semester Senior*

EDU 333 Teaching in the Inclusive Classroom	3
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EDU 401 Teaching Practicum II Secondary.....	4
EDU 442 Learner Diversity and Cross-Cultural Understanding.....	3
Choose one: MAT 300, 301, 401, 410, or 499	4
MAT 490 Senior Seminar	1

Semester Hours: 15

Second Semester Senior

EDU 407 Teaching Practicum III: Secondary Final Internship.....	10
EDU 444 Teaching Practicum III Seminar	2

Semester Hours: 12

This is the suggested course sequence. The education classes should remain as suggested. All other courses can be re-arranged to fit the student's needs. Keep in mind that many MAT courses have pre-requisites and are offered only once every two years.

It is the student's responsibility to meet all institutional requirements for Florida teacher certification. Every effort should be made to take the courses in the semester sequence outlined above. Failure to do so may result in a lengthening of the undergraduate program, postponing the anticipated date of graduation. Please note that some courses **must** be taken concurrently with others to fulfill all requirements.

Secondary Social Science Education Major

Secondary social science education majors earn certification in social science for grades 6-12. Students also earn the necessary ESOL endorsement required by the state of Florida to teach in public schools. Social science education majors are required to take all of the secondary education courses listed earlier in this section **and** the following 39 hours of social science courses.

PSY 200 General Psychology	4
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Government

Choose one: 200, 202, 210, 220 or 402	4
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Economics

Choose one: 204 or 205	3
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World History

Choose one: HIS 102 or HIS 103.....4

Choose one: 214, 222, 224, 230, 260,
300, 305, 309, 310, 413 or
4144**American History**

Choose one: HIS 202 or HIS 203.....4

Choose one: 205, 206, 215, 216, 225,
296 or 3214*Choose one history course from the following**areas:*.....4

Asian.....4

African.....4

Latin American.....4

Middle Eastern.....4

*Choose one of the following**geography courses:*4GEO 102 World Geographical
Problems4

GEO 202 Physical Geography.....4

GEO 205 Principles of Resource
Utilization4

GEO 207 Economic Geography4

History choice:*Choose one 300+ history course that is not in
conflict with any above choices.*.....4

Total Social Science Hours: 39

**Secondary Social Science Education
Course Sequence****Year 1***First Semester Freshman*EDU 200 Foundations of American
Education.....3ENG 101 Composition and
Rhetoric I.....4

GIS 101 Global Issues4

GTW 100 Gateways1

MAT 155 Finite Mathematics for
Liberal Arts.....4*or*

MAT 160 College Algebra.....4

Semester Hours: 16

*Second Semester Freshman*EDU 201 Learning Theories and
Individual Differences.....3

BIO 112, 124, or MAR 126.....3

ENG 102 Composition and
Rhetoric II4

GTW 102 Gateways1

MAT 153 College Geometry2

Fine Arts choice (art, music,
dance, drama).....3

Semester Hours: 16

Year 2*First Semester Sophomore*

Humanities choice.....4

Physical or Chemical Science3

HIS World History Choice: 102,
103,110, 214, 222, 224, 230, 260,
300, 305, 309, 310, 413 or 414.....4

PSY 200 General Psychology4

Semester Hours: 15

Second Semester Sophomore

EDU 203 Technology in Education...3

Humanities Choice4

HIS World History Choice: 102,
103,110, 214, 222, 224, 230, 260,
300, 305, 309, 310, 413 or 414.....4American Government Choice: 200*,
202, 203, 210, 220 or 402.....4

Semester Hours: 14

*Course offered in the spring only.

Year 3*First Semester Junior*

EDU 354 Secondary TESOL I3

EDU 306# Teaching Reading in
Secondary Content3EDU 356# Secondary Educational
Assessment3HIS U.S. History Choice: 202, 203,
205, 206, 215, 216, 225, 296
or 3214

ECO 204 or 205 Economics3

Semester Hours: 16

Second Semester Junior

EDU 308* Sec. Methods.....4

EDU 451* Secondary Classroom
Management3HIS U.S. History Choice: 202, 203,
205, 206, 215, 216, 225, 296 or 321...4HIS Choice (Asian, African, Latin
American or Middle Eastern).....4

Semester Hours: 15

#Course only offered in fall.

*Course only offered in spring.

Year 4*First Semester Senior*

EDU 333	Teaching in the Inclusive Classroom	3
EDU 401	Teaching Practicum II Secondary	4
EDU 442	Learner Diversity and Cross-Cultural Understanding.....	3
GEO	Choose one (102#, 202#, 205#, 207*).....	4
HIS	Choice (300-400 level).....	4

Semester Hours: 18

Second Semester Senior

EDU 407	Teaching Practicum III ...	10
EDU 444	Teaching Practicum III Seminar	2

#Course offered in fall only.

*Course offered in spring only.

This is the suggested course sequence. The education classes should remain as suggested. All other **social science** courses can be rearranged to fit the student's needs.

It is the student's responsibility to meet all institutional requirements for Florida teacher certification. Every effort should be made to take the courses in the semester sequence outlined above. Failure to do so may result in a lengthening of the undergraduate program, postponing the anticipated date of graduation. Please note that some courses **must** be taken concurrently with others to fulfill all requirements.

Music Education

Students who seek teacher certification in music should refer to the music section of this catalog for all required music courses *and* the following education course sequence.

Secondary and K-12 Music Education Course Sequence**Year 1***First Semester Freshman*

EDU 200	Foundations of American Education	3
ENG 101	Composition and Rhetoric I	4
GIS 101	Global Issues	4
GTW 100	Gateways	1

ITM 200	Introduction to Computers	1
MAT 155	Finite Math	4
<i>or</i>		
MAT 160	College Algebra	4
Semester Hours: 17		

Second Semester Freshman

EDU 201	Learning Theories and Individual Differences	3
BIO 112, 124 or MAR 126	.....	3
ENG 102	Composition and Rhetoric II	4
GTW 102	Gateways	1
MAT 153	College Geometry	2

Semester Hours: 13

Year 2*First Semester Sophomore*

Fine Arts Choice (Music, Art, Dance or Drama)	3
Social Science Choice	4
Humanities Choice	4
Physical or Chemical Science	3

Semester Hours: 14

Second Semester Sophomore

Social Science Choice	4
Humanities Choice	4
Social Science Choice	4
Plus courses required for music major	

Semester Hours: 12

Secondary and K-12 Music Education Course Sequence**Year 3***First Semester Junior*

EDU 354	Secondary TESOL I	3
EDU 306#	Teaching Reading in Secondary Content	3
EDU 328	Teaching Music in the Elementary School (Music only)	2

Plus courses required for music major

EDU Semester Hours: 8

#Course offered in the fall only.

Second Semester Junior

EDU 424*	Secondary Methods	3-4
EDU 356	Secondary Educational Assessment	3

EDU 451	Secondary Classroom Management	3
Plus courses required for music major		

EDU Semester Hours: 9

*Course offered in the spring only.

Year 4*First Semester Senior*

EDU 333	Teaching in the Inclusive Classroom	3
EDU 442	Learner Diversity and Cross-Cultural Understanding.....	3
EDU 407	Teaching Practicum III Final Internship	10
EDU 444	Teaching Practicum III Seminar	2
Plus courses required for music major		

EDU Semester Hours: 6

Second Semester Senior

EDU 444	Teaching Practicum III: Seminar Final Internship ...	2
One of the following Teaching Practica:		
EDU 406	Teaching Practicum III: Elementary and Secondary (Music and PE K-12) Final Internship.....	10

EDU Semester Hours: 12

It is the student's responsibility to meet all institutional requirements for Florida teacher certification. Every effort should be made to take the courses in the semester sequence outlined above. Failure to do so may result in a lengthening of the undergraduate program postponing the anticipated date of graduation. Note in the catalog that some courses **must** be taken concurrently with others to fulfill all requirements.

Physical Education

Students who seek teacher certification in physical education (K-12) should refer to the exercise science section of this catalog *and* the following course sequence.

Physical Education (K-12) Course Sequence**Year 1***First Semester Freshman*

EDU 200	Foundations of American Education	3
ENG 101	Composition and Rhetoric I	4
GIS 101	Global Issues	4
GTW 100	Gateways	1
MAT 155	Finite Mathematics for Liberal Arts.....	4

or

MAT 160	College Algebra	4
ITM 200	Introduction to Computers	1

Semester Hours: 17

Second Semester Freshman

EDU 201	Learning Theories and Individual Differences.....	3
BIO 112, 124, or MAR 126.....		3
ENG 102	Composition and Rhetoric II	4
GTW 102	Gateways	1
MAT 153	College Geometry	2

Semester Hours: 13

Year 2*First Semester Sophomore*

Art, Music, Drama or Dance Course		3-4
Social Science Choice		4
Humanities Choice		4
Physical or Chemical Science		3

Semester Hours: 14-15

Second Semester Sophomore

Social Science Choice		4
Humanities Choice		4
Social Science Choice		4
Plus courses required for PE major		

Semester Hours: 12

Year 3*First Semester Junior*

EDU 354	Secondary TESOL I	3
EDU 306#	Teaching Reading in Secondary Content	3
EDU 425#	Secondary Methods	4
Plus courses required for PE major		

Semester Hours: 10

Second Semester Junior

EDU 329	Teaching PE and Health in Elementary School.....	3
Plus courses required for PE major		

Semester Hours: 3

Course offered in fall only

Year 4*First Semester Senior*

EDU 354	Secondary Classroom Management	3
EDU 442	Learner Diversity and Cross-Cultural Understanding.....	3
Plus courses required for PE major		

Semester Hours: 6

Second Semester Senior

EDU 412	Teaching Practicum III: Final Internship	10
EDU 444	Teaching Practicum III Seminar	2

Semester Hours: 12

It is the student's responsibility to meet all institutional requirements for Florida teacher certification. Every effort should be made to take the courses in the semester sequence outlined above. Failure to do so may result in a lengthening of the undergraduate program, postponing the anticipated date of graduation. Please note that some courses **must** be taken concurrently with others to fulfill all requirements.

Master of Arts in Teaching, Master of Education

See *Graduate Programs* chapter.

Department of Government, History and Sociology

Faculty: Associate Professor Beckman, Chair; Professors Botjer, Harf, Kerstein, Parssinen, Rynder, N. Winston, Tillson; Associate Professors Friesen, Paine; Assistant

Professors Anderson, Cragun, Emrence, Fridy, Littell-Lamb, Rost-Rublee; Instructors Bonavita, Law, Rublee.

Government and World Affairs

Government and world affairs analyzes the varied applications of political authority here in the United States and around the world to allocate valued resources for local and global society. Through a set of core courses, a focus on one of four substantive concentrations, and optional internships in Florida, Washington and around the globe, government and world affairs students develop political awareness and understanding, as well as the critical thinking and research skills that allow them to participate effectively as citizens in a rapidly globalizing world.

Each student takes the required core and then chooses one of four concentrations: American government, law and government, world affairs, or general government and world affairs.

Total Credit Hours for Major: 40

Requirements for a major in government and world affairs:

Core

GWA 100	Introduction to Government and World Affairs.....	4
GWA 200	American Government.....	4
GWA 201	World Affairs	4
GWA 270	Research Methods	4

Semester Hours: 16

Concentrations

Students choose one of four areas of concentration to complete their majors:

A. American Government:

Students select 24 credit hours from the following. At least 16 credit hours must be taken at the 300 level or above.

GWA 204	Introduction to Law and the Legal System.....	4
GWA 207	The Urban World	4
	(cross-listed with SOC 200)	
GWA 210	Urban Politics and Policy...	4
GWA 220	Congress and the Presidency	4

GWA 302	Modern Legal and Political Thought.....4
GWA 303	The Politics and History of Tampa .....4
GWA 304	Public Policy Analysis.....4 (cross-listed with SOC 304)
GWA 426	Public Opinion, the Media and Power .....4 (cross-listed with COM 426)

Semester Hours: 24

B. Law and Government

Students select 24 credit hours from the following. At least 16 credit hours must be taken at the 300 level or above.

GWA 204	Introduction to Law and the Legal Systems (required) .....4
GWA 302	Modern Legal and Political Thought.....4
GWA 402	Constitutional Law and the Supreme Court.....4 (cross-listed with CRM 402)
GWA 407	Constitutional Law, Race Relations and Emerging Civil Rights Doctrines.....4
GWA 408	The First Amendment and the Supreme Court .....4 (cross-listed with CRM 408)
GWA 409	Comparative Legal Systems: Western Europe .....4
GWA 410	International Law .....4
GWA 450	Independent Study 1-4

Semester Hours: 24

C. World Affairs

Students select 24 credit hours from the following: At least 16 credit hours must be taken at the 300 level or above.

GWA 202	International Political Economy (required) .....4
GWA 205	Contemporary Europe.....4
GWA 206	Contemporary Latin America .....4
GWA 207	The Urban World .....4 (cross-listed with SOC 200)
GWA 296	America and Vietnam.....4 (cross-listed with HIS 296)

GWA 305	Nuclear Proliferation and Nonproliferation.....4
GWA 314	U.S. National Security Policy .....4
GWA 340	The Political Economy of Western Europe .....4
GWA 342	Latin American Political Economy .....4
GWA 343	Third World Political and Economic Development ...4
GWA 344	The Political Economy of Africa.....4
GWA 365	Politics of East Asia .....4
COM 401	Intercultural Communication.....4

or

COM 334	Information and the New World Order .....4
ECO 450	Economic Development ...4

Semester Hours: 24

D. General: Government and World Affairs

In addition to GWA 100, 200, 201 and 270, students must select 24 additional GWA credit hours. At least 16 credit hours must be taken at the 300 level or above. GWA 440 does not fulfill credit hours toward the GWA major.

Requirements for a minor in government and world affairs:

GWA 100 and 16 additional hours of credit in government and world affairs.

History

The history major is designed to help students participate knowledgeably in the affairs of the world around them and to see themselves and their society from different times and places, displaying a sense of informed perspective and a mature view of human nature. They should learn to read and think critically, write and speak clearly and persuasively, and conduct research effectively. The foundations for achieving these goals are laid in American history courses (a minimum of 16 credits) and in non-American history courses (a minimum of 16 credits); these 32 credits, plus 4 elective history credits, must be successfully completed by every history major.

Requirements for a major in history:

American History.....	16
Non-American History.....	16
History electives.....	4

Semester Hours: 36

At least 16 credit hours must be in history courses numbered 300 or above.

Requirements for the minor in history:

Twenty semester hours of credit in history.

(Students may include a maximum of 4 hours of credit from HIS 102 or HIS 103 toward a minor.)

Sociology

The goal of the sociology program is to enable students to think scientifically about societies and human behavior. The focus is on developing citizen-scholars who can apply sociological insights to understanding social issues and social problems and developing solutions to them. The sociology curriculum emphasizes the development of critical and analytical thinking and writing skills. Training in sociology provides excellent preparation for graduate and professional studies.

Sociology majors may pursue a B.A. in sociology with or without a concentration in applied sociology. The B.A. in sociology is intended to prepare students for traditional graduate programs. The applied orientation is an enriched program suitable for students preparing for graduate studies or those who will seek employment after completion of the baccalaureate degree or professional training (clinical, counseling, social work or public policy development).

Requirements for the B.A. in sociology:

SOC 100	Introduction to Sociology...	4
SOC 320	Sociology of Gender	4

or

SOC 306	Racial and Ethnic Relations	4
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or

SOC 313	Social Stratification	4
SOC 355	Social Statistics.....	4
SOC 375	Research Methods	4
SOC 410	Sociological Theory	4
SOC	Electives*	16

Semester Hours: 36

* At least 8 elective credit hours must be taken at the 300 level or above.

Requirements for the B.A. in sociology with the applied concentration:

SOC 100	Introduction to Sociology...	4
SOC 310	Applied Sociology.....	4
SOC 320	Sociology of Gender	4

or

SOC 306	Racial and Ethnic Relations	4
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or

SOC 313	Social Stratification	4
SOC 355	Social Statistics.....	4
SOC 305	Internship.....	4
SOC 375	Research Methods	4
SOC 410	Sociological Theory	4
SOC	Electives*	16

Semester Hours: 44

Note: Students may select from any other sociology courses offered as electives, or may choose an emphasis in family/gerontology indicated below. Satisfactory completion of three of the following courses will constitute an emphasis.

* At least 8 elective credit hours must be taken at the 300 level or above.

A. Family/Gerontology

SOC 202	Marriage and Family
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or

SOC 407	The Family in Global Perspective
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SOC 211	Sociology of Health
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SOC 301	Dying, Death and Bereavement
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SOC 302	Sociology of Aging
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SOC 304	Public Policy Analysis (cross-listed with GWA 304)
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SOC 404	Women and Aging
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Requirements for a minor in sociology:

Students must complete SOC 100, SOC 250 and 12 additional credit hours in sociology courses. At least 8 hours must be in sociology courses numbered 300 or higher.

International and Cultural Studies Major

Modern science has joined with humans' quest for expanded frontiers to shrink the globe both literally and figuratively, creating a

new world of exciting opportunities and challenges. Both national leaders and ordinary citizens of tomorrow must have the capacity to function in this newly globalized world if they are to reach their individual potentials. This major provides training in both breadth across the disciplines of the liberal arts and sciences, and depth in one particular functional or geographical area. It also involves both the acquisition of language skills and international study experience.

Requirements for a major in international and cultural studies:

Core:

HIS	103	World History 1500 to Present	4
GWA	201	World Affairs	4
COM	401	Intercultural Communication.....	4
REL	205	World Religions	4
ENG	312	Contemporary World Literature	4
IST	470	Senior Research Seminar in International Studies.....	3
Total Semester Hours: 23			

Electives*:

Students must take a minimum of 20 hours from the following list:

ART	269	Art History II	4
<i>or</i>			
ART	270-276	.....	4
BIO	112	Environmental Science.....	3
COM	261	World Cinema	4
COM	334	Information and the New World Order	4
CST	201	Cross-Cultural Studies... 3-4	
ENG	202	World Literature II	4
ENG	234	Multiethnic Literature and Film.....	4
ENG	324	Post-Colonial Literature and Theory.....	4
GEO	205	Principles of Resource Utilization	4
GWA	202	International Political Economy.....	4
GWA	205	Contemporary Europe.....	4
GWA	206	Contemporary Latin America	4
GWA	207	The Urban World	4

GWA	280	Introduction to Peace Studies.....	4
GWA	296	.....	4
<i>or</i>			
HIS	296	America and Vietnam.....	4
GWA	343	Third World Political and Economic Development ...	4
<i>or</i>			
SOC	226	Third World Development and Underdevelopment	4
GWA	365	Politics of East Asia.....	4
GWA	410	International Law	4
HIS	206	Slavery and Racism in Early America	4
HIS	222	Fascism and Nazi Germany	4
HIS	230	The Balkans: The Powder Keg of Europe	4
HIS	260	The Holocaust	4
HIS	300	The Middle East	4
HIS	305	The Ancient World	4
HIS	306	The Middle Ages	4
HIS	308	Renaissance and Reformation	4
HIS	312	Modern Europe.....	4
HIS	313	Latin America	4
IBS	398	Survey of International Business.....	3
IBS	403	International Economics and Finance	3
IST	270	Introduction to International Studies Research Methods	2
IST	290-299	Special Studies.....	2-4

Total Semester Hours: 20

*Electives are continuously being added, so consult your advisor.

Foreign Language:

Proof of competency in a foreign (second) language as evidenced by passing a proficiency exam or completing the intermediate II course in the language with a grade of "C" or better.

Education-Abroad Experience:

This requirement of at least 3 credits may be met through a traditional course, service-learning course, an experiential-learning course, a practicum, or an internship, as long

as it is taken abroad. The selected course may be in addition to the above listed 43 credits, or may be an international and cultural studies major core course or elective course that is offered abroad. Students who are unable to undertake an education-abroad experience must complete a comparative international experience with the approval of the international studies major advisor.

International Studies Minor

The international studies minor encompasses international coursework and experiences across a breadth of disciplines. Students are required to take:

GWA 201	World Affairs	4
GWA 202	International Political Economy.....	4

And 16 credit hours from the following, with at least two disciplines other than GWA represented:

GWA 205-207, 340 and 342-344	344,
COM 334 and 401, HIS 214, 216 and	313, SOC 226, ECO 430 and 450,
SPA 311 and 421, 422, and ENG 229	

Semester Hours: 24

Secondary Social Science Education

Students who are pursuing secondary social science education degrees must consult the *Education* section of this catalog for a complete listing of course requirements, as well as the sequence in which to take these courses.

Pre-Law

Administered by Professor James Beckman.

In accordance with guidelines recommended by the Association of American Law Schools, the University has not established a specialized pre-law major, but rather, encourages prospective law students to undertake a course of study that develops “comprehension and expression in words, critical understanding of the human institutions with which the law deals, and creative power in thinking.”

Various undergraduate majors offer appropriate preparation for law school education. The most frequently selected majors of suc-

cessful pre-law students at the University are (in alphabetical order): accounting, business management, criminology, economics, English, government and world affairs, history, psychology and sociology.

The University provides designated faculty pre-law advisors who are familiar with law-school admissions requirements, application procedures and curricula. It also sponsors pre-law forums with attorneys as guest speakers, internships in law and judicial offices, campus visits by law-school representatives, and student visits to law schools to assist undergraduates in planning for law education and careers in law.

Law and Justice Minor

This program is administered jointly by both the government and the criminology departments. Please refer to the *Criminology* section of this catalog for the requirements of this minor.

Administered by Professor James Beckman.

Urban Studies Minor

The urban studies minor utilizes economic, political and sociological perspectives to analyze processes, institutions, public policies and issues in an urban setting:

Requirements:

GWA 207	The Urban World	4
16 credit hours from among the following:		
GWA 210, 304 and 450 (1-4), BIO 112,	ECO 420, and SOC 306, 310 and	313.

Semester Hours: 20

Women's Studies Minor

Faculty: Associate Professor Hayden, Director; Professors Musante, Rynder, Tillson, VanSpankeren, N. Winston; Associate Professors E. Winston, Davis, Hidalgo-Calle.

Women's studies is an interdisciplinary undergraduate minor integrating academic departments across the University. The program encourages students to engage fully in the major activities of a liberal arts education — reading, writing, thinking and discussing with others — to consider how women's lives are differently experienced. A women's studies minor celebrates diversity,

comparing or fusing Eastern and Western perspectives.

The women's studies minor draws on numerous disciplines across the University, including communication, history, languages, literature, psychology and sociology, to explore such topics as women's accomplishments, their depictions of themselves and others, their depiction in popular culture, theories of gender roles and stereotyping, and the social and economic forces that continue to shape women's lives.

Requirements for the minor in women's studies:

Twenty semester hours of credit from the following:

GIS	101	Women's Place: A Literary Examination of a Global Issue.....	4
SOC	404	Women and Aging.....	4
WST	125	Introduction to Women's Studies.....	4
WST	212	Witchcraft and Magic in the Early Modern Atlantic World	4
WST	215	Women in American History.....	4
WST	216	Mothers and Daughters in Literature and Film.....	4
WST	220	Sociology of Gender Roles...	4
WST	238	Women's Literature	4
WST	322	Hispanic Women Writers...	4
WST	370	Women in Film and Popular Culture.....	4
WST	383	Women's Studies	4
WST	403	Women and Aging	4
WST	404	Human Sexual Behavior: Seminar	4

(Eight of the 20 semester hours of credit must be at the 300 and 400 levels, including WST 383, which is a required course for this minor.)

Additional courses approved by the program director of women's studies and by the Curriculum Committee may be used to satisfy the women's studies minor.

Certificate Program in Gerontology

The certificate program in gerontology is designed to complement a student's major area. It is not a degree program, but rather

provides an educational credential for students with an interest in aging to demonstrate that they have taken a course of study to develop their knowledge and understanding of older people in today's society.

Requirements for the certificate in gerontology:

Successful completion of four courses (14-16 credits) and the field experience. The student must earn a "C" grade or higher in each course taken.

Courses applicable to the certificate in gerontology:

SOC	301	Dying, Death and Bereavement.....	4
SOC	302	Sociology of Aging	4
SOC	403	Gerontology: The Biology of Senescence.....	4
SOC	404	Women and Aging.....	4
		(cross-listed with WST 403)	
SOC	450	Independent Study: Gerontology	4

Certificate Program in European Studies

The European studies certificate program offers students the opportunity to supplement and strengthen their academic majors with a multidisciplinary program that focuses on Europe. Its goals are to provide a fundamental understanding of the culture, history, economics and politics of the area, and to ensure that students acquire a basic competence in a European language.

A student is required to complete the following to receive a certificate (recognition will be listed on permanent transcripts).

Requirements for a European studies certificate:

A. GWA 205 Contemporary Europe... 4

B. Electives:

Choose three of the following courses:

		10 to 12	
ART	269	Hist: Survey II.....	4
HIS	222	Fascism and Nazi Germany	4
HIS	224	Russia and the West	4
HIS	230	The Balkans: The Powder Keg of Europe	4
HIS	312	Modern Europe.....	4

IBS	411	Contemporary European Business Issues.....	3
GWA	340	The Political Economy of Western Europe	4
GWA	409	Comparative Legal Systems: Western Europe	4

C. Language competency (equivalent to 12 hours)

Students must either (1) complete language training in a European language other than English up to the intermediate level, (2) complete an intensive non-English European language course offered at an approved college or university, or (3) test out of a non-English language at the intermediate level.

D. Study abroad experience (at least three hours)

Students must either (1) complete a course of study at an approved European university, (2) complete an approved study abroad travel course offered by a UT professor, or (3) complete an approved internship in Europe.

E. Experiential component

Students must either (1) participate in the European Union Simulation or (2) participate as a European country representative in the Global Village Simulation.

F. Attendance at selected European seminars and other programs

Although not required, participation in an approved internship, mentorship or service learning experience in the U.S. with a European focus is strongly encouraged.

Total number of credits required is 18-19 if language component is already completed, 30-31 if not completed.

Certificate Program in Latin American Studies

The Latin American studies certificate program offers students the opportunity to supplement and strengthen their academic majors with a multidisciplinary program that focuses on Latin America. Its goals are to provide a fundamental understanding of the culture, history, economics and politics of the area and to ensure that students acquire a basic competence in either Spanish or Portuguese.

Students are required to complete the following in order to receive a certificate

(recognition will be listed on their permanent transcripts).

A. GWA 206 Contemporary Latin America..... 4

B. Electives: three courses from the following list 10 to 12

HIS	313	Latin America	4
IBS	404	Economic Development ...	3
IBS	410	Contemporary Latin American Business Issues...	3
GWA	342	The Political Economy of Latin America	4
SPA	422	Hispanic Culture and Civilization II	4

C. Language competency (equivalent to 12 hours)

Students must either (1) complete language training in Spanish or Portuguese up to the intermediate level, (2) complete an intensive Spanish or Portuguese language course offered at an approved college or university, or (3) test out of Spanish or Portuguese at the intermediate level.

D. Study abroad experience (at least three hours)

Students must either (1) complete a course of study at an approved Latin American university, (2) complete an approved study abroad travel course offered by a UT professor, or (3) complete an approved internship in Latin America.

E. Experiential component

Students must either (1) participate as a country trade representative in the Summit of the Americas Simulation or (2) participate as a country representative for Latin America in the Global Village Simulation.

F. Attendance at selected Latin American seminars and other programs

Although not required, participation in an approved internship, mentorship or service learning experience in the U.S. with a Latin American focus is strongly encouraged.

Total number of credits required is 17-19 if language component is already completed, 29-31 if not completed.

Department of Mathematics

Faculty: Associate Professor Toro, Chair; Associate Professors Garman, Kadic-Galeb, Sumner; Assistant Professors Fowler, Miladinovic; Instructors Perry, Smedberg, Urso, Zide.

The mission of the mathematics department is two-fold: to provide service and core courses for the University, and to provide courses for mathematics and mathematical programming majors.

The mission of the program of studies leading to the major in mathematics is to provide the student with a balanced account of both the pure and applied aspects of modern mathematics. For majors in mathematical programming, the department provides a blend of mathematics and computer science. To accomplish this, the department offers courses that place emphasis on the development of mathematics through different branches in linear algebra, modern abstract algebra and analysis. In addition, the applied aspect is covered in differential equations, statistics, and discrete mathematics. Faculty offer independent study courses and the opportunity to study other aspects of mathematics and its applications.

The program prepares majors in mathematics or mathematical programming to pursue graduate studies or to enter into the marketplace.

Mathematics

Requirements for a major in mathematics:

ITM 251	Visual Basic.....	3
MAT 260	Calculus I.....	4
MAT 261	Calculus II.....	4
MAT 262	Calculus III.....	4
MAT 299	Introduction to Higher Mathematics.....	4
MAT 490	Senior Seminar.....	1
Six courses from MAT 300, 301, 308, 310, 401, 410, 420, 499	.....	24

Semester Hours: 44

Requirements for the minor in mathematics:

Twenty semester hours of credit in mathematics courses numbered 260 or higher.

Requirements for an associate's degree in mathematics: 16 semester hours of credit in mathematics courses numbered 260 or higher.

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

Mathematical Programming

Requirements for the major in mathematical programming:

ITM 251	Visual Basic.....	3
ITM 261	Web Programming.....	3
MAT 260	Calculus I.....	4
MAT 261	Calculus II.....	4
MAT 262	Calculus III.....	4
MAT 299	Introduction to Higher Mathematics.....	4
MAT 300	Differential Equations.....	4
MAT 301	Discrete Mathematics.....	4
MAT 308	Linear Algebra.....	4
MAT 490	Senior Seminar.....	1
ITM electives (not lower than ITM 251).....		6

Semester Hours: 41

Requirements for the minor in mathematical programming:

MAT 262	Calculus III.....	4
ITM 251	Visual Basic.....	3
ITM 261	Web Programming.....	3
MAT 301	Discrete Mathematics.....	4
MAT 308	Linear Algebra.....	4

Semester Hours: 18

Students who major in mathematical programming may use appropriate mathematics and information technology courses required in the major to satisfy the requirements of the general curriculum distribution.

Mathematics Education Majors

Students pursuing education degrees must consult the *Education* section of this catalog for a complete listing of course requirements, as well as the sequence in which

to take these courses. Note: At catalog press time, state legislation was pending that may affect certification requirements for education majors. For the up-to-date information, contact the Department of Education in Plant Hall 439.

Department of Psychology

Faculty: Associate Professor Cummings, Chair; Dana Professor Musante; Professors Gormly, Hekkanen, McReynolds; Associate Professors Hardin, Klepfer, Sclafani; Assistant Professors Blessing, Husband, Skowronek, Stasio, Woodson.

The mission of the Department of Psychology is to offer students a high-quality, state-of-the-field educational experience in psychology as a behavioral, cognitive, social science and applied discipline. Those majoring in psychology receive curricular and extracurricular experiences that meet or exceed all educational standards for undergraduates set by the American Psychological Association.

The **values** inherent in our teaching, advising and programming include:

- Excellence in the classroom and extracurriculum
- Professional and personable faculty-student relations
- Reliance on the rational and empirical methods of science in human enquiry
- Critical thinking and judicious consumption of information and opinions
- Active faculty involvement in scholarship and professional activities
- Experiential and service learning as adjuncts to classroom instruction
- Human diversity and cultural awareness
- Liberal arts-based, multidisciplinary understanding of human problems and prospects, including attendant ethical considerations

The Department of Psychology offers both a bachelor of arts degree and a bachelor of science degree in psychology. The B.A. degree is intended for those students who will seek employment at the baccalaureate level or

additional training in applied graduate programs (e.g., counseling, clinical, industrial/organizational, social work, organizational behavior, business administration, school psychology, guidance and counseling, law). The B.S. degree is intended to prepare students for graduate programs in the research areas of psychology (e.g., clinical, social, cognitive, biopsychology, human and animal experimental, developmental) and other graduate programs related to psychology that also require a strong natural science and mathematics background (e.g., medicine, genetic counseling, neuroscience, cognitive science). The student may not earn both a B.S. and a B.A. in psychology.

All B.A. and B.S. psychology majors must take a 19-credit-hour foundation of psychology courses, 16 credits of required courses from the various emphasis areas, and at least eight additional credits to complete either a general emphasis or one of the five specialized emphases (cognitive, social, clinical, organizational or biopsychology). The B.A. requires a minimum of 43 credits in psychology classes plus MAT 160 (4 credits), and the BS requires a minimum of 43 credits in psychology classes, plus the natural science and mathematics courses (24 credits) listed below.

Foundation for the B.A. and B.S. degrees

Three 200-level courses, including PSY 211, must be successfully completed before enrolling in any 300-level (or higher) psychology course. In addition, PSY 312 must be successfully completed before enrolling in any 400-level psychology course. Furthermore, 16 credits in psychology courses numbered 300 or higher, including one 400-level psychology class, must be taken. To fulfill the foundation requirements, complete the remaining foundation courses.

PSY	200	General Psychology	4
PSY	204	The Great Psychologists....	2
PSY	211	Statistics and Methods I....	4
PSY	220	Fundamentals of Biopsychology and Learning.....	4
PSY	312	Statistics and Experimental Methods II	4

PSY 499 Senior Capstone1

Requirements for a general or specialized emphasis for the B.A. and B.S. degrees:

A. Complete the requirements for either the B.A. or B.S. listed under each emphasis (16 credits).

B. Complete the requirements for either a general emphasis or a specialized emphasis.

1. General Emphasis Requirements: After completing the requirements for the B.A. or the B.S. listed under each emphasis, select an additional two courses from among the different emphases.

2. Specialized Emphasis Requirements: After completing the requirements for the B.A. or the B.S. listed under each emphasis, select your desired emphasis and take additional courses to bring the total number of courses in the emphasis to at least three.

Emphases in Psychology

A. Cognitive

1. *For a B.A., select one*

2. *For a B.S., select one*

PSY 227 Applied Cognitive Psychology

PSY 318 Sensation and Perception

PSY 424 Cognitive Psychology

PSY 425 Thinking

PSY 430-449 Selected Topics Course:
A seminar course involving a special topic in cognitive psychology

B. Social

1. *For a B.A., select one*

2. *For a B.S., select PSY 203*

PSY 203 Social Psychology

PSY 230 Theories of Personality

PSY 250 Health Psychology

PSY 319 The Science of Interpersonal Interactions

PSY 402 Social Psychology and the Law

PSY 404 Human Sexual Behavior

PSY 430-449 Selected Topics Course:
A seminar course involving a special topic in social psychology

C. Clinical

1. *For a B.A., select either one or none (if none, must select one from the*

organizational emphasis)

2. *For a B.S., select PSY 303*

PSY 201 Psychological Assessment

PSY 210 Development I: Child Development

PSY 303 Abnormal Psychology

PSY 317 Development II: Adulthood and Aging

PSY 430-449 Selected Topics Course:
A seminar course involving a special topic in clinical psychology

D. Organizational

1. *For a B.A., select either one or none (if none, must select one from the clinical emphasis)*

2. *For a B.S., none are required*

PSY 202 Industrial Psychology

PSY 305 Applied Psychology:
Consumer Psychology

PSY 430-449 Selected Topics Course:
A seminar course involving a special topic in organizational psychology

E. Biopsychology

1. *For a B.A., select one*

2. *For a B.S., select one*

PSY 311 Evolutionary Psychology

PSY 316 Psychopharmacology

PSY 420 Behavioral Neuroscience

PSY 430-449 Selected Topics Course:
A seminar course involving a special topic in biopsychology

Natural sciences and mathematics requirements for the B.S. Degree in Psychology

(The following courses are in addition to the psychology courses required for the B.S., and can be used to satisfy appropriate requirements in the general curriculum distribution or in other majors/minors. Grades in these courses count toward the GPA in the psychology major.)

A. Successful completion of the biology lower-core curriculum: BIO 203-204 and CHE 152-153 and CHE 154-155 and MAT 170 or MAT 260

B. Successful completion of one additional course from biology or genetics (including laboratory portion): 212, 225,

250, 300, 310, 320, 330 and 350; may take BIO 220 if PSY 311 has not been taken.

Individual study courses:

Students who meet eligibility requirements, including instructor permission, may take the following courses: Internships, Independent Study (specify the number of credits) and Senior Thesis (require permission of the instructor and the psychology chair).

PSY	405	Clinical Internship...	4 credits
PSY	406	Industrial/Organizational Internship.....	1-4 credits
PSY	407	Experimental Internship	1-4 credits
PSY	450	Independent Study.....	1-4 credits
PSY	451	Senior Thesis	4 credits

Psychology Minor

A student must complete PSY 200, 204, 211, 220 and 8 credits from psychology courses numbered 300 or higher from any of the five emphases. Internships, Independent Study, and Senior Thesis do not count toward the minor.

The Certificate of International Studies

The Certificate of International Studies prepares UT graduates to be global ready. Students within all majors at UT have the opportunity to build their credentials through this program.

The University's Quality Enhancement Plan, "Building International Competence," calls for the improvement and enhancement of international education efforts. A key aspect of this endeavor is the improved integration and coordination of the international education curriculum and initiatives.

The QEP will allow the University to:

- Bring University programs and services in international and intercultural education experiences together;
- Serve domestic and international students in international and intercultural education experiences;
- Graduate internationally competent students with enhanced skills, knowledge, attitudes and values in international and intercultural matters.

Student learning outcomes include:

- Skills – such as secondary languages, the ability to travel, study and live outside of the United States and the ability to access information about the world.
- Knowledge – the uniqueness of cultures, the appreciation of the historical contexts of different peoples and an appreciation of global affairs, including international labor, refugees, environmental degradation, and women's and children's issues.
- Attitudes/value development – a recognition and appreciation of cultural differences including intercultural sensitivity and awareness, self-awareness about their own culture and its ethnic diversity and openness to learning about the world.

Certificate of International Studies for Undergraduates

Requirements for Admission to the Certificate of International Programs

Undergraduate students must formally apply for admission to the CIS program.

The deadline for fall semester is April 15 of each year. The deadline for spring semester is Dec. 15 of each year. Applications are available through the International Programs link at www.ut.edu/international/ or in the International Programs Office.

Undergraduates must complete the following minimum requirements from each of the five domains: foreign language requirement, global knowledge courses, education-abroad experience, international activities and events and global senior capstone.

Requirements to Receive the Certificate of International Programs

Foreign Language Requirement. Students must complete at least two semesters of non-native language coursework (6-8 credit hours) with a minimum 2.75 GPA. They must also pass the intermediate level on the ACTFL Oral Proficiency Interview. International students proficient in a native language are not required to take the ACTFL Oral Proficiency Interview; however, they are still required to complete two semesters of non-native language coursework.

Global Knowledge Courses. Students are required to choose from a wide array of global knowledge courses (12-16 credit hours) during their UT experience. These credit hours may also count towards various majors, minors and other graduation requirements. The approved, but not all-inclusive list of courses may be accessed through the International Programs link at www.ut.edu/international/ or in the International Programs Office.

Education-Abroad Experience. Students must complete at least one education-abroad experience approved by the International Programs Office. Students may choose to study abroad for a semester or year, enroll in a UT faculty-led travel/study course, complete an internship abroad or fulfill community-based service learning abroad.

International Activities and Events. Students must attend two international events each semester and are required to submit one reflective essay per semester to be evaluated by their CIS advisor. Students must also demonstrate leadership in a UT organization that is internationally focused. Students will have the opportunity to actively participate in a variety of international events including the Global Village and Model UN Simulations, internationally focused symposia, UT's Global Exploration Speaker Series, international film festivals and other cultural events. Students entering the program as seniors are required to submit a minimum of five reflection essays.

Global Senior Capstone. A one-credit graded senior capstone course, GIS 499, serves to integrate the student's international experiences at UT. Students must demonstrate international savvy and present their assembled and completed portfolio. For each of the five domains outlined, students will write a reflective essay for each course, activity and event. The portfolio will be evaluated by the student's CIS advisor.

Distinction in the Certificate of International Studies

The CIS may be awarded "with distinction" to students whose experiences within the component areas are outstanding (e.g. 3.5 or higher GPA or advanced test scores on the ACTFL Oral Proficiency Interview).

Military Science

The Department of Military Science and Leadership at The University of Tampa offers the U.S. Army Reserve Officers' Training Corps program for both men and women. The curriculum includes 16-24 credit hours of elective instruction over two to four years taught by Military Science and Leadership Department faculty. The MSL 100- and 200-level courses focus on fundamental leadership principles and may be taken without any military service obligation. The MSL 300- and 400-level courses focus on advanced leadership concepts and are open only to contracted Army ROTC cadets.

The Air Force Reserve Officers' Training Corps is offered under an intercampus agreement with the University of South Florida. The curriculum includes 12 to 16 course hours of instruction taught by active-duty Air Force officers over a two- to four-year period.

The Naval Reserve Officers' Training Corps program is offered under an intercampus agreement with the University of South Florida. The curriculum includes courses in naval science and leadership taught by active-duty Naval officers over a four-year period.

Department of Military Science and Leadership (Army ROTC)

Military Science and Leadership Faculty: Professor Lt. Col. Proctor; Assistant Professors Maj. Parker, Maj. Collet, Maj. Padjune; Instructors Master Sgt. Bailes, Sgt. First Class Davilla.

The Department of Military Science and Leadership, in cooperation with the United States Army, offers the U.S. Army Reserve Officers' Training Corps program. Since 1971, this program has provided an opportunity for both men and women to earn a commission in the active Army, Army Reserve

or Army National Guard upon graduation. Experienced Army leaders with the primary objective of training and developing future leaders teach MSL classes and labs. Students register for a program ranging from two to four years, depending upon their previous college and military experience. The four-year program requires a student to complete 24 elective credit hours of college instruction and the Leader Development and Assessment Course, whereas the two-year program requires only 16 credits and LDAC completion. LDAC is a four-week leadership internship (MSL 303) usually attended between the junior and senior years, and can be counted as three general elective credits. MSL 100- and 200-level courses (Army ROTC basic courses) are open to all students without incurring a military service obligation. MSL 300- and 400-level courses (Army ROTC advanced courses) are open only to contracted Army ROTC cadets. Army ROTC physical training sessions and leadership laboratories are open only to contracted Army ROTC cadets and those students who meet required medical screening and approval by the professor of military science. Successful completion of the Army ROTC program, in conjunction with the award of an undergraduate degree, qualifies the student for commissioning as a second lieutenant in the United States Army, Army Reserve or Army National Guard. Graduates selected to serve on active duty start with an annual salary ranging from \$40,000-50,000 plus health insurance, retirement, 401K, 30 days paid vacation, life insurance and other benefits. Those selected to serve with the Army Reserves or Army National Guard are able to pursue their chosen civilian careers.

Students interested in the Army ROTC program should see the ROTC recruiting operations officer or any MSL department representative for additional information concerning admission criteria, scholarships and placement. Veterans, graduate students and those with prior JROTC or Civil Air

Patrol experience are encouraged to inquire about special accelerated programs designed to meet their needs.

Interested students can apply for consideration for the Army ROTC Scholarship and the UT Incentive Scholarship awards. These are competitively granted and cover all tuition and fees, average cost of room and board, and as much as \$1,200 a year for books. Scholarship cadets also receive a monthly stipend ranging from \$300 for freshmen to \$500 for seniors for each of their 10 months in school.

The Military Science and Leadership Department (Army ROTC) can be contacted by calling (813) 258-7200. The department website is www.ut.edu/rotc.

Military Science Minor

The Department of Military Science and Leadership (Army ROTC) offers a minor in military science for contracted Army ROTC cadets.

Requirements for a minor in military science (courses may be substituted with department approval):

MSL 301	Adaptive Tactical Leadership.....	3
MSL 302	Leadership in Changing Environments.....	3
MSL 303	Leader Development and Assessment Course.....	3
MSL 401	Developing Adaptive Leaders.....	3
MSL 402	Leadership in a Complex World.....	3
MSL 203/HIS 210.....		4
ENG 117/HIS 300.....		4
PSY 200/SOC 100.....		4
CRM 210/PHL 202		4
One of the following:		
MGT 330, PSY 203, 305		3-4
One of the following:		
HIS 406, GWA 202, 314, 340, 342, 343, 410		4

Semester Hours: 38-39

It is the responsibility of the student to ensure that the above course requirements are met. In select cases, some courses may be substituted for others. In addition to the above, the student must successfully complete the ROTC basic course requirements,

MSL 303 (Leader Development and Assessment Course) and be recommended for commissioning by the professor of military science.

Department of Aerospace Studies (AFROTC)

Faculty: Professor (USF) Wright; Assistant Professors (USF) Carruthers, Fike, Newsome.

The Air Force Reserve Officers' Training Corps is offered under an intercampus agreement with the University of South Florida. Most courses and the Leadership Lab are taught at USF, a GMC level course (i.e. either AFR 1101, 2130 or 1120, 2140) is taught on the UT campus. Registration for all courses is through The University of Tampa, and UT grants course credit.

The curriculum includes 12-16 course hours of instruction by active-duty Air Force officers over a two- to four-year period. A student who completes the AFROTC program receives an Air Force commission as a second lieutenant, and is guaranteed a position in the active-duty Air Force at a starting salary of approximately \$45,000 per year without basic allowance for housing.

AFROTC is offered as either a two- or four-year program. The four-year program normally requires a student to successfully complete all degree requirements for a bachelor's degree, 16 course hours of AFROTC classes, and a four-week field-training encampment between his/her sophomore and junior years. The two-year program gives students who do not enroll in AFROTC during their freshman or sophomore years the opportunity of taking AFROTC. Students should apply for the two-year program by December of their sophomore year. The student attends a six-week field-training encampment in the summer prior to program entry. Upon entering the program, the student then completes all undergraduate degree requirements, and 12 credit hours of AFROTC courses.

ROTC students take a 1.8-hour non-credit leadership laboratory in addition to the aca-

demetic classes. Students wear the Air Force uniform during these periods, and are taught customs and courtesies of the Air Force. Leadership Laboratory is open to students who are members of ROTC, or who are eligible to pursue commissions as determined by the professor of aerospace studies.

AFROTC four-, three-, and two-year scholarships are available for eligible applicants. Depending on student qualifications, these scholarships pay all tuition, fees, books and provide a monthly tax-free stipend. Those interested in more information about scholarship criteria should contact the AFROTC department at USF.

Students interested in enrolling in the four-year or two-year program can begin registration procedures through the ROTC office in CWY 407 at USF before registering for the appropriate "AFR" course through The University of Tampa. Veterans, active-duty personnel and graduate students are encouraged to inquire about special accelerated programs designed for them. The AFROTC phone number is (813) 974-3367.

Students seeking a minor in aerospace studies must complete 16 credit hours of study. The student must complete at least 12 hours in the following core courses:

AFR 3220	Air Force Leadership and Management I	3
AFR 3231	Air Force Leadership and Management II.....	3
AFR 4201	National Security Affairs and Preparation for Active Duty 1	3
AFR 4211	National Security Affairs and Preparation for Active Duty 2.....	3

The remaining hours of study must be a combination of 4 hours from any of the following courses:

AFR 1101	Foundations of the United States Air Force Part 1	1
AFR 1120	Foundations of the United States Air Force Part 2	1
AFR 2130	The Evolution of USAF Aerospace Power Part 1	1
AFR 2140	The Evolution of USAF Aerospace Power Part 2	1
MSL 101	Leadership and Personal Development.....	2

MSL 102	Introduction to Tactical Leadership	2
MSL 201	Innovative Team Leadership	2
MSL 202	Foundations of Tactical Leadership	2
MSL 203	American Military History 4	
MSL 301	Adaptive Tactical Leadership	3
MSL 302	Leadership and Changing Environments	3
MSL 401	Developing Adaptive Leaders.....	3
MSL 402	Leadership in a Complex World	3
MGT 330 or MGT 340		
HIS 210, 222, 224, 225, 230, 296, 300, 406, 413, 414		

Additional requirements: In order for the student to minor in aerospace studies, a minimum GPA of 2.0 is required in all courses used to satisfy the minor. Grades less than "C/D" or "S" from other institutions will not be accepted. Students will not be able to use credit through exam, internship or independent study for application to the minor.

AFR 2940 Basic Aerospace Internship is an AFROTC Field Training program requiring cadets to complete a four- or six-week term of evaluation under the guidance of Air Force staff. This requires selection and permission of the professor of aerospace studies.

Naval Science Naval ROTC

Location/Phone: CWY 406, 813-974-4789

Office Hours: 8 a.m.-5 p.m., Monday through Friday

Web Address: <http://web.usf.edu/nrotc>

E-mail Address: naval@nrotc.usf.edu

Naval Science Faculty: Professor Capt. Michael P. McNellis, USN; Assistant Professors Cmdr. Eric Coleman, USN, Lt. John Kehoe, USN, Lt. Matthew Lovitt, USN, Capt. Matthew Haley, USMC.

The Naval Science Program at the University of South Florida is administered by the Naval Reserve Officers' Training Corps

unit. This program affords selected men and women the opportunity to receive instruction in Navy specified courses which, in conjunction with the baccalaureate degree, will qualify them for a commission in the United States Navy or Marine Corps. Students enrolled in the University who are physically and mentally qualified are eligible to apply for the NROTC program. As naval officers, USF NROTC graduates become eligible for varied careers, serving in aviation squadrons, on surface ships, on submarines in the nuclear power programs at naval installations all over the world, or in the numerous sub-specialties as an officer of the Marines Corps. With the consent of the professor of naval science, any student, although not enrolled in the NROTC program, is eligible for enrollment in naval science courses. The USF NROTC Unit offers participation through four programs: (1) the Navy-Marine Corps Four-Year Scholarship Program, (2) the Navy-Marine Corps College Program, (3) the Two-Year NROTC College Program, and (4) the Two-Year NROTC Scholarship Program.

The Navy-Marine Four-Year Scholarship Program — The NROTC Scholarship Program is open to young men and women of all races, creeds and national origin who are United States citizens. Students are selected on their own merit to become officers in the United States Navy and Marine Corps. Scholarship students are appointed Midshipmen, U.S. Navy Reserve. The Navy pays for tuition, fees, textbooks, uniforms, and a monthly subsistence allowance of up to \$400 for four years. Scholarship students are normally selected through national competition during their senior year in high school. Each year, 10 professor of naval science scholarships are available through a competitive selection process to Black and Hispanic students with academic potential who have yet to demonstrate their performance in a college environment or who have completed at least one, but not more than two semesters of course work at the University with a cumulative GPA of 3.0 or better and with no grade below "C." Although it is not a requirement, a student in the NROTC Scholarship Program is encouraged to pursue a major in engineering, mathematics, chem-

istry, or physics to meet the technological requirements of the Navy. Other fields of study for a major leading to a baccalaureate degree are permitted, with the approval of the professor of naval science. Regardless of the major, every scholarship student must complete one year of calculus-based physics and one year of calculus.

Students must include certain Navy specified courses in their program and complete a program of courses as prescribed by the professor of naval science. Upon graduation and successful completion of the naval science curriculum, the midshipman will receive a commission as ensign in the U.S. Navy or second lieutenant in the U.S. Marine Corps and serve on active duty for a minimum of four years.

The Navy-Marine Corps College Program (Non-Scholarship) — The NROTC College Program is designed to train and educate well-qualified young men and women for commissioning. Selected students are appointed as midshipmen in the Naval Reserve prior to commencement of the advanced course in the junior year. The Navy pays for uniforms and naval science textbooks during the four-year period, and during the junior and senior years, pays the midshipman up to \$400 per month subsistence allowance. Each student is selected for enrollment in the program on the basis of past academic performance, potential, personal interviews, and a physical examination. A college program midshipman only acquires a military service obligation after entering the advanced courses at the beginning of the junior year.

Although there are no restrictions on the major college program students may pursue, it is highly recommended that they pursue a course of study similar to that of scholarship students. Students must also include in their program certain Navy specified courses and a program of courses in naval science. Students, upon graduation and successful completion of the naval science curriculum, receive a commission as an ensign in the U.S. Navy or a second lieutenant in the U.S. Marine Corps and serve on active duty for a minimum of three years.

Two-Year NROTC College Program (Non-Scholarship) — The USF NROTC offers, on a limited basis, a two-year national non-scholarship program designed specifically for students commencing their third year of college, who were not enrolled in the NROTC program during their freshman and sophomore years. Applications must be submitted during the sophomore year by the first of March to permit processing, personal interviews, and a physical examination. Qualifications for acceptance to this program include demonstrated ability to complete college level science and math courses. Upon acceptance into this program, the student attends a six-week intensive course at the Naval Science Institute in Newport, RI, in the summer prior to commencing the junior year of study. Students in a five-year engineering curriculum may attend the institution between their third and fourth years. The six-week summer course qualifies the student for enrollment in the NROTC program at the junior level. During the student's attendance at the Naval Science Institute, the Navy provides room and board, books, uniforms, and transportation from home and return, as well as pays the student approximately \$365 per month. Upon successful completion of the course, the Navy pays for uniforms, naval science textbooks and up to \$400 subsistence allowance.

Students must also include in their program certain Navy specified courses and a program of courses in naval science. Students, upon graduation and successful completion of the naval science curriculum, receive a commission as an ensign in the U.S. Navy or a second lieutenant in the U.S. Marine Corps and serve on active duty for a minimum of three years.

Two-Year NROTC Scholarship Program — The two-year scholarship program is administered in the same manner as the two-year non-scholarship program, except that a student who has excelled in a math, physical science, or engineering major and who has demonstrated above average performance in integral calculus may be selected for a two-year full tuition scholarship, to be awarded upon successful completion of the six-week period of training at the Naval

Science Institute. In addition to the full-tuition scholarship, the student will receive up to \$400 subsistence per month, books, and lab fees.

Regardless of the major, every scholarship student must complete one year of calculus-based physics and one year of calculus. Students must include certain Navy specified courses in their program and complete a program of courses as prescribed by the professor of naval science. Upon graduation and successful completion of the naval science curriculum, the midshipman will receive a commission as an ensign in the U.S. Navy or a second lieutenant in the U.S. Marine Corps and serve on active duty for a minimum of four years.

Summer Training — The NROTC Scholarship Program student is required to complete training of approximately four weeks during each of the three summer recesses. During the first summer period, each scholarship student will receive instruction in aviation training, marine combat training, surface warfare indoctrination, and submarine indoctrination either in Norfolk, VA, or San Diego, CA. The second summer training will be performed aboard operational ships of the U.S. Fleet. During the third summer, candidates for U.S. Navy commissions will perform training aboard operational ships or aviation squadrons as a junior officer. The student who qualifies for nuclear propulsion training may elect to cruise on nuclear powered ships or submarines. Some midshipmen cruise with allied navies through the Midshipman Foreign Exchange Program. Transportation costs to and from the training sites, subsistence, quarters, and pay of approximately \$365 per month will be paid to every participating student. The candidates for U.S. Marine Corps commissions will perform training at the U.S. Marine Corps Base, Quantico, VA. The Marine Option NROTC Summer Training Program, "Bulldog," is a six-week training program designed to prepare midshipmen for appointment to commissioned grade by providing basic military instruction and physical training. An evaluation of midshipmen is made to ensure that they possess the leadership as well as academic and physical qualifications

required for appointment to commissioned grade in the Marine Corps. Female midshipmen participate in all NROTC curriculum requirements and activities, including cruises aboard selected ships. A woman who has qualified for Marine Option Summer Training at Quantico attends the Woman Officer Candidate Course in Quantico, VA.

Specified University Courses: In addition to satisfying requirements for a baccalaureate degree, the student must satisfactorily complete the following four-year curriculum guide, including required naval science courses and specified University courses.

Freshman YearSem. Hrs.

NAV 1110 Introduction to Naval Science (Note 1).....3

NAV 1140 Sea Power and Maritime Affairs (Note 1)3

NAV 1101L Naval Science Lab0

Sophomore Year

NAV 2231 Principles of Naval Management I (Note 1)....3

NAV 2212C Navigation (Note 2)3

NAV 2221 Evolution of Warfare (Note 3).....3

NAV 1101L Naval Science Lab0

MAT 260, 261 Calculus I, II8
Engineering Calculus (Note 4)

Junior Year

NAV 2121 Naval Ships System I (Note 2).....3

NAV 3123 Naval Ships Systems II (Note 2).....3

NAV 1101L Naval Science Lab0

PHY 200, 201 Physics I, II (Note 4)10

Senior Year

NAV 3214C Navigation/Naval Operations II (Note 2)3

NAV 4232 Principles of Naval Management II.....3

NAV 4224 Amphibious Warfare (Note 3).....3

NAV 1101L Naval Science Lab0

NOTES:

(1) Undergraduate naval sciences required to be completed for a scholarship student before fall semester junior year.

(2) Upper division naval science courses required of Navy Options and not required of Marine Options.

(3) Required of Marine Option midshipmen only.

(4) One year each of calculus and calculus-based physics is required for every Navy option scholarship student. It is recommended, but optional for College Program and Marine Options.

Furnished Items — All uniforms, textbooks, and equipment needed by the student for naval science courses are furnished by the Navy.

Use of Navy Science courses as University Electives — Academic departments within the University may, according to their own policies, accept naval science courses as electives to fulfill requirements in their academic program.

Naval Science Minor — Upon successful completion of the four-year Naval Science Program, a student may be awarded a minor in naval science. Specific requirements should be arranged with the student's academic department.

Naval Science Laboratory — The naval science curriculum includes a weekly three-hour laboratory covering professional and military subject matter. Attendance is mandatory for all midshipmen.

School of Continuing Studies

The mission of UT's School of Continuing Studies is to extend the instructional resources of the University to adult students in the Tampa Bay area who want to study part time through the Evening College.

Evening College

The Evening College is designed to provide quality education to adults seeking a flexible, part-time evening program.

Complete baccalaureate degree programs are offered during the evening in the areas listed below.

Degree:	Bachelor of Science
Majors:	Accounting Criminology Finance Financial Services Operations and Systems Management Management Information Systems Marketing
Degree:	Bachelor of Arts
Majors:	Communication English Psychology Writing
Degree:	Bachelor of Fine Arts
Majors:	Graphic Design
Degree:	Bachelor of Liberal Studies
Concentrations:	Humanities Social Sciences Interdisciplinary Studies

General Curriculum Distribution Requirement

Evening College students are required to complete a core of general education coursework. Please refer to the *UT Academic Experience* section in this catalog.

Evening College Features:

- Small classes provide close and informal interaction between students and instructors. Instructors are chosen from UT faculty and experts from the professional community, a balance that enhances the theoretical and practical dimensions of the curriculum.
- Knowledgeable, student-oriented faculty and staff who are sensitive to the concerns of adult learners.
- Admissions and registration procedures that may be completed by fax, e-mail, online, or mail, as well as in person.
- A full range of evening support services, including computer labs and Internet access, career counseling, academic advising, tutoring, library, food services and after-hours availability of many administrative offices. Evening College staff is available until 6 p.m. on evenings when classes are held.
- Preliminary review of transfer credits available during admissions appointment.
- Individual degree programs tailored to fit specific needs and goals.
- An Evening College staff that provides admissions counseling and liaison with other University departments.
- Faculty advisors to assist students in degree planning. Each student is assigned a faculty advisor.

Admission Requirements

Applicants must have graduated from high school or have earned a GED. Official high school transcripts and official transcripts from all previously attended post-secondary institutions are required. Students who have earned a GED must provide GED scores and a high school transcript up to the date of withdrawal. Neither SAT nor ACT scores are required for applicants who have been out of high school for at least two years. Applicants with associate's degrees need to provide only official transcripts from all post-secondary institutions verifying degree. The Test of English as a Foreign Language (TOEFL) is

required for international students. There also is a nonrefundable \$40 application fee.

Please contact the School of Continuing Studies at (813) 253-6249 or e-mail scs@ut.edu for additional information or to schedule a counseling appointment.

Evening College students who wish to enroll or change their status to become full- or part-time day students must apply by the following dates: May 1 for the fall term, Dec. 1 for the spring term, and April 1 for the summer terms. Students must complete the regular undergraduate admissions application and meet all academic requirements for admission as a full- or part-time day student. Please refer to cost of attendance for undergraduate day students.

Registration Procedures

Evening College students can register in person, by mail, fax or e-mail or online. Registration information is published in class schedules each term or is available at www.ut.edu. Continuing Studies staff is on hand to assist during evening registration hours. The office of the School of Continuing Studies is open until 6 p.m. Monday through Thursday and until 5 p.m. on Friday.

Tuition

Evening College tuition is \$305 per credit hour. Most courses are 3 or 4 credit hours. Students may enroll for up to 8 credit hours per term. Evening College students are assessed a part-time student services fee of \$35 per semester.

Financial Aid

- Many companies support employees' efforts with tuition assistance plans. The University requires only half of each semester's tuition on the final payment day of each term if the student furnishes a signed statement verifying employment and stating the terms of his or her company's reimbursement plan.

- Evening College (part-time) students who qualify may be eligible for State and Federal financial aid. See the *Financial Aid* section of this catalog.

- Current and retired members of the U.S. Armed Forces (including National Guard and Reserves) may be eligible for tu-

ition benefits. Information is available from any military education officer.

- The University accepts VISA and MasterCard.

Scholarships

The School of Continuing Studies offers a few scholarships to Evening College students. Criteria for the awards are high academic performance/potential and financial need. Students who wish to be considered for these scholarships should complete the Free Application for Federal Student Aid (FAFSA) available in the School of Continuing Studies, Financial Aid offices, or online at www.fafsa.ed.gov.

How to Get Started

1. Call the Evening College for information and an appointment at (813) 253-6249.

2. Schedule a personal advising appointment. A counselor will discuss your educational needs, assess potential transfer credits and explore degree options.

3. Complete your application and send it to admissions. Online applications are available at www.ut.edu. Request official transcripts from all previously attended colleges/universities and your high school (if you do not have an associate's degree) to be mailed to the University.

Degree Requirements

Evening College students must complete the same degree requirements for their major as regular undergraduates. These requirements can be found as follows:

- Degree requirements for degrees in accounting, finance, financial services operations and systems, management, management information systems and marketing are outlined in the *John H. Sykes College of Business* section of this catalog.

- Degree requirements for degrees in communication, criminology, English, graphic design, psychology and writing are outlined in the College of Arts and Letters and College of Social Sciences, Mathematics and Education sections of this catalog.

Degree requirements for the Bachelor of Liberal Studies are outlined below.

Bachelor of Liberal Studies

The Bachelor of Liberal Studies (BLS) degree is designed to permit mature students to choose an interdisciplinary concentration in humanities, social sciences or interdisciplinary studies in lieu of a traditional major. The BLS program is designed for adult learners who are interested in a broad, liberal arts education to complement their real-world experiences.

General Curriculum Distribution Requirements

(Applies to the BLS degree only)

Academic Skills..... 16

ENG 101 Composition and Rhetoric I.....4

ENG 102 Composition and Rhetoric II4

One course (4 hours) from:

PHL 201 Logic.....4

or

PHL 212 Critical Thinking4

One course (4 hours) from:

SPE 200 Oral Communication.....4

or

SPE 208 Speech for Business and the Professions.....4

Liberal Studies 19

1. Humanities/Fine Arts 4

2. Natural Sciences 3

3. Social Sciences 4

4. Electives (from any of the above)... 8

Non-Western/Third World Course... 4

(Please refer to the *UT Academic Experience* section of this catalog.)

International/Global Awareness

Course 4

(Please refer to the *UT Academic Experience* section of this catalog.)

Art/Aesthetic..... 3-4

Special BLS Degree Provisions

Courses used to satisfy requirements in the general curriculum distribution cannot be used to satisfy requirements in the student's chosen area of concentration.

Credit earned to fulfill the requirements of the humanities/fine arts portion of the liberal studies component may be in either appreciation or studio courses, but studio credit must be limited to two hours.

Credit earned to fulfill the requirements of the natural sciences component may be either laboratory or non-laboratory courses.

At least 15 hours of the 42-hour concentration and at least eight hours of each of the interdisciplinary areas of study must be earned at the University.

Students at the University take at least three courses designated as "Writing Intensive."

Concentration in Humanities Degree Requirements

A. General Curriculum Distribution

Minimum Credits 46-47

B. Concentration Requirements..... 42

Choose at least two courses from three of the following areas:

1. English
2. Modern languages
3. Philosophy/religion
4. Communication/writing

Twenty-four hours are required as the basic core for the concentration, plus any 18 hours from humanities area courses. At least 16 hours must be earned in 300- or 400-level courses.

C. General Electives..... 35-36

Total Semester Hours:124

Concentration in Social Sciences Degree Requirements

A. General Curriculum Distribution

Minimum Credits 46-47

B. Concentration Requirements..... 42

Choose at least two courses from three of the following areas:

1. History
2. Psychology
3. Criminology/Sociology
4. Government and World Affairs/Urban Studies

Twenty-four hours are required as the basic core for the concentration, plus any 18 hours from social sciences area courses. At least 16 hours must be earned in 300- or 400-level courses.

C. General Electives..... 35-36

Total Semester Hours:124

Concentration in Interdisciplinary Studies Degree Requirements

A. General Curriculum Distribution

Minimum Credits 46-47

B. Concentration Requirements... 48-51

Select a combination of any two of the following areas of study:

1. Business Administration 30

Lower-Level Business Core 18

ACC 202 Financial Accounting3

ACC 203 Managerial Accounting.....3

ECO 204 Principles of
Microeconomics3

ECO 205 Principles of
Macroeconomics.....3

ITM 210 Managerial Statistics I3

ITM 220 Information Systems3

Business Administration Cluster 12

FIN 310 Financial Management.....3

MGT 330 Principles of Management...3

MKT 300 Principles of Marketing.....3

Plus one of the following:

MGT 335 Essentials of Corporate
Responsibility3

IBS 397 Global Organizational
Behavior3

IBS 398 Survey of International
Business.....3

ITM 361 Operations Management...3

2. Fine Arts 24

ART Any studio course4

MUS 102 Music for Life3
(MUS 191 World Music may be
substituted)

THR/SPE/DAN.....4

Eleven hours are required as basic core for the concentration, plus any 13 hours from art, music, drama, speech, theater and dance.

3. Humanities 24

Choose at least one course each from three of these areas:

a. English4

b. Modern languages.....4

c. Philosophy/religion.....4

d. Communication/writing.....4

Twelve hours are required as basic core for the concentration, plus any 12 hours from Humanities area courses.

At least eight hours must be earned in 300- or 400-level courses.

4. Social Sciences 24

Choose at least one course each from three of these four areas:

a. History4

b. Psychology4

c. Criminology/sociology.....4

d. Government and world affairs/urban
studies.....4

Twelve hours are required as basic core for the concentration, plus any 12 hours from social sciences area courses.

At least eight hours must be earned in 300- or 400-level courses.

General Electives 33-30

Total Semester Hours:124

Prior Learning Credit

A special component of the Bachelor of Liberal Studies degree is a provision for earning prior learning credit (also known as experiential learning). In addition to earning credit through such testing programs as CLEP and DANTES, students can earn a maximum of 10 semester hours of credit for verifiable expertise gained from current or previous work-related experiences. Such experience must parallel the content in existing University of Tampa courses.

Prior learning credit may be applied to any part of the BLS degree, except the general curriculum distribution. Students seeking prior learning credit should contact the School of Continuing Studies.

A prior learning credit evaluation fee of \$100 per course title must be paid by the student at the time of evaluation.

Summer Sessions

The University's summer sessions offer excellent learning and professional advancement opportunities. More than 150 credit courses are offered during the months of May through August.

Summer classes are scheduled so that students may take more than one course per session. One session allows students to complete courses by the end of June, and another session provides courses for those students who prefer to study in late summer. A 12-week session begins in May and ends in August. Of course, students may attend all sessions.

Graduate Programs

Graduate programs offered at The University of Tampa include the Master of Business Administration (MBA), Master of Science in Accounting (MSA), Master of Science in Finance (MS-FIN), Master of Science in Marketing (MS-MKT), Master of Science in Technology and Innovation Management (MS-TIM), Master of Arts in Teaching, Master of Education in Curriculum and Instruction and Master of Science in Nursing. These programs are designed to prepare students for advanced leadership roles in the community.

Policies and Procedures

Student Responsibility

Each student is responsible for the proper completion of his or her academic program, for familiarity with The University of Tampa Catalog, for maintaining the grade point average required, and for meeting all other degree requirements. The advisor will counsel, but the final responsibility remains that of the student. The academic procedures are outlined to enable graduate students to gain the greatest benefit from a planned course of study and to assure that all graduation requirements are satisfied in the planned sequence. Graduate students should refer also to the Academic Calendar in the front of this catalog. In addition, reference should be made to the Academic Policies and Procedures chapter for University-wide policies on frequency of course offerings, semester hour credits, dropping and adding courses, incomplete work, special studies courses, absences, grade reports, withdrawal from the University, and commencement exercises.

Each student is responsible for maintaining communication with the University and keeping on file with the Registrar's Office at all times a current address, including ZIP or postal code, and telephone number.

Residency

For the master's degree, a minimum of 75 percent of the required program hours must be earned at The University of Tampa. Exemptions must be addressed in writing to the Graduate Appeals Committee.

Graduate Retention Standards

Graduate students must have a minimum 3.0 GPA in both their required courses and cumulative GPA to graduate. Students who fall below a 3.0 GPA will have an 8-hour probationary period in which to raise their grades to a 3.0 GPA. Students failing to do so will be dismissed. MSN, M.Ed. and MAT students are eligible for this opportunity only once throughout their academic programs. If a student's GPA falls below 3.0 a second time, he or she will be academically dismissed.

Conditionally admitted MBA, MS-FIN, MS-MKT, MSA or MS-TIM students who fall below a 3.0 GPA in their first 8 hours will be dismissed.

Conditionally admitted MSN students who fail to earn a grade of "B" or higher in the first 8 credits of graduate work will be dismissed.

MAT and M.Ed. students who fail to earn a "B" or higher in the first 12 credits of graduate work will be dismissed. Continuation in the MAT program also is contingent on successful completion of apprenticeships.

No grade below "C" will be accepted toward a graduate degree or certificate completion. MSN/Post-MSN students cannot earn more than two grades below a "B." If they do, they can repeat up to two courses, but the original grades will not be removed from the student's academic record. A third grade below "B," regardless of grades in repeated courses, will result in academic dismissal. Furthermore, MSN students who receive less than a "B/C" in a practicum course will be required to repeat that course.

Graduation Honors

Students with an overall GPA of 4.0 in graduate-level coursework will be recognized at graduation with highest honors. Students who graduate with an overall GPA of 3.9 through 3.99 will be recognized as graduating with honors. Students with a GPA of 3.8 through 3.89 will be honored with a certificate of academic excellence.

Repeating of Courses

Upon approval of the director of the graduate program, a student may repeat (once) a maximum of two courses in which he or she received a grade below "B." The original grade received will not be removed from the student's academic record.

Graduate Admission Appeals

An applicant whose application for admission has been denied should follow these procedures:

1. Contact the appropriate program director and request reconsideration and clarification of the decision.
2. If not satisfied, the applicant may submit his or her case to the Graduate Appeals Committee, which will render a decision in the case.
3. The decision of the committee may be appealed to the dean of graduate studies. The decision of the dean is final.

Graduate Academic Appeal

The following policy applies to disputes over academic decisions:

1. The student should discuss the situation with the faculty member involved.
2. If the dispute remains unresolved, the student should contact the appropriate department chair or program director in writing.
3. If still not satisfied, the department chair or student may submit his or her case to the Graduate Appeals Committee, which will render a decision.
4. The student may appeal the decision of the Graduate Appeals Committee to the dean of graduate studies. The decision of the dean is final.

Admission to Candidacy and Application for a Master's Degree

A student should complete his or her application for degree with the student advisor upon completion of 21 semester hours of acceptable graduate work or in the semester prior to graduation (whichever comes first). When signed and approved by the director and submitted to the registrar, this form constitutes a formal admission to candidacy and application for degree. The deadlines for submitting this form to the Office of the Registrar are no later than the previous March 1 for December graduation, and no later than the previous Oct. 31 for May or August graduation.

Master of Science in Nursing students have to successfully complete the oral examination before they achieve candidacy.

Master of Arts in Teaching students also must complete all three portions of the Florida teacher certification examinations to be eligible for candidacy.

Time Limit

A student is allowed seven years from the time graduate work has begun, whether at UT or elsewhere, in which to complete the degree. Under certain circumstances, the student, with approval from the director, may revalidate, by examination, courses that are outdated by the time limit.

Tuition and Graduate Fees

Graduate tuition is \$472 per credit hour for part-time and fulltime MBA, MAT, MED and MS programs, and \$595 per credit hour for the Saturday MBA program. A \$35 student service fee is assessed each term. Qualified candidates may audit a course with approval. Tuition for audit courses is 50 percent of the graduate tuition rate. Auditors earn no credit.

Recommended Computing Standards for UT Students

(See *Student Services* section of this catalog.)

Financial Aid

Please refer to the Financial Aid section in this catalog for more information or contact the Financial Aid Office at (813) 253-6219.

Housing

On-campus housing placement and off-campus housing information services can be obtained by contacting The University of Tampa's Office of Residence Life at (813) 253-6239.

Graduate Studies in Business

John H. Sykes College of Business

Vision

We will build outstanding careers and organizations worldwide.

Mission and Values

We pursue this vision through an exceptionally engaged learning community of students, teacher-scholars, staff and community partners committed to five core values:

- **People First** — We recognize that success depends upon our ability to attract, develop and support talented faculty, staff and students.
- **Challenge** — We deliver academically challenging educational programs that develop the critical competencies and leadership capacities essential for life-long learning and successful professional lives.
- **Teaching Excellence** — We emphasize teaching excellence and high-quality, student-centered learning experiences while promoting active, practical and diverse scholarship.
- **Professionalism** — We support an environment that values innovation and achievement with the highest professional standards.
- **Partnership** — We address real-world issues through extensive outreach activities and partnering on a local and global basis.

Essential Competencies

We create and deliver truly distinctive programs and services that develop:

- **High-Performance Leadership** — An ability to confidently lead oneself and others for sustainable high performance.
- **Global Effectiveness** — An ability to perform effectively across cultures in addressing critical global challenges.
- **Technology Mastery** — An ability to enhance personal and organizational performance through technology.
- **An Innovative Mindset** — An ability to think and act creatively for continuous improvement.
- **Business Expertise** — An ability to contribute strategically through highly developed functional business skills.

Accreditation

The University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Associate, Baccalaureate and Master's degrees. The John H. Sykes College of Business also is accredited by AACSB International — the Association to Advance Collegiate Schools of Business.

Admission

Admission to UT's John H. Sykes College of Business graduate programs is competitive and based on a number of important factors. Part-time/full-time MBA, MSA, MS-FIN and MS-MKT applications are continually processed with admissions deadlines for fall and spring terms. Please check the Web page at www.ut.edu for priority, final and international deadlines. Saturday MBA and MS-TIM applications are for fall sessions. Individual interviews may be required in some cases. All students admitted must have earned four-year undergraduate degrees or equivalent from a regionally accredited college or university. A specific undergraduate major is not required.

Students entering the programs are expected to be competent in mathematics, have strong communication skills (both written and oral), and be competent with the use of computers. It is the student's responsibility to develop these proficiencies through

coursework and self-study. Students entering the MS-TIM and Saturday MBA programs are expected to have five years of relevant work experience, with at least two years in a management position. MS-FIN and MS-MKT candidates are expected to have three or more years of relevant work experience or a threshold score on the GMAT.

Admission Classifications

There are three classifications for admission:

1. Full Degree-Seeking
2. Non-Degree-Seeking
3. Professional Certification

Full Degree-Seeking Students

In order to be considered for acceptance as a full degree-seeking student, the applicant must meet the following minimum criteria:

- Sufficient Graduate Management Admissions Test (GMAT) scores or Graduate Records Examination (GRE) scores on the verbal and quantitative components are required for the part-time and full-time MBA and MSA programs. Students who have completed master's degrees at regionally accredited institutions are exempt from the GMAT requirement. The GMAT is required for MS-TIM, MS-FIN, MS-MKT and Saturday MBA applicants, but may be waived if a student submits sufficient evidence of relevant professional work experience. Those who do not submit GMAT scores must submit evidence of work and professional accomplishments.

- GPA of 3.0 or higher for all previous college work

International applicants are required to submit the following:

- TOEFL score report with a minimum score of 577 (230 CBT)

UT students who wish to complete the Bachelor of Science in Chemistry (Biochemistry)/MBA joint program receive provisional acceptance into the program at the end of the second year. Final acceptance into the program is granted by the College of Business at the end of year three. See the Bachelor of Science in Chemistry (Biochemistry)/MBA joint program in the undergraduate section for detailed application instructions.

Non-Degree-Seeking Students

This status is available for MBA, MSA, MS-MKT, MS-FIN and MS-TIM applicants. Those who have completed an undergraduate degree with either a 3.0 GPA overall or a 3.0 GPA in the last 60 hours of academic work, but who have not taken the GMAT, may be considered for acceptance as non-degree-seeking students. In this case, a student may take no more than six hours of 600-level graduate work and will be required to submit GMAT scores to the Graduate Studies Office before continuing enrollment. Acceptance as a non-degree-seeking student does not assure acceptance into the MBA program, regardless of the course grades received. Once the GMAT score has been received, the student's admission status will be re-evaluated. If, at that time, the student meets the criteria for acceptance, the status will be changed to full degree-seeking. Non-degree-seeking students are not eligible for University or federal financial aid. International students are not eligible for non-degree-seeking status.

Academic Certificates for Professionals

Professionals who have completed a master's degree or higher, or professionals who otherwise meet the standard of admissions as non-degree-seeking students, are eligible to obtain academic certificates by completing courses outlined in the concentration section, plus any prerequisites the courses may have. Upon completion of at least 12 hours of graduate coursework with a 3.0 GPA or better, the post-graduate student is awarded an academic certificate. Concentration certificates also will be awarded to MBA students who complete the requirements for a concentration.

Earning a Dual Graduate Degree from the Sykes College of Business

Students enrolled in business graduate programs may earn a concurrent degree by completing the appropriate 24 credit hours of courses. Please contact the graduate studies office for details.

Dual Undergraduate Enrollment

Students within nine hours of undergraduate graduation at The University of Tampa may take six hours of graduate credit if they have a minimum GPA of 3.275 and meet all of the requirements for acceptance into the relevant graduate program, including meeting the GMAT or GRE requirement.

How to Apply

To be considered for graduate admissions, each applicant must submit the following information:

- Completed application
- Payment of the \$40 fee
- Official transcripts of all previous college work (must be received directly from each institution)
- GMAT score report (required for all business graduate programs unless waived)
- Two personal reference forms
- A résumé that provides details of education and work experience
- Personal statement that discusses professional objectives, significant professional or academic achievements, and demonstrated leadership abilities
- TOEFL score report (international applicants only)
- Financial certification with appropriate supporting documents
- Portfolio of work and professional accomplishments (required for MS programs and Saturday MBA applicants not submitting GMAT scores; otherwise, recommended)

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 conversion to the American system. Diplomas, certificates or general letters indicating attendance at a school will not substitute for transcripts.

Applicants who have attended foreign colleges or universities may be asked to submit their transcripts and documents to a recognized international transcript evaluation consultant (e.g. World Educational Services Inc. or Josef Silny & Associates Inc.) for multi-purpose evaluation of the undergradu-

ate degrees earned and the institutions granting them. Application forms for evaluation by this service are available from the Graduate Studies in Business Office.

Applicants for Graduate Studies in Business Programs should submit materials to:

Graduate Studies

The University of Tampa
Box O
401 W. Kennedy Blvd.
Tampa, FL 33606-1490

Graduate Internships

Graduate students wishing to gain practical experience may do so by participating in a maximum of two graduate internships. In general, graduate academic credit cannot be granted for an internship. The internship cannot be done with a student's full-time employer. For more information, students should contact UT's coordinator of internship programs at (813) 253-6221, x 3439. Mid-term and final internship reports will be required during the internship. Internships are graded on a pass/fail basis.

Students wishing to pursue academic credit while participating in an internship must enroll in a separate independent study with a professor in the discipline. The independent study must be approved for course content by the department chair and the director. Independent studies are graded based on the academic content of work submitted through the independent study as approved by the department chair. The student is responsible for finding a professor in the discipline with whom to complete the independent study. All internships and independent studies must be finalized prior to the start of the semester in which they will take place.

Internship applicants must be taking graduate classes at The University of Tampa and must have completed a minimum of two graduate courses with no grade less than a "B." A graduate student who has earned a bachelor's degree at UT may, upon the recommendation of a UT faculty member, commence an internship prior to completing two graduate courses, since the student already is known by the UT faculty.

International students must have maintained their immigration status for one academic year before they are eligible to apply for a paid internship, and are limited to working a total of 20 hours per week for all paid positions while school is in session. They may work full time during the summer and vacation periods if they are not enrolled in classes.

Students enrolled in the Bachelor of Science in Chemistry (Biochemistry)/MBA joint program are required to complete two business internships.

Student Organizations

Students in the full-time and part-time graduate programs have the opportunity to elect representatives to graduate student organizations whose purpose is to provide feedback to the administration and to initiate activities and programs to enhance the educational experience.

Alumni Involvement

MBA Association

MBA students and alumni are welcome to join the MBA Association, which was established to enhance the value of the UT MBA. The MBA Association combines the wisdom and experience of alumni with the energy of current students in developing a mutually beneficial network of professionals.

Mission

The MBA Association fully supports the mission of the Sykes College of Business at The University of Tampa. In support of this mission, the MBA Association develops and presents programs, services and networking opportunities that add value to the UT MBA degree.

For more information on the UT MBA Association, please contact the director of Alumni and Parent Relations at (813) 253-6268 or the office of Graduate Studies in Business at (813) 258-7409.

UT MBA Alumni

UT MBA alumni are invited to return to campus and join in the activities of UT's growing learning community. Alumni are encouraged to pursue the Professional Certificate program, earn a concentration, and join the MBA Association.

Master of Business Administration

All MBA classes are offered at times when students can take full advantage of them. Full-time students can complete the core curriculum and concentration in as little as 16 months in the Accelerated Full-time Day Program. Students who work full time can complete the coursework in less than three years in the Flex Part-Time Evening Program.

Working adults seeking the convenience of a weekend program can finish a degree in approximately two years in the Saturday MBA Program.

Our program theme, Creating Value Through Strategic Leadership, helps you develop the sophisticated strategic perspectives and mindset demonstrated by successful executives. Our basic premise is that any enterprise, if it is to grow and prosper, must deliver a clear and compelling value proposition. Leaders must continuously apply sophisticated concepts and practices across the business's entire value chain or network if it is to deliver that value to all its stakeholders — owners, investors, employees, suppliers, customers and communities. Such a perspective asks students to appreciate how key enterprise functions — such as marketing and sales, operations, finance, human resources and information systems — add value and interact to optimize the value delivery process.

Students are required to complete Developing Software Competencies as a first step in their program of study. This course is designed so that, at its completion, students are proficient in the computer skills utilized throughout the graduate curriculum, as well as in business. Special emphasis is given to spreadsheet applications.

Courses	Credits
ITM 603 Developing Software Competencies	1

Strategic Leadership Program

The program begins with a series of skill-building modules designed to prepare each student for the challenges of the MBA curriculum. An orientation Fast Start workshop provides students with an opportunity to meet classmates, along with alumni, faculty and staff, and at the same time, gives students the opportunity to participate in a very intensive hands-on experience designed to introduce them to the world of graduate studies. Participation in the Fast Start workshop is mandatory for all students.

Courses	Credits
MGT 599 Fast Start Workshop	1
MGT 602 Leading for Performance.....	3

Foundation Requirements for Full-time and Part-time MBAs

The foundation is designed to prepare students with the fundamentals of business. It is in this sequence that they learn the basics of sound business theories and practices.

All full- and part-time MBA students must meet the foundation requirements prior to taking the integrated core courses. Applicants with baccalaureate degrees in business or economics from AACSB-accredited schools (or international equivalent schools) may meet this requirement by having received a “B” or higher in each respective undergraduate business course within the previous five years. Any foundation core course that has not been completed with a grade of “B” or better must be taken as part of the MBA program.

Waivers are not given for professional experience, professional development courses, or courses taken at professional institutes. However, students may demonstrate competency in a foundation subject by passing a departmental subject examination. Exams must be taken during or prior to the first semester of enrollment.

In order for a course from a non-AACSB institution to be considered for a waiver of a foundation requirement without examination, the following will be needed:

1. The student must be able to provide a course syllabus for at least two courses taken in the discipline.

2. The student must also indicate the textbook used for the course and provide a table of contents, if possible.

3. At least one course must have been completed at a more advanced level than the foundation course being considered for a waiver.

4. All courses completed in the discipline must have been completed with a grade of “B” or better.

Courses	Credits
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ACC 602 Essentials of Accounting and Finance	3
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(waived for those who have completed a financial and a managerial accounting class or higher, and a principles of financial management class or higher from an AACSB-accredited institution)

ECO 601 Economics for Management	3
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(waived for those who have completed principles of micro and macro economics or higher from an AACSB-accredited institution)

ITM 601 Statistics for Decision Makers	3
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(waived for those who have completed a business statistics class or higher from an AACSB accredited institution)

MKT 601 Foundations of Marketing.....	1.5
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(waived for those who have completed a principles of marketing management class or higher from an AACSB-accredited institution)

WRI 510 Professional Writing and Research Techniques.....	3
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(waived for those who have scored a 5.0 or higher on the Analytical Writing Assessment of the GMAT or for those who have completed a professional writing, business writing or technical writing class from an AACSB-accredited institution; if required, this course must be completed in the first semester of coursework.)

Integrated Core

The Integrated Core engages students in a series of 12 intellectually challenging half-semester course modules designed to help you develop the practical hands-on business knowledge and tools required to lead this value creation process. Students acquire both the basic tools and sophisticated conceptual frameworks necessary to focus and refocus a business, drive performance, and align key functions with the core strategy of a business.

Courses	Credits
ACC 615 Financial Disclosure Analysis of Enterprises* ...	1.5
ACC 621 Using Financial Information for Decision Making	1.5
ECO 620 International Macroeconomics*	1.5
ECO 625 Managerial Economics and Organizational Architecture*	1.5
FIN 610 Creating Value Through Financial Strategies*	1.5
ITM 607 Information Systems and Technology	1.5
ITM 611 Building Business Models*	1.5
ITM 613 Supply Chain Management	1.5
ITM 614 Effective Project Management	1.5
MGT 610 Leading Strategic Change—Designing and Redesigning the Enterprise	1.5
MKT 606 Business Research Methods	1.5
MKT 607 Building Customer Value	1.5

* These courses have integrated the CFA® curriculum as provided by CFA Institute and are based on the CFA Candidate Body of Knowledge.

Capstone Experience

Courses	Credits
MGT 615 Applied Strategic Analysis	3

Electives

The career goals and aspirations of the students define elective selection. Electives provide greater depth in career-specific areas.

The 12 semester hours of electives may be selected from any 600-level courses that are not core courses. In addition, students may take two 400-level courses that are not restricted to undergraduates as MBA electives, with prior approval from the director. Graduate students who select this option will be held to a higher performance standard than undergraduates taking the same course.

Courses taken as part of the MBA degree may not be taken on a pass/fail basis except for MGT 599 and internships.

Transfer Credit

Only credit earned with grades of “B” or better will be considered for transfer. Only graduate-level credit from other AACSB-accredited institutions or EQUIS-accredited institutions will be evaluated for integrated core or elective transfer credit.

Graduate students desiring transfer credits must submit a written request for evaluation to the director. Evaluations will be conducted in accordance with the transfer credit evaluation policy in effect at the time of the student’s admission or re-admission to the MBA program. Transfer credit is not automatically evaluated. Graduate courses completed more than seven years ago will not be accepted in transfer (see “Time Limit”).

The last 15 semester hours must be earned in residence at UT. Students requesting an exception to the University’s residency requirements must submit a written request to the Graduate Appeals Committee.

Concentrations

Accounting

Financial information development, analysis and interpretation are the lifeblood of enterprise decision-making. Successful accounting information professionals require analytical, presentation and technical skills. The UT accounting concentration may be completed in either of two ways:

The General Accounting track provides students with higher level accounting skills. Successful candidates learn the skills necessary to advance as valued members of financial information management teams. The student's course selection should be based on career goals, whether in public accounting, private accounting in for-profit companies or not-for-profit companies or governmental entities. All pre-requisites for each course must be met.

Courses	Credits
ACC 502 Auditing and Attestation II.....	3
ACC 505 Advanced Financial Accounting.....	3
ACC 530 Not-For-Profit Accounting.....	3
ACC 553 Federal Tax Accounting II....	3
ACC 600 Topics in Accounting....	1-3
ACC 604 Advanced Management Accounting.....	3
ACC 620 Financial Accounting Theory.....	3
ACC 640 Controllershship	3
ACC 645 Business analysis and Valuation	3
ACC 655 Fraud Examination	3
ACC 660 Federal Taxation and Executive Decision Making.....	3

Total Semester Hours: 12

*ACC 600 Topics in Accounting, may be substituted for any of the required courses with the permission of the department chair.

The CFO/controller track prepares the student to function as a business executive with a wide-ranging knowledge of total business operations, best practices and corporate strategy. In addition to understanding the development, dissemination and application of financial data, management skills focused on adding value to an organization are emphasized.

ACC 600 Topics in Accounting: Accounting for Derivatives.....	3
ACC 604 Advanced Management Accounting.....	3
ACC 640 Controllershship	3

ACC 645 Business Analysis and Valuation	3
ACC 655 Fraud Examination	3
FIN 616 Advanced Financial Management	3

Total Semester Hours: 12

Economics

The economics concentration offers a pragmatic approach that balances a theoretical economic foundation with practical management applications. Training in economics and management is professionally desirable for an increasing number of professionals, including industry and policy analysts, decision-makers in government, and nonprofit and private sector managers in local and multinational organizations. Completing the MBA concentration in economics also will add value to those individuals who plan to pursue more advanced degrees in business, law or economics.

Courses	Credits
ECO 615 Monetary Policy	3
ECO 630 Government and Regulation	3
ECO 635 Economics of Organizations	3
ECO 510 Environmental Economics and Management.....	3
ECO 420 Public Finance	3
ECO 430 International Economics and Finance	3
ECO 461 Seminar in Economics.....	3
ECO 450 Economic Development ...	3

Total Semester Hours: 12

Note: No more than two 400-level courses may be applied to the concentration.

Entrepreneurship

In all industrialized countries, new businesses create the majority of new jobs, yet most entrepreneurs have no formalized instruction in how to launch a new business. This concentration prepares students for the intricacies of planning, launching and leading a new business. The curriculum is designed around two themes: screening and recognizing opportunities to create value, and personal innovation despite scarce organizational resources. Self-employment is

only one career option for graduates of the entrepreneurship concentration. Other career options are “entrepreneurship” (innovation in large organizations), venture capital, and social entrepreneurship. In addition to a traditional classroom experience, students in the concentration compete in a business plan competition and have opportunities to work in a local business incubator.

Courses	Credits
ACC 683 Legal Environment of Enterprise Org. and Capitalization.....	1.5
FIN 625 New Venture Capital.....	1.5
MGT 689 Creating and Leading New Ventures	3
MKT 652 Maximizing Service Encounters	1.5
MKT 704 Marketing New Technology, Products and Services	1.5
And 3 credit hours from the following:	
FIN 655 Financial Analysis for Commercial Real Estate with ARGUS	3
MGT 675 Real Estate Venturing	3
MKT 614 Personal Selling and Sales Management	3
MGT 600 Contemporary Topics in Management	1-3
MGT 620 Managing Quality	3
MGT 626 Human Resource Strategy for Effective Utilization of People	3
Total Semester Hours: 12	

Finance

Business professionals adept at applying complex economic and accounting concepts in decision-making are in great demand. Managerial decisions in organizations, as well as timely analyses of investment alternatives, require input from financially educated professionals. The finance concentration prepares managers for successful interaction in either the managerial or investment function.

Topics in many of the finance courses assist students in preparation for the CFA exam. Students also may elect to earn

Bloomberg™ certification and receive on-campus Bloomberg™ training.

In addition to the courses listed below in the Investment Analysis® track section, other John Sykes College of Business courses include CBOK® content. These courses are listed throughout the catalog, designated by an asterisk. They include ACC 615, ACC 645, FIN 610, FIN 630, FIN 640, FIN 642, FIN 645, FIN 670, ECO 615, ECO 620, ECO 625, ITM 601 and ITM 611.

A finance concentration may be completed in any of three ways.

The Investment Analysis track emphasizes the complex analysis of equities, fixed income securities and derivatives. Topics of study include valuation of stock and derivative instruments, investigation of bond principles (including pricing, duration and convexity), term structure of interest rates, risk control through hedging strategies and monetary theory.

Courses	Credits
FIN 640 Investment Portfolio Management	3
And 9 credit hours from the following:	
ACC 645 Business Analysis and Valuation	3
ECO 615 Monetary Policy	3
FIN 615 Applied Investment Management*	1.5
FIN 630 International Finance	3
FIN 642 Financial Futures, Options, and Swaps*	3
FIN 645 Security Analysis and Advanced Portfolio Management.....	3
FIN 670 Financial Markets, Institutions, and Money.....	3

Total Semester Hours: 12

These courses have integrated the CFA® curriculum as provided by the CFA Institute and are based on the CFA Candidate Body of Knowledge.

The Corporate Financial Strategy and Management track emphasizes decision making in the corporate managerial arena. Topics of study include capital budgeting under risk and certainty, valuation model concepts, capital structure theory and risk management, government regulation, finan-

cial markets, venture capital acquisition, and controllership issues.

Courses	Credits
FIN 616 Advanced Financial Management	3
And 3 credit hours from the following:	
ECO 630 Government and Regulation	3
ECO 635 The Economics of Organization	3
And 6 credit hours from the following:	
ACC 640 Controllership	3
FIN 630 International Finance	3
(also IBS 601)	
FIN 640 Investment Portfolio Management	3
FIN 642 Financial Futures, Options, and Swaps.....	3

Total Semester Hours: 12

The finance student may also complete a non-specific general finance track. The student obtains exposure in both the managerial and investment areas. Additional finance electives are the student's option.

Courses	Credits
FIN 616 Advanced Financial Management	3
FIN 640 Investment Portfolio Management*	3
And 6 credit hours from the following:	
FIN 600 Topics in Finance	3
FIN 615 Applied Investment Management*	1.5
FIN 630 International Finance	3
FIN 642 Financial Futures, Options, and Swaps.....	3
FIN 645 Security Analysis and Advanced Portfolio Management.....	3
FIN 670 Financial Markets, Institutions, and Money....	3

Total Semester Hours: 12

These courses have integrated the CFA® curriculum as provided by the CFA Institute and are based on the CFA Candidate Body of Knowledge.

Management Information Systems

In a world becoming increasingly dependent on computers, professionals who are competent in computer systems play an important role in applying technology to meet corporate strategic goals. Students are prepared with the knowledge and tools needed to integrate people, hardware, software and data for optimal planning, decision-making and problem-solving.

The information systems management concentration deals with managing information as a strategic corporate asset and resource. The curriculum is designed to empower leaders with an understanding of how information systems and technologies may be used to achieve the corporation's mission and vision. (Note: this concentration is not available to students with an undergraduate degree in MIS.)

Courses	Credits
ITM 620 Systems Analysis and Design.....	3
And 9 credit hours from the following:	
ITM 600 Topics in Information and Technology Management...	3
ITM 615 Business Intelligence Systems.....	3
ITM 616 Electronic Commerce Strategy	3
ITM 625 Database Design, Development, and Administration.....	3
ITM 630 Strategic Information Systems and Technology ...	3
ITM 640 Data Communications and Network Management	3
ITM 650 International Operations Management	3

Total Semester Hours: 12

International Business

Well-trained and experienced professionals are needed to make businesses work across different cultures, political systems and economies. The international business concentration provides the student a broad-based business background, develops an understanding and appreciation for the strategic, operational and behavioral aspects

of managing across cultures, investigates the development and implementation of marketing techniques and programs on an international scale, and emphasizes the special risks and problems encountered by multinational managers.

Courses	Credits
IBS 601 International Finance.....3 (also FIN 630)	
IBS 602 International Management...3 (also MGT 625)	
IBS 603 International Marketing....3 (also MKT 613)	
And 3 credit hours from the following:	
ECO 430 International Economics and Finance .....3 (also IBS 403)	
ECO 450 Economic Development ...3 (ECO 450)	
MGT 600 Contemporary Topics in Management .....3	

Total Semester Hours: 12

Management

Managers of any organization are the individuals who plan, organize and control resources, and direct human effort. Managers are in all areas of business, industry and government. Professional managers must know how to ethically manage businesses with attention to customer value, returns to stakeholders, and satisfaction in personal and corporate employee development. The UT management concentration involves students in business consulting exercises, working to solve problems of real companies.

Courses	Credits
MGT 626 Human Resource Strategy for Effective Utilization of People .....3	
MGT 635 Leadership by Design Seminar Aligning Human Capital with Strategy.....3	
And 6 credit hours from the following:	
MGT 625 International Management...3 (also IBS 602)	
ITM 650 International Operations Management .....3	
MGT 600 Contemporary Topics in Management .....3	
MGT 620 Managing Quality .....3	

ECO 635 The Economics of Organization .....3	
MGT 624 Business Ethics and Social Responsibility .....3	
MGT 689 Creating and Leading New Ventures .....3	
And selected ITM 600 courses.	

Total Semester Hours: 12

Marketing

The marketing concentration provides students with a broad-based education in what it means for an organization to be truly market-driven. Class projects involve students in making decisions about product development, pricing, promotion, marketing research, sales compensation, cost containment and production scheduling. Students may take courses that cover advertising, marketing management, service quality, market research, marketing strategy and international marketing.

Courses	Credits
12 credit hours from the following:	
MKT 600 Topics in Marketing... 1.5-3	
MKT 613 International Marketing....3 (also IBS 603)	
MGT 624 Business Ethics and Social Responsibility .....3	
MKT 614 Personal Selling and Sales Management .....3	
MKT 615 Integrated Marketing Communications .....3	
MKT 616 Marketing on the Cutting Edge.....3	
MKT 651 Applied Business Research Techniques .....1.5	
MKT 652 Maximizing Service Encounters .....1.5	
MKT 653 Solving Marketing and Business Problems .....1.5	
MKT 654 Strategic Brand Management .....3	
MKT 655 Applied Marketing and Business Law .....1.5	
MKT 680 Strategic Marketing Decisions .....1.5	
MKT 704 Marketing New Technology.....1.5	

Total Semester Hours: 12

Saturday MBA

The Saturday MBA program offers the same quality MBA content as offered in the other programs, but is delivered on Saturdays over a two-year period. Graduates receive general MBAs with no concentrations offered (a student may elect to seek a concentration by taking evening courses). Students take 36.5 credit hours of Saturday courses, including the same core offered in the other MBA programs. The entire program is taught in a lock-step cohort model. Admissions requirements include five years of relevant work experience, a minimum of two years managerial experience, a 3.0 GPA from a regionally accredited college or university, a personal statement, two letters of reference and evidence of work accomplishment. GMAT is required but may be waived with evidence of five years of relevant professional work experience.

Master of Science in Accounting

The Master of Science in Accounting program prepares students for the dynamic nature of the accounting profession and for a rapidly changing business environment. This M.S. degree is designed to satisfy the state of Florida's requirements for the CPA examination. The program teaches a comprehensive understanding of accounting systems, theories and practical skills. The curriculum focuses on helping students develop the critical-thinking, problem-solving, research and communication skills required to achieve success in a global economy with increased scrutiny of corporate accounting practices.

M.S. Accounting Curriculum

Required Courses	Credits
ACC 502 Auditing and Attestation II.....	3
ACC 505 Advanced Financial Accounting.....	3
ACC 530 Not-for-Profit Accounting...	3
ACC 553 Federal Tax Accounting II (Corporations, Partnerships and Estates).....	3

ACC 615	Financial Disclosure Analysis of Enterprises ...	1.5
ACC 620	Financial Accounting Theory	3
FIN 610	Creating Value Through Financial Strategies	1.5
MGT 521	Business Law for Management	3
Semester Hours: 21		

Elective Courses

Select any 9 credit hours from the list below with program director approval.

Courses	Credits
ACC 401 Auditing and Attestation I...	3
ACC 412 Intermediate Accounting III.....	3
ACC 600 Topics in Accounting	1-3
ACC 604 Advanced Management Accounting.....	3
ACC 640 Controllership	3
ACC 645 Business Analysis and Valuation	3
ACC 655 Fraud Examination	3
ACC 660 Federal Taxation Executive Decision Making.....	3
FIN 615 Applied Investment Management	3
FIN 616 Advanced Financial Management	3
FIN 625 New Venture Capital.....	1.5
FIN 630 International Finance	3
FIN 640 Investment Portfolio Management	3
FIN 642 Financial Futures, Options and Swaps.....	3

Total Semester Hours: 30

Courses may not duplicate those taken as an undergraduate student. No more than two 400-level courses may be applied to the degree. The following courses must be completed before graduate level courses can be taken:

ACC 304	Cost Accounting
ACC 310	Intermediate Accounting I
ACC 311	Intermediate Accounting II
ACC 351	Accounting Information Systems
ACC 352	Federal Tax Accounting I
MGT 221	Law and Society

Earning a Dual Degree with the MSA

Students may pursue a concurrent graduate business degree by completing an additional 24 credit hours in appropriate courses. Please contact the graduate studies office for details.

Master of Science in Technology and Innovation Management

The Master of Science in Technology and Innovation Management (MS-TIM) degree is designed to provide students with the distinct interdisciplinary mix of knowledge, skills, tools and techniques needed to systematically encourage and manage innovation processes in organizations, build innovative capabilities or start new, innovative businesses. Cohorts of students are accepted in the fall semester. Students in a cohort are enrolled in the same courses together throughout the program.

The MS-TIM curriculum consists of MBA business courses, specialized innovation management courses and elective courses:

- The foundation courses are designed to prepare students with the fundamentals of business. It is in these courses that students learn the basics of sound business theories and practices. With the exception of a specialized technical writing course, MGT 520, these courses are the same as those included in the MBA foundation core classes. Students with strong business backgrounds may be allowed to substitute MBA integrated core courses for foundation courses, and will be advised about this possibility when preparing for their first-semester schedule.

- The technology and innovation management courses mirror the complex and multifaceted nature of the field and include a spectrum of courses ranging from assessing emerging technologies to marketing innovations, leading innovators, optimizing organizational knowledge and learning, and new venture capital.

- Elective courses come from a variety of areas including marketing, management, finance and ITM.

MS-Technology and Innovation Management Curriculum

Foundation Requirements		Credits
ACC 602	Essentials of Accounting and Finance	3
ECO 601	Economics for Management	3
ITM 601	Statistics for Decision Makers	3
MGT 520	Essentials for Business and Technical Communications	1
MKT 601	Foundations of Marketing.....	1.5

Total MS-TIM Foundation Credits: 11.5

Required Core Courses		Credits
FIN 625	New Venture Capital.....	1.5
MKT 704	Marketing New Technology and Innovations.....	1.5
TIM 710	Competing Through Innovation.....	1.5
TIM 730	Leading Innovators.....	1.5
TIM 740	Optimizing Organizational Learning.....	3
TIM 750	Assessing Emerging Technologies	1.5
TIM 770	Designing for Quality and Performance	1.5

Total MS-TIM Core Credits: 12

Elective Courses

Select any 7.5 credit hours from the list below or other graduate classes with program director approval. Several of the elective courses below have other classes as prerequisites. Prerequisites may be waived with program chair and instructor approval.

ITM 611	Building Business Models	1.5
ITM 613	Supply Chain Management	1.5
ITM 614	Effective Project Management	1.5
FIN 610	Creating Value Through Financial Strategies	1.5
FIN 616	Advanced Financial Management	1.5

TIM	800*	Assessing Innovative Capacity and Performance...	3
MGT	610	Leading Strategic Change—Designing and Redesigning the Enterprise	1.5
MGT	689**	Creating and Leading New Ventures	3
MKT	606	Business Research Methods	1.5
MKT	607	Building Customer Value	1.5
MKT	653	Solving Marketing and Business Problems	1.5

* TIM 800 is an elective if MGT 689 is used for the capstone course
 ** MGT 689 is an elective if TIM 800 is used for the capstone course

Total MS-TIM Elective Course Credits:
7.5

MS-TIM Capstone Project

Students must complete one of the courses below for their capstone projects.

TIM	800	Assessing Innovative Capacity and Performance	3
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or

MGT	689	Creating and Leading New Ventures	3
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Total MS-TIM Capstone Course Credits:3

Total Semester Hours for MS-TIM Program: 34

Earning a dual Degree with the MS-TIM

(See Earning a Dual Degree in the John H. Sykes College of Business section; a plan of study will be arranged with the program director and graduate advisor.)

Master of Science in Marketing

The Master of Science in Marketing integrates cutting-edge theory and application to prepare students for successful careers in the marketing field. The degree provides an innovative and specialized academic curriculum while enhancing career skills in marketing. Given the diverse career tracks in marketing,

this program allows the flexibility to design a personalized course of study based on individual goals and interests. The curriculum also supports preparation for the Professional Certified Marketer™ exam offered by the American Marketing Association™.

MS Marketing Curriculum

Foundation Requirements

If a student has received an undergraduate business degree from an AACSB or international equivalent accredited four-year university within the past five years and meets the other qualifications for admission, foundation requirements may be waived, provided that the courses taken have been completed with a grade of “B” or better. If the grades earned are less than a “B” or if the courses were completed more than five years ago, the student will be required to take the prerequisites or pass a waiver exam.

Foundation Courses Credits

ACC	602	Essentials of Accounting and Finance	3
ITM	601	Statistics for Decision Makers	3
ITM	603	Developing Software Competencies	1
ECO	601	Economics for Management	3
MKT	601*	Foundations of Marketing	1.5

*A CLEP exam for principles of marketing with a minimum score of 84% can waive the MKT 601 requirement.

Required Courses

MKT	606	Business Research Methods	1.5
MKT	607	Building Customer Value	1.5
MKT	613	International Marketing	3
MKT	680	Strategic Marketing Decisions	1.5
MKT	704	Marketing New Technology	1.5

Total Semester Hours: 9

Elective courses can be chosen from a variety of offerings, but a minimum of 12 credit hours must be taken with a MKT designation. The MS-MKT degree must

be completed with at least 18 credit hours in MKT.

Elective Courses		Credits
MKT 600	Special Topics Courses	1.5-3
MKT 614	Personal Selling/Sales Management	3
MKT 615	Integrated Marketing Communication.....	3
MKT 616	Marketing on the Cutting Edge.....	3
MKT 651	Applied Marketing Research Techniques	1.5
MKT 652	Maximizing Service Encounters	1.5
MKT 653	Solving Marketing and Business Problems	1.5
MKT 654	Strategic Brand Management	3
MKT 655	Applied Marketing and Business Law	1.5
ECO 625	Managerial Economics and Organizational Architecture.....	1.5
FIN 625	New Venture Capital.....	1.5
ITM 613	Supply Chain Management	1.5
ITM 614	Effective Project Management	1.5
MGT 624	Business Ethics and Social Responsibility	3
MGT 675	Real Estate Venturing	3
MGT 689	Creating and Leading New Ventures	3
MGT 600	Special Topics Courses (with approval)	1.5-3

Total Semester Hours: 21

Total Semester Hours for MS-MKT Program: 30

Other graduate classes can be added as electives with program director and instructor approval. Up to two 400-level courses or 500 level courses in MKT, COM, PSY or ART may be applied to the degree with program director approval.

Several of the above elective courses have other classes as prerequisites. Prerequisites may be waived with program chair and instructor approval. Some required courses may be waived with an approved substitute course.

Earning a Dual Degree with the MS-MKT

(See Earning a Dual Degree in the John H. Sykes College of Business section; a plan of study will be arranged with the program director and graduate advisor.)

Master of Science in Finance

The Master of Science in Finance prepares students for careers in the ever-changing financial industry. The MS-FIN program at The University of Tampa offers a track in investment management.

The investment management track is focused on rigorous, in-depth analysis of financial information for investment management professionals. The investment management track is ideally suited for individuals pursuing a career in investments and can lead to professional accreditation as a Chartered Financial Analyst.

Several courses are based on the Candidate Body of Knowledge (CBOK) from the CFA Program. Topics in these courses assist students in preparation for the CFA exam.

MS Finance Curriculum

Foundation Requirements:

Courses		Credits
ACC 602	Essentials of Accounting and Finance	3
ECO 601	Economics for Management	3
ITM 601	Statistics for Decision Makers	3
ITM 603	Developing Software Competencies	1

Students who have completed Managerial Accounting, Financial Accounting, Microeconomics, Macroeconomics, Statistics and Principles of Finance from an AACSB or international equivalent accredited four-year school within the previous five years may waive the foundation requirements provided that the courses taken have been completed with a grade of "B" or better.

If the grades earned are less than a "B" or if the courses were completed more than five

years ago, students will be required to take the prerequisites or take the waiver exam.

Required Courses:

Courses	Credits
ACC 615 Financial Disclosure Analysis of Enterprise* ...	1.5
ECO 620 International Macroeconomics*	1.5
FIN 610 Creating Value Through Financial Strategies	1.5
FIN 630 International Finance	3
ITM 611 Building Business Models	1.5
ACC 645 Business Analysis and Valuation *	3
FIN 640 Investment Portfolio Management*	3
FIN 642 Financial Futures, Options and Swaps*	3
FIN 645 Security Analysis and Advanced Portfolio Management*	3
FIN 680 Financial Theory and Applications	3
Electives Any graduate level ECO, FIN or ACC course not previously taken	6

Total Semester Hours for MS-FIN Program:30

*These courses have integrated the CFA® curriculum as provided by the CFA Institute and are based on the CFA Candidate Body of Knowledge.

Earning a Dual Degree with the MS-FIN

(See Earning a Dual Degree in the John H. Sykes College of Business section; a plan of study will be arranged with the program director and graduate advisor.)

Bachelor of Science in Chemistry (Biochemistry)/MBA Joint Program

This program is designed to develop scientists who can serve as managers, group leaders and analysts in chemical, pharmaceutical, biotechnological, medical diagnostic and investment companies. Students completing this program will be able to understand and appreciate the nature of the scientific hurdles facing scientists, the financial and stakeholder pressures experienced by management, and the influence of this research on day-to-day corporate operations. Program participants will be awarded B.S. degrees in either chemistry or biochemistry, and an MBA.

This program consists of courses required for a major in either chemistry or biochemistry, courses that fulfill all of the undergraduate business foundation requirements, and courses required to complete the MBA program. Provisional acceptance into the program will be granted upon completion of the application requirements and the course requirements outlined in the chemistry major section for years one and two, with final acceptance granted by the College of Business upon completion of the application requirements and the course requirements outlined in the chemistry major section of this catalog. Participants in this program are required to successfully complete one internship in chemistry and two internships in business.

Complete details of the program are included in the chemistry major section in this catalog.

Master of Arts in Teaching

The Master of Arts in Teaching program offers graduate education for those with a desire to become middle or high school teachers in the areas of mathematics, science or social science.

Featuring an aggressive mix of theory and practical training, the accelerated 13-month program is aimed at easing critical shortages

of qualified teachers. Grouped into teams, participants apprentice while serving as full-time paid teachers in local school districts while preparing for professional teaching careers in Florida and across the nation.

The MAT program is designed for candidates with an undergraduate degree in any area and demonstrated skills and competencies in mathematics, science or social science. The University of Tampa's Department of Education welcomes candidates with varied professional experiences, including those with limited or no experience or coursework in education and teaching methods.

MAT Admission Requirements

- Bachelor's degree or higher from a regionally accredited institution
- Passing score on the General Knowledge Test section of the Florida Teacher Certification Examination or 1000 or higher on the Graduate Record Examination
- Passing score on Subject Area Examination of the Florida Teacher Certification Examination in the area the candidate wishes to teach (may be waived if degree is in subject area).

Note:

Background check information will be provided to admitted candidates during summer orientation. Prior to apprenticing in schools, a participant will be required to submit a Criminal Record Information Form.

Application

Admission is competitive and applicants are encouraged to apply early. Priority deadline is Feb. 1 and final deadline is May 1. Classes begin in June, and new cohorts begin each summer.

To apply, please apply online or use paper application (download PDF).

Required Documents:

- Completed application
- \$40 nonrefundable application fee payable to The University of Tampa
- Official transcripts for all previous college work; must be received directly from each institution
- Official General Knowledge Test scores or GRE scores.

• Official Subject Area Exam scores, if required.

- Two letters of recommendation
- Personal statement on why the applicant seeks a teaching career
- Test of English as a Foreign Language, if required

Please mail all required documents to:

Graduate Studies
The University of Tampa
Box O
401 W. Kennedy Blvd.
Tampa, FL 33606-1490

MAT Course Requirements:

Course	Credits
EDU 600 The Adolescent Learner.....	3
EDU 605 Professional Ethics, School Law, Safety and Classroom Management	3
EDU 610 Instructional Methods for Mathematics, Science or Social Science	3
EDU 615 Mastering the Art of Teaching.....	3
EDU 625 Apprenticeship I	3
EDU 630 Professional Development Seminar	2
EDU 635 Secondary School Curriculum.....	3
EDU 640 Teaching English as a Second Language	3
EDU 645 Apprenticeship II	3
EDU 650 Professional Development Seminar II	2
EDU 655 Educational Research	3
EDU 660 Secondary Reading in the Content Area.....	3
EDU 665 Mastering the Art of Teaching.....	3

Total Semester Hours: 34-37

*EDU 640 may be waived for students who have met the state of Florida's ESOL requirements.

Additional Information

Curriculum and program hours are subject to change based on Florida Department of Education program standards. Teacher candidates progress through the curriculum sequence in a team. All apprenticeships are served in middle and high schools. All

education courses are taught by education faculty. All apprenticeships are supervised by UT education supervisors and mentored by school district professionals and UT faculty members.

MAT students who fail to earn a “B” or higher in the first 12 credits of graduate work will be dismissed. Continuation in the MAT program also is contingent on successful completion of apprenticeships. No grade below a “C” will be accepted towards a graduate degree.

Graduation Requirements

- Successful completion of all required coursework with a 3.0 or higher
- Passing score on all three portions of the Florida Teacher Certification Exams (General Knowledge Test, Subject Area Exam, Profession Educators Test)
- Demonstrated proficiency in 12 Florida Educator Accomplished Practices at the Accomplished Level
- Digital Portfolio Exhibition

Master of Education

The Master of Education (M.Ed.) program offers candidates a unique opportunity to engage in an academic experience that combines individualized instruction at The University of Tampa with classroom-based case studies of K-12 students. The curriculum is designed to focus on real classroom teaching and reflective practice.

This program is designed for classroom teachers who are committed to strengthening:

- skills in literacy curriculum design
- diagnosis and remediation of reading disorders
- writing instruction
- understanding diverse populations

Preference is given to candidates who have an undergraduate degree in education or who hold a professional teaching certificate. Relevant teaching experience will be considered.

Candidates in the M.Ed. program progress through the program in courses that are uniquely and individually designed to provide maximum professional development, research skills, reading and writing

competencies, and understanding of diverse populations of K-12 students.

M. Ed. Admission Requirements

Candidates must meet one of the following requirements:

- Bachelor’s degree or higher in education from a regionally accredited institution
- Bachelor’s degree in any field plus a Professional Teaching Certificate issued from the state of Florida
- Graduate Record Examination (GRE) is required for applicants with an upper-division (junior/senior) GPA of 2.50-2.99.
- GRE may be waived for applicants with an upper-division (junior/senior) GPA of 3.0 or higher or for applicants with a graduate degree from an accredited institution.

Application

Admission is competitive, and applicants are encouraged to apply early. Priority application deadline is Feb. 1 and final deadline is May 1. Classes begin in June, and new cohorts begin each summer. Please apply online or complete paper application and mail it to Graduate Studies, Box O, The University of Tampa, Tampa, FL 33603-1490.

Required Documents

- Completed application
- \$40 nonrefundable application fee payable to The University of Tampa
- Official transcripts for all previous college work; must be received directly from each institution
- Official GRE scores, if required
- Copy of teaching certificate
- Two letters of recommendation
- Résumé
- Personal statement
- Test of English as a Foreign Language, if required
- For the M.Ed. curriculum, graduate requirements and plan of study, contact the Graduate Studies Office or Department of Education Office

Master of Science in Nursing

Three MSN programs are offered in two different concentration areas. The nurse practitioner concentrations prepare the advanced practice nurse to respond effectively as an adult or family nurse practitioner. The concentration in nursing education prepares the graduate to teach in formal and informal settings. There is additional focus on consumer education.

The Southern Association of Colleges and Schools accredits the University to award baccalaureate and master's degrees.

UT's nursing programs are accredited by and affiliated with the National League for Nursing Accrediting Commission, 61 Broadway 33rd Floor, New York, NY 10006; (800) 669-1656, x 153; fax: (212) 812-0390; www.nlnac.org.

Program and Course Requirements

Satisfactory completion of the MSN curriculum requires a minimum of 38 (education concentration), 41 (adult nurse practitioner) or 48 (family nurse practitioner concentration) credit hours of graduate work.

MSN students must obtain a grade of "B" or higher in the four nursing core classes in order to progress in the program. A grade below a "B" in any of the core classes will result in immediate dismissal from the program.

No grade below "C" will be accepted toward a graduate degree or certificate completion. MSN/Post-MSN students cannot earn more than two grades below a "B." If they do, they can repeat up to two courses, but the original grades will not be removed from the student's academic record. A third grade below "B," regardless of grades in repeated courses, will result in academic dismissal. Furthermore, students who receive less than a "B/C" in a practicum course will be required to repeat that course.

A student is allowed seven years from the time graduate work has begun, whether at UT or elsewhere, in which to complete the degree. Under certain circumstances, the student, with approval from the director,

may retake courses that are outdated by the time limit.

Core Nursing Courses (applies to all concentrations)

NUR 601*	Current Perspectives in Health Care.....	2
NUR 602	Scholarly and Professional Communication in Nursing**	3
NUR 605	Theory Development in Nursing	3
NUR 615	Nursing Research.....	3
*NUR 601 may be waived for students in the RN/BSN/MSN option. The credits are, however, not waived, but may be taken as an elective.		

**NUR 602 may be waived for students who receive a score of 4.0 or higher on the analytical writing section of the GRE.

Concentration Options

Nursing Education Concentration

NUR 618*	Advanced Health Assessment	4
NUR 645	Clinical Pharmacology	3
NUR 650	Teaching Methods and Strategies in Nursing Education.....	3
NUR 652	Curriculum Design and Evaluation in Nursing Education.....	3
NUR 654	Measurement and Evaluation in Nursing Education	3
NUR 655	Advanced Pathophysiology	3
NUR 656+	Nursing Education Practicum	4
NUR 658+	Community Nursing Education Practicum.....	4
	Elective: Any graduate level course.....	3

*This course includes a laboratory experience.

+These courses each require a minimum of 224 hours of supervised education practice.

Family Nurse Practitioner Concentration

NUR 618*	Advanced Health Assessment	4
NUR 635	Professional Issues and the Nurse Practitioner.....	3

NUR 645	Clinical Pharmacology	3
NUR 646	The Family: Theory, Research and Practice	2
NUR 655	Advanced Pathophysiology	3
NUR 677	Clinical Management of the Adult Client.....	3
NUR 687	Clinical Management of Infants, Children, and Adolescents	3
NUR 697	Clinical Management of Women and Older Adults...	3
NUR 675+	Practicum in Adult Primary Care I.....	4
NUR 676+	Practicum in Adult Primary Care II	4
NUR 685+	Practicum in Infants, Children and Adolescent Primary Care	4
NUR 686+	Practicum in Women and Older Adult Primary Care...	4

*This course includes a laboratory experience.

+These courses each require a minimum of 224 hours of supervised clinical practice in a designated facility.

Adult Nurse Practitioner Concentration

NUR 618*	Advanced Health Assessment	4
NUR 635	Professional Issues and the Nurse Practitioner.....	3
NUR 645	Clinical Pharmacology	3
NUR 646	The Family: Theory, Research and Practice	2
NUR 655	Advanced Pathophysiology	3
NUR 677	Clinical Management of the Adult Client.....	3
NUR 697	Clinical Management of Women and Older Adults...	3
NUR 675+	Practicum in Adult Primary Care I.....	4
NUR 676+	Practicum in Adult Primary Care II	4
NUR 686+	Practicum in Women and Older Adult Primary Care...	4

*This course includes a laboratory experience.

+These courses each require a minimum of 224 hours of supervised clinical practice in a designated facility.

Oral Comprehensive Examination

A comprehensive oral examination must be passed by every MSN and post-MSN student prior to enrolling in the first practicum experience. The examination process provides students the opportunity to synthesize the knowledge learned throughout their graduate coursework. The focus of the examination will be the integration and application of content from all previous courses.

Transfer Credit Policy

A maximum of 9 semester hours of graduate level credit taken at other regionally accredited institutions may be applied toward the MSN. Only credit earned with grades of "B" or better will be considered for admission. Coursework that was completed more than seven years prior to admission may not be applied toward a master's degree.

Admission Standards

Admission to the MSN program is competitive and based upon several important factors. Every student admitted to the MSN program must have earned a baccalaureate degree from a regionally accredited college or university. One year of recent clinical experience is recommended.

General Admission Requirements:

- Bachelor's degree from a regionally accredited institution
- Current licensure as a registered nurse in the state of Florida
- Application with \$40 nonrefundable fee
- Official college transcripts
- Résumé
- Two letters of reference (forms are attached to the application)
- Completion of a statistics course, an introduction to computer course, and an upper-level health assessment course.

There are three categories of admission status, as outlined below, and GPA requirement is based on last 60 hours of coursework.

Full Admission

- Bachelor's degree in nursing
- Florida RN license
- Minimum 3.0 GPA

Pre-MSN Admission

- Minimum 3.0 GPA
- A bachelor's degree in an area other than nursing
- Florida RN license
- Three Required Nursing Prerequisites
- Students who have bachelor's degrees in areas other than nursing are admitted as pre-MSN students. They are required to take NUR 318, NUR 322 and NUR 420 prior to starting the graduate-level curriculum. These courses can be completed without the GRE because they are undergraduate courses. Students may complete pre-MSN courses at another university with faculty permission. Only grades of "C" or better will be accepted. Students will be re-evaluated for admission once the pre-MSN courses are completed.

Nursing Student Handbook

See the Department of Nursing for further details.

Post-Master's Admission

A student with a previously earned MSN may apply for admission to the post-master's program to complete requirements for the ANP, FNP or nursing education concentration. Students will be individually evaluated to determine required coursework. There must be evidence from the previous master's program of courses fulfilling UT requirements. Courses taken more than seven years prior to admission may not be applied towards a post-master's certificate.

Course Descriptions

Many course descriptions contain the frequency of the course offering. These indications are meant only as guides for planning purposes. The University will make an earnest effort to offer the courses when indicated, but reserves the right to offer them more or less frequently if circumstances dictate. Students should check with the appropriate college or department for exact information on when individual courses will be offered.

Note: (*) Time of course offerings. (W) Writing Intensive Course. (IG) Global Issues Course. (NW) Non-Western Course. (A) Arts/Aesthetics Course.

Academic Skills (ASK)

099 Student Success Seminar (0)

ASK 099 is open only to students who are recommended by the faculty Academic Appeals Committee. It is a semester-long course of seminars that meet one day a week. The lectures and activities presented are motivational and developmental. The topics include confidence, study approach, emotional well-being (coping with feelings of defeat, stress-management strategies), the importance of recognizing success, problem-solving, assessment of personal strengths and weaknesses, involvement in on-campus and community activities, setting realistic academic and life goals, health issues, taking responsibility for academic and career decisions, and dealing successfully with professors. University advising staff and guest speakers from several areas of the University facilitate the seminars.

100 Academic Skills (1)

An individualized skill-building course in which students enhance their reading/study skills using their own textbooks, improve their time management and organizational skills, and work on test-taking competencies. A basic class for students who understand that they will need new and different study skills to be successful in the college environment. (*each seven weeks of fall and spring semesters)

200 CRLA Training (1)

This course is open to students who are tutors in ACE, Saunders, CDTs or Sophomore Mentors. Training components leading to certification in college reading and learning will be covered in this 14-week program. Students who complete ASK 200 are eligible for regular and advanced certification. Other requirements apply. Topics covered in ASK 200 include policies and philosophy, active listening, specific tutoring techniques, learning styles and study skills. (*fall semester)

300 CRLA Training (1)

This course is a review of the techniques of ASK 200. Additional training components include adult learners, intercultural communication, assertiveness training and special populations. CRLAs completing the course and other requirements are eligible for Master Level Certification in CRLA. (*spring semester)

Accounting (ACC)

202 Financial Accounting Information (3)

Prerequisite: MAT 150 or higher. ACC 202 introduces and focuses on the external financial reporting of enterprises. The course examines the creation, flow and analysis of enterprise financial information, including the income statement, balance sheet and statement of retained

earnings, in accordance with generally accepted accounting principles. Students conduct introductory Internet research on published company financial information. (*fall and spring semesters)

203 Managerial Accounting (3)

Prerequisite: ACC 202, MAT 150 or higher. ACC 203 focuses on the concepts, systems, procedures and decision models that help managers analyze, interpret and improve business results. Managerial Accounting encompasses various systems for calculating the cost of a product or service; tools for the evaluation of business segments; models for making decisions concerning a variety of special decisions; planning and budgeting for operations and capital items; and exposure to ethical norms and dilemmas in the context of accounting and finance. The course includes Internet research and Excel spreadsheet applications. (*fall and spring semesters)

304 Cost Accounting (3)

Prerequisites: ACC 202 and 203, MAT 160, ITM 200 and 210. Covers methods of estimating product cost, responsibility segments, capital budgeting and cost-behavior patterns. (*fall and spring semester)

310 Intermediate Accounting I (3)

Prerequisites: MAT 160, ITM 200 and ACC 202. This course expands the student's understanding of generally accepted accounting principles. The theory and methodology covered are the FASB's conceptual framework, the accounting process, financial statements, present value and current assets. (*fall and spring semesters)

311 Intermediate Accounting II (3)

Prerequisite: "C" or better in ACC 310. This course extends the student's understanding of generally accepted accounting principles that apply to non-current assets, liabilities and stockholders' equity. (*fall and spring semesters)

351 Accounting Information Systems (3)

Prerequisites: ACC 202, 203, ITM 200, and ITM 220. The course provides a fundamental explanation of a business from an accounting system viewpoint for both manual and computerized accounting systems. The course covers business and legal requirements for internal controls, accounting system components, information interfaces between accounting and line functions, AICPA professional guidance relating to internal controls, electronic data interchange, database management systems and other topics. All topics are addressed from the perspective of developing a strong set of internal controls. (*fall and spring semester)

352 Federal Tax Accounting I (3) (W)

Open to all students. Prerequisite: ACC 202. Study of U.S. federal taxation system concentrating on issues of individual taxation. Significant emphasis on research tools and technology in the taxation field. Students will complete a volunteer tax clinic requiring some evening or weekend commitment. (*fall semester)

401 Auditing and Attestation I (3) (W)

Prerequisites: ACC 311 and 351, ITM 210. This course introduces students to the auditing profession. It examines generally accepted auditing standards, professional ethics and audit reports. (*fall semester)

412 Intermediate Accounting III (3)

Prerequisites: MAT 160, ITM 200 and 220, and a grade of "C" or higher in ACC 310 and 311. This course expands the student's understanding of generally accepted accounting principles. The theory and methodology covered are convertible securities, earnings per share, revenue recognition, accounting for income taxes, and accounting changes. (*fall and spring semesters)

460 International Accounting (3) (IG)

Cross-listed as IBS 402. Prerequisites: ACC 202 and 203. This course compares accounting and auditing between countries, and addresses financial/managerial accounting issues faced by U.S. multinational firms. Topics include cultural issues affecting accounting and auditing; international accounting harmonization; standard setting bodies; disclosure practices; currency exchange rates and the accounting impacts of transactions conducted in foreign currencies; defenses against currency rate changes such as forward exchange contracts; restating subsidiary foreign currency financial statements; differences in auditor qualifications and auditing standards; and selected managerial accounting issues. (*spring semester)

490 Accounting Internship (1-6)

Prerequisites: junior or senior standing with at least a 2.75 overall GPA OR at least a 2.5 overall GPA and a 3.0 in COB courses; completion of five accounting classes at or above the 300 level with a 3.0 average in those classes. Examines practical aspects of public accounting through internship at a local firm under supervision of faculty and firm representatives. May not be used to satisfy major requirements. May be repeated for credit beyond 124 hours. Approval of the associate dean required. (*fall and spring semesters)

495 Special Topics in Accounting (3)

Prerequisites: to be specified at time of offering. A course offered at the discretion of the ACC department. Subject may focus on a topic of current interest in the field, training in a specific area of the field, or a topic that is of interest to a particular group of students. (*as needed)

499 Independent Study in Accounting (1-4)

Prerequisite: Minimum 3.0 GPA, consent of the department chair and associate dean. A readings or independent studies course taken for variable credit. May not be used as elective in ACC major. (*when needed)

502 Auditing and Attestation II (3)

Prerequisite: ACC 401 or equivalent with permission of the instructor. The course expands the student's understanding of generally accepted auditing standards and examines current audit practice issues including recent pronouncements. (*spring semester)

505 Advanced Financial Accounting (3)

Prerequisites: ACC 311 and 412. This course covers long-term investments, emphasizing equity investments, corporate combinations (mergers and acquisitions), and the preparation of consolidated financial statements for wholly-owned and partially-owned subsidiaries, including the elimination of inter-company profits and losses. Partnership accounting also is addressed for income/loss sharing, ownership changes, and liquidation. (*fall semester)

530 Not-for-Profit Accounting (3)

Prerequisite: ACC 311. The course introduces the underlying accounting concepts, methods of accounting and financial statement preparation for state and local governments and other not-for-profit organizations such as charities, universities and colleges, and health care organizations. Accounting standards and procedures for these types of organizations are significantly different from those of for-profit organizations, and this course provides the student with the ability to prepare, read and understand financial statements of not-for-profit entities. (*fall semester)

553 Federal Tax Accounting II (3)

Prerequisite: ACC 352. Laws, regulations and court opinions governing taxation of corporations, partnerships and estates. Significant exposure to tax research tools. Students will complete a volunteer tax clinic requiring some evening or weekend commitment. (*spring semester)

602 Essentials of Accounting and Finance (3)

For graduate students only. Prerequisite or corequisite: ITM 603. The course examines the accounting principles and techniques involved in the creation and interpretation of key external accounting financial statements, and introduces finance principles and tools for project evaluation, risk analysis, capital structure planning and valuation.

604 Advanced Management Accounting (3)

For graduate students only. Prerequisites: ACC 615, FIN 610, undergraduate accounting degree or permission of the instructor. This course is a comprehensive study of managerial accounting concepts, including sophisticated costing systems and delivery of usable information to management.

615 Financial Disclosure Analysis of Enterprises (1.5)

For graduate students only. Prerequisites: ACC 602 and ITM 603. Students research publicly available financial information on actual for-profit business entities, and apply the tools and methods used to analyze and evaluate the financial performance of a business. Students learn to research a firm's financial and proxy statements, information on a firm's performance, and its industry or key competitors. They perform an in-depth analysis of the financial statements and related footnotes. The purpose is to arrive at conclusions such as whether to extend short-term credit to the firm, buy its bonds, give it a long-term loan, or invest in its stock. Students are expected to have and to improve their proficiency in building Microsoft Excel spreadsheets. The course requires significant use of public financial databases (e.g. library and Internet resources). CFA®

620 Financial Accounting Theory (3)

Prerequisites: ACC 310, 311 and 412. This course explores financial accounting theory and policy, as well as the history of the accounting profession and financial accounting standard-setting. The conceptual framework, existing accounting standards and empirical research are used to expand the student's understanding of the economic, political, social and ethical issues related to accounting policy decisions.

621 Using Financial Information for Decision Making (1.5)

For graduate students only. Prerequisites: ACC 602 and ITM 603. The course shows students that in a world of global competition, continuous improvement, process engineering and employee empowerment, management accounting is used by decision makers at all levels. Modern techniques and software also are introduced as aids in helping managers within the context of an organization's strategy.

640 Controllershship (3)

For graduate students only. Prerequisites: ACC 615, FIN 610. This course is a repository for all the skills that a modern controller needs. Among the concerns addressed by this course are electronic commerce, improved accounting operations efficiency, use of derivatives, internal auditing functions, activity-based costing, and inventory tracking systems. Cases from The Darden School of Business, Harvard Business School, and The Thunderbird School of Business will be used exclusively. (CFA®)

645 Business Analysis and Valuation (3)

For graduate students only. Prerequisite: FIN 610. The course explores the principles, metrics and techniques used to estimate the value of firms, and critically examines various value-building strategies. The course utilizes both free cash flow and economic profit to value a publicly held company as a semester project. It includes significant spreadsheet and Internet research components, as well as a team and oral presentation emphasis.

655 Fraud Examination (3)

For graduate students only. Prerequisite: ACC 602. This course applies fraud examination methodology for the three major types of occupational fraud: corruption, asset misappropriation, and fraudulent financial statements. Fraud examination is a methodology for resolving

allegations of fraud from inception to disposition. This methodology covers topics related to the prevention, detection and investigation of fraud.

660 Federal Taxation and Executive Decision Making (3)

For graduate students only. Prerequisite: ACC 352 or permission of the instructor. This course focuses on key management decisions faced by managers in all disciplines. Topics focus on current business models and may include enterprise organization, compensation and stock alternatives, asset acquisition and disposition, intellectual capital, asset management and cost recovery decisions. Students study models and application, not a code-based course.

695 Special Topics in Accounting (3)

Prerequisites: to be specified at time of offering. A course offered at the discretion of the ACC department. Subject may focus on a topic of current interest in the field, training in a specific area of the field, or a topic that is of interest to a particular group of students. (*as needed)

699 Independent Study in Accounting (1-3)

For graduate students only. Prerequisites: minimum 3.5 GPA, ACC 615, FIN 610, written permission of the department chair. Contemporary topics in accounting.

Air Force ROTC (AFR)

Air Force ROTC courses are open only to students enrolled in the Air Force Reserve Officers' Training Corps program offered under the cross-town agreement with the University of South Florida.

1101 Foundations of the United States Air Force Part 1 (1)

Introduction to the Air Force in a contemporary world through a study of its total force structure and mission.

1120 Foundations of the United States Air Force Part 2 (1)

A study of the strategic offensive and defensive forces, general purpose forces, and aerospace support forces that make up the Air Force of today.

2001 Air Force Leadership Laboratory (0)

Leadership Laboratory is required for each of the aerospace studies courses. It meets one hour and 45 minutes per week. Instruction is conducted within the framework of an organized cadet corps with a progression of experiences designed to develop each student's leadership potential. Leadership laboratory involves a study of Air Force customs and courtesies; drill and ceremonies; career opportunities in the Air Force; and the life and work of an Air Force junior officer. Students develop their leadership potential in a practical laboratory, which typically includes field trips to Air Force installations.

2130 The Evolution of USAF Aerospace Power Part 1 (1)

A study of air power from balloons and dirigibles through the jet age. Emphasis is on the employment of air power in WWI and WWII, and how it affected the evolution of air power concepts and doctrine.

2140 The Evolution of USAF Aerospace Power Part 2 (1)

An historical review of air power employment in military and nonmilitary operations in support of national objectives. Emphasis is on the period from after WWII to the present.

2940 Basic Aerospace Internship (3)

Internship credit is given to any student who successfully completes an extended (five-week) Field Training encampment. FT is a mandatory program for all individuals seeking Air Force commission through AFROTC. The program is designed to develop military leadership and discipline, provide Air Force orientation and motivation, and determine potential for entry into the Professional Officer Course en route to a career as an Air Force officer. FT is conducted

at encampments hosted by Lackland AFB, TX; Tyndall AFB, FL; and Ellsworth AFB, SD. To successfully complete FT, the student must complete at least 70 percent of the required training according to the Field Training syllabus and not be absent from the FT encampment for more than 72 consecutive hours. The student also must pass the PFT, attain a minimum 70 percent academic average, and not be rated as “unsatisfactory” in any single performance factor block (sub-area) or receive an overall score of “unsatisfactory” on the AFROTC Form 70, Field Training Performance Report.

3220 Air Force Leadership and Management I (3)

An integrated management course emphasizing the individual as a manager in an Air Force milieu. The individual motivational and behavioral processes, leadership, communication and group dynamics are covered to provide a foundation for development of the junior officer’s professional skills as an Air Force officer (officership). The basic managerial processes involving decision-making, utilization of analytic aids in planning, organizing, and controlling in a changing environment are emphasized as necessary professional concepts.

3231 Air Force Leadership and Management II (3)

A continuation of the study of Air Force advancement and leadership. Concentration is on organizational and personal values, management of forces in change, organizational power, politics, and managerial strategy and tactics discussed within the context of the military organization. Actual Air Force cases are used to enhance the learning and communication processes.

4201 National Security Affairs and Preparation for Active Duty 1 (3)

A study of the armed forces as an integral element of society, with emphases on American civil-military relations and the context within which U.S. defense policy is formulated and implemented. Special themes include societal attitudes toward the military and the role of the professional military leader-manager in a democratic society.

4211 National Security Affairs and Preparation for Active Duty 2 (3)

A continuation of the study of the armed forces in contemporary American society. Concentration is on the requisites for maintaining adequate national security forces; political, economic and social constraints on the national defense structure; the impact of technological and international developments on strategic preparedness; the variables involved in the formulation and implementation of national security policy; and military justice and its relationship to civilian law.

Art (ART)

Courses offered for one to six 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. Four-hour studio courses meet six hours weekly. Courses are open to all students, regardless of major, unless otherwise indicated.

101 Form and Idea (4) (W) (IG) (A)

A non-studio-oriented course designed to increase an overall understanding of art. The course concentrates on the various social and historical factors that have affected art throughout time. Issues examined include why art is created; how it is used; how it affects us, collectively and individually; how it is formed; and the value it has for enriching our lives. May not be used to satisfy major or minor degree requirements in art. (*fall and spring semesters)

153 Beginning Drawing (4) (A)

A studio/performance-oriented course; an introduction to traditional problems in drafting and pictorial organization. Involves development of pictorial form and space by line and value through a variety of media. (*fall and spring semesters)

154 Figure Drawing (4) (A)

A studio/performance-oriented course; an introduction to problems in pictorial organization, using the human figure and other organic forms as reference. (*fall and spring semesters)

200 Introduction to Ceramics (4) (A)

A studio/performance-oriented course; an introductory course designed to acquaint the student with the principles of ceramics as a medium for aesthetic expression. Emphasis is given to hand-building techniques, surface enrichment, ceramic history, ceramic geology, aesthetics and conceptual development. (*fall and spring semesters)

201 Beginning Painting (4) (A)

A studio/performance-oriented course using a variety of media and approaches to pictorial elements. Perceptual training by means of still-life exercises, problem-solving projects and freedom to use the imagination are stressed. (*fall and spring semesters)

202 Beginning Sculpture (4) (A)

A studio/performance-oriented course; an approach to sculptural form and problems through the sculptural use of classic and contemporary materials and methods. Emphasizes the separate nature of carved and modeled forms and the value of the character of the material on the final work. (*fall and spring semesters)

203 Beginning Printmaking (4) (A)

A studio/performance-oriented course. An approach to printmaking as an expressive medium through exploration of form and pictorial organization in dry point, relief and intaglio printmaking. (*fall and spring semesters)

204 Beginning Design (4) (A)

Cross-listed with COM 204. A studio/performance-oriented course covering the fundamental principles of visual organization. Emphasizes two-dimensional design and the use and theory of color. (*fall and spring semesters)

205 Intermediate Sculpture (4) (A)

A studio/performance-oriented course that is a continuation of ART 202. (*fall and spring semesters)

207 Beginning Illustration Illustrator (4) (A)

A studio/performance-oriented course: An introduction and investigation into illustration techniques, principals, concepts and styles applied to both traditional and digital illustration. The course involves the correlation between materials and themes. Emphasis is on studying existing illustration styles and techniques.

208 Beginning Photography (4) (A)

Cross-listed with COM 208. A studio/performance-oriented course; an introduction to materials and techniques of photography. (*fall and spring semesters)

210 Beginning Digital Arts (4) (A)

Cross-listed with COM 210. A studio/performance-oriented course. This course introduces various electronic and digital tools for use in creating artistic projects. It covers the history, evolution and theory of relevant technology in order to provide context for the hardware and software used in the class. Laboratory fee required.

211 Art and Technology (4) (A)

Cross-listed with COM 211. Art and Technology is a lecture course conceived to provide a context for the development of art and its interrelations with technology. Students study the definition of multimedia and its evolution toward what is currently known as hypermedia. Special emphasis will be placed on the creation and transformation of technology used in the 20th century, such as radio, television, computers, the internet, and networked environments. Developments will be related to historic art movements.

217 3-D Animation (4) (A)

Cross-listed with COM 217. A studio/performance-oriented course that is an introduction to three-dimensional computer animation exploring the basic techniques of modeling and animation. The course will also include necessary aspects of texture mapping, deformation, motion control, lighting, cameras and rendering. Laboratory fee required. (*fall and spring semesters)

238 Animation I (4) (A)

Cross-listed with COM 238. Prerequisites: COM 225 and ART/COM 241. Teaches the technique of animation as a visual medium, and enables students (regardless of major) to design, script, write, direct and communicate concepts through animation. Emphasizes art, history, movement, audio design and writing. May be used to fulfill the general distribution requirements for the humanities if not used for the communication or film and media arts majors. Laboratory fee required. (*occasionally)

241 Introduction to Sound, Image and Motion (4)

Cross-listed with COM 241. Introduces students to the basic principles involved in recording, processing and distributing image and sound for film, television and the Internet. The student learns the basics of cameras, lenses, exposure, film, microphones, scanning, basic digital effects, editing and other post-production techniques. Basic history, theory and aesthetics of related media are presented. May not be used to satisfy general curriculum distribution requirements. Laboratory fee required. (*spring and fall semesters)

263 Web Design (4)

Cross-listed with COM 263. Prerequisites: ART/COM 241 or 210, or consent of instructor. This is a basic course in hypertext mark-up language, or HTML. It is a laboratory course, and almost all work is performed at a computer terminal. Laboratory fee required. (*fall and spring semesters)

268 History Survey I (4) (W) (A)

A critical and analytical study of the architecture, sculpture, painting and minor arts from the Prehistoric era to the Gothic period. Emphasis is given to the social and cultural influences that affected the development of art in Western civilizations. (*fall semester)

269 History: Survey II (4) (W) (A)

A critical and analytical study of the architecture, sculpture, painting and minor arts from the Renaissance to the 20th century. Emphasis is given to the social and cultural influences that affected the development of art in Western civilizations. (*spring semester)

270 Primitive (4) (W) (NW) (IG) (A)

A critical and analytical study of significant primitive historical and prehistoric works of art with reference to architecture, sculpture, painting and the minor arts.

271 Pre-Columbian (4) (W) (NW) (IG) (A)

A critical and analytical study of significant pre-Columbian works of art with reference to architecture, sculpture, painting and the minor arts.

272 Near East (4) (W) (NW) (IG) (A)

A critical and analytical study of ancient Middle Eastern historical works of art with reference to architecture, sculpture, painting and the minor arts.

273 Greco-Roman (4) (W) (IG) (A)

A critical and analytical study of the ancient Mediterranean area and significant Greco-Roman works of art with reference to architecture, sculpture, painting and the minor arts.

274 Medieval (4) (W) (A)

A critical and analytical study of significant Medieval works of art with reference to architecture, sculpture, painting and the minor arts.

275 Renaissance (4) (W) (A)

A critical and analytical study of significant Renaissance works of art with reference to architecture, sculpture, painting and the minor arts.

276 Baroque-Rococo (4) (W) (A)

A critical and analytical study of significant Baroque and Rococo works of art with reference to architecture, sculpture, painting and the minor arts.

277 Modern Art (4) (W) (A)

Cross-listed with COM 277. A critical and analytical study of 20th-century painting, sculpture, photography and architecture with an emphasis on the conditions and circumstances that caused them to evolve to their present states. (*spring semester)

278 Far East (4) (W) (NW) (IG) (A)

A critical and analytical study of the architecture, sculpture, painting and minor arts of the Far Eastern cultures of India, China and Japan.

279 Neo-Class.-Modern Origins (4) (W) (A)

A critical and analytic study of neo-classicism, romanticism, realism, impressionism, and post-impressionism including influences on the development of contemporary Western art with specific references to painting, sculpture and architecture.

280 Digital Imaging for Interactive Media (4)

Cross-listed with COM 280. Prerequisite: ART/COM 241. This class explores issues of aesthetics and representation in developing imagery for communicating with various audiences in still, time-based and interactive media. While students learn technologies for digital imaging and illustration, the course emphasizes conceptual development of visual composition in both commercial and experimental contexts for mainstream and alternative venues. Laboratory fee required. (*fall and spring semesters)

300 Advanced Ceramics (4) (A)

A studio/performance-oriented course; a continuation of ART 200. This course introduces the techniques of wheel throwing. Students may opt to continue with advanced hand-building problems intended to help develop a more personalized aesthetic approach. Kiln firing and glaze development also are introduced. (*fall and spring semesters)

301 Advanced Painting (4) (A)

A studio/performance-oriented course; a continuation of ART 201. (* spring semesters)

302 Advanced Sculpture (4) (A)

A studio/performance-oriented course designed to give intensified experience in sculptural form with emphasis on individual experimentation and competence in one or more sculptural materials. (*fall and spring semesters)

303 Advanced Printmaking (4) (A)

A studio/performance-oriented course; a continuation of ART 203. (*spring semester)

304 Advanced Drawing (4) (A)

A studio/performance-oriented course; a continuation of ART 153 and 154 with emphasis on the relationship of advanced principles to pictorial organization and drawing as a final form. (*fall and spring semesters)

305 Intro Graphic Design (4) (A)

Cross-listed with COM 305. Prerequisite: ART/COM 210. A studio/performance-oriented course that is an introductory study of the creative processes associated with the graphic design field. Emphasis on creative problem-solving, basic design principles and the integration of type and imagery as applied to realistic graphic design problems. Laboratory fee required. (*fall and spring semesters)

306 Graphic Design II (4) (A)

Cross-listed with COM 306. Prerequisite: ART/COM 305. A studio/performance-oriented course. Introduction to Graphics Design II, with emphasis on the development of the creative process as applied to design problem solving. Focus is on the development of ideas and the tools used to execute design solutions. Subjects covered include print advertising, brochures, logotypes, signage, packaging and illustration, and how each ties in with marketing strategy. Laboratory fee required. (*fall and spring semesters)

308 Advanced Photography (4) (A)

Cross-listed with COM 307. A studio/performance-oriented course designed to increase a student's technical knowledge and ability for individual expression. Problems involve multiple imagery, serial photography and other exercises to increase a student's creative potential. Encourages experimentation with larger format, as well as other aspects of the photographic medium. (*spring semester)

310 Advanced Digital Arts (4) (A)

Cross-listed with COM 310. A studio/performance-oriented course. Prerequisite: ART/COM 210. A continued exploration of graphics programs with emphasis on the creative use of available tools. Three-dimensional modeling, animation, and interactive media are used. Laboratory fee required. (*fall and spring semesters)

311 Online Production (4) (A)

Cross-listed with COM 311. Prerequisite: ART/COM 210. A studio/performance-oriented course that is an advanced Web design and production class that will address the history and culture of the internet and explore the World Wide Web as a domain for publication and expression for online producers. Special emphasis will be placed on defining the differences between client-side and server-side creations, and how these affect the content and presentation of the information on the Web. It will also emphasize the evolution of multimedia into hypermedia through the use of client/server tools, Web services, programming languages and databases. Laboratory fee required.

312 Narrative Production (4) (A)

Cross-listed with COM 312. Prerequisite: COM/ART 241. This course offers students a hands-on opportunity to explore narrative filmmaking using digital technologies in a combined theory and practice approach. Each student will complete a series of short digital films that relate to the history, theory and aesthetics of narrative film. Technical instruction includes digital cinematography, lighting, sound and editing. Class will include screenings and discussions on the history and theory of the narrative film. May be used to fulfill the general distribution requirements for the humanities if not used for communication or the film and media arts majors. Laboratory fee required. (*fall and spring semesters)

313 Documentary Production (4) (A)

Cross-listed with COM 313. Prerequisite: COM/ART 241. This course offers students a hands-on opportunity to explore documentary filmmaking using digital technologies in a combined theory and practice approach. Class will include screenings and discussions on the history and theory of documentary film and video. Technical instruction includes digital cinematography, lighting, sound and editing. Each student will complete one or more short digital films that relate to the history, theory and aesthetics of the documentary film. Laboratory fee required. (*fall and spring semesters)

314 Experimental Filmmaking (4) (A)

Cross-listed with COM 314. Prerequisite: COM/ART 241. This course offers students a hands-on opportunity to explore 16mm experimental filmmaking in a combined theory and practice approach. Each student will complete one or more short films in 16mm that relates to the history, theory, and aesthetics of the experimental film. Technical instruction includes 16mm cinematography, camera operation, film stocks, lighting, editing and sound. Class will

include screenings and discussions on the history and theory of experimental cinema. May be used to fulfill the general distribution requirements for the humanities, if not used for communication or the film and media arts majors. Laboratory fee required. (*fall and spring semesters)

317 Advanced 3-D Animation (4) (A)

Cross-listed with COM 317. Prerequisite: ART/COM 217. A studio/performance-oriented course. An investigation into three-dimensional computer animation that includes advanced techniques of modeling and animation. The course also includes necessary aspects of texture mapping, character rigging, motion control, animation principles, digital lighting, virtual camera principles, particle effects, dynamics and rendering. Laboratory fee required.

330 Children's Art (4)

Prerequisites: PSY 200 and one of the following: ART 153, 154, 200, 201, 202, ART/COM 204. Introduction to art therapy as it applies to childhood and pre-adolescence. Explores the psychology of children's art and the use of art techniques as indicators of child experience.

331 Adolescent/Adult Art (4)

Prerequisites: PSY 200 and one of the following: ART 153, 154, 200, 201, 202, ART/COM 204. Introduction to art therapy as it applies to the complications of life experiences. Explores the psychology of adolescent and adult creativity as substitute for language.

332 The Creative Triangle (4) (A)

Cross-listed with COM 331. Prerequisites: any of the following: COM 312, 313, 314. The Creative Triangle explores the roles in the creative decision-making processes of the director, cinematographer and production designer. It emphasizes the technical, administrative and communication skills that provide the means for successful realization of drama, television, documentary and new media projects. The aim is to develop a wide range of skills necessary for effective performance in these roles in the context of complex creative collaboration. Laboratory fee required.

338 Animation II (4)

Cross-listed with COM 338. Prerequisites: COM 225, ART/COM 241 or 238, or consent of instructor. The course objective is to professionalize the implementation and production of animation techniques, including the use of computers. Advanced projects deal with specific problems and exercises in drawing, storyboard and script/visual analysis. May not be used to satisfy general curriculum distribution requirements. Laboratory fee required. (*occasionally)

343 Advanced Post-Production Techniques (4)

Cross-listed with COM 343. Prerequisites: COM 225, and one of the following: ART/COM 241, 312, 313, 314 or consent of the instructor. Students explore advanced creative and technical possibilities of motion picture editing using the University's advanced digital editing facilities. May not be used to satisfy general curriculum distribution requirements. Laboratory fee required. (*fall semester)

363 CD/DVD Design and Production (4)

Cross-listed with COM 363. Prerequisites: COM 225, ART/COM 241, or consent of instructor. To introduce students to the principal software and programming languages used in designing interactive products for CD-ROM. May not be used to satisfy general curriculum distribution requirements. Laboratory fee required. (*fall semester)

Note: The following studio/performance-oriented courses require the consent of the instructor and may be repeated for additional credit.

400 SP: Ceramics (1-6) (A)

A studio/performance-oriented course. Prerequisite: consent of instructor. Allows the professionally oriented art student to select and intensively explore ceramics with the guidance of a member of the art faculty. (*fall and spring semesters)

401 SP: Painting (1-6) (A)

A studio/performance-oriented course. Prerequisite: consent of instructor. Allows the professionally oriented art student to select and intensively explore painting with the guidance of a member of the art faculty. (*fall and spring semesters)

402 SP: Sculpture (1-6) (A)

A studio/performance-oriented course. Prerequisite: consent of instructor. Allows the professionally oriented art student to select and intensively explore sculpture with the guidance of a member of the art faculty. (*fall and spring semesters)

403 SP: Printmaking (1-6) (A)

A studio/performance-oriented course. Prerequisite: consent of instructor. Allows the professionally oriented art student to select and intensively explore printmaking with the guidance of a member of the art faculty. (*fall and spring semesters)

404 SP: Drawing (1-6) (A)

A studio/performance-oriented course. Prerequisite: consent of instructor. Allows the professionally oriented art student to select and intensively explore drawing with the guidance of a member of the art faculty. (*fall and spring semesters)

408 SP: Photography (1-6) (A)

A studio/performance-oriented course. Prerequisite: consent of instructor. Allows the professionally oriented art student to select and intensively explore photography with the guidance of a member of the art faculty. (*fall and spring semesters)

410 SP: Digital Arts (1-6) (A)

A studio/performance-oriented course. Prerequisite: consent of instructor. Allows the professionally oriented art student to select and intensively explore computer graphics with the guidance of a member of the art faculty.

411 Internship (1-4) (A)

A studio/performance-oriented course. Prerequisites: junior and senior art majors only, with consent of instructor. Involves placement in an advertising agency, magazine or related enterprise for hands-on experience. May be repeated for additional credit. (*fall and spring semesters)

415 SP: Graphic Design (1-6) (A)

A studio/performance-oriented course. Prerequisite: consent of instructor. Allows the professionally oriented art student to select and intensively explore the graphic arts with the guidance of a member of the art faculty.

417 SP: Animation (1-6) (A)

A studio/performance oriented course: Prerequisite: consent of instructor. This is the capstone course for the concentration in this specific area of study allowing the professional oriented art student to select and intensively explore the digital arts and/or computer animation.

470 SP: Art History (1-6) (A)

Prerequisite: consent of the instructor. Allows the advanced art history student to select and intensively explore a specific area of interest with the guidance of a member of the art faculty. (*fall and spring semesters)

498 Senior Seminar (1)

A one-hour course designed to coincide with the preparation and exhibition of the Senior Exhibit (studio art) or the preparation of a Senior Thesis (art history). Student concentrating in studio art will learn the proper techniques and procedures for planning, presenting and mounting an organized body of work. Emphasis also is given to the development of an artist's statement and the proper techniques for photographic documentation. Required for digital arts majors, graphic design majors and BFA majors. Students concentrating in art history will

prepare a 10-15-page thesis paper based on a paper previously written in an art history course, and will take a short comprehensive exam.

Arts Management (ARM)

200 Intro to Arts Management (2)

A survey of nonprofit fine arts management practices such as fund-raising, public relations, audience development and management structure. (*fall semester)

480 Sem. Arts Management (2-4)

Prerequisites: completion of six hours of ARM 200 and 498. Content varies as announced in class timetable. Requires consent of arts management advisor. May be repeated for additional credit if content varies. (*fall and spring semesters)

498 Internship (1-15)

Prerequisites: ARM 200 and consent of instructor. Involves on-the-job experience in fine arts management agencies. The Tampa Arts Council, Plant Museum and Scarfone/Hartley Galleries are representative. The internship should be taken throughout the sophomore, junior, and senior years, with 2 credit hours for seniors to combine with ARM 480, Senior Seminar. (*fall and spring semesters)

Athletic Training (ATT)

175 Athletic Training Practicum I (1-2)

Prerequisite: consent of instructor. Involves instruction and supervised practice of selected athletic training skills emphasizing taping and wrapping techniques. Completion of this course includes practical examinations and clinical hour requirements. Students must be admitted into the pre-athletic training phase of the athletic training program to be eligible to enroll in this course. (*spring semester)

274 Assessment of Musculoskeletal Injuries (3)

Prerequisites: ESC 270 and consent of instructor. Corequisite: ATT 276. Fundamental skills of athletic training examination and assessment, including examination approaches and techniques, assessment of status, and documentation for individuals with sport-related injuries. Emphasis placed on musculoskeletal disorders. Case studies are used to facilitate learning. (*spring semester)

275 Athletic Training Practicum II (1-2)

Prerequisite: consent of instructor. Involves instruction and supervised practice of selected athletic training skills covering environmental hazards, emergency procedures and assessments, and technical application of selected physical agents and protective taping and wrapping. Completion of this course includes practical examinations and clinical experience requirements. Students must be admitted into the athletic training program to be eligible to enroll in this course. (*fall semester)

276 Athletic Training Practicum III (1-2)

Prerequisites: ESC 270 and consent of instructor. Corequisite: ESC 274. Involves supervised practice of the skills and techniques used to evaluate and assess the injuries and illnesses encountered in the field of athletic training. Completion of this course includes practical examinations and clinical experience requirements. Students must be admitted into the athletic training program to be eligible to enroll in this course. (*spring semester)

370 Medical and Surgical Issues in Athletic Training (3)

Prerequisites: HSC 100, 150 and 230, ESC 270 and consent of instructor. Seminar-style class with physicians and other health care specialists emphasizing the recognition and evalu-

ation of injuries and illnesses, and the medical intervention and rehabilitation methods used for these problems. (*spring semester)

373 Therapeutic Modalities (3)

Prerequisites: ESC 270 and HSC 231, and consent of instructor. Studies the scientific basis and physiological affects of various therapeutic modalities. Provides knowledge necessary to make decisions as to which modalities will be most effective in a given situation. Case studies are used to facilitate learning. (*fall semester)

374 Therapeutic Exercise (3)

Prerequisites: ESC 340 and ATT 373, and consent of instructor. Offers didactic and practical education necessary to make decisions on when and how to alter and progress a rehabilitative program based within the framework of the healing process. Case studies are used to facilitate learning. (*spring semester)

375 Athletic Training Practicum IV (1-2)

Prerequisite: ATT 276 and consent of instructor. Involves instruction and supervised practice of selected athletic training skills. Completion of this course includes practical examinations and clinical experience requirements. Students must be admitted into the athletic training program to be eligible to enroll in this course. (*fall semester)

376 Athletic Training Practicum V (1-2)

Prerequisites: ATT 375 and consent of instructor. Involves instruction and supervised practice of selected athletic training skills. Completion of this course includes practical examinations and clinical experience requirements. Students must be admitted into the athletic training program to be eligible to enroll in the course. (*spring semester)

475 Supervised Clinical Education Athletic Training I (2)

Prerequisite: consent of instructor. Involves practical experience in evaluation and care of athletic injuries; includes directed and self-directed clinical experiences at the University and off-campus clinical sites. Provides an opportunity for development of critical thinking skills to integrate previously acquired knowledge and skills in clinical practice and the care of patients. There are in-services, practical examinations, clinical assessments and clinical experience requirements for completion of this course. Students must be admitted into the athletic training program to be eligible to enroll in the course. (*fall and spring semesters)

476 Supervised Clinical Education ATT II (2)

Prerequisite: consent of instructor. Involves practical experience in evaluation and care of athletic injuries including directed and self-directed clinical experiences at the University and off-campus clinical sites. Provides opportunity for development of critical thinking skills to integrate previously acquired knowledge and skills in clinical practice and the care of patients. There are in-services, practical examinations, clinical assessments and clinical experience requirements for completion of this course. Students must be admitted into the athletic training program to be eligible to enroll in the course. (*fall and spring semesters)

495 Professional Topics in Athletic Training (3)

Prerequisites: ATT 370 and consent of instructor. This course encompasses several of the professional-level competencies required for organization and administration in athletic training, including topics in budgeting, insurance, and legal issues. Case studies are used to facilitate learning. (*fall semester)

Biology (BIO)

See also marine science courses. All courses include lecture and laboratory, except where noted otherwise.

112 Environmental Science (3) (IG)

An interdisciplinary study concerned with the historical, ecological, social, political and economic ramifications of the global environmental crisis. Addresses such issues as demographics, energy, pollution, natural resources and environmental policy. Satisfies general curriculum distribution requirements. Is not applicable toward a biology or marine science major or minor. Lecture only. (*fall and spring semesters)

124 Biological Science (3)

This course is a survey of topics in biological sciences for students not majoring in biological or chemical sciences. The course is structured in a lecture/discussion format to allow flexibility in pursuit of contemporary topics in biology. Satisfies a portion of the natural science component of the general curriculum distribution, but is not applicable toward a biology or marine science major or minor. Lecture only. (*fall and spring semesters)

128 Fundamentals of Science (3)

This course deals with fundamental principles of physical, chemical and biological science including methods of scientific inquiry and philosophy, techniques for analysis of scientific data, scientific writing and scientific vocabulary. The course is intended for prospective science majors in preparation for taking BIO 203 and BIO 204. Credit for this course counts as a general elective toward graduation. Lecture only. Students must complete BIO 128 with a grade of "C" or better. (*fall semester)

183 Microbiology for the Allied Health Sciences (3)

Prerequisite: CHE 150 or equivalent. This course focuses on diseases and the organisms that cause them. This includes bacteria, viruses, fungi, rickettsia and disease-causing protozoan. Additionally, the course focuses on infectious disease caused by medical and surgical practices and accidental injuries. Lecture only. (*fall and spring semesters)

203 Biological Diversity (laboratory included) (4)

Examines the diversity in the plant and animal phyla, emphasizing taxonomy, ecology, behavior, evolution and reproduction. *Must be completed with a grade of "C" or better to count toward biology lower core requirements.* (*fall and spring semesters)

204 Biological Unity (laboratory included) (4)

Corequisites: CHE 152 and 153. A study of cellular biology, emphasizing cell structure, metabolism, control mechanisms, and genetic systems of plants and animals. *Must be completed with a grade of "C" or better to count toward biology lower core requirements.* (*fall and spring semesters)

212 Ecology (laboratory included) (4) (W)

Prerequisites: biology lower core curriculum. Ecology examines relationships between species and their environment. Students explore the contributions of abiotic and biotic factors to limitations in numbers and distributions of organisms. A strong emphasis is placed upon classical ecological issues such as production dynamics, predator-prey interactions, competition and life history strategies in marine, freshwater and terrestrial ecosystems. (*fall semester)

220 Behavioral Biology (4)

Prerequisites: biology lower core curriculum (or equivalent). This course focuses on recent advances concerning the evolution and adaptive significance of behavior from a comparative point of view. Topics include the genetic basis of behavior, the nervous system and integration of behavior, innate behaviors vs. learning and memory, social behavior, mating, predator-prey relationships and the biological bases of aggression, territoriality and communication. This course also addresses some of the above topics as they pertain specifically to marine animals.

This course may be used as one of the required electives for the biology, marine science-biology, or environmental science majors. Lecture only. (*fall semester)

224 Invertebrate Zoology (laboratory included) (4)

Prerequisites: biology lower core curriculum. A study of the structure, physiology, life histories and group relationships of invertebrate animals. (*fall and spring semesters)

225 Vertebrate Zoology (laboratory included) (4)

Prerequisites: biology lower core curriculum. A study of the structure, ecology, behavior and taxonomy of the major vertebrate classes. (*fall and spring semesters)

227 Ecosystems and Ecophysiology (laboratory included) (4)

Prerequisites: biology lower core curriculum. A study of the interaction between organisms and their environment, with a focus on stress physiology. Covers detailed measurement of environmental parameters impacting animal metabolism and primary production. Will focus on the adaptive and acclimative mechanisms in animals, plants, and symbiotic relationships in coping with environmental stresses. Major topics include osmoregulation, metabolism, circulation, excretion, hormonal controls, coping with extremes in salinity, heat, and oxygen, radiation, temperature, water relations, stomatal mechanics, evapotranspiration, photosynthesis, respiration, greenhouse effect, and drought. The emphasis of the laboratory will be on research exploring the adaptive and acclimative strategies employed by organisms under stress. (*spring semester)

228 Biology of Plants (laboratory included) (4) (W)

Prerequisites: biology lower core curriculum. Studies the morphology, anatomy and physiology of vascular plants, with emphasis on plants and their role in human society. Additional emphases are placed upon plants' reproduction, response to environmental change, ethnobotany, medicinal botany, and the development and uses of plants in ancient and modern human societies. (*fall and spring semesters)

230 Introduction to Experimental Design and Biostatistics (laboratory included) (4)

Prerequisites: biology lower core curriculum. This course investigates the use of statistical methodology to evaluate biological hypotheses. Topics include basic experimental design, descriptive statistics, and scientific inference and hypothesis testing, using statistical tests such as analysis of variance, correlation, regression, contingency tables and nonparametric equivalents. Example data sets drawn from ecology, general biology and biomedical sciences are used to explore concepts, and class time is broken into lecture and laboratory components. (*fall semester)

235 Introduction to Geographic Information Systems (3)

Cross-listed with GEO 235. This course is aimed at teaching students the applications of geographic information systems technology to a variety of biological issues including delimiting species and habitat distribution, identifying landscape-level relationships between abiotic and biotic factors and their spatial effects on populations, identifying potential effects of human activity on natural areas and populations, and developing management and regulatory policies including defining potential protected areas.

242 Introduction to Environmental Science and Policy (lecture and discussion group included) (4) (IG) (W)

Prerequisites: biology lower core curriculum. The course covers many of the most threatening environmental problems facing society. When possible, these issues are discussed at local, national and global levels to demonstrate how policy and cultural differences impact the various threats to the environment and the human population. Environmental threats are discussed both in the context of their impact on natural ecosystems and their potential threat to human health and economic growth. This course may be used as an elective for marine science-biology and biology majors, and is a required course for a major and minor in environmental science. (*fall semester only)

250 Comparative Vertebrate Anatomy (laboratory included) (4)

Prerequisites: biology lower core curriculum. Examines vertebrate evolution through a detailed study of the systems of the vertebrates. (*fall semester)

300 General Genetics (laboratory included) (4)

Prerequisites: biology lower core curriculum. A detailed survey of Mendelian, molecular and evolutionary genetics. Topics covered include mechanisms and patterns of inheritance, recombination, linkage, mapping, gene expression and regulation, mutation, DNA damage and repair, DNA technologies, population and quantitative genetics. (*fall semester)

307 Microbiology (laboratory included) (4) (W)

Prerequisites: biology lower core curriculum. A study of the structure, function and taxonomy of microorganisms, and their interactions with humans and their environment. (*fall semester)

310 Developmental Biology (laboratory included) (4) (W)

Prerequisites: biology lower core curriculum. BIO 250 recommended. A study of the developmental process in animals, with emphases on cellular mechanisms, controlling development and morphology of embryos. (*spring semester of odd-numbered years)

317 Parasitology (laboratory included) (4)

Prerequisites: biology lower core curriculum. A study of the major groups of parasites, emphasizing those affecting humans and domesticated animals. Examines the morphology, life history, ecology and pathogenicity of each parasite. (*spring semester)

320 Molecular Genetics (laboratory included) (4)

Prerequisites: biology lower core curriculum. This course addresses the major concepts in the field of genetics with an emphasis on the molecular basis of genetics. Major topics include DNA and protein chemistry, prokaryotic and eukaryotic DNA replication, transcription, translation and gene regulation, protein trafficking, pedigree analysis, DNA technologies, DNA damage and repair, recombination, transposable elements, genomics, chromosome structure, transgenic organisms and current advances in molecular genetics. (*spring semester)

330 General Physiology (laboratory included) (4)

Prerequisites: biology lower core curriculum. A study of the major physiological systems of animals from a comparative perspective. Covers functional anatomy, homeostasis, evolutionary relationships, neurophysiology, dynamics of muscle contraction, endocrinology, cardiovascular physiology and environmental physiology. (*fall semester)

340 Ichthyology (laboratory included) (4) (W)

Prerequisite: biology lower core curriculum and BIO 225 or 250. This course examines the relationship between the unifying biological principles of evolutionary adaptation and the diversity of form and function found among fishes. The course considers the physical and biological selective pressures this group of vertebrates has faced during its evolutionary history and the morphological, physiological, developmental and behavioral adaptations that have arisen in response to these ecological factors. How fishes function in marine and freshwater ecosystems and the management actions being taken to conserve fishes as natural resources also are examined. (*spring semester)

346 Conservation Biology (lecture and discussion group included) (4) (W)

Prerequisite: biology lower core curriculum, and BIO 212 or MAR 222. A study of the biological and human factors relating to the current global extinction crisis and how conservation practices are used to evaluate and preserve threatened species and habitats. Emphases are placed upon how issues in ecology, population, biology and taxonomy affect the status of a species, and how these issues relate to policy and management decisions. Materials covered will be connected to current literature in weekly discussion periods. This course may be used as one of the required electives for biology and marine science-biology majors. Lecture only. (*spring semester)

350 Cell Biology (laboratory included) (4)

Prerequisites: biology lower core curriculum and CHE 232. A study of general cellular organization, the physico-chemical aspects of living systems, cell energetics, cell membrane systems, signal transduction and second messenger systems, membrane phenomenon and cell cycle. (*spring semester)

360 Immunology (laboratory included) (4) (W)

Prerequisites: biology lower core curriculum and CHE 232. BIO 307 is recommended. A study of the fundamental concepts of immunology, including the essentials of immunological expression, cellular and humoral immunity, immunity and disease, auto-immunity, and developmental and comparative immunology, focusing on landmark experiments that underlie its theoretical framework. (*spring semester)

370 Molecular Biology (laboratory included) (4)

Prerequisites: biology lower core curriculum. This course is designed to provide a background in molecular biology with a focus on the regulation of gene expression and the experimental approaches used to study this regulation. Topics include DNA replication, transcription, translation, and the mechanisms that regulate these processes. Cancer genetics and mammalian coat color genetics also are discussed as models for gene regulation. The laboratory portion of the course provides experiential learning of some of the laboratory techniques discussed in lecture. Topics covered in the laboratory include DNA extraction, PCR cloning of a gene, gene expression analysis, DNA sequencing, and analysis using bioinformatics.

390 Essentials of Electron Microscopy (laboratory included) (4)

Prerequisites: biology lower core curriculum and consent of instructor. Introduces the techniques used in preparation and viewing of biological specimens on the scanning and transmission electron microscopes. (*occasionally)

400 Evolution (4)

Prerequisites: biology lower core curriculum or junior standing. A study of the scientific foundations of evolutionary theory and the mechanisms responsible for evolutionary change. Topics covered include an historical perspective of evolution, origin of life, natural selection and adaptation, levels of selection, fitness concepts, speciation, Darwinian evolution and punctuated equilibria, extinction, the fossil record, life history evolution and human evolution. Lecture only. (*spring semester)

410 Senior Seminar (1)

Prerequisite: senior standing in biology or marine science. An in-depth study of a current topic in biology. Requires independent study project and presentation. (*fall and spring semesters)

440 Selected Topics in Biology (2) (W)

Prerequisites: at least 16 hours in biology, minimum grade point average of 2.75 in the major, and faculty consent. Students select a topic of interest in biology and explore the subject thoroughly through independent library research. A formal paper with extensive literature review is presented to a committee of the biology faculty. Oral presentation of results can be used in place of BIO 410. (*fall and spring semesters)

450 Biological Research (4) (W)

Prerequisites: at least 16 hours in biology, a GPA of 3.0 in the major, and consent of department chair. Problems must be selected in consultation with the department chair and the professor in charge of the project. Requires two hours each week for each credit attempted, a research paper, and oral presentation of topic. (*fall and spring semesters)

480 Biology Laboratory Practicum (1)

Prerequisite: permission of the instructor. Through direct involvement both in and out of the classroom, students gain practical knowledge of instruction in a college biology laboratory. Under the supervision of faculty, students are involved in the aspects pertaining to teaching

a semester's biology laboratory. This may include, but is not limited to, presenting introductory material, aiding students during laboratories, development and critique of evaluation component(s), and laboratory preparation and maintenance. Counts as general elective only. (*fall and spring semesters)

495 Special Topics (1-4)

Requires permission of instructor. A lecture or laboratory course offered at the discretion of the Biology Department. Subject may focus on a current issue in biology, training in a specific research technique, or an area of biology that is of interest to a particular group of students.

499 Biological Internship (1-8)

Prerequisites: BIO 203 and 204, 56 semester hours of credit with at least a 3.0 average in the major, or approval of the department. Note: Prerequisite courses may be specified by the employer. Provides practical experience in science-related programs in a firm or agency, under the supervision of faculty and firm representatives. Can be accomplished on a part-time or full-time basis. Graded on a pass-fail basis. Counts as a general elective only. (*fall and spring semesters)

Career Services (CAR)

201 Career Decision Making (1)

Prerequisites: Second-semester freshmen and sophomores, incoming transfer students (freshman or sophomore status) and sophomores who have not yet declared a major or who are unsure of their previously declared major. Students will gain an understanding of the process of career decision-making. They will explore interests, skills, values and personality and learn how they relate to major and career choices.

401 Job Search Strategies (1)

Prerequisite: junior or senior standing. Covers current trends of job searching. Résumé development, interviewing techniques, proper correspondence, résumés for the Internet, and job searching through various media are addressed through professional lectures, research methods, guest lecturers and class assignments. (*seven weeks)

Chemistry (CHE)

All courses in a chemistry or biochemistry major program must be taken with a letter grade, except those designated as satisfactory-unsatisfactory (S/U).

126 Chemistry and Society (3)

Prerequisites: MAT 150 or equivalent. Designed for non-science majors. Introduces the basic concepts of chemistry and examines them in terms of real-world examples. Satisfies general curriculum distribution requirements. Does not apply toward a major or minor in chemistry. Lecture only. (*fall, spring, summer I and II)

128 Introductory Chemistry (3)

Prerequisite: MAT 150 or equivalent. This course deals with the fundamental principles of chemical science and basic calculations in science. Topics include theory, gases, states of matter, solutions, acid and base theory, equilibrium and oxidation-reduction. The course is intended for science majors in preparation for taking CHE 150/152/153. Satisfies general curriculum distribution requirements. Lecture only. Students must complete CHE 128 with a grade of "C" or better to register for CHE 150/152/153. For CNHS majors only. (*fall semester)

150 Chemistry for Health Care Professions (4)

Prerequisite: MAT 150, CHE 128 (with a grade of "C" or better) or waiver. Investigates the fundamental principles of general chemistry, organic chemistry and biochemistry. Topics include chemical bonding, nomenclature, gases, states of matter, solutions, acid and base

theory, equilibrium and oxidation–reduction, organic functional groups, stereochemistry, carbohydrates, lipids, proteins and nucleic acids. The course is intended for nursing majors. Lecture only. (*fall and spring semester)

152 General Chemistry I (3)

Prerequisite: MAT 160, CHE 128 (with a grade of “C” or better) or waiver. Current enrollment in or successful completion of CHE 153L (with a grade of “C” or better) required. Expands on the basic concepts of chemistry. Topics include chemical nomenclature, stoichiometric relationships, the chemistry of gases, atomic structure, chemical bonding, and molecular geometry. (*fall and summer I)

153L General Chemistry I Laboratory (1)

Prerequisite: current enrollment in or successful completion of CHE 152 (with a grade of “C” or better). Laboratory experiments supplement lecture material presented in CHE 152. (*fall and summer I)

154 General Chemistry II (3)

Prerequisites: CHE 152 and 153L (both with a grade of “C” or better), MAT 170 and current enrollment in or successful completion of CHE 155 (with a grade of “C” or better). A continuation of General Chemistry I. Topics include solution chemistry, kinetics, equilibrium, thermodynamics, electrochemistry and nuclear chemistry. (*spring and summer II)

155L General Chemistry II Laboratory (1)

Prerequisites: CHE 152 and 153L (both with a grade of “C” or better), and current enrollment in or successful completion of CHE 154 (with a grade of “C” or better). Laboratory experiments supplement lecture material presented in CHE 154. (*spring and summer II)

180 Environmental Chemistry (3)

Prerequisites: CHE 154 and 155L (both with a grade of “C” or better). Lecture segment provides an introduction to the chemistry of the processes involved in air, water and soil pollution. Laboratory segment covers techniques and analyses similar to those used by state and federal regulatory agencies. Does not apply toward a major in chemistry. Lecture only. (*spring semester)

232 Organic Chemistry I (3)

Prerequisites: CHE 154 and 155L (both with a grade of “C” or better). A study of the chemical properties and reactions of carbon and its derivatives. Topics include bonding, nomenclature, stereochemistry, substitution, elimination and free radical reactions, organometallic compounds, infrared and nuclear magnetic resonance spectroscopy and the chemistry of alkyl halides, alcohols, epoxides, glycols, alkenes and alkynes. (*fall and summer I)

233L Organic Chemistry I Laboratory (1)

Prerequisites: CHE 154 and 155L (both with a grade of “C” or better), and current enrollment in or successful completion of CHE 232 (with a grade of “C” or better). Experiments focus on organic laboratory techniques used in the purification of liquids and solids and in structural elucidation. Emphasis is on the acquisition of basic organic laboratory skills. (*fall and summer I)

234 Organic Chemistry II (3)

Prerequisite: CHE 232 and 233L (both with a grade of “C” or better). A continuation of Organic Chemistry I. Topics include the chemistry of benzene, aldehydes, ketones, carboxylic acids and their derivatives, amines, polycyclic and heterocyclic compounds, condensation reactions, and special topics such as carbohydrates, amino acids, proteins or pericyclic reactions. (*spring and summer II)

235L Organic Chemistry II Laboratory (1)

Prerequisites: CHE 232 and 233L (both with a grade of “C” or better), and current enrollment in or successful completion of CHE 234 (with a grade of “C” or better). Experiments

involve organic synthesis and physical methods in organic chemistry including IR and NMR spectroscopy. (*spring and summer II)

245 Inorganic Chemistry (4)

Prerequisites: CHE 154 and CHE 155L (both with a grade of “C” or better). An introduction to the basic principles of bonding with an introduction to molecular orbital theory. An extensive survey of the periodic properties of the elements supplemented with representative reactions for the main group elements. Additional topics include acid/base theory and crystal field theory for the first row transition elements. Lecture and laboratory (*spring semester)

305 Applied Physical Chemistry (3)

Prerequisites: CHE 310 (with a grade of “C” or better), MAT 260 and lower-level chemistry core. An introduction to principles and applications of physical chemistry. Topics include states and properties of matter, thermodynamics and its application to chemical and biochemical systems, phase and chemical equilibrium, electrochemistry and chemical kinetics. Lecture only. (*fall semester)

310 Analytical Chemistry (4)

Prerequisites: CHE 154 and 155 (both with a grade of “C” or better). An advanced treatment of chemical equilibrium and its application to the quantitative analysis of materials. Emphasizes gravimetric, volumetric, spectrophotometric and potentiometric methods of analysis. May be used toward a minor in chemistry. Lecture and laboratory. (*fall semester)

320 Biochemistry (3)

Prerequisites: Lower-level chemistry core, including CHE 234 and 235L (both with a grade of “C” or better). A study of the chemical properties and biological functions of the atoms, molecules, macromolecules and macromolecular complexes that contribute to living systems. Topics include pH, structure and function of carbohydrates, proteins, lipids, and nucleic acids, enzyme kinetics, the major metabolic cycles and their cellular control processes. May be used toward a minor in chemistry. Lecture only. (*fall and spring semesters)

352 Physical Chemistry I (3)

Prerequisites: CHE 310 (with a grade of “C” or better), MAT 261, and lower-level chemistry core. Topics include gases and kinetic molecular theory, the laws of thermodynamics, phase equilibrium, ideal and non-ideal solutions, electrochemistry and surface phenomena. Lecture only. (*fall semester)

353L Physical Chemistry I Laboratory (1)

Prerequisites: CHE 310 (with a grade of “C” or better), MAT 261, and lower-level chemistry core, and current enrollment in or successful completion of CHE 352. Introduction to advanced chemical laboratory techniques. (*fall semester)

354 Physical Chemistry II (3)

Prerequisites: CHE 352 and 353L. A continuation of Physical Chemistry I. Topics include kinetics, photochemistry, quantum mechanics, spectroscopy and X-ray diffraction. Lecture only. (*spring semester)

355L Physical Chemistry II Laboratory (1)

Prerequisites: CHE 352 and 353L, and current enrollment in or successful completion of CHE 354. Continuation of physical chemistry laboratory. (*spring semester)

410 Senior Seminar (2)

An in-depth, independent literature-based study of a current topic in chemistry or biochemistry. A final paper and presentation are required. Graded on a pass/fail basis.

420 Advanced Biochemistry (4) (W)

Prerequisite: CHE 320 (with a grade of “C” or better) and lower-level chemistry core. This course is an extension of CHE 320 (Biochemistry) with an emphasis on advanced theory and methods, including enzyme kinetics, pharmacokinetics, pharmacodynamics, Gibbs free energy

calculations, and synthetic bio-organic chemistry. Additionally, the specialized biochemistry of several organs, tissues and diseases are discussed. Graded laboratory reports, project presentations and exams are employed to assist the student in mastering the fundamental concepts presented during both the lecture and laboratory portions of the course. Lecture and laboratory. (*spring semester)

425 Advanced Inorganic Chemistry (3)

Prerequisites: CHE 245 and 310 (both with a grade of “C” or better), MAT 261 and lower-level chemistry core. Studies atomic and molecular structure, types of chemical bonding, periodic relationships, typical reactions of inorganic substances, and the modern experimental methods used in inorganic chemistry. Lecture only. (*fall semester)

426 Advanced Organic Chemistry (4)

Prerequisites: Chemistry lower core, with grades of “C” or better in CHE 234, 235L, 352 and 353L. Prerequisite or corequisites: CHE 354 and 355L. This course is designed to cover many of the topics discussed in Organic Chemistry I and II in more depth. Topics may include the general study of organic reaction mechanisms including Eyring plots, Hammond’s postulate, Curtin-Hammett principle, isotope effects and acid-base catalysis; conformational control; stereoelectronics; Hückel molecular orbital theory; pericyclic reactions; aromaticity; free-radical species and reactions; nucleophilic substitutions; eliminations; additions; multi-step synthetic strategies; retrosynthetic strategies; and natural product synthesis. In addition, the student is expected to develop literature research skills by preparing and presenting a project involving the total synthesis of a naturally occurring compound or a topic of current interest. Lecture only. (*spring semester)

430 Advanced Instrumental Chemistry (4)

Prerequisites: CHE 310, 234 and 235 (all with a grade of “C” or better). Studies the theory and practice of modern instrumental methods of chemical analysis. Methodology includes spectrophotometric, chromatographic, electroanalytical, and nuclear techniques. Additionally, students are required to retrieve scientific information from primary, secondary and tertiary literature sources. Lecture and laboratory. (*spring semester)

440 Quality Assurance (3)

Prerequisites: CHE 310 and 320 (both with a grade of “C” or better), CRM 307 and MAT 201. This course provides an outline of the key components of QA/QC. The need to produce sound scientific data using appropriate standards and controls, written procedures, and method validation are explored. The key principles in any QA/QC laboratory program with reference to the FDA, EPA, ISO guidelines, together with specific examples from different specializations in those particular fields are described. Can be used to satisfy the CHE 499 requirement in chemistry. Lecture only. (*fall semester)

445 Advanced Spectroscopy (4)

Prerequisites: Lower-level chemistry core, with grades of “C” or better in CHE 234, 235L, 352 and 353L. Prerequisite or corequisites: CHE354 and CHE355L. This course is designed to cover current spectroscopic methods for organic structure determination. Topics include elemental analysis, liquid-chromatography-tandem mass spectrometry (LC-MS/MS), infrared spectroscopy, and nuclear magnetic resonance spectroscopy and their use in organic structure determination. Students are expected to develop literature research skills by preparing and presenting a project involving the determination of the molecular structure of a naturally occurring compound. (*spring semester)

451 Introduction to Research (2-4)

Prerequisites: CHE 310, 234, 235L and 320 (all with a grade of “C” or better). Qualified students in junior year choose project subject in consultation with chemistry faculty member. Requires laboratory research and a written report presented to, and reviewed by, the chemistry

faculty. Students must also make an oral presentation of the results of their work. Graded on a pass/fail basis. (*fall and spring semesters, based on availability of faculty)

453 Chemistry Internship (1-4)

Prerequisites: CHE 310, 234, 235L and 320 (all with a grade of “C” or better), and 56 semester hours of credit with a minimum GPA of 2.5 in the major, or approval of department chairperson. Provides practical experience in chemistry-related programs in a firm or agency, under the supervision of faculty and firm representatives. May be accomplished on a part-time basis, and may be repeated for a total of four hours of credit. Graded on pass/fail basis. (*fall and spring semesters)

460 Introduction to Forensic Research (2)

Prerequisites: CHE 440 (Quality Assurance) and CRM 312. This course will consist of an internship in a forensic laboratory or equivalent where the student will conduct analyses in a specialization area of interest. The products of this experience will be a presentation at a professional conference and/or campus seminar, plus a written paper. Students must apply for this internship a semester in advance. Graded on a pass/fail basis. (*fall and spring semesters)

470 Techniques in Tissue Culture (4)

Prerequisite: Lower level chemistry core. Prerequisite or corequisite: CHE 320. This course is an introduction to techniques in animal tissue culture, the science of growing individual cells *in vitro* (outside the original animal). These techniques provide the basis for carrying out diverse research projects in the medical research, clinical and biotechnology fields. This laboratory-intensive course provides hands-on experience in cell growth and propagation, subculture, cloning, cryopreservation and proper aseptic technique. Lecture and laboratory. (*fall semester)

480 Forensic Toxicology (3)

Prerequisites: CHE 310 and 320 (both with a grade of “C” or better), CRM 307 and BIO 320. This course provides a comprehensive overview of the basic principles of toxicology and the practical aspects of forensic toxicology. The toxic agents most commonly resulting in legal problems in our society and the process by which our judicial system is aided by scientific investigation will be discussed. Other topics include the biotransformation of toxicants, chemical carcinogenesis, mutagenesis, teratogenesis, systemic toxicology, the biochemistry of poisons, and the control of poisonous material. Laboratory investigations involve toxicological analysis by microscopy, thin layer chromatography, spot testing, gas-liquid chromatography, mass spectrometry, and infrared analysis. Can be used to satisfy the CHE 499 requirement in chemistry. Lecture and laboratory (*fall semester)

499 Special Topics in Chemistry (1-4)

Prerequisite: consent of instructor. A lecture and/or laboratory course offered at the discretion of the chemistry faculty. Subject may be chosen from theoretical and/or practical applications in biochemistry or analytical, inorganic, physical or organic chemistry. (*fall and spring semesters, based on availability of faculty)

Communication (COM)

204 Beginning Design (4) (A)

Cross-listed with ART 204. A studio/performance-oriented course covering the fundamental principles of visual organization. Emphasizes two-dimensional design and the use and theory of color. (*fall and spring semesters)

208 Beginning Photography (4) (A)

Cross-listed with ART 208. A studio/performance-oriented course; an introduction to materials and techniques of photography. (*fall and spring semesters)

210 Beginning Digital Arts (4) (A)

Cross-listed with ART 210. A studio/performance-oriented course. This course introduces various electronic and digital tools for use in creating artistic projects. It covers the history, evolution and theory of relevant technology in order to provide context for the hardware and software used. Laboratory fee required.

211 Art and Technology (4) (A)

Cross-listed with ART 211. Art and Technology is a lecture course conceived to provide a context for the development of art and its interrelations with technology. Students study the definition of multimedia and its evolution toward hypermedia. Special emphasis is placed on the creation and transformation of technology used in the 20th century, such as radio, television, computers, the Internet and networked environments. Developments are related to historic art movements.

217 3-D Animation (4) (A)

Cross-listed with ART 217. A studio/performance-oriented course that is an introduction to three-dimensional computer animation exploring the basic techniques of modeling and animation. The course also includes necessary aspects of texture mapping, deformation, motion control, lighting, cameras and rendering. Laboratory fee required. (*fall and spring semesters)

224 Mass Media and Society (4)

Studies the fundamentals of communication theory to provide a foundation for understanding how the mass media work, how they influence us, how we can analyze them, and how we can effectively use them. Students can apply these critical skills to their roles as responsible consumers and communication professionals. May be used to fulfill the general distribution requirements for the social sciences if not used for the major. (*fall and spring semesters)

225 Writing for Electronic Communication (4) (W)

Cross-listed with WRI 225. Studies the creative elements that marry in the electronic media (i.e., sound effects, visuals, actuality and narration). Covers script formats, techniques, terminology and editing skills. Students apply these skills to documentary, narrative and instructional projects. May not be used to satisfy general curriculum distribution requirements. (*fall and spring semesters)

232 Visual Literacy (4) (A)

It is one of the great ironies of contemporary existence that we are beset, informed, controlled and constructed by images, yet we receive almost no formal training in understanding and creating visual communication. Visual Literacy addresses this issue through interdisciplinary study of the terminology and theory of visual communication, with special emphasis on the relationship of visuality and cultural practice. Considering ideas from art history, photography, film, mass media and cultural studies, students are asked to analyze visual rhetoric, begin to see critically, articulate meaning, and author visual rhetoric of their own. (*fall and spring semesters)

234, 236, 237 Topics in Communication (1-4)**238 Animation I (4) (A)**

Cross-listed with ART 238. Prerequisites: COM 225 and ART/COM 241. Teaches the technique of animation as a visual medium, and enables students (regardless of major) to design, script, write, direct and communicate concepts through animation. Emphasizes art, history, movement, audio design and writing. May be used to fulfill the general distribution requirements for the humanities if not used for the communication or film and media arts majors. Laboratory fee required. (*occasionally)

240 Writing Drama (4) (W) (A)

Cross-listed with WRI 240. An introduction to the techniques of writing stage and television scripts. May be used to satisfy general curriculum distribution requirements if not used for the writing major or minor. (*every other spring semester)

241 Introduction to Sound, Image and Motion (4)

Cross-listed with ART 241. Introduces students to the basic principles involved in recording, processing and distributing image and sound for film, television and the Internet. The student learns the basics of cameras, lenses, exposure, lighting, film, microphones, scanning, basic digital effects, editing and other post-production techniques. Basic history, theory and aesthetics of related media are presented. May not be used to satisfy general curriculum distribution requirements. Laboratory fee required.

(*spring and fall semesters)

247 Writing for Radio and Alternative Performance (4) (W)

Cross-listed with WRI 247. A writing workshop devoted to nontraditional dramatic works such as radio drama and spoken-word performance. Students listen to, read and critique monologues and dialogues, as well as writing and performing.

249 Transformation from Fiction to Screen (4) (W) (A)

Cross-listed with ENG 249. A study of the transformation of short stories and novels to the screen aimed at an enhanced appreciation of both the written page and the visual medium.

250 Practicum in Broadcast Management (1-4)

Students are responsible for the programming and management of WUTV and WUTZ, the University's closed-circuit television and radio stations. Students are encouraged to register for 1 to 2 credit hours initially, and to save 4 credit hours for officer positions. Students also may participate as volunteers for either station. (Limited to 6 credit hours total.)

260 American Cinema (4) (A)

A basic introduction to film studies. Surveys the history of American narrative film with an emphasis on the cultural impact of film in society. May be used to fulfill the general distribution requirements for the humanities if not used for the major. (*fall semester)

261 World Cinema (4) (NW) (IG) (A) (W)

An examination of world cinema movements. May be used to fulfill Third World requirements. May be used to fulfill the general distribution requirements for the humanities if not used for the major. (*spring semester)

263 Web Design (4)

Cross-listed with ART 263. Prerequisite: ART/COM 241 or 210, or consent of instructor. This studio course introduces students to Web design techniques, technologies and theories, including (X)HTML, CSS and Web design software. Almost all work is performed at a computer terminal. Laboratory fee required.

271 Journalism I (4) (W)

Cross-listed with WRI 271. Prerequisite: ENG 101. Covers the elements of news, the style and structure of news and feature stories, methods of gathering news, and copy editing. May not be used to satisfy general curriculum distribution requirements. (*every semester)

277 Modern Art (4) (W) (A)

Cross-listed with ART 277. A critical and analytical study of 20th-century painting, sculpture, photography and architecture with an emphasis on the conditions and circumstances that caused them to evolve to their present states. (*spring semester)

280 Digital Imaging for Interactive Media (4)

Cross-listed with ART 280. Prerequisite: ART/COM 241. This class explores issues of aesthetics and representation in developing imagery for communicating with various audiences in still, time-based and interactive media. While students learn technologies for digital imaging

and illustration, the course emphasizes conceptual development of visual composition in both commercial and experimental contexts for mainstream and alternative venues. Laboratory fee required. (*fall and spring semesters)

282 Survey of Advertising and Public Relations (4)

This course will explore the history, theory and practice of advertising and public relations. History and critical studies encourage research and discussion about how advertising and public relations have come to shape economies and consumer cultures. Principles in marketing, media and visual communication are discussed.

285 Information Design (4) (W)

Cross-listed with WRI 285. Draws from a variety of design theories to create and analyze workplace documents such as training, marketing and documentation materials. Emphasis will be placed on thinking creatively about how to make information as usable as possible, and choosing appropriate media and genre for communicative purpose. Students will put theory into practice by writing and designing portfolio pieces. May not be used to satisfy general curriculum distribution requirements. (*every other year)

300 The Documentary Tradition (4)

Prerequisite: COM 232 or consent of instructor. Survey course on the visual documentary tradition. May be used to satisfy general curriculum distribution requirements in the humanities if not used for the major. (*every other spring semester)

303 Studio Television I (4) (A)

Prerequisite: COM 225 and ART/COM 241, or consent of instructor. Emphasizes formal aspects of studio video-production operations, including camera switching, lighting, sound and accessory equipment, and remote-location production for integration into a studio program. This course provides production support for WUTV programming. May be used to satisfy general curriculum distribution requirements in the humanities if not used for the communication major. Laboratory fee required. (*fall and spring semesters)

305 Intro Graphic Design (4) (A)

Cross-listed with ART 305. Prerequisite: ART/COM 210. A studio/performance-oriented course that is an introductory study of the creative processes associated with the graphic design field. Emphasis on creative problem-solving, basic design principles and the integration of type and imagery as applied to realistic graphic design problems. Laboratory fee required. (*fall and spring semesters)

306 Graphic Design II (4) (A)

Cross-listed with ART 306. Prerequisite: ART/COM 305. A studio/performance-oriented course with emphasis on the development of the creative process as applied to design problem solving. Focus is on the development of ideas and the tools used to execute design solutions. Subjects covered include print advertising, brochures, logotypes, signage, packaging and illustration, and how each ties in with marketing strategy. Laboratory fee required. (*fall and spring semesters)

307 Advanced Photography (4) (A)

Cross-listed with ART 308. A studio/performance-oriented course designed to increase a student's technical knowledge and ability for individual expression. Problems involve multiple imagery, serial photography and other exercises to increase a student's creative potential. Encourages experimentation with larger format, as well as other aspects of the photographic medium. (*spring semester)

308 Film Aesthetics (4) (A)

Cross-listed with PHL 308. A study of film as an aesthetic medium. Explores the social, technological, historical and artistic influences on the development of cinema. Also examines how theories of film (i.e., realism, formalism, expressionism and semiology) affect the aesthetic construction and critical reception of films. (*every other spring semester)

310 Advanced Digital Arts (4) (A)

Cross-listed with ART 310. A studio/performance-oriented course. Prerequisite: ART/COM 210. A continued exploration of graphics programs with emphasis on the creative use of available tools. Three-dimensional modeling, animation and interactive media are used. Laboratory fee required. (*fall and spring semesters)

311 Online Production (4) (A)

Cross-listed with ART 311. Prerequisite: ART/COM 210. A studio/performance-oriented course that is an advanced Web design and production class addressing the history and culture of the Internet and exploring the World Wide Web as a domain for publication and expression for online producers. Special emphasis is placed on defining the differences between client-side and server-side creations, and how these affect the content and presentation of the information on the Web. It emphasizes the evolution of multimedia into hypermedia through the use of client/server tools, Web services, programming languages and databases. Laboratory fee required.

312 Narrative Production (4) (A)

Cross-listed with ART 312. Prerequisite: COM/ART 241. This course offers students a hands-on opportunity to explore narrative filmmaking using digital technologies in a combined theory and practice approach. Each student will complete a series of short digital films that relate to the history, theory and aesthetics of narrative film. Technical instruction includes digital cinematography, lighting, sound and editing. Class will include screenings and discussions on the history and theory of the narrative film. May be used to fulfill the general distribution requirements for the humanities if not used for communication or the film and media arts majors. Laboratory fee required. (*fall and spring semesters)

313 Documentary Production (4) (A)

Cross-listed with ART 313. Prerequisite: COM/ART 241. This course offers students a hands-on opportunity to explore documentary filmmaking using digital technologies in a combined theory and practice approach. Class will include screenings and discussions on the history and theory of documentary film and video. Technical instruction includes digital cinematography, lighting, sound and editing. Each student will complete one or more short digital films that relate to the history, theory and aesthetics of the documentary film. Laboratory fee required. (*fall and spring semesters)

314 Experimental Filmmaking (4) (A)

Cross-listed with ART 314. Prerequisite: COM/ART 241. This course offers students a hands-on opportunity to explore 16mm experimental filmmaking in a combined theory and practice approach. Each student will complete one or more short films in 16mm that relate to the history, theory, and aesthetics of the experimental film. Technical instruction includes 16mm cinematography, camera operation, film stocks, lighting, editing and sound. Class will include screenings and discussions on the history and theory of experimental cinema. May be used to fulfill the general distribution requirements for the humanities, if not used for communication or the film and media arts majors. Laboratory fee required. (*fall and spring semesters)

317 Advanced 3-D Animation (4) (A)

Cross-listed with ART 317. Prerequisite: ART/COM 217. A studio/performance-oriented course: An investigation into three-dimensional computer animation that includes advanced techniques of modeling and animation. The course also includes necessary aspects of texture mapping, character rigging, motion control, animation principles, digital lighting, virtual camera principles, particle effects, dynamics and rendering. Laboratory fee required.

323 Frontiers of Communication (4)

Prerequisite: COM 224. This is a course in the politics, economics and technologies of the information age. Areas covered include the basic designs of the new technologies, the marketing

strategies utilized to bring them to the public, and the social changes that may ensue. Emphasis is on the merger of telephone, television and computer technologies at the consumer level, and state-of-the-art developments within institutions. May be used to fulfill general distribution requirements for the social sciences if not used for the major. (*fall semester)

325 Writing for Broadcast News (4) (W)

Cross-listed with WRI 325. Prerequisite: COM 225. This course covers the elements of broadcast news writing and production, including the structure of radio and television news and feature stories, research and interviewing techniques, “package” production and ethical considerations. May not be used to satisfy general curriculum distribution requirements. (*fall and spring semesters)

326 Political Campaigns and Electoral Politics (4)

Cross-listed with GWA 326. Prerequisite: COM 224 or consent of instructor. An exploration of the electoral process, particularly in the United States, with emphasis on the role of communication in political campaigns. (*every other fall semester)

331 The Creative Triangle (4) (A)

Cross-listed with ART 332. Prerequisites: any of the following: COM 312, 313, 314. The Creative Triangle explores the roles in the creative decision-making processes of the director, cinematographer and production designer. It emphasizes the technical, administrative and communication skills that provide the means for successful realization of drama, television, documentary and new media projects. The aim is to develop a wide range of skills necessary for effective performance in these roles in the context of complex creative collaboration. Laboratory fee required.

333 Studio Television II (4)

Prerequisites: COM 303 or consent of instructor. The purpose of the course is to apply studio television training to the production of a weekly telecast. Students are required to expand previous training in studio television to include planning, budgeting, booking guests in advance and program planning. Each facet of producing a weekly telecast is explored, including pre-recorded elements and the roles of associate producer, assistant director, graphics wraparound and set design. Laboratory fee required. (*spring semester)

334 Information and the New World Order (4) (NW) (IG)

Prerequisite: COM 224, junior or senior standing, or consent of instructor. Examines the cultural, political, economic and ethical issues surrounding a complex, international communication movement known as the New World Information Order. Explores all aspects of the topic, with an emphasis on threats to the national sovereignty of developing countries, the bias of international news agencies, and cultural imperialism. May be used to fulfill Third World requirements. May be used to fulfill general distribution requirements for the social sciences if not used for the major. (*fall semester)

335 Survey of Independent Video and Film (4) (A)

Prerequisites: COM 232 or permission of the instructor. Students study and view tapes and films produced as part of the non-commercial independent movement. May be used to satisfy general curriculum distribution requirements in the humanities if not used for the major. (*every other spring semester)

337 Corporate Uses of Media (4) (W)

Prerequisite: COM 225. Students learn how to evaluate and script creative communication projects within the corporate environment. The scripts are for a variety of different applications, client needs and audience levels. May not be used to satisfy general curriculum distribution requirements. (*occasionally)

338 Animation II (4)

Cross-listed with ART 338. Prerequisite: COM 225, ART/COM 241 or 238, or consent of instructor. The course objective is to professionalize the implementation and production

of animation techniques, including the use of computers. Advanced projects deal with specific problems and exercises in drawing, storyboard and script/visual analysis. May not be used to satisfy general curriculum distribution requirements. Laboratory fee required. (*occasionally)

340 Screenwriting I (4) (W) (A)

Cross-listed with WRI 340. Prerequisite: COM 225 or 240. Covers the elements of writing feature film scripts including character development, dialogue and dramatic structure. May not be used to satisfy general curriculum distribution requirements. (*fall and spring semesters)

342 Producing for Motion Picture and Digital Media (4)

Prerequisites: junior or senior standing and one or more of COM 263, 303, 312, 313, 314, or 363, or instructor's permission. A study of producing for cinema, television, interactive, and commercial and business applications. Students acquire skills in production budgets, package development, script breakdown, cost projections, shooting schedules, and marketing and sales presentations. (*once a year)

343 Advanced Post-Production Techniques (4)

Cross-listed with ART 343. Prerequisites: COM 225 and one of the following: COM 241, 312, 313, 314 or consent of the instructor. Students explore advanced creative and technical possibilities of motion picture editing using the University's advanced digital editing facilities. May not be used to satisfy general curriculum distribution requirements. Laboratory fee required. (*fall semester)

344, 377 Special Topics (1-4)

346 Writing for Interactive Media (4) (W)

Cross-listed with WRI 346. Prerequisite: COM 225. This course explores practice and theory in three fields of writing for interactive media: copywriting, e-journalism, and experimental "net narrative" writing. May not be used to satisfy general curriculum distribution requirements.

348 Writing the Situation Comedy (4) (W)

Prerequisite: COM 225 or consent of instructor. This course is an introduction to the mechanics of writing for television. From idea through final draft, students learn the process of developing scripts for television. The structural demands of commercial television and cable are explored. The student obtains a grounding in the historical development of marketable TV genres. The selling and buying of a script are analyzed, as well as strategies for creating a teleplay by oneself or with a staff of writers. May not be used to satisfy general curriculum distribution requirements. (*fall semester)

354 Internship in Communication (1-4)

Prerequisites: junior or senior standing, minimum GPA of 3.0 in major, and consent of instructor. Internships are with local, state and national sponsors throughout the communication field. Students may take a maximum of 8 credit hours. COM 354 cannot be used to meet the 300-or-above-level requirement in the major. May not be used to satisfy general curriculum distribution requirements. (*fall and spring semesters)

360 Film Directors (4) (A)

Prerequisite: COM 232 or consent of instructor. A search for the defining characteristics of a director's works, including issues of thematic motifs and visual style. May be used to satisfy general curriculum distribution requirements in the humanities if not used for the major. (*spring semester)

363 CD/DVD Design and Production (4)

Cross-listed with ART 363. Prerequisites: COM 225, ART/COM 241, or consent of instructor. To introduce students to the principal software and programming languages used in designing interactive products for CD-ROM. May not be used to satisfy general curriculum distribution requirements. (*fall semester) Laboratory fee required.

365 Critical Analysis of Media Events (4)

The course is designed to introduce intermediate research methodologies to a student's critical analysis of large scale media events. It involves the practical analysis of a media event, including circumstances, details, historical perspective and reactions by journalists, officials and the public to the topic. Archival coverage, documentaries, feature films, print articles and Internet sites relating to a singular or series of events will encompass a majority of the analysis. Particular attention will be given to events with international implications. Students will review the previous exposure of related topics in an effort to compare the attention given to a subject in a comparison of "before and after."

370 Women, Film and Popular Culture (4) (A)

Cross-listed with WST 370. Prerequisite: COM 232, or consent of the instructor. Focuses on the politics of representing women, particularly in film, television, advertising, popular literature and the popular press. The critical background includes texts on political economy, semiotics, feminist theory and cultural studies. The student completes a major research project during the course. May be used to satisfy general curriculum distribution requirements in the humanities if not used for the major. (*fall semester)

371 Journalism II (4) (W)

Cross-listed with WRI 371. Prerequisites: ENG 101 and 102, and COM/WRI 271, or consent of instructor. Involves advanced training in reporting and research skills. Involves extensive writing assignments with emphasis on news and features. May not be used to satisfy general curriculum distribution requirements. (*every other fall semester)

380 Culture, Society and Computing Technology (4)

Prerequisite: COM 224. This course explores history, philosophy and myth surrounding computing technology and the Internet. The course examines the specifics of computing technology beginning with Plato and concluding within the discussion of the post-human. Domestic and global political/economic considerations also are discussed. Language, discourse and legal implications relating to the Internet are introduced. (*spring semester)

383 Writing for Advertising (4) (W)

Cross-listed with WRI 383. Prerequisites: ENG 101 and COM 225, or consent of instructor. This course involves strategic concept-development and writing for advertising projects, as well as a look at ethical considerations related to the practice. May not be used to satisfy general curriculum distribution requirements. (*fall and spring semesters) *(This course replaces COM 382, Writing for Advertising and Public Relations. This course may not be taken if the student has already taken and received a passing grade in COM 382.)*

384 Writing for Public Relations (4) (W)

Cross-listed with WRI 384. Prerequisites: ENG 101 and COM 225, or consent of instructor. This course involves training in theory, form and style of writing public relations materials for all stages and types of public relations campaigns. This course is designed to provide students with a broad range of public relations writing skills utilized in the industry. (*fall and spring semesters) *(This course replaces COM 382, Writing for Advertising and Public Relations. This course may not be taken if the student has already taken and received a passing grade in COM 382.)*

399 Independent Study in Communication (1-4)

Prerequisites: junior or senior standing, COM 224, 225 and 232, minimum GPA of 3.0, or consent of instructor. Research or creative project under the auspices of a communication instructor. May be repeated for a maximum of 8 credit hours. May be used to satisfy general curriculum distribution requirements in the humanities if not used for the major. (*fall and spring semesters)

401 Intercultural Communication (4)

The purpose of this course is to provide students with an understanding of the socio-cultural dynamics that affect the communication process. Students focus on their own cultural world view as they are exposed to the cultural dynamics and characteristics of other societies. Emphasis is placed upon the nonverbal and oral/visual aspects of communication content, structure and context. May be used to fulfill general distribution requirements for the social sciences if not used for the major. (*fall and spring semesters)

425 Information Technology and Human Values (4)

Prerequisite: COM 224, junior or senior standing, or consent of instructor. Raises fundamental questions about the relationship between science and the humanities. Analyzes the role of technology in modern life with special emphasis on the impact of new information technologies. May be used to fulfill general distribution requirements for the humanities if not used for the major. (*spring semester)

426 Public Opinion, the Media and Power (4)

Cross-listed with GWA 426. Prerequisite: junior or senior standing, or consent of instructor. Examines public opinion from a variety of perspectives, providing students with the ability to be intelligent consumers of public opinion research and effective users of public opinion research tools. Explores the interaction between the media and public opinion, as well as public opinion's effects on contemporary society and politics. (*every other fall semester)

436 Critical Studies in Public Communication (4)

Prerequisite: COM 224. This course studies critical contexts of public communications to bring students an understanding of forces that shape media and representation, and relationships between mass communication and the public.

440 Screenwriting II (4)

Prerequisites: COM 225 and 340, and consent of instructor. Advanced explorations of feature film scriptwriting and analysis. May not be used to satisfy general distribution requirements. (*occasionally)

443 Communication and Cultural Studies (4) (W)

Prerequisite: COM 224, junior or senior standing, or consent of instructor. Students explore the role of communication in the social construction of culture. Emphasis is on acquiring knowledge of culture as an evolving process of codifications and examining dominant and marginal cultural meaning systems in science, history and the arts. May be used to fulfill general distribution requirements for the social sciences if not used for the major. (*every other spring semester)

444 Wordimagebookscreen (4) (W) (A)

Cross-listed with ENG 444. Prerequisites: ENG 101 and 102. Drawing on various disciplines, this course focuses on methods for "reading" culture and contemporary consciousness, concentrating on word and image in the formation of attitudes, ideologies and myths. Introduces cultural analysis and a metalanguage through which students can understand the competing sign systems and discourses of culture.

445 The Image and the Reality (4) (A)

Prerequisites: junior or senior standing, and any of the following: COM 260, 261, 300, 308, 335, 360, 370 or 465, or consent of instructor. Explores the relationship between myth and cinema. Also looks at the politics of representation as it relates to race, gender and ethnicity. May be used to satisfy general curriculum distribution requirements in the humanities if not used for the major. (*every other spring semester)

446 Advanced Topics in Communication (4)**460 Senior Seminar in Film and Digital Production (4)**

Prerequisites: Senior standing and any of the following: COM/ART 312, 313, or 314, or consent of the instructor. Seminar for seniors completing a film or digital production project as their senior thesis requirement for graduation in Film and Media Arts. Pre-production and production of the senior thesis production project will be completed by the end of this semester. Each student will pursue a production project of sufficient breadth and depth as to crystallize their experiences at the University. (*fall semester) Laboratory fee required.

465 Senior Seminar in Cinema Studies (4)

Prerequisites: Senior standing, and any of the following: COM 260, 261, 300, 308, 335, 360, 370 or 445, or consent of instructor. Seminar for seniors completing a thesis paper in cinema studies as their Film and Media Arts senior thesis requirement for graduation. Each student will pursue a cinema studies thesis project, in written form, of sufficient breadth and depth as to crystallize their experiences at the University. Topic varies from semester to semester. (*fall semester)

470 Communication Research Methods (4)

Prerequisites: COM 224, and junior or senior standing or permission of instructor. This course introduces students of communication to the core concepts and common practices of both quantitative and qualitative communication research. Students will be exposed to a variety of theoretical perspectives on the nature, practice, use and meaning of research in the field of communication. Particular emphasis will be placed on research concepts and methods appropriate to the practice of advertising and public relations.

499 Senior Project (4)

Prerequisite: senior standing. Students must apply for acceptance the semester before their anticipated enrollment. Each year, a select number of students may be able to choose a Senior Project Option in order to fulfill the 400-level requirement of the communication major. In this independent course, a student or group of students pursue a research or production objective of sufficient breadth and depth as to crystallize their experiences as communication majors at the University. (*as needed)

583 Advertising Campaigns (4)

Prerequisites: COM 282, ART/COM 305 and COM/WRI 383 and senior standing or permission of instructor. This course teaches strategic development of advertising campaigns and involves research, branding, copywriting, design and digital production. May not be used to satisfy general curriculum distribution requirements. (*fall and spring semesters) *(This course replaces COM 482, Advertising and Public Relations: Strategic Design, Innovation and Communication. This course may not be taken if the student has already taken and received a passing grade in COM 482.)*

584 Public Relations Campaigns (4)

Prerequisites: COM 282, ART/COM 305 and COM/WRI 384 and senior standing or permission of instructor. This course focuses on a systematic process of public relations, including research, strategic planning, communication tactics and evaluation. Through an extensive public relations campaign project, students will understand and practice the multifaceted and strategic nature of public relations. The course involves case studies, group problem-solving, writing, production and client relations work. *(This course replaces COM 482, Advertising and Public Relations: Strategic Design, Innovation and Communication. This course may not be taken if the student has already taken and received a passing grade in COM 482.)*

Criminology and Criminal Justice (CRM)

100 Introduction to Research and Writing in Criminology (1)

An introduction to the techniques for conducting scholarly research in criminology and methods for proper composition of research papers. Should be taken in the semester when the student declares criminology as his or her major. (*fall and spring semesters)

101 Introduction to Criminology (4)

A study of deviant behavior as it relates to the definition of crime, crime statistics, theories of crime causation, crime typologies and victims of crime. May be used to satisfy general curriculum distribution requirements if not used in the criminology major. (*fall and spring semesters)

102 Introduction to Criminal Justice (4)

A study of the components of the criminal justice system from its early history through its evolution in the United States. Identifies various subsystems and their roles, expectations and interrelationships. (*fall and spring semesters)

200 Introduction to Law Enforcement (4)

Prerequisite: CRM 102. A study of the elements of law enforcement agencies as subsystems of the criminal justice system, the history and philosophy of law enforcement, and the relationship between law enforcement and the community. (*fall semester)

203 Community Policing (4)

Prerequisites: CRM 101, 102 and 200. An introduction to the philosophy of community policing, emphasizing partnerships with community residents to address fear of crime and neighborhood decay. (*as needed)

205 Community-Based Corrections (4)

Prerequisite: CRM 101 or 102. A study of the history, philosophy and operations of community-based corrections programs within the criminal justice system. (*spring semester)

206 Criminal Investigation (4)

Prerequisites: CRM 102 and 200. A study of the fundamentals of investigation including crime scene search, collection and preservation of physical evidence, interview and interrogation techniques, use of scientific aids and modus operandi. (*spring semester)

210 Ethics in Justice (4)

An examination of the field of justice with emphases on decision-making, ethical thinking, codes of ethics, and use of discretion throughout the justice system. (*fall and spring semesters)

212 Juvenile Delinquency (4)

Prerequisite: CRM 101 or 102, or SOC 100. An examination of definitions of delinquent behavior, theories of delinquency, and the adjudication process for juveniles. May be used to satisfy general curriculum distribution requirements if not used in the criminology major. (*fall and spring semesters)

247 Comparative Criminal Justice Systems (4)

A comparative study of the United States criminal justice system with those of other countries through personal observation of agencies of the countries visited, and personal interaction with agency personnel. This course requires travel outside of the United States. Countries visited will vary. This course may be repeated for credit when countries change. (*as needed)

290-299 Special Summer Studies (2-4)

Special course offered each year during the summer session. Course descriptions are published annually in a separate bulletin.

300 Victimology (4)

Prerequisite (at least one of the following): CRM 101, CRM 102, SOC 100, GWA 100 or PSY 200. An examination of the extent and nature of victimization, theories of victimization, the victims' rights movement, and consideration of several major kinds of victimization. (*fall and spring semesters)

307 Introduction to Forensic Science (4)

Prerequisite: CRM 206. An examination of scientific techniques used to develop forensic evidence discovered at a crime scene offered in a practical laboratory setting. (*once each year)

310 Abnormal Behavior and Criminality (4) (W)

Prerequisite: junior or senior standing. An overview of abnormal behavior as it relates to the criminal justice system. Emphasis placed on personality disorders, psychoses, sexual predators, and posttraumatic stress disorder. (*spring semester)

311 Criminal and Court Procedure (4) (W)

Prerequisite: CRM 102. A study of the U.S. Constitution with emphasis on Supreme Court rulings on Fourth, Fifth and Sixth Amendment questions of search and seizure, confessions, arrest, jeopardy, speedy trial and assistance of counsel. (*fall and spring semesters)

312 Criminal Law (4) (W)

Prerequisite: CRM 102. A study of existing law and doctrine as influenced by social, cultural and political factors. Topics include criminal liability and defenses, crimes against persons and property, victimless crimes, political and violent crime and white-collar crime. (*fall and spring semesters)

313 Introduction to Corrections (4) (W)

Prerequisite: junior or senior standing. An introduction to the American correctional system emphasizing the history of corrections, the prison experience and correctional clientele. May be used to satisfy general curriculum distribution requirements if not used in the criminology major. (*fall semester)

315 Appellate Advocacy (3)

Cross-listed with GWA 315. Prerequisite: junior and senior standing. The course focuses on persuasive writing and oral advocacy. Specifically, students will write an appellate brief and make oral arguments using the American Collegiate Moot Court Association case. Students will be chosen to participate in regional and national moot court competitions. (*fall semester)

316 Trial Advocacy (3)

Cross-listed with GWA 316. Prerequisite: junior and senior standing. The course will focus on trial advocacy, process and evidence. A case problem developed by the American Mock Trial Association will be used as the foundation of the course. Students will be chosen to participate in regional and national mock trial competitions. (*spring semester)

321 Comparative Criminology (4) (IG) (W)

Prerequisites: CRM 101 and 102. A comparison of diverse types of criminal justice systems utilized by other countries and cultures with the United States criminal justice system. (*fall and spring semesters)

323 Correctional Law (4) (W)

A study of substantive and procedural law pertaining to the convicted criminal offender, including an examination of federal court decisions affecting correctional personnel and the penal process. (*fall semester)

400 Crime and Punishment: Current Controversies (4)

Prerequisites: junior or senior standing and CRM 101 or 102. An in-depth examination of current controversial issues of crime and punishment in the United States. (*spring semester)

401 Internship in Criminology (4-16)

Prerequisite: junior or senior standing with a cumulative GPA of 2.8 (3.2 for federal internships). A meaningful field experience through placement in agencies of the criminal justice system. Graded on a pass/fail basis. Internship credit may not be used to satisfy requirements for the major or the minor. (*fall and spring semesters)

402 Constitutional Law and the Supreme Court (4) (W)

A study of the federal judiciary and courts, their roles in relation to the executive and legislative branches of government, and the constitutional aspects of discrimination, privacy and procedural due process. Equivalent to GWA 402. (*fall semester)

403 Drugs, Deviance and Crime (4)

Prerequisite: CRM 101 or 102. An in-depth analysis of the nature and extent of drug use within American society, and its relationship to crime and deviance. (*as needed)

404 Gender, Sexuality, and the Law (4)(W)

Prerequisite: junior or senior standing. An overview of the U.S. constitutional and statutory law concerning gender and sexuality. Emphasis on the right of privacy, legal theories of sexuality and gender, sexual speech and identity speech. Equivalent to GWA 404 (*every other year)

405 Research Methods in Criminology (4) (W)

An introduction to the elements of scientific logic, hypothesis testing, research design, methods of data collection, and analysis and interpretation of data. (*fall and spring semesters)

406 Violence in America (4) (W)

A study of the broad range of violence in society, examining historical and contemporary forms of violence. (*once each year)

407 Constitutional Law, Race Relations and Civil Rights (4)

An examination of the evolution of race relations and civil rights within the United States through the prism of American constitutional law. (*as needed)

408 The First Amendment and the Supreme Court (4) (W)

A critical examination of the law and policy related to free press versus fair trial, defamation, national security, obscenity and compelled communication. Equivalent to GWA 408. (*as needed)

421-426, 428-430 Special Issues in Criminal Justice (2-4)

A forum for focusing on special issues in criminal justice, taught by visiting instructors or regular faculty. Topics covered may change each semester. (*fall and spring semesters)

427 Death Penalty (4)

An examination of historical, contemporary and international perspectives on the death penalty and ramifications for victims' families, offenders, the criminal justice system and society as a whole. (*as needed)

431 Scholarly Issues in Criminology (2)

Prerequisites: junior or senior standing and minimum GPA of 3.5. An examination of topics of special interest and contemporary significance provided by criminal justice practitioners from the Tampa Bay area. May be repeated to a maximum of eight semester hours. (*fall and spring semesters)

450 Independent Study (2-4)

Prerequisites: senior standing, minimum GPA of 3.0. A series of directed readings and short research projects on topics of interest to the student determined through student-faculty consultation. (*fall and spring semesters)

451 Senior Thesis (4)

Prerequisites: senior standing and a GPA of 3.25 or higher, and membership in the Honors Program or approval of department chair. Requires a substantive research and writing project. (*fall and spring semesters)

499 Criminology Capstone Experience (1)

An integrative educational experience through which students comprehensively analyze and synthesize theories, policies and practices related to criminology. Should be taken in senior year. (*fall and spring semesters)

Cross-Cultural Studies (CST)

100 Language and Culture (2) (IG)

Not open to native speakers of the language being studied. An introduction to the language and culture of the different ethnic groups in the United States. Content and emphasis vary. SPA 100 (or equivalent skills) is a prerequisite for Spanish courses that include a language instruction component. Graded on a pass/fail basis only. Equivalent to LAN 100. May be repeated when content varies. (*occasionally)

201 Cross-Cultural Studies (3-4) (IG)

A study of culture and the various aspects of human behavior patterned by culture. Explores cultural differences in perceptions about space and time, basic human nature, relationship to natural forces, human relationships and possessions. Includes an overview of the function of religion, political institutions, production and exchange systems, as well as linguistics, values and communication patterns in daily behavior. Enables students to identify basic cultural assumptions underlying differences in behaviors and values to facilitate cross-cultural communication.

Dance (DAN)

Dance courses are open to all University students. Students with pre-college dance training who are enrolled in the Performing Arts Major program may place out of lower-level technique classes by means of audition or with permission of instructor.

110 Dance Partnering (2) (A)

A studio/performance-oriented course that focuses on development of basic skills of dance partnering, the art of two bodies moving as one through the use of lead and follow techniques. Dances to be covered include waltz, rumba, mambo/salsa, tango, swing and hustle. Required for a major in performing arts.

141 Beginning Jazz Dance (2) (A)

A studio/performance-oriented course that focuses on fundamentals of jazz techniques. Studio work incorporates barre, development of strength and stretch, postural alignment and movement combination(s). May be repeated once. Required for a major in performing arts.

142 Beginning Modern Dance (2) (A)

A studio/performance-oriented course. Develops the basic skills of modern dance techniques, and includes stretching, movement combinations, improvisations, postural awareness and relaxation. May be repeated once.

143 Latin Dance Forms (2) (A)

A studio/performance-oriented course that focuses on Latin dance forms including salsa, samba, bachata, rumba and merengue. Students master dance steps and patterns of Latin dance forms.

144 Beginning Tap Dance (2) (A)

A studio/performance-oriented course that focuses on basics of tap dance technique. Studio work concentrates on mastery of individual dance steps/styles and the application of these techniques in movement combination(s). Required for a major in performing arts. May be repeated once.

149 Beginning Ballet I (2) (A)

A studio/performance-oriented course that focuses on fundamentals of classical ballet techniques. Emphasizes body placement, theory of ballet “turnout,” and development of basic skills in barre and floor exercises. May be repeated once. Required for a major in performing arts.

151 Beginning Hip Hop, Urban and Funk (2) (A)

A studio/performance-oriented course. Studio class focusing on fundamentals of hip hop and funk technique, with an emphasis on athletic skills. Course also focuses on body placement, floor work, complex rhythmic patterns, funk “tricks,” and advanced leaps, turns and jumps. May be repeated once.

199 Beginning Ballet II (2) (A)

Prerequisite: DAN 149 or permission of instructor. A studio/performance-oriented course that focuses on fundamentals of classical ballet techniques. Emphasizes body placement, theory of ballet “turnout,” and mastery of basic ballet movements in barre and floor exercises. May be repeated once.

200 Dance in World Cultures (4) (W) (NW) (IG) (A)

An examination of non-Western dance forms, including classical, ceremonial and folk/traditional, in their historical and cultural contexts. This course is enhanced by observing videotapes and live performances.

201 Dance History (3) (A)

An historical overview of 3,000 years of dance as an art form that has become a unique means of aesthetically expressing human emotions. Enhances study through viewing of videotapes and live performances.

210 Dance Partnering II (2) (A)

A studio/performance-oriented course that focuses on advanced knowledge and execution of elements in partnership dancing. Dances to be covered build on basic skills learned in Dance Partnering I, including waltz, rumba/bachata, mambo/salsa, tango, swing and hustle.

231 Special Projects in Dance: Dance Happening (0-1) (A)

A studio/performance-oriented course for credit. Choreographing, performing, or working on the technical crew for the Dance Happening. May be repeated for credit. (*fall and spring semesters)

232 Special Projects in Dance: Spring Dance Concert (0-1) (A)

A studio/performance-oriented course for credit. Performing in or working on the technical crew for the Spring Dance Concert. May be repeated for credit. (*spring semester)

233 Special Projects in Dance: Dance Production (0-1) (A)

Project must be approved by dance instructor. A studio/performance-oriented course for credit. Working on the technical crew for a dance concert or other dance-related project on or off campus. May be repeated for credit.

241 Intermediate Jazz Dance (2) (A)

A studio/performance-oriented course. Studio class focusing on advancement of jazz techniques. Studio work incorporates barre technique, continuation and development of stretch/strengthening, postural alignment and movement combination(s). Fulfills Jazz Dance requirement for a major in performing arts. May be repeated once.

242 Intermediate Modern Dance (2) (A)

Prerequisite: DAN 141 or 142, or consent of instructor. A studio/performance-oriented course that focuses on further development and exploration of modern dance techniques. Emphasis is on more complex movement combinations and strength building. May be repeated for credit.

244 Intermediate Tap Dance (2) (A)

Prerequisite: Beginning Tap Dance or permission of instructor. A studio/performance-oriented course that focuses on advancement of tap techniques, including mastery of individual dance steps/styles and the application of these techniques in movement combinations. (*every spring semester, or as needed)

246 Modern/Jazz in Musical Revues (2) (A)

A studio/performance-oriented course that focuses on modern and jazz dance technique as it pertains to musical theater dance/performance. Studio work is devoted to mastery of individual dance steps and various movement styles, incorporated into movement combination(s). Required for a major in performing arts. May be repeated once.

249 Intermediate Ballet (2) (A)

Prerequisite: DAN 199 or consent of instructor. A studio/performance-oriented course that focuses on basic and intermediate-level ballet techniques and French terminology. Emphasizes barre and floor exercises including turns, jumps and adagio movements. May be repeated once.

251 Intermediate Hip Hop, Urban and Funk (2) (A)

A studio/performance-oriented course. Prerequisite: Beginning Hip Hop or consent of instructor. Studio class focusing on fundamentals of hip hop and funk technique, with an emphasis on athletic skills. Course also focuses on body placement, floor work, complex rhythmic patterns, funk “tricks,” and advanced leaps, turns and jumps. May be repeated once.

261 Stretching and Relaxation (1)

A studio/performance-oriented course. This course is designed to help a student develop and reinforce positive lifestyle habits based on body awareness through a systematic program of stretching and relaxation techniques. May be repeated once.

269 Dance Improvisation (1) (A)

A studio/performance-oriented course that explores creative movement skills and practices to build confidence, as well as techniques to prepare for building and choreographing dances. Emphases are on stretching boundaries of movement through improvisation, and practicing ways in which movement can be developed and manipulated toward choreography. (*every fall semester)

270 Composition and Choreography (1) (A)

A studio/performance-oriented course. Prerequisite: DAN 269. An exploration of methods of building and structuring dances, beginning with movement, phrasing and patterns, and culminating in choreography projects. May be repeated once. (*every spring semester)

280 Dance Conditioning and Injury Prevention (2)

Assesses core strength, muscular strength, balance, flexibility, aerobic capacity and skeletal alignment, and develops a variety of conditioning methods. Familiarizes students with common dance injuries, their causes, and basic methods of care and rehabilitation. Also emphasizes general knowledge of basic anatomy, stress management, nutrition and wellness.

301 Special Topics in Dance (2)

A studio/performance-oriented course. Special Topics in Dance will offer instruction and experiences in specialized dance techniques such as African dance, Caribbean dance. (*offered as needed)

310 Dance Pedagogy: Methods to Ages 3-12 (3)

This course is designed to meet the needs of students to better understand the developmental considerations, curricular choices, and teaching methods appropriate to the pre-school and elementary learner.

311 Dance Pedagogy: Methods for Ages 13-18 (3)

This course is designed to meet the needs of students to understand the scope and sequence of dance curricular design and teaching methods appropriate to the secondary student.

312 Dance Pedagogy: Methods for Adults and Diverse Populations (3)

This course is designed to help students to understand community-based art, and how to create movement-oriented programs and relationships with community centers and organizations that include age considerations, curricular choices, and teaching methods appropriate to diverse populations. Focus may include working with the mentally ill, seniors, people with disabilities, people in prisons, and people in healthcare settings.

342 Advanced Modern Dance (2) (A)

A studio/performance-oriented course. Prerequisite: DAN 242 or audition. Students continue to develop modern dance techniques on a more demanding level while exploring creativity through movement. May be repeated for credit.

349 Advanced Ballet (2) (A)

A studio/performance-oriented course. Prerequisite: DAN 249 or audition. Studio classes in advanced-level ballet technique. May be repeated for credit.

Economics (ECO)

204 Principles of Microeconomics (3)

Prerequisite: MAT 150 competency recommended. An economic analysis of the interactions between households, businesses and the government regarding the allocation of goods, services and resources. Topics include the theory of consumer behavior, production and cost determination, and resource pricing. (*fall and spring semesters)

205 Principles of Macroeconomics (3)

Prerequisite: MAT 150 competency recommended. An introduction to aggregate economic analysis; use of the aggregate demand/aggregate supply model for the determination of output, employment, and prices; use of the production possibilities curve analysis to illustrate opportunity cost, and to show gains from trade applying the concept of comparative advantage; structure and functions of the Federal Reserve System, and conduct of monetary policy. (*fall and spring semesters)

300 Labor Economics (3)

Prerequisites: ECO 204 and 205. Studies the theories and development of the labor movement, labor-market analysis, collective bargaining, human capital theory and labor law. (*fall and spring semester)

320 Intermediate Microeconomics (3)

Prerequisites: ECO 204, ECO 205 and MAT 160. Analyzes consumer choice theory, the theory of production, and competitive, oligopolistic and monopolistic market structures. (*fall and spring semesters)

321 Intermediate Macroeconomic Analysis (3)

Prerequisites: ECO 204, ECO 205 and MAT 160. Analyzes the determination of national income, employment, prices and the balance of payments, with particular emphasis on monetary and fiscal policies. (*fall and spring semesters)

420 Public Finance (3)

Prerequisites: ECO 204 and 205. An analysis of free-market failure and government's contribution to welfare and the public finances. (*fall semester)

430 International Economics and Finance (3) (IG)

Cross-listed as IBS 403. Prerequisites: ECO 204 and 205. This course covers the core concepts of international trade and international macroeconomics-finance. Topics include gains

from trade, trade policy, factor mobility, the determinants of foreign exchange rates, and the impact of exchange rate changes on the macroeconomy. (*spring semester)

450 Economic Development (3) (NW) (IG)

Cross-listed as IBS 404. Prerequisites: ECO 204 and 205. An analysis of the economic, social, and institutional mechanisms needed to bring about improvement in the standard of living of people in developing countries. (*fall semester)

460 Forecasting (3)

Prerequisites: ECO 204 and 205, either ECO 320 or 321, and MAT 225 or equivalent. The course introduces basic econometric techniques that are of value to economics and business majors. The emphasis will be on understanding the linear regression model, including some key extensions and relevant applications. Besides basic fundamentals of regression analysis, the course will cover panel data models, instrumental variables, causality, time series and forecasting. The student will be required to undertake a forecasting exercise as part of the requirements for completion of the course. (*fall semester)

461 Seminar in Economics (3)

Prerequisites: ECO 204 and 205, and either ECO 320 or 321. A capstone course in economics. Provides analysis of contemporary domestic and international problems. (*spring semester)

490 Economics Internship (1-6)

Prerequisites: junior or senior standing, at least a 2.75 GPA or 2.5 overall GPA and 3.0 in COB courses, lower business core courses, and ECO 320 and 321. May not be used to satisfy major requirements. Approval of the associate dean required. (*fall and spring semesters)

495 Special Topics in Economics (3)

Prerequisites: to be specified at time of offering. A course offered at the discretion of the ECO department. Subject may focus on a topic of current interest in the field, training in a specific area of the field, or a topic that is of interest to a particular group of students. (*as needed)

499 Independent Study in Economics (1-4)

Prerequisites: minimum 3.0 GPA, consent of the department chair and associate dean. A readings or independent study course taken for variable credit.

510 Environmental Economics and Management (3)

Prerequisite: consent of instructor. The course teaches the student to use economic concepts to critically evaluate social, political, and business decisions regarding environmental resource use, environmental regulation, and environmental degradation. Students will gain insight into how to respond, as business decision makers, to environmental regulations and to increased global competition for scarce resources.

601 Economics for Management (3)

For graduate students only. Prerequisite or concurrent: ITM 603. This course is an introduction to both macroeconomics, which emphasizes the factors influencing growth, inflation, unemployment, and trade and budget deficits; and microeconomics, which introduces the student to the theory of the firm. The student is introduced to the analytical tools necessary to understand the macroeconomic and microeconomic environment of business. (*fall and spring semesters)

602 Economics for Management (1.5)

For graduate students only. Prerequisite or concurrent: ITM 603. This course is an introduction to macro- and microeconomics. Students are given the basic analytical tools necessary to understand the macro- and micro- environments of business.

615 Monetary Policy (3)

For graduate students only. Prerequisite: ECO 601. Focuses on the economy's monetary framework and the interaction between money and real economic variables. Highlights the new difficulties and possible policy responses under the current era of financial deregulation and world capital-market integration. (CFA®) (*summer)

620 International Macroeconomics (1.5)

For graduate students only. Prerequisites: ECO 601 and ITM 603. This course introduces the student to the macroeconomic environment within which all business firms operate. The external factors which impact business decision-making and operations include the following: interest rates, stock and bond market fluctuations, exchange rate fluctuations, GDP growth rates and their sustainability, inflation and changes in productivity. A major focus is on the relationship between trade balances, capital flows, saving and investment, and the role played by monetary policy to meet the nation's macroeconomic goals. (CFA®) (*fall and spring semesters)

625 Managerial Economics and Organizational Architecture (1.5)

For graduate students only. Prerequisites: ECO 601 and ITM 603. This course applies the concepts of microeconomic theory and agency theory to strategic problems facing for-profit and not-for-profit organizations. The course reinforces an understanding of microeconomic principles and enables students to apply economic theory to problem solving. It enables students to understand how markets function to create the efficient use of resources. The course is designed to teach students why organizations do not always function efficiently and how organizational architecture can be used to enhance the value of the firm. (CFA®) (*fall and spring semesters)

630 Government and Regulation (3)

For graduate students only. Prerequisite: ECO 625. The course examines the economic rationales for government intervention into business decisions. Traditional regulation, the process of deregulation, and the enforcement of antitrust policies are considered. (*fall semester)

635 The Economics of Organization (3)

For graduate students only. Prerequisite: ECO 625. The course examines the business firm as it engages in supplying goods and services to the economy. Innovation, advertising, markets, and organizational structure will be investigated. (*spring semester)

695 Special Topics in Economics (3)

Prerequisites: to be specified at time of offering. A course offered at the discretion of the ECO department. Subject may focus on a topic of current interest in the field, training in a specific area of the field, or a topic that is of interest to a particular group of students. (*as needed)

699 Independent Study in Economics (1-4)

For graduate students only. Prerequisites: minimum 3.5 GPA and written permission of the department chair. Contemporary topics in economics.

Education (EDU)

200 Foundations of American Education (3)

An introduction to the contemporary issues and trends in public education from historical, sociological and philosophical perspectives. Requires ten hours of volunteer work in the public schools.

201 Learning Theories and Individual Differences in Education (3)

A study of psychological theories and principles of learning as they relate to the teaching-learning process. Exposes students to research-based knowledge and skills of effective teaching.

203 Technology in Education (Elementary, Secondary) (3)

Promotes computer literacy and engages students in problem solving, evaluation of hardware and software, examination of microcomputer applications in an educational setting, and discussion of technology in education.

205 Creativity and the Learning Environment (3) (W)

Cross-listed as THR 298. This course will investigate and apply strategies for developing the right as well as the left hemisphere of the brain. Participants will learn how to develop a creative, centered lifestyle that includes daily disciplined activity designed to enhance their overall mental, physical, emotional and spiritual health. Participants also will develop skills for creating environments that facilitate that process for others. Interdisciplinary classroom activities will include discussion, review of assignments, exploration of models for lifelong vitality, and creative activities related to art, theatre, dance, music and storytelling. Activities outside the classroom will include attendance at theatrical and arts-related events.

252 Young Children with Special Needs (3)

Developmentally appropriate procedures, resources and programs designed to meet the special needs of pre-kindergarten/primary age children are investigated, analyzed and assessed. Appropriate interventions, family conferencing, procedures for mainstreaming, and process for screening, assessment and placement are analyzed, applied and developed. Individualized Family Service Plans (IFSP) and Individual Educational Plans (IEP) are researched, compared and contrasted. Analyses are conducted of methods for working with children who are abused, abandoned, homeless or neglected. Experience is arranged with adaptive and assistive technologies for children with special needs.

300 Teaching Language Arts in the Secondary Schools (ESOL infused course) (4)

Prerequisites: EDU 200, 201, 203, and ENG 101 and 102, and admission to teacher education. A specialized methods course for secondary English education majors.

301 Teaching Practicum I: Teaching English to Speakers of Other Languages (2)

Prerequisites: EDU 200, 201, 203, and admission to teacher education. Corequisites for elementary education: EDU 304. Corequisite for secondary English education: EDU 304. Required for all elementary and secondary English education majors. This course includes 45 hours of ESOL field experience.

304 Teaching English to Speakers of Other Languages I — Elementary (TESOL I) (3)

Prerequisites: EDU 200, 201, 203 and admission to teacher education. Required for all elementary education majors, and has a field component, EDU 301, which should be taken in the same semester. This survey course introduces the 25 Florida State ESOL Performance Standards in the following five content areas: methods of teaching ESOL, ESOL curriculum and materials development, cross-cultural communication and understanding, applied linguistics, testing and evaluation of ESOL.

306 Teaching Reading in the Secondary Content Areas (ESOL infused course) (3)

Prerequisites: EDU 200, 201, 203, and admission to teacher education. Emphasizes the teaching of reading skills and content material. Discusses the adolescent in relation to methods and materials. Requires simulated teaching and field hours. (*fall semester only)

314 Emerging Literacy: Birth to Eight Years (ESOL infused course) (3) (W)

Prerequisites: EDU 200, 201, 203, and admission to teacher education. Corequisites: EDU 301 and EDU 304. Focuses on developing literacy in children through grade 3, emphasizing a whole language approach to instruction and literacy development. Also includes theories, materials and methods that develop literacy in a developmentally appropriate environment, including assessment, family involvement, and responsibility to special needs and ESOL learners.

315 Teaching Literature and Language Arts in the Elementary School (ESOL infused course) (3) (W)

Prerequisites: EDU 200, 201, 203, 301, 304, 314, ENG 101, 102, and admission to teacher education. An examination of the language arts, the cognitive and literacy development of children, methods of instruction in the communication processes, the needs of the diverse learner, and the integration of the language arts across the curriculum. A focus is the use of children's literature in teaching by examining genres, student responses and a balanced literacy program.

316 Teaching Reading in the Elementary School (ESOL infused course) (3) (W)

Prerequisites: EDU 200, 201, 203, 301, 304, 314, ENG 101, 102, and admission to teacher education. A comprehensive survey of the basic methods of teaching reading in the elementary school. Examines the methods, materials, and basic skills of teaching reading, with a focus on skill development in the intermediate classroom.

321 Curriculum, Methods and Foundations in Early Childhood Education (3)

Prerequisites: EDU 200, 201, 203, and admission to teacher education. Emphasis on developmentally appropriate objectives, materials, activities and methods of teaching the primary grades. Various historical, philosophical and sociological perspectives in early childhood education are investigated, analyzed and evaluated. The course includes 20 hours of field experience.

322 Early Childhood Integrated Curriculum Field Experience (3)

Prerequisites: EDU 200, 201, 203, and admission to teacher education. Involves observation/participation in early childhood education settings and an examination of instructional materials, procedures, and evaluation of nursery, kindergarten, and primary curricula and instructional strategies.

323 Home, School and Community Partnerships (3)

Prerequisites: EDU 200, 201, 203, and admission to teacher education. The course examines the ways early childhood programs are a part of the family support system. It focuses on the development of an understanding of traditional and non-traditional families, structural and lifestyle variations, parenting in diverse cultures and the needs of high-risk families. Implications from these understandings will guide development of a parent involvement plan that includes effective ways to communicate with parents, conference with parents, hold parent meetings and conduct home visits.

326 Elementary Educational Assessment (ESOL infused course) (3) (W)

Prerequisites: EDU 200, 201, 203, and admission to teacher education. Develops techniques for assessment, evaluation and measurement pertaining to elementary classroom instruction. Particular emphasis is on authentic assessment, performance assessment, elementary statistics, test construction and evaluation and grade reports.

327 Teaching Art in the Elementary School (2)

Prerequisites: EDU 200, 201, 203, and admission to teacher education. For students intending to major in elementary education. Covers selection, organization, guidance, and evaluation of art activities. Offers laboratory experience with materials and methods. Field hours required.

328 Teaching Music in the Elementary School (2)

Prerequisites: EDU 200, 201, 203, and admission to teacher education. The student should be an intended major in music education or elementary education. A specialized elementary music methods course that includes methods and activities in music. Features demonstrations with class participation and use of rhythm and pre-orchestral instruments. Requires observation in elementary schools.

329 Teaching Physical Education and Health in the Elementary School (2)

Prerequisites: EDU 200, 201, 203, and admission to teacher education. Intended major in physical education or elementary education. Involves study and practice in elementary physical education methods. Examines and evaluates subject matter, methods and source materials for health programs. Field hours required.

330 Teaching Mathematics in the Elementary School (ESOL infused course) (3)

Prerequisites: EDU 200, 201, 203, and admission to teacher education. Topics include the objectives of the elementary mathematics curriculum, learning theories as they relate to mathematics, major concepts covered in elementary mathematics, and modern approaches to instruction with emphasis on manipulatives and other learning aids.

331 Teaching Science in the Elementary School (ESOL infused course) (3)

Prerequisites: EDU 200, 201, 203, 301, 304, and admission to teacher education. Examines methods and materials for teaching science and the scientific method. Emphasis on teaching aids, demonstration equipment and simulated teaching.

332 Teaching Social Studies in the Elementary School (ESOL infused course) (3)

Prerequisites: EDU 200, 201, 203, 301, 304, and admission to teacher education. Involves participation in activities showing the relationship of humans to their physical and social environments. Students compare worldwide courses of study, with emphasis on multicultural diversity, prepare units and participate in simulated teaching.

333 Teaching in the Inclusive Elementary Classroom (ESOL infused course) (3) (W)

Prerequisites: EDU 200, 201, 203, 304, or 354, and admission to teacher education. Discusses inclusion as a philosophy and practice. Focus is on the identification/instruction of students with special needs.

354 Teaching English to Speakers of Other Languages I- Secondary (TESOL I) (3)

Prerequisites: EDU 200, 201, 203 and admission to teacher education. Required for all secondary majors, and has a field component, EDU 301 which should be taken in the same semester. This survey course introduces the 25 Florida State ESOL Performance Standards in the following five content areas: methods of teaching ESOL, ESOL curriculum and materials development, cross-cultural communication and understanding, applied linguistics, testing and evaluation of ESOL.

356 Secondary Educational Assessment (ESOL infused course) (3) (W)

Prerequisites: EDU 200, 201, 203, and admission to teacher education. Develops techniques for assessment, evaluation and measurement pertaining to secondary classroom instruction. Particular emphasis is on authentic assessment, performance assessment, elementary statistics, test construction and evaluation and grade reports.

377 Elementary Physical Education Curriculum and Practicum (3)

Prerequisites: EDU 200, 201, 203, and admission to teacher education; concurrent registration with or completion of EDU 329; declared ESC major in teaching. This course will provide an in-depth coverage of the various curricular models and developmentally appropriate teaching methods common at the elementary level in physical education. Students will be placed at a school to observe and teach physical education under the supervision of a licensed physical education teacher. Field study required.

401 Teaching Practicum II: Secondary (Not Music or PE) (ESOL infused course) (4)

Prerequisites: EDU 200, 201, 203, 304 or 354, 441 or 451, admission to teacher education and a 2.5 GPA in the major(s) and overall. An intensive study involving the application of education theoretical, philosophical and pedagogical principles for grades 6-12. Required is a 120-hour minimum field experience for which extensive, fully planned lessons are developed and implemented in the classroom. Lectures and seminars about curriculum and instruction issues are presented at the University. Field experience placements are assigned by the Department of Education.

404 Teaching English to Speakers of Other Languages II (TESOL II) (3)

Prerequisites: EDU 200, 201, 203, 301, 304 or 354, and admission to teacher education. Corequisites: EDU 443, Teaching Practicum II: Elementary, or EDU 401, Teaching Practicum II: Secondary. This course further develops the concepts presented in EDU 301 and 304. Emphasis will be placed on the content areas of applied linguistics, curriculum integration, and methods of teaching ESOL. This is a required course for all elementary majors and secondary English majors. Field hours required (as part of Teaching Practicum II).

406 Teaching Practicum III: Elementary and Secondary Final Internship (ESOL infused course) (10)

Prerequisites: admission to teacher education program, passage of all sections of the FTCE, application for degree, a minimum GPA of 2.5 overall and 2.5 in the major(s). Corequisite: EDU 444. A full semester of 14 weeks under the guidance of certified teachers provides practical application for pre-service teachers seeking certification for grades K-12 in the areas of music and physical education. The semester involves seven weeks at the elementary level and seven weeks at the secondary level. The internship is graded on a satisfactory/unsatisfactory basis. Students enrolling are advised that the internship is a full-time endeavor. Interns are advised against outside employment and may not enroll in additional courses.

407 Teaching Practicum III: Secondary Final Internship (ESOL infused course) (10)

Prerequisites: admission to teacher education program, passage of all sections of the FTCE, application for degree, a minimum GPA of 2.5 overall and 2.5 in the major(s). Corequisite: EDU 444. A full semester of 14 weeks under the guidance of certified teachers provides practical application for pre-service teachers seeking certification for grades 6-12 in the areas of English, mathematics, social sciences, and biology. The internship is graded on a satisfactory/unsatisfactory basis. Students enrolling are advised that the internship is a full-time endeavor. Interns are advised against outside employment and may not enroll in additional courses.

411 Teaching Practicum III: Physical Education (K-8) Final Internship (ESOL infused course) (10)

Prerequisites: admission to teacher education program, passage of all sections of the FTCE, application for degree, a minimum GPA of 2.5 overall and 2.5 in the major(s). Corequisite: EDU 444. A full semester of 14 weeks under the guidance of certified teachers provides practical application for pre-service teachers seeking certification in physical education in grades K-8. The internship is graded on a satisfactory/unsatisfactory basis. Students enrolling are advised that the internship is a full-time endeavor. Interns are advised against outside employment and may not enroll in additional courses.

412 Teaching Practicum III: Physical Education (6-12) Final Internship (ESOL infused course) (10)

Prerequisites: admission to teacher education program, passage of all sections of the FTCE, application for degree, a minimum GPA of 2.5 overall and 2.5 in the major(s). Corequisite: EDU 444. A full semester of 14 weeks under the guidance of certified teachers provides practical application for pre-service teachers seeking certification in physical education in grades 6-12. The internship is graded on a satisfactory/unsatisfactory basis. Students enrolling are advised that the internship is a full-time endeavor. Interns are advised against outside employment and may not enroll in additional courses.

417 Diagnosis and Remediation of Reading Problems in the Elementary School (ESOL infused course) (3)

Prerequisites: EDU 200, 201, 203, 301, 304, 314, 315, 316 and admission to teacher education. Involves study and practice in diagnosing reading status of individuals and prescribing appropriate reading methods and materials to improve reading performance. Emphasizes instruments and other evaluative materials and practices. Field hours required.

424 Secondary Music Education (3)

Prerequisites: EDU 200, 201, and 203, and admission to teacher education. A specialized methods course for music education majors. Topics include teaching methods and curriculum materials, as well as planning and management of band, choral and orchestral programs. Field hours required. (*every other fall semester)

425 Teaching Middle School and Secondary Physical Education (4)

Prerequisites: EDU 200 and 201, 20 hours of physical education and admission to teacher education. A study and practice in methods pertinent to middle school and secondary physical education. Field hours required. (*fall semester)

426 Teaching Intermediate Elementary Mathematics (3)

Prerequisites: EDU 200, 201 and 203, and admission to teacher education program. Focuses on teaching intermediate mathematics in the elementary school. Topics include teaching the intermediate elementary mathematics curriculum, learning theories as they relate to intermediate-level mathematics, major topics facilitated in intermediate elementary mathematics and modern approaches to instruction, as well as facilitating the conceptual transfer from concrete manipulative understanding to progressively abstract understanding.

433 Teaching in the Inclusive Secondary Classroom (ESOL infused course) (3) (W)

Prerequisites: EDU 200, 201, 203, 304, and admission to teacher education. Discusses inclusion as a philosophy and practice. Focus is on the identification/instruction of students with special needs.

441 Elementary Classroom Management (ESOL infused course) (3) (W)

Prerequisites: EDU 200, 201, 203, 304 and admission to teacher education. A comprehensive survey of the theories and strategies enabling teachers to manage student behavior and solve elementary school classroom problems. Field hours required.

442 Learner Diversity and Cross-Cultural Understanding (ESOL infused course) (3) (W) (NW)

Prerequisites: EDU 200, 201, 203, 304 or 354, and admission to teacher education. Corequisites: EDU 401 or EDU 443. An investigation of learner diversity, including linguistic diversity, with emphasis on developing anti-bias learning strategies, curriculum, and learning environments, as well as corresponding interaction between teacher and learner.

443 Teaching Practicum II: Elementary (ESOL infused course) (4)

Prerequisites: EDU 200, 201, 203, 301, 304, admission to teacher education and a 2.5 GPA in the major(s) and overall. Corequisites: EDU 404 and EDU 442. An intensive study involving the application of theoretical, philosophical and pedagogical principles for grades 1-6. Required is a 120-hour minimum field experience for which extensive, fully planned lessons are developed and implemented in the classroom. Lectures and seminars about curriculum and instruction issues are presented at the University. Field experience placements are assigned by the Department of Education.

444 Teaching Practicum III: Seminar Final Internship (ESOL infused course) (2)

Prerequisites: Completion of all required coursework, passage of all sections of the FTCE, application for degree, and a minimum GPA of 2.5 overall and 2.5 in the major(s). Corequisite: EDU 445 Teaching Practicum III Final Internship. Topics include reflective inquiry, classroom management, the diverse classroom, lesson and unit planning, ethics and continued professional growth. Students develop a professional portfolio as part of their evaluation.

445 Teaching Practicum III: Elementary Final Internship (ESOL infused course) (10)

Prerequisites: admission to the teacher education program, passage of all sections of the FTCE, application for degree, a minimum GPA of 2.5 overall and 2.5 in the major(s). Corequisite: EDU 444. A full semester of 14 weeks provides practical application and practice in an elementary classroom under the direction of a certified teacher. Seminars and lectures on

campus are required throughout the semester. The internship is graded on a satisfactory/unsatisfactory basis. Students enrolling are advised that the internship is a full-time endeavor. Interns are advised against outside employment and may not enroll in additional courses.

451 Secondary Classroom Management (ESOL infused course) (3) (W)

Prerequisites: EDU 200, 201, 203, 304 and admission to teacher education. A comprehensive survey of the theories and strategies enabling teachers to manage student behavior and solve secondary classroom problems. Field hours required.

489 Special Topics in Education (1-4)

Prerequisites: EDU 200, 201, 203 or permission of the instructor, admission to teacher education or current teacher certification, and the consent of the Department of Education chair. Provides in-service and pre-service teachers with fully accredited education coursework that satisfies Florida Department of Education certification and continuing education certification requirements.

490-491 Special Topics in Education (1-4)

Prerequisites: EDU 200, 201, 203 or permission of the instructor, admission to teacher education or current teacher certification, and the consent of the Department of Education chair. Provides in-service and pre-service teachers with fully accredited education coursework that satisfies Florida Department of Education certification and continuing education certification requirements.

600 The Adolescent Learner (3)

Graduate students only. This course explores human development and learning with an emphasis on issues that are relevant to establishing effective conditions for successful learning and growth in middle and secondary contexts.

601 Curriculum Theory (3)

This course introduces graduate students to the study of curriculum theory. Students explore the nature of curriculum theory, differentiate curriculum theory from curriculum planning, place the study of curriculum theory within the larger history of the American school curriculum, and explore a variety of models of curriculum theory including alternative models.

602 Language Acquisition and Cognition (3)

This course is based on the study of language acquisition and its relationship to cognition. The course focuses on current theoretical notions of language acquisition while paying particular attention to how such notions might become relevant for learning in K-12 classroom settings. Topics include the social origins of mind as well as the role that language plays in human development and in the advancement of higher order thinking skills in children. Students will demonstrate an understanding of language acquisition and reading as a process of student engagement in fluent decoding of words and construction of meaning.

603 Tests and Measurement (3)

This course allows graduate students to explore the role and relevance of measurement, testing, and evaluation in education. Topics included are the principles of test construction, issues relating to the reliability of measurement instruments, methods of assessing the validity of test procedures and instruments, techniques of item analysis, and overall impact of high stakes testing.

605 Professional Ethics, School Law, Safety, and Classroom Management (3)

Graduate students only. This course provides a reflective look at current research and a variety of teaching strategies for the diverse classroom with a particular emphasis on adolescents' behaviors in the classroom context and effective options for classroom management. The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida will be discussed. This practical view of life in the middle and secondary classroom will feature procedures for school safety and salient information on school law.

606 Multicultural Children's and Adolescent Literature as Comprehension Tools (4)

This course is designed primarily for teachers to assist them in becoming knowledgeable about a wide range of multicultural literature from various cultural, ethnic, and religious groups, most of which are under-represented. Connections will be made across and within groups that can facilitate and expand the reading and writing skills of children. Students will demonstrate use of literature in developing fluency and comprehension of text. Fieldwork is required.

607 Teaching Writing Across the Curriculum (4)

This course offers teachers intensive graduate study in the teaching of writing. The course examines composition theory and focuses on applying that theory in a practical way in the classroom. Progressive models of writing instruction will be studied and demonstrated. Students will demonstrate understanding of scientifically based reading research as it applies to the language arts, particularly writing. Fieldwork is required.

608 Cross Cultural Diversity (4)

This course is designed for graduate students and teachers who want to explore frameworks, materials, and strategies that will help them translate the rationale for diversity education into effective educational practice with learners of any age, level, or background. Accordingly, the course focuses on approaches to curriculum consonant with a diverse perspective.

609 Reading Assessment, Diagnosis, and Remediation of Reading Disorders (4)

This practicum course addresses the perceptual, linguistic, and cognitive processes involved in reading and reading disorders. Current theories of reading development are discussed and considered in the context of practice in reading instruction. Students will administer and interpret instructional assessments to include screening, diagnosis, and progress monitoring with purposes of prevention, identification, and remediation of reading difficulties. Fieldwork is required.

610 Instructional Methods for Mathematics, Science or Social Science (3)

Graduate students only. This course presents mathematics instruction or science instruction as one multifaceted and dynamic experiential learning module that responds to real world problems and issues. Emphasis is on strategies for exploring mathematics or science in local, state, national, and international community environments. *Teacher candidates whose emphasis is mathematics 6-12 or middle grades mathematics 5-9 are enrolled in the section co-taught by mathematics and education faculty. Teacher candidates whose emphasis is biology 6-12, chemistry 6-12, physics 6-12, or middle grades science 5-9 are enrolled in the section co-taught by science faculty and education faculty.*

615 Mastering the Art of Teaching (3)

Graduate students only. This course is a capstone course that connects learning to national and state standards and utilizes learning from EDU 600–EDU 625 for classroom applications for middle and secondary teachers who are developing the art of teaching. Evidences in this course will enhance and connect learning in the total program experience, including apprenticeships. Service-learning pedagogy and secondary research implications will be applied to the disciplines and the larger community.

620 Educational Research (3)

This course is an introduction to historical, experimental, descriptive, and survey research as they relate to seeking solutions to problems within the field of education. Research techniques, the analysis of research results, and the uses of research are explored. This course guides classroom teachers through the process of reviewing, evaluating, conducting, and disseminating educational research and is designed to help teachers evaluate research findings and their applications to classroom practice.

621 Exceptional Student Learning: Inclusive Classrooms (3)

This course traces the historical development of special education and inclusive classrooms through landmark legislation and litigation, parent advocacy, and national economic and social

needs. The provisions of federal and state special education mandates, judicial interpretations, and Florida state guidelines regulating the delivery of educational services to persons with handicaps also will be addressed.

623 Applied Research (3)

This course utilizes the action research process to help educational practitioners plan and complete an action research project related to their current teaching assignment. The course examines the social, cultural and ethical issues of conducting research with children. Course activities foster critical inquiry and collaboration among practitioners, administrators, researchers, and other professionals. This culminating experience in applied research will assist the educator in improving or refining his or her actions.

625 Apprenticeship I (3)

Graduate students only. This course is a full-time supervised apprenticeship in middle and secondary schools mathematics or science classrooms. A full semester provides practical application of pedagogy in middle and secondary classrooms.

630 Professional Development I (2)

Graduate students only. This seminar focuses on the applied implications of the concurrent coursework and practical issues in the middle and secondary schools environment. There will also be an emphasis on pedagogical content knowledge, academic service-learning and reflective practice.

635 Secondary School Curriculum (3)

Graduate students only. This course is a study of secondary school curriculum and instruction as a specialized part of the total schooling system. The study of this curriculum is intended to examine historical, societal, and organizational issues with special emphasis on the interdisciplinary nature of curricular content and on the nature of the students being served in middle and secondary schools.

640 Teaching English as a Second Language: TESOL (3)

Graduate students only. This course provides linguistically and culturally appropriate instruction, assessment, and learning opportunities for students with limited English proficiency.

645 Apprenticeship II (3)

Graduate students only. This course is a full-time supervised apprenticeship in middle and secondary schools mathematics or science classrooms. A full semester provides practical application of pedagogy in middle and secondary classrooms.

650 Professional Development II (2)

Graduate students only. This seminar focuses on the applied implications of the concurrent coursework and practical issues in the middle and secondary schools environments. There will also be an emphasis on pedagogical content knowledge, academic service-learning and reflective practice.

655 Educational Research (3)

Graduate students only. This course investigates learner diversity, including linguistic diversity, with emphasis on developing anti-bias learning strategies, curriculum, and learning environments, as well as corresponding interaction between teacher and learners in the middle and secondary schools. Research will focus on special needs learners, diversity, ethnic appreciation and social justice.

660 Secondary Reading in the Content Area (3)

Graduate students only. This course provides students an understanding of reading instructional methods, including strategies, assessment, and teaching reading in the content areas. Emphasis is placed on reading comprehension in mathematics.

665 Mastering the Art of Teaching Diverse Learners (3)

Graduate students only. This course is a capstone course that connects learning from EDU 600–EDU 660 and provides connections of theory to practice for secondary classroom teachers. Evidences in this course will enhance and connect learning in the total program experience, including apprenticeships. Service-learning pedagogy and secondary research implications will be applied to the disciplines and the larger community.

English (ENG)**100 Basics of Grammar and Writing (4)**

An intensive review of basic writing strategies and English usage offered as preparation for English 101 and 102. The course emphasizes clarity, organization and purpose in the writing process. English 100 does not fulfill general curriculum distribution requirements, nor does it replace English 101 or 102 or count toward the English major or minor. Students who have earned credit for English 101 or 102 may take this course only by written permission of the department chair. Students must complete ENG 100 with a grade of “C” or better to register for ENG 101. (*fall and spring semesters)

101, 102 Composition and Rhetoric I, II (First-Year Writing) (4, 4)

Teaches the process of writing effective expository essays. ENG 102 includes extensive instruction and practice in research writing. May not count for the English or writing major or minor. Students must complete ENG 101 with a grade of “C” or better to register for ENG 102. (*fall and spring semesters)

110, 111 English for Non-Native Speakers I, II (4, 4)

Designed to develop and improve skills for students for whom English is a second language. Non-native or bilingual students with English-language difficulties must take ENG 110 before taking ENG 101 and 102. (See statement on placement testing in English in the *Academic Programs* chapter.) The professor also may recommend a student take ENG 111 before taking ENG 101 and 102. Neither ENG 110 nor ENG 111 meets the requirements for ENG 101 or 102, or any other requirement of the general curriculum distribution. Neither of the courses counts toward the English major or minor. Must be completed with a grade of “C” or better to register for ENG 101.

115 Editing Workshop (1)

This one-credit course offers an intensive review of grammar and the conventions of standard edited English to English 101 students who are identified as needing additional instruction in editing. By permission of their English 101 instructors only, students enroll in ENG 115 in the second seven weeks of the semester.

116 Writing on Cultures: Concepts of Primary Research

This course explores the concepts of doing primary research on target cultures, as well as ethical issues involved in performing such research. It is designed to be taught on-site in an international setting. In addition, the course provides students opportunities to perform primary (first-hand) research and gain field experience on an issue of their choice that is related to the culture being studied. For example, students can investigate a particular environmental or social issue pertinent to the setting or culture more in depth.

117 War in Literature and Film (4) (A)

Explores the vicarious experience of warfare and the practical and moral problems associated with command.

121 The Literature of Countercultures (4) (A)

A study of recurring patterns in social, cultural and artistic revolution of the last 100 years. Includes the decadents, the lost generation, the beats and the hippies.

126 Literature and Film Classics (4) (A)

A study of the techniques, history and development of selected literature and film classics. Content may vary depending on instructor.

140 Introduction to the Novel (4)

An introduction to one of the most popular literary genres, the novel, with particular focus on the varied relations novelists establish between individual and society, audience and storyteller, to entertain, unsettle and inspire readers.

150 Introduction to Poetry (4) (A)

This course will investigate the roots, elements and nature of poetry in an effort to make poetry a rich source of pleasure for a lifetime. We will read poetry of all types from all ages, with an emphasis on modern and contemporary.

170 Stories and Wellness (4) (A)

A thematically organized course that studies the power of stories from many narrative traditions — European, Chinese, Zen Buddhist, Native American — to promote good health and healing.

175 Ethical Questions and Modern Drama (4) (A)

Cross-listed with THR 175. This course deals with significant modern plays in which the conflict centers on ethical questions across a broad range of University subjects: business, science, politics, relations with and responsibilities to others. Classroom sessions and papers will address the plays first as works of literature, but will go on to discuss and debate the ethical issues involved.

200 Introduction to Shakespeare (4) (W) (A)

An introduction to the plays and poems of William Shakespeare, including a survey of the texts and an introduction to the staging and poetry of the work. The objectives of this course are to familiarize students with the work and techniques of a great poet and playwright. For English and writing majors, it is essential. For all students, a familiarity with Shakespeare is a cornerstone of a rounded liberal arts education. (*every fall semester)

201 World Literature I (4) (W) (IG) (A)

A survey of major world authors from the ancient world through the Renaissance. (*every fall semester)

202 World Literature II (4) (W) (IG) (A)

A survey of major world authors from the 18th century to the present. ENG 201 is not a prerequisite for ENG 202. (*every third year)

204 Advanced Composition (4) (W)

Prerequisites: ENG 101 and 102 (101 may be waived). Further study of the principles of writing. (*every other year)

205 Advanced English Grammar (4) (W)

Explores attitudes toward language and examines the way English works: its history, regional and social varieties, and its grammar. Includes a thorough review of the conventions of usage governing Standard American Written English. Satisfies a requirement for the secondary English education major. (*fall semester of even-numbered years)

206 British Literature I (4) (W) (A)

A survey of major authors and literary trends up to the 18th century. (*every other fall or spring semester)

207 British Literature II (4) (W) (A)

A survey of major authors and trends from the 19th century to the present. ENG 206 is not a prerequisite for ENG 207. (*fall semester)

208 American Literature I (4) (W) (A)

A survey of major authors and literary trends from colonial and revolutionary periods to the westward expansion. (*every fall)

209 American Literature II (4) (W) (A)

A survey of major authors and literary trends from the Civil War to modern times. ENG 208 is not a prerequisite for ENG 209. (*fall or spring semester)

210 Basic Linguistics (4)

Cross-listed with LIN 210. An introduction to the study and description of language according to the principles of modern linguistics. No prerequisites. Satisfies the ENG 205 Advanced English Grammar requirement for teacher certification. (*every other spring semester)

211 Myth and Epic: From Orality to Literacy (4) (W) (IG) (A)

A study of great myths and epics from Mesopotamia, ancient Greece, classical Rome, medieval Europe and Africa. Open to all students. (*every third year)

212 Critical Thinking (4)

Cross-listed with PHL 212. Designed to strengthen students' skills in reasoning about problems and issues of everyday life by helping them to distinguish between good and bad arguments. Students work to achieve these goals through reading and discussion of course materials, written analyses of others' arguments, or development of their own arguments and class debates for practice in persuasive argument.

214 Introduction to Literature and Interpretation (4) (W) (A)

Introduces students to the study of a variety of genres (novels, short fiction, drama, poetry and creative nonfiction) and several different methods of textual interpretation.

215 Literary Interpretation of the Bible (4) (W) (A)

This course introduces Biblical literature and scripture exegesis. Selections from the historical, prophetic, and wisdom texts of the Tanakh (Old Testament) will be studied as well as selections from the Gospels and epistles of the Christian Scriptures. The texts will be read in the context of Near Eastern literature and with the aid of established Biblical criticism. Students will practice the art of expository writing and will learn the basics of Biblical scholarship: translation comparison, concordance work, and commentary research.

216 Mothers and Daughters in Literature and Film (4) (W) (A)

Cross-listed with WST 216. An exploration of the myths and realities of the mother-daughter relation as presented in poetry, fiction, autobiography, film and visual art by women.

220 Spiritual Autobiography (4) (W, NW) (IG) (A)

Cross-listed with REL 220. A comparative survey of spiritual autobiographies chosen from Buddhist, Christian, Jewish, Muslim, Lakota Sioux and independent spiritual traditions.

229 Contemporary African and Third World Literature (4) (W) (NW) (IG) (A)

A study of the contemporary world scene as perceived by the authors of African and Third World literature. (*every other year)

238 Women's Literature (4) (W) (IG) (A)

Cross-listed with WST 238. An introduction to classics of world literature written by women. Special emphasis is on English literature and the contemporary era. (*every other year)

240 Contemporary Themes: Memoir (4) (W) (A)

A study of selected contemporary memoir. Content will vary depending on instructor. (*occasionally)

249 Transformation: Fiction to Screen (4) (W) (A)

Cross-listed with COM 249. A study of the transformation of short stories and novels to the screen aimed at an enhanced appreciation of both the written page and the visual medium.

250 Spanish Literature in English Translation (4) (A)

Cross-listed with SPT 250. No prerequisites. A study of selected masterpieces of Spanish literature. Course and readings are in English. (*occasionally)

251 Latin American Literature in English Translation (4) (NW) (A)

Cross-listed with SPT 251. No Prerequisites. Reading and analysis of literary masterworks from Latin America. Texts, periods, and regions will vary from semester to semester. Course and readings are in English. (*occasionally)

253 Religious Motifs in Modern Literature (4)(A)

The study of a body of modern literature which relates to religious experience: forms of faith, doubt, disbelief, absence, discovery of the spiritual, science and faith.

257 The Contemporary Novel (4) (W) (A)

No prerequisites. A study of selected novels by major contemporary authors. (*every other year)

260-69 Studies in Rhetoric and Composition (4) (W)

An introductory-level study of the history, theory, and/or uses of rhetoric; may include issues in rhetoric and composition pedagogy, studies of cultural or political rhetoric, and literacy studies. May be repeated if content varies.

270-278 Topics in English (4) (W) (A)

A topics course at the 200 or introductory level. A study of traditional or experimental fiction, non-fiction or poetry at the introductory level. May be repeated if the content varies.

282-289 Modern Drama (4) (W) (A)

Cross-listed with THR 282-289. Studies include survey of modern drama (Ibsen to the present), contemporary British drama, contemporary American drama or modern Continental drama. May be repeated if content varies. Open to all students. (*every other year)

300 The Romantic Writers (4) (W) (A)

Prerequisites: ENG 101 and 102. A study of the Romantic Movement from Blake to Keats. (*every other year)

301 The Victorian Writers (4) (W) (A)

Prerequisites: ENG 101 and 102. A study of Victorian literature from Carlyle to Kipling. (*every third year)

303 Modern Poetry (4) (W) (A)

Prerequisites: ENG 101 and 102. An introduction to the major poets and schools of modern and contemporary poetry in England and the United States. (*every other year)

307 Shakespeare's Romances and Tragedies (4) (W) (A)

Prerequisite: ENG 101 and 102, or consent of instructor. An advanced study of several of Shakespeare's finest romances and tragedies, involving a close analysis of the texts and incorporating a thorough grounding in the Renaissance mind set. (*every other spring semester)

308 Shakespeare's Comedies and Histories (4) (W) (A)

Prerequisite: ENG 101 and 102, or consent of instructor. An advanced study of several of Shakespeare's finest comedies and history plays. (*every other spring semester)

309-311 Advanced Drama (4) (W) (A)

Cross-listed with DRA 309-311. Prerequisites: ENG 101 and 102. Studies include Elizabethan, Restoration or contemporary drama. May be repeated if content varies. (*every third year)

312 Contemporary World Literature (4) (W) (NW) (IG) (A)

Prerequisites: ENG 101 and 102. A selection of today's major living authors from around the world. (*every other year)

318-322 Fiction (4) (W) (A)

Prerequisites: ENG 101 and 102. A study of traditional or experimental novels or short fiction. May be repeated if content varies. (*every other year)

324 Post-Colonial Literature and Theory (4) (W) (NW) (IG) (A)

Prerequisites: ENG 101 and 102. This course is designed to focus on a variety of colonial and post-colonial literatures in Africa, the Caribbean, Indonesia or Latin America. It will be a study of the representation of personal, racial and national identity in works from the selected region, written during the period of struggle against colonialism and afterwards. May be repeated if content varies.

325 The Eighteenth Century (4) (W) (A)

Prerequisites: ENG 101 and 102. Studies the major authors of the neoclassical period. (*every third year)

334 The Medieval Vision (4) (W) (A)

Prerequisites: ENG 101 and 102. Investigation of medieval views of the world and humankind through close reading of several literary masterpieces. (*every third year)

335 English Renaissance Literature (4) (W) (A)

Prerequisites: ENG 101 and 102. The poetry, prose and drama of England's most glorious literary period, the 16th and 17th centuries. Includes Shakespeare's sonnets, but not the plays. (*every third year)

337 Multiethnic Literature and Film (4) (A)

Prerequisites: ENG 101 and 102. This course explores four major ethnic heritages — Native American, Hispanic, African American and Asian American — through contemporary literature and film. Discussion of the unique historical background casts light upon multicultural expression in literature and film. Other arts, such as dance, music, and folklore, enrich our appreciation of each community's artistic identity.

340-42, 344 Major Poets (4) (W) (A)

Prerequisites: ENG 101 and 102. Close reading and analysis of one or more major poets. May be repeated if content varies. (*every other year)

343 Approaches to TESOL and Teaching Second and Foreign Languages (4)

Cross-listed with LIN 343. Prerequisites: ENG 101 and 102, and LIN 210 or instructor permission. This course focuses on methods and approaches to teaching second and foreign languages. It will also incorporate theories of second/foreign language teaching and learning as well as essential concepts from applied linguistics. (This course is intended for non-education majors who may pursue graduate studies in TESOL (Teaching English to Speakers of Other Languages), applied linguistics or foreign languages or to students who may have interest in teaching/tutoring English to non-native speakers in the U.S. or abroad.)

345 Composition Pedagogy (4)

Prerequisites: ENG 101 and 102. This course will focus on concepts, issues and approaches related to the teaching of composition. It will incorporate study of the definition and characteristics of writing and the writing/composing process.

347 Irish Literature (4) (W) (IG) (A)

Prerequisites: ENG 101 and 102. A study of Irish fiction, drama, poetry, memoir, and film of the 20th and 21st centuries. Will include the influences of colonialism, politics, sectarianism, religion, and notions of family and women's roles on this body of literature. Includes a study of major writers from the early part of the 20th century, such as James Joyce, and their influence on contemporary writers. (*every third year)

360-365 Major Authors (4) (W) (A)

Prerequisites: ENG 101 and 102. A study of one or more of the most significant American, British or world writers. May be repeated if content varies. (*every year)

425 Seminar (4) (W) (A)

Prerequisites: ENG 101, ENG 102, and junior or senior status. A capstone course focused on a defined area of literary study, such as a major author, literary movement, or genre. Content varies depending on instructor. Especially recommended for students going on to professional or graduate school. (*every year)

430 Literary Criticism (4) (W) (A)

Prerequisites: ENG 101, 102, and a 200-level literature course. A study of significant contemporary literary theories. Selected approaches to literary texts may include formalist, Freudian, reader response, post-structural, cultural and new historicist criticism. (*every other year)

444 Wordimagebookscreen (4) (W) (A)

Cross-listed with COM 444. Prerequisites: ENG 101 and 102. Drawing on various disciplines, this course focuses on methods for “reading” culture and contemporary consciousness, concentrating on word and image in the formation of attitudes, ideologies and myths. Introduces cultural analysis and a metalanguage through which students can understand the competing sign systems and discourses of culture.

450-454 Topics in English (1-4)

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

460-465 English Studies: Career Internship for English Majors (1-8)

Prerequisites: junior or senior standing and a minimum 3.0 GPA. An internship program to acquaint English majors with the business world and to show them how their special skills can be used in that environment. May not count toward the requirements for the major.

495-499 Directed Reading (1-4)

Prerequisites: ENG 101 and 102, and consent of instructor and department chairperson. A program of directed readings and related writing assignments agreed upon by individual students and professors. May be repeated if content varies.

Exercise Science and Sport Studies (ESC)

105 Biokinetics and Conditioning (2)

Involves testing, designing, and implementing a personal physical fitness program. Emphasis is on developing and implementing personal fitness programs that include cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition. (*fall and spring semesters)

110 Introduction to Exercise Science and Sport Studies (2)

An introduction to the exercise science profession, including the objectives, structure, history, philosophy and biological aspects of physical education and their field applications. (*fall and spring semesters)

150 First Aid (2)

A standard course leading to Red Cross certification in first aid and in personal safety and cardiopulmonary resuscitation (CPR). This course prepares students to act as citizen responders. (*fall and spring semesters)

151 Swimming (1)

Develops fundamental skills and methods for teaching swimming and water safety. (*fall and spring semesters)

200 Methods of Teaching Tennis (1)

Covers methods and procedures for teaching tennis. May be used toward professional activities requirement of adult fitness concentration. (*spring semester)

202 Outdoor Education (4)

An interdisciplinary approach to education in the outdoors, combining lectures, observations, field investigations and practical experiences in camping, canoeing, fish and wildlife management, environmental control and other concomitants of the outdoors. Two hours may be used toward professional activities requirement of adult fitness concentration. (*summer sessions)

240 Lifetime Sports (2)

Covers methods of teaching the recreational sports of archery, badminton and golf. May be used toward professional activities requirement of adult fitness concentration. (*fall and spring semesters)

252 Gymnastics (3)

Prepares students for teaching educational gymnastics, tumbling and apparatus. May be used toward professional activities requirement of adult fitness concentration. (*spring semester)

270 Prevention and Care of Sports Injuries (3)

Prerequisites: HSC 220 or HSC 230 and ESC 150 or HSC 150. Familiarization with the field of athletic training and the basic techniques, principles and theories underlying the prevention and care of a variety of athletic injuries and conditions. (*fall and spring semesters)

280 Adult Fitness (3)

A comprehensive discussion of corporate fitness that stresses fitness testing, prescriptive fitness programs and the role of fitness centers in the corporate/community structure. (*fall and spring semesters)

307 Movement Education/Games and Sports (3)

Prerequisite: EDU 200. A comprehensive discussion of movement education, stressing an individual approach to teaching basic movement skills, games and sports. (*spring semester)

312 Dance/Rhythmics (3)(A)

Prepares students for teaching creative rhythmics, folk and square dancing, and aerobic dancing. (*spring semester)

320 Coaching and Teaching of Football and Wrestling (2)

Focusing on developing and testing skills in participants, as well as officiating in football and wrestling and examining the psychology of coaching. May be used toward professional activities requirement of adult fitness concentration. (*fall semester)

321 Coaching and Teaching of Baseball, Basketball and Softball (2)

Focusing on developing and testing skills in participants, as well as officiating in baseball, basketball and softball and examining the psychology of coaching. May be used toward professional activities requirement of adult fitness concentration. (*spring semester)

322 Coaching and Teaching of Volleyball and Track and Field (2)

Focusing on developing and testing skills in participants of volleyball and track and field and examining the psychology of coaching. May be used toward professional activities requirement of adult fitness concentration. (*fall semester)

323 Coaching and Teaching of Soccer and Field Hockey (2)

Focusing on developing and testing skills in participants of soccer and field hockey and examining the psychology of coaching. May be used toward professional activities requirement of adult fitness concentration. (*spring semester)

329 Coaching Team and Individual Sports (3)

A comprehensive approach to coaching athletics, including planning, values, psychology, roles and goals. (*fall and spring semesters)

330 Motor Development and Skill Acquisition (3)

Prerequisites: HSC 220 or HSC 230. A study of motor development through the life cycle, with emphasis on physical growth, the effects of exercise, fundamental motor patterns and developmental skill acquisition. (*fall and spring semesters)

340 Applied Kinesiology (3) (W)

Prerequisite: HSC 220 or HSC 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. (*fall and spring semesters)

372 Principles of Exercise Leadership (2)

Prerequisites: ESC 105, HSC 100, HSC 220 or HSC 230. In addition, EDU 200 or equivalent EDU course for teaching majors and ESC 280 for adult fitness majors. This course will provide ESC adult fitness and teaching majors with the proper form, mechanics and cues to perform and present fundamental movement skills safely. In addition, majors will learn proper execution, identify and analyze movement errors, and develop appropriate correction and cueing. The basics of assessment, presentation, observation and correction will be applied as students work with individuals and lead groups with the intent of developing motor and fitness skills and routines.

380 Exercise Testing and Prescription (3)

Prerequisite: HSC 220 or HSC 230 (ESC 340 recommended). Studies trends in exercise habits, exercise evaluations and the process for clients developing a total wellness approach to living. Students will learn to apply principles of developing a fitness program. Lab fees for NASM certification and subscription required. Current First Aid/CPR certification required to take NASM Certification examination. (*spring semester)

400 Physical Education and Fitness for Special Populations (3) (W)

Examines the special physical education and physical fitness needs of individuals with chronic or functional handicaps. (*fall and spring semesters)

411 Recreation Leadership and Administration (2)

A study of the organizational patterns and administrative processes involved in leisure-oriented organizations. (*fall and spring semesters)

412 Principles of Administration for Sport and Physical Education (3) (W)

Cross-listed with SPM 412. Prerequisite: ESC 110 for non-sport management majors. Studies the procedures for organizing and managing physical education, fitness and sports programs, and analyzes the administrative concepts. (*fall and spring semesters)

414 Sports and Society (3)

An analysis of sports from a sociological perspective. Investigates sport theory from historical to modern contexts. Includes a critical appraisal of the expanding literature on the origins, functions and effects of sports in society.

450 Tests and Measurement (3)

Prerequisites: ESC 105 and 110 or HSC 120. Open only to junior and senior exercise science majors whose concentration is teaching physical education, and exercise science students whose concentration is adult fitness. A study of the available tests, measurement and assessment procedures for the physical education or fitness instructor. (*fall semester)

460 Physiology of Exercise (3) (W)

Prerequisite: HSC 220 or HSC 230. Develops knowledge and understanding of the function and limitations of the organism during exercise. (*fall and spring semesters)

470 Field Work in Recreation (4-6)

Prerequisite: completion of six semester hours of professional courses, and departmental approval. An instructional program that includes supervised pre-professional practice in approved recreational service agencies. Involves observation and participation in planning, conducting

and evaluating at the face-to-face supervisory and executive levels of leadership. Graded on a pass/fail basis. (*fall and spring semesters)

480 Internship in Adult Fitness Programs (2-12)

Prerequisite: senior academic status and departmental approval. Offers practical experience in health and fitness center programming. Admission by application to the department chair. Students must provide proof of current CPR certification, and may be required to provide individual liability insurance. Graded on a pass/fail basis. May be repeated for credit. (*fall and spring semesters)

499 Special Topics in Physical Education (1-4)

Prerequisite: junior standing. A seminar and/or independent study incorporating special issues in the field of physical education. May be repeated for credit. (*fall and spring semesters)

Finance (FIN)

310 Financial Management (3)

Prerequisites: all lower-level Sykes College of Business core requirements with a minimum "C" average, plus ENG 101 and 102, ITM 200, and MAT 160. A study of the processes, institutional framework and decisions faced by firms in the acquisition and use of funds. Practical emphasis is on corporate entities, including their utilization of capital budgeting in a world of taxes, law and risks. A traditional first course in corporate finance. (*fall, spring and summer semesters)

340 Entrepreneurial Finance (3)

Prerequisite: FIN 310 and MGT 389. This course focuses on four distinct topics that an entrepreneur must understand before launching a business — financial forecasting, capital structure, financing the entrepreneurial firm and working capital management. Students develop the practical skills needed to master each of these topics. (*fall semester)

410 Intermediate Financial Management (3)

Prerequisite: FIN 310. An in-depth study of the decision-making process in the corporate environment. Topics include cash management, capital budgeting, capital structure, financial statement analysis and corporate valuation. Discusses the theory and advanced mathematical techniques needed to investigate these complex problems. Not open to graduate students. (*fall and spring semesters)

415 Applied Investment Management (3)

Prerequisite: FIN 440. Not open to graduate students. Admission by permission of instructor. This course provides an opportunity for students to blend the theory of investments with the practical demands of hands-on investment management. Hands-on management of a real portfolio achieves the practical objectives. Periodically, security analysts and portfolio managers are invited as guest speakers to share practical insights on the investment management process. Bloomberg training is provided. (*fall and spring semesters)

425 International Financial Management (3) (IG)

Cross-listed as IBS 405. Prerequisite: FIN 310. The course examines the role of the multinational firm as a catalyst and facilitator of international business. Examines and explores the management of international financial risk, foreign exchange, corporate financing from a global perspective, direct foreign investment decisions, and international portfolio allocation. Not open to graduate students. (*fall semester)

440 Investments (3)

Prerequisite: FIN 310. An introductory investment analysis class. Covers common stocks, options, government and corporate bonds, mutual funds and portfolio management. Not open to graduate students. (*fall and spring semesters)

470 Financial Markets, Institutions, and Money (3)

Prerequisite: FIN 310. A survey of the global financial environment, including major financial institutions, securities markets and other financial markets. Topics include money and banking, the determination of interest rates, monetary policy, market efficiency, investment banking, hedging, risk management and derivatives. The course emphasizes current and recent economic trends and financial innovations. (*fall and spring semesters)

490 Finance Internship (1-6)

Prerequisites: junior or senior standing with at least a 2.75 overall GPA, or at least a 2.5 overall GPA and a 3.0 in COB courses; FIN 310 and one additional finance course. May not be used to satisfy major requirements. Approval of the associate dean required. (*fall and spring semesters)

491 Financial Policies and Strategies (3)

Prerequisites: FIN 310 and 410, and senior status. Senior seminar course for finance majors. An advanced course in finance with heavy use of cases that explore timely topics in-depth, such as forecasting and financial modeling, financial statement analysis, and working capital management. Not open to graduate students. (*fall and spring semesters)

495 Special Topics in Finance (3)

Prerequisites: to be specified at time of offering. A course offered at the discretion of the finance department. Subject may focus on a topic of current interest in the field, training in a specific area of the field, or a topic that is of interest to a particular group of students. (*as needed)

499 Independent Study in Finance (1-3)

Prerequisite: Minimum 3.0 GPA, consent of the department chair and associate dean. A readings or independent study course taken under faculty guidance for variable credit.

610 Creating Value Through Financial Strategies (1.5)

For graduate students only. Prerequisites: ACC 615 and ITM 603. This course focuses on the use of financial tools to determine which strategies will increase shareholder value. Students use discounted cash flow analysis to value corporate securities and to make capital budgeting and other expenditure decisions. There is in-depth coverage of how to determine relevant cash flows and the cost of capital. This course also provides an in-depth discussion of the risk-return trade-off and how it affects strategic decisions in all areas of the firm, including capital budgeting and capital structure. The major focus is to increase owner wealth by making decisions that are expected to have cash flows that provide a return in excess of the risk-adjusted required return. (CFA®) (*fall, spring and summer semesters)

615 Applied Investment Management (3.0)

For graduate students only. Admission by permission of instructor. Prerequisite: FIN 610. This course provides an opportunity for students to blend the theory of investments with the practical demands of hands-on investment management. Hands-on management of a real portfolio achieves the practical objectives. Periodically, security analysts and portfolio managers are invited as guest speakers to share practical insights on the investment management process. Bloomberg training is provided. (CFA®) (*occasionally)

616 Advanced Financial Management (3)

For graduate students only. Prerequisite: FIN 610. This course uses real business case studies to examine practical corporate financial management, policy and strategy. Students perform financial analysis and forecasting, examine complex financial transactions, and evaluate alternatives under uncertainty. Case topics include sustainable growth, financial distress, capital budgeting, economic value added, cost of capital and capital structure. (*fall semester)

625 New Venture Capital (1.5)

For graduate students only. The course focuses on the relationship between risk and return in the venture capital industry, and introduces students to the vocabulary of venture capital

and knowledge of key industry facts. The investment process and structure of transactions used by venture capital firms is reviewed. The valuation of venture capital investments is examined using a variety of techniques. (CFA®) (*spring semester)

630 International Finance (3)

Cross-listed as IBS 601. For graduate students only. Prerequisite: FIN 610. Course applies no-arbitrage theory to multinational financial management. Topics include international financial markets, international parity conditions, hedging foreign cash flows, arbitrage portfolios, international capital budgeting, international portfolio allocation and international cost of capital. (CFA®) (*spring semester)

640 Investment Portfolio Management (3)

For graduate students only. Investigates the various investment alternatives available to individuals in the securities market. Topics of analysis include quantitative economic sector accounting, valuation concepts, fixed-income securities and portfolio performance. (CFA®) (*fall and spring semesters)

642 Risk Management with Derivatives (3)

For graduate students only. Prerequisites: FIN 610 and 640. This course focuses on the use of financial forwards, futures, options and swaps to manage risk within a corporation or portfolio. Primary emphasis is placed on interest rate risk and equity risk. Valuation of derivative securities is discussed in the context of risk management. Topics for all three levels of the CFA® are covered. (CFA®) (*fall and summer semesters)

645 Security Analysis and Advanced Portfolio Management (3)

Prerequisite: FIN 640. This course deals with the theory and practice of evaluating multiple asset classes in a global capital market. The emphasis is on the application of finance, economics, accounting and statistics as part of the portfolio management process. (CFA®) (*spring semester)

655 Financial Analysis for Commercial Real Estate with ARGUS (3)

This course deals with the theory and practice of evaluating commercial real estate. The emphasis is on real estate valuation, cash flow analysis, financing, and partnership structures. ARGUS software is utilized to apply the lecture material and is an integral part of the course. Students perform scenario analysis and generate reports at introductory and intermediate levels using ARGUS in a series of case studies. The course features analysis of actual commercial real estate ventures in the Tampa area. (*summer semester)

670 Financial Markets, Institutions and Money (3)

For graduate students only. Prerequisite: FIN 610. This course covers the array of financial markets and financial institutions that make up our global financial system. Topics include financial intermediation, the determination of interest rates, money and banking, monetary policy, investment banking, hedging with derivatives, and market efficiency. Students learn to use financial computations involving interest rates, security prices, currency rates and other financial data. The course emphasizes current and recent trends and financial innovations. (CFA®) (*spring semester)

680 Financial Theory and Application (3)

For MS-FIN students only. This course is presented in a seminar style with readings and discussion along with a comprehensive examination covering relevant concepts in the degree program. Topics covered in the readings range from seminal concepts to current innovations in the field of finance. Taken during the last semester of the student's degree program.

695 Special Topics in Finance (3)

Prerequisites: to be specified at time of offering. A course offered at the discretion of the finance department. Subject may focus on a topic of current interest in the field, training in a specific area of the field, or a topic that is of interest to a particular group of students. (*as needed)

699 Independent Study in Finance (1-3)

For graduate students only. Prerequisite: minimum 3.5 GPA and written permission of the department chair. Contemporary topics in finance.

French (FRE)

Students who have had one or more years of French in high school are encouraged to register at the highest level compatible with their knowledge of the language, including 300- and 400-level courses. Credit cannot be earned in 100- and 200-level French courses that are prerequisites for courses already successfully completed.

101, 102 Elementary French I, II (4, 4) (IG)

Not open to native speakers of French. FRE 101 (or equivalent skills) is a prerequisite for FRE 102. Beginning French with an emphasis on French culture, as well as understanding and speaking French in practical situations. Includes practice in reading and writing. Students who have successfully completed two or more years of French in secondary school within the previous eight years may not enroll in French 101 for credit, except by written permission of the instructor. (*fall and spring semesters)

105 Elementary French Review (4) (IG)

Not open to native speakers of French. May not be taken after FRE 101. Review of French for students who have studied the language in high school for at least two years. Emphasis on accelerated grammar and on speaking. Listening comprehension, reading and writing are included. Credit may not be earned for both French 102 and 105.

201, 202 Intermediate French I, II (4, 4) (IG)

Not open to native speakers of French. Prerequisite: French 102 or two or more years of high school French, or equivalent skills is required for FRE 201. French 201 or three or more years of high school French, or equivalent skills is required for FRE 202. Develops a greater understanding of French culture and everyday French, as well as speaking, reading and writing skills. (*FRE 201 fall semester; FRE 202 spring semester, occasionally in other semesters)

251-259 Topics in French (1-4) (IG)

Prerequisite: consent of instructor. Content varies. May be repeated for credit.

Courses at the 300 or 400 level are conducted in French, are non-sequential, and may be taken in any order, or individually, unless otherwise specified in the course description.

300, 301 Advanced French I, II (4, 4) (IG)

Prerequisites: FRE 202 or equivalent, or four or more years of high school French or equivalent skills. Not open to students who received their secondary education in the French language. Emphases in Advanced French I are on oral expression, reading and vocabulary building. Emphases in Advanced French II are on writing, vocabulary building and grammar. (*every third year; 300 in fall semester, 301 in spring semester)

311 Commercial French (4) (IG)

Prerequisite: FRE 202 or equivalent skills. This course is designed to give students a working knowledge of French in a business setting. It provides a basis from which students will learn about culturally appropriate business practices in France and in the Francophone world. (*every third year, fall semester)

320 French Cinema (4) (A) (IG)

A broad survey of French cinema from the silent era through the present covering the history and evolution of French filmmaking through the viewing and analysis of its masterworks. (*every third year, spring semester)

331 Introduction to French Literature (4) (A)

Prerequisite: FRE 202 or equivalent skills. A reading and discussion of selections by master writers of French literature. (*every third year, spring semester)

351-359 Topics in French (1-4) (IG)

Prerequisite: consent of instructor. Content varies. May be repeated for credit.

421 French Culture and Civilization (4) (IG)

Prerequisite: Two 300-level French courses or equivalent skills. An integrated picture of the political, economic, social, geographical and cultural forces that have shaped France and the Francophone world. (*every third year, spring semester)

451-459 Topics in French (1-4) (IG)

Prerequisite: consent of instructor. Content varies. May be repeated for credit.

French Literature in English Translation (FRT)

250 French Literature in English Translation (4) (A)

A study of great themes and values expressed by selected authors and movements in French literature. Course and readings are in English. No prerequisite. (*occasionally)

Gateways (GTW)

100 Gateways (1)

Gateways is a required course for all incoming first-year students. Students learn the necessary skills for college success, including course planning, time management, study skills, personal and relationship issues, and student organization involvement. Grades in Gateways classes are awarded on a satisfactory/unsatisfactory basis.

102 Gateways 2 (1)

Gateways 2 is a required course for all second-semester freshmen. The course emphasizes career and major decision-making, as well as career exploration activities, preparing students for a future beyond college. Grades in Gateways classes are awarded on a satisfactory/unsatisfactory basis.

Geography (GEO)

102 World Geographical Problems (4) (NW) (IG)

An introductory study with major attention to the principles and concepts of the subject. (*every other fall semester)

202 Physical Geography (4) (IG) (NW)

Landforms, soil, flora, fauna, climate, water, minerals and the forces that shape earth's physical geography. Understanding latitude, longitude and the use of maps in the study of physical geography.

205 Principles of Resource Utilization (4) (W)

Preservation, conservation and exploitation of natural resources. Survey of global resources and their influence on society. (*fall semester)

207 Economic Geography (4) (W) (IG)

A survey of the resources, industry and commerce of the United States and foreign countries. (*every other spring semester)

235 Introduction to Geographic Information Systems (3)

Cross-listed with BIO 235. This course is aimed at teaching students the applications of geographic information systems technology to a variety of biological issues including delimiting

species and habitat distribution, identifying landscape-level relationships between abiotic and biotic factors and their spatial effects on populations, identifying potential effects of human activity on natural areas and populations, and developing management and regulatory policies including defining potential protected areas.

German (GER)

Students who have had one or more years of German in high school are encouraged to register at the highest level compatible with their knowledge of the language, including 300-level courses. Credit cannot be earned in 100- and 200-level German courses that are prerequisites for courses already successfully completed.

101, 102 Elementary German I, II (4, 4) (IG)

Not open to native speakers of German. German 101 (or equivalent skills) is a prerequisite for German 102. Beginning German with an emphasis on German culture, as well as understanding and speaking German in practical situations. Includes practice in reading and writing. Students who have successfully completed two or more years of German in secondary school within the previous eight years may not enroll in German 101 for credit, except by written permission of the instructor. (*GER 101 fall semester; GER 102 spring semester)

201, 202 Intermediate German I, II (4, 4) (IG)

Not open to native speakers of German. Prerequisite: German 102 or two or more years of high school German, or equivalent skills is required for GER 201. German 201 or three or more years of high school German, or equivalent skills is required for GER 202. Develops a greater understanding of German culture and everyday German, as well as speaking, reading and writing skills. (*GER 201 fall semester; GER 202 spring semester, occasionally in other semesters)

251-259 Topics in German (1-4) (IG)

Prerequisite: consent of instructor. Content varies. May be repeated for credit.

351-359 Topics in German (1-4) (IG)

Prerequisite: consent of instructor. Content varies. May be repeated for credit.

Global Issues (GIS)

101 Global Issues (IG)

An experiential learning course focusing on the exploration of issues of current global significance. First-year students only. Global issues courses are not eligible for grade forgiveness.

Government and World Affairs (GWA)

GWA 100, 200 or 201 is a prerequisite for all other Government and World Affairs courses.

100 Introduction to Government and World Affairs (4) (NW) (IG)

Covers the essential elements of political science from a national and international perspective. (*fall and spring semesters)

200 American Government (4)

Covers the political processes, institutions and policies of the national political system of the United States. (*spring semester)

201 World Affairs (4) (W) (NW) (IG)

An exploration of the political, economic and social processes between and among actors in the global community. (*fall semester)

202 International Political Economy (4) (NW) (IG)

Introduces the contours of the international economic system, including issues of dependency, aid, trade, multinational corporations, and the politics of economic exchange. (*every other spring semester)

203 Political Parties and Interest Groups (4) (W)

Studies the organization and functions of political parties and interest groups, primarily in the political system of the United States. (*every other spring semester)

204 Introduction to Law and the Legal System (4) (W)

An examination of the role of laws in society, the fundamental sources of law and the legal system and its procedures. Develops the skills for legal research, writing and analysis. Introduces the substantive areas of constitutional, contract and criminal law and torts. (*fall semester)

205 Contemporary Europe (4) (IG)

Cross-listed with IST 205. This course analyzes the cultural, economic and political spheres of Europe in the wake of the European Union, the demise of the Cold War, and broad globalization trends. (*every other year)

206 Contemporary Latin America (4) (NW) (IG)

Cross-listed as IST 206. This course analyzes the cultural, economic, social and political dimensions of Latin America. Focuses primarily on how several broad issues shape contemporary Latin America. (*every other spring semester)

207 The Urban World (4) (NW) (IG)

Cross-listed as SOC 200. An overview of the courses and consequences of urbanization in the United States, Western Europe and developing countries, integrating economic, geographical, political and sociological perspectives. (*fall semester)

210 Urban Politics and Policy (4) (W)

Covers political processes, institutions and policies of urban political systems in the United States. (*every other fall semester)

220 The Congress and the Presidency (4) (W)

Studies legislative and executive roles and interactions in the national government of the United States. (*every other fall semester)

255 Introduction to Russia (4)

Cross-listed as IST 255. This course focuses on the history of the political and cultural impact of Moscow. (*every other year)

250 Introduction to Thailand (4) (NW)(IG)

Crosslisted with IST 250. Introduces students to the political, economic, social and cultural evolution as well as contemporary aspects of Thailand. Course concludes with two week travel to Thailand.

260 Greece's Contribution to Western Civilization (4) (NW) (IG)

Cross-listed with IST 260. This course will examine the cultural contributions of ancient Greece to western civilization. The course will focus on the social, political, economic and philosophical aspects of this contribution. Course concludes with two week travel to Greece.

270 Research Methods for Government and World Affairs (4)

Trains students in the methods of research relevant to the field of government and world affairs. Examines the entire research process from initial conception to final production. (*spring semester)

280 Introduction to Peace Studies (4) (W)

An introduction to peace studies with a focus on the meanings and nature of peace and non-peace, the origins and causes of conflict and war, and the quest for achieving peace.

296 America and Vietnam (4) (NW) (IG)

An examination and analysis of America's role in the Vietnam conflict. Equivalent to HIS 296. (*spring semester)

290-299 Special Studies (2-4)

Special courses are offered each year. Course descriptions published annually in the timetable.

302 Modern Legal and Political Thought (4) (W) (IG)

Studies the major political and legal ideas that have shaped the contemporary world, including democracy, fascism, conservatism, classical and reform liberalism, socialism, communism, feminism and environmentalism. (*every other fall semester)

303 The Politics and History of Tampa (4) (W)

This course explores the development of political, social and economic structures of the city of Tampa since the 19th century.

304 Public Policy Analysis (4) (W)

Cross-listed as SOC 304. Studies the formulation, implementation and evaluation of public policies. (*spring semester)

305 Nuclear Proliferation and Nonproliferation (4) (W) (IG) (NW)

Examines the origins of the drive for nuclear weapons, the history of the nuclear nonproliferation regime, and incentives and disincentives for nuclear proliferation and nonproliferation. Analyzes current nuclear weapons states, "threshold" states, and states that purposefully chose to forgo nuclear weapons development.

310 Theories of Democracy (4)

Cross-listed as PHL 310. What is democracy? How is it tied to justice? Is liberal democracy the only legitimate form of democracy? Can we make democracy better? How should democracy be shaped by culture and context? This course will focus on contemporary philosophical debates about democracy, but readings also will include texts in political theory and political philosophy. Specific topics may include democratic representation; minimalism/realism about democracy; liberal democracy; classical pluralism; social choice theory; difference democracy and issues of gender, race, and class; deliberative democracy; green/environmental democracy; globalization and cross-cultural issues as they relate to democracy.

314 U.S. National Security Policy (4) (W) (IG)

Examines the process and substance of U.S. national security policy, including institutional settings and specific policy problems. (*every other fall semester)

315 Appellate Advocacy (3)

Cross-listed with CRM 315. Prerequisite: junior and senior standing. The course focuses on persuasive writing and oral advocacy. Specifically, students will write an appellate brief and make oral arguments using the American Collegiate Moot Court Association case. Students will be chosen to participate in regional and national moot court competitions. (*fall semester)

316 Trial Advocacy (3)

Cross-listed with CRM 316. Prerequisite: junior and senior standing. The course will focus on trial advocacy, process and evidence. A case problem developed by the American Mock Trial Association will be used as the foundation of the course. Students will be chosen to participate in regional and national mock trial competitions. (*spring semester)

326 Political Campaigns and Electoral Politics (4)

Cross-listed with COM 326. Prerequisites: COM 224 or consent of instructor. An exploration of the electoral process, particularly in the United States, with emphasis on the role of communication in political campaigns. (*every other fall semester)

340 The Political Economy of Western Europe (4) (W) (IG)

Examines political cultures, processes, institutions and policies in the European Union, Britain, France, Germany and selected other Western European systems. (*every other fall semester)

342 The Political Economy of Latin America (4) (W) (NW) (IG)

Examines political cultures, processes, institutions and policies in selected Latin American political systems. (*every other spring semester)

343 Third World Political and Economic Development (4) (W) (IG) (NW)

Examines the political and economic problems facing developing Third World states. (*every other spring semester)

344 The Political Economy of Africa (4) (W) (IG) (NW)

Examines the political and economic problems and opportunities facing the continent of Africa; the African colonial experience and its impact on modern African development; and how the continent has struggled with political and economic trends over the past 40 years. (*every other fall semester)

365 Politics of East Asia (4) (W) (IG) (NW)

Examines post-1950 politics of China, Japan, Korea and Taiwan, focusing on common themes of democratization, economic development, elite politics, political culture, foreign policy and human rights. Analytical writing is the primary form of course evaluation. (*every other spring semester)

402 Constitutional Law and the Supreme Court (4) (W)

A study of the federal judiciary and federal courts, their roles in relation to the executive and legislative branches of government, and the constitutional aspects of discrimination, privacy and procedural due process. Equivalent to CRM 402. (*spring semester)

404 Gender, Sexuality, and the Law (4)(W)

Prerequisite: junior or senior standing. An overview of the U.S. constitutional and statutory law concerning gender and sexuality. Topics including the right of privacy, legal theories of sexuality and gender, sexual speech and identity speech are analyzed in detail. In addition, the course considers gender and sexuality in education, family law and the nontraditional family, and sexuality and gender in the workplace. Equivalent to CRM 404 (*every other year)

407 Constitutional Law, Race Relations and Emerging Civil Rights Doctrines (4)

Prerequisite: junior or senior standing. An examination of the evolution of race relations and civil rights within the United States through the prism of American constitutional law. Equivalent to CRM 407 (*as needed)

408 The First Amendment and the Supreme Court (4) (W)

Cross-listed with CRM 408. A critical examination of law and policy relating to the issues of free press versus fair trial, defamation, national security, obscenity and compelled communication. (*fall semester)

409 Comparative Legal Systems: Western Europe (4) (W) (IG)

A comparative examination of the institutions, structure and sources of law in the Continental and Anglo-American legal systems, as well as in the European Union. (*spring semester)

410 International Law (4) (W) (IG)

Concentrates on public international law, examining the legal and political framework by which international legal instruments are created, litigated and enforced across national boundaries. Makes limited reference to private international law. (*fall semester)

413-425 Topics in Government and World Affairs (2-4)

Involves selected topics in political science. May be repeated for credit if subject matter is not repeated. Content varies.

426 Public Opinion, the Media and Power (4)

Cross-listed as COM 426. Prerequisite: junior or senior standing, or consent of instructor. Examines public opinion from a variety of perspectives, providing students with the ability to be intelligent consumers of public opinion research and effective users of public opinion research tools. Explores the interaction between the media and public opinion, as well as public opinion's effects on contemporary society and politics. (*every other fall semester)

440 Field Work Intern Program (4-16)

Involves practical experience in government or politics at the local, state or national level. Graded on a satisfactory/unsatisfactory basis. (*fall and spring semesters)

450 Independent Study (1-10)

Prerequisites: 12 hours of government and world affairs and a minimum 3.0 GPA. Involves guided readings, research and criticism. (*fall and spring semesters)

451 Senior Thesis (4)

Prerequisites: senior standing and a minimum 3.25 GPA or membership in the Honors Program. A substantial research and writing project. (*fall and spring semesters)

Health Science (HSC)**100 Health Science (2)**

A study of wellness and concepts for developing healthy lifestyles. Covers lifestyle risk factors associated with chronic and communicable diseases. (*fall and spring semesters)

120 Introduction to Allied Health Professions (2)

This course is required of all students enrolled in the pre-professional allied health concentration. This is an introductory course examining the various career opportunities (as recognized by the American Medical Association) within the allied health field. Content includes professional foci, educational requirements and career outlook, philosophical issues in the allied health disciplines, and an introduction to the basic allied health sciences. Field experiences are integrated into the course content on the observational level. Students are required to provide documentation of current immunizations and health screenings, and to provide transportation to and from external field sites. Instructor consent is required to enroll in this course. (*spring semester)

130 Medical Terminology (1)

This course introduces the student to common word roots, prefixes and suffixes used by the medical and allied health professions. Upon completion of this course, students should be able to define common medical terminology by deciphering its parts. (*fall semester)

150 Emergency Response (3)

This course provides cognitive and practical training for those working in and around the allied health professions. Skill sets include advanced first aid, one- and two-responder CPR with AED training, administering supplemental oxygen, and prevention of infectious disease transmission. This course is required of those accepted into the athletic training education or pre-professional allied health program. Red Cross certification(s) in First Responder may be earned. Permission is required to enroll in this course. Lab fees for durable equipment and certification required. (*fall and spring semester)

203 Nutrition (3)

A study of nutritional status and the effect of eating habits and food consumption on the society, family and individual. (*fall and spring semesters)

220 Functional Anatomy (3)

This is a one-semester course without lab that covers the structure and function of the human body on the cellular, systemic and organismal levels. Special emphasis is given to the skeletal, nervous, cardiovascular and respiratory systems. (*fall and spring semesters)

230 Human Anatomy and Physiology I (3)

A study of the structures and functions of the body, with special emphases on the histology and the integumentary, skeletal, muscular, and nervous systems. (*fall and spring semesters)

231 Human Anatomy and Physiology II (3)

Prerequisites: HSC 230 or permission of instructor. A study of the structure and functions of the body, with special emphases on the endocrine, circulatory, digestive respiration, urinary, and reproductive systems. (*fall and spring semester)

234 Human Anatomy and Physiology I Laboratory (1)

Prerequisites: concurrent enrollment in HSC 230 or permission of instructor. This laboratory course introduces the students to hands-on exercises related to the structure and function of tissues, and the skeletal, muscular, and nervous systems (including dissections of cats and brains as well as physiological concepts). (*fall and spring semesters)

235 Human Anatomy and Physiology II Laboratory (1)

Prerequisites: HSC 230 and concurrent enrollment in HSC 231 or permission of the instructor. This laboratory course introduces the students to hands-on exercises related to structure and function of the endocrine, circulatory, digestive, respiratory, urinary and reproductive systems (including dissections of cats, hearts, and kidneys as well as physiological concepts). (*fall and spring semesters)

236 Introduction to Public Health (3)

This course provides the student with a clear understanding of what public health is about, what it does and why it is important. It covers mission, functions, basic definitions, capacity, processes and outcomes of public health.

350 Biostatistics (3)

Prerequisite: junior standing. This course is a lecture and hands-on course designed to provide students with skills necessary to design experiments, analyze and report data in the health and biological sciences. Measures of central tendency, dispersion, and variability testing will be discussed along with basic concepts of continuous probability distributions, hypothesis testing, and decision-making.

360 Principles of Epidemiology in Exercise and Public Health (3)

Prerequisite: junior status. This course provides the student with an overview of morbidity and mortality surveillance by understanding disease etiology, distribution, and control. The course focuses on disease surveillance related to exercise, rehabilitation, public, and community health through both descriptive and analytical methods. Cohort, case, and experimental studies will be examined in relation to prevalence, outbreak, rate-adjustment and study design.

371 Fundamentals of Pharmacology (3)

Prerequisites: CHE 150 or 152 and permission of the instructor. Lecture/discussion course emphasizing an understanding of the basic principles of pharmacology specifically aimed at the needs of allied health professionals. The application of these principles to drug categories commonly encountered by allied health professionals is covered.

375 Social and Behavioral Sciences (3)

This course provides a strong social and behavioral theoretical foundation within the context of public health. The course will focus on critical thinking about public health issues, social determinants of health, health risk behaviors, and intervention strategies. The course includes long-term trends in morbidity and mortality, social factors that correlate with these trends, and theories that attempt to explain disparities in health and status across sub-populations.

The course introduces data on health risks associated with specific behaviors such as smoking, poor diet, sedentary lifestyle and substance abuse and introduce various strategic approaches for developing individual-, group- and community-based behavioral interventions.

420 Nutritional Supplements (2)

Prerequisites: One of the following, HSC 203, HSC 230, NUR 432, CHE 232, BIO 330, BIO 360, or permission of the instructor. This course addresses contemporary issues in the usage of dietary supplements and sports performance aids, including vitamin and mineral supplements, herbs and botanicals promoted to the general public and to the athlete. The focus is to use the scientific method to evaluate product and research literature and health claims, when it is known that data are often likely to be incomplete or inconclusive. The course also reviews safety data, adverse event reports, and legal issues involving dietary supplements.

440 Health Policy and Social Change (3)

This course provides key concepts and knowledge regarding how health policy is formulated, enacted, and implemented. The course analyzes health policy by focusing on how and why health policy is developed at the federal, state and local levels. The course will begin with a brief overview of the concepts and theories associated with public policy development in the health sector. The main emphasis will be upon providing the tools with which to understand how both public and private institutions produce health policy in its various forms. This course should provide a practical background to the study of health policy.

445 Health Promotion Program Planning and Evaluation (4)

This course will introduce students to the development, implementation and evaluation strategies that address health promotion issues at multiple levels. The course will provide a strong foundation of theories and conceptual frameworks used to develop, implement and evaluate health promotion from an ecological perspective — encompassing the individual, interpersonal, organizational, community, social, and policy levels.

450 Public Health Management and Leadership (4)

This course develops the student's ability to: 1) work with organizations and communities; 2) develop the skills to mobilize resources and the organizational and community capacity necessary to address public health challenges and achieve the national health objectives; and 3) enable participation and leadership in a network that fosters the future of public health. The course exposes students to concepts and theories of leadership, performance improvement, organizational behavior, marketing, operations, organizational strategy, and continuous quality improvement. The general management perspective is emphasized.

480 Internship in Allied Health (0-12)

Prerequisites: HSC 120, 230, 234, 231, 235, ESC 340, junior status and departmental approval. This is an instructional, field-based experience in the allied health occupations for the pre-professional. Both directed and self-directed experiences under the supervision of a certified/licensed allied health care practitioner in an approved healthcare setting are required. Students must earn program coordinator approval, provide documentation of current immunizations, health screening and CPR certification, and make provisions for transportation to the clinical affiliation site. Minimum allowable number of clinical contact hours is 120. This course may be repeated for credit for a maximum of 12 semester hours. (*fall and spring semesters)

History (HIS)

102 World History to 1500 (4) (W) (NW) (IG)

The course surveys the development of agriculture and urban settlements; the several major civilizations of the ancient world; the emergence of the great religions; the medieval periods in a number of cultures; the history of Africa and the Americas before the European onslaught;

the European Renaissance and Reformation; and the impact of Western technological progress and explorations on the rest of the world.

103 World History from 1500 to the Present (4) (W) (NW) (IG)

The course surveys Western absolutism and the age of reason; the scientific, political and industrial revolutions; the development and spread of capitalism, socialism, nationalism and imperialism; the two world wars; fascism and communism; the resurgence around the world of ethnic strife and neo-nationalism; the nuclear age and the cold war; and the collapse of the Soviet empire.

202 The United States to 1877 (4)

Surveys the cultural, political, social and economic developments in this country from the discovery of America through Reconstruction. (*fall and spring semesters)

203 The United States Since 1877 (4) (W)

Surveys the urbanization and industrialization of the nation and its rise to world power. (*fall and spring semesters)

205 Indians/Native Americans of North America (4) (NW) (IG)

A study of North American Indian history and culture from pre-contact times to the present. Covers Native American contributions to civilization; wars, removals, and forced assimilation; and modern political activism. (*every year)

206 Slavery and Racism in the Early Americas: A Comparative Perspective (4) (NW) (IG)

A study of the development of slavery and relations between European Americans and African Americans in British, Spanish, and Portuguese America from the beginning of European settlement in the New World until the abolition of slavery in the mid-19th century.

210 American Military History (4)

Cross-listed with MSL 203. A study of the development of American military institutions, policies, experience and traditions in peace and war from colonial times to the present. (*fall semester)

212 Witchcraft and Magic in the Early Modern Atlantic World (4) (IG)

Cross-listed with WST 212. A study of the development of witchcraft accusations, beginning with continental Europe in the 15th and 16th centuries and continuing with the later scares in England and New England. Particular emphasis will be given to international comparisons and to the changing social, cultural and economic positions of women. (*spring semester)

214 Russia's Modern Centuries (4) (W) (NW) (IG)

This course surveys the political, economic, social, intellectual, cultural and diplomatic history of Russia in the Imperial, Soviet and post-Soviet periods.

215 Women in American History (4) (W)

Cross-listed with WST 215. A survey of women's accomplishments, lifestyles, changing image and struggle for equality and recognition from colonial times to the present. (*fall semester)

216 Economic History of the United States (4) (W)

A study of American economic developments and their impact on social and political conditions. (*every other year)

217 China's Modern Centuries (4) (W) (NW) (IG)

This course surveys the 150 interplay between China and the outside world from before the Opium War through the late Imperial period, early Republic, Nationalist regime, Japanese invasion, Nationalist-Communist civil war, and the People's Republic, down to the present.

221 Japan's Modern Centuries (4) (W) (NW) (IG)

This course surveys Japanese history from the coming of the Western gunboats in the 1850s through the Meiji restoration, the early development of international trade and democracy,

the rise of militarism in the 1930s, World War II, the American Occupation, the economic “miracle,” and the troubled 2000s.

222 Fascism and Nazi Germany (4) (W) (IG)

A study of the rise and fall of the Third Reich and the legacy of Hitlerism.

224 Russia and the West (4) (W) (IG) (NW)

This course surveys, from the 10th century to the present, the various relationships — political, social, economic, intellectual, cultural, religious, and diplomatic — between Russia and an ever-changing “West,” which have engendered mutual admiration, loathing and, at times, hatred.

225 The Age of the Civil War (4)

A study of mid-19th century America, with particular emphases on the political developments, changing regional economies, patterns of interracial, interethnic and interclass relationships, as well as the course of military events during the Civil War. (*every other year)

230 The Balkans: the Powder Keg of Europe (4) (W) (NW) (IG)

The course covers, from the Medieval period to the present day, the political, social, economic, intellectual and cultural history of the following southeast European states: Slovenia, Croatia, Bosnia, Macedonia, Serbia, Romania, Moldova, Bulgaria and Albania. The similarities and differences in development from Western Europe are thoroughly analyzed.

260 The Holocaust (4) (IG)(NW) (W)

This course covers the abuse and systematic extermination by the Nazis and their collaborators of millions of Jews, Gypsies, Slavs and other peoples of Europe. It deals with Germany and other parts of Europe under Nazi domination. (*every other fall semester)

275 The Civil Rights Movement (4)

This course focuses on the struggle for racial equality and freedom in the American South after World War II. It also helps students comprehend this struggle within the broader context of post-Civil War American race relations.

296 America and Vietnam (4) (NW) (IG)

An examination and analysis of America’s role in the Vietnam Conflict. Equivalent to GWA 296 (*every spring semester)

290-299 Special Studies (2-4)

Special courses are offered each year.

300 The Middle East (4) (W) (NW) (IG)

A study of Islamic tradition and the challenge of modernization. Covers Arab nationalism, Zionism, Pan-Arabism, Imperialism and the development of OPEC from its origin to the present. Also examines Middle Eastern lifestyles, values and economic relations. (*every other year)

301 Irish History (4) (IG)

A survey of Irish political, cultural, religious and economic development, with emphasis on colonial relationships, post-colonial Ireland and the Northern Ireland “Troubles.”

305 The Ancient World (4) (W) (IG)

A study of Western culture in the ancient Near East and the Greco-Roman world. (*every other year)

306 The Middle Ages (4)

A study of European society from the fall of Rome to the Renaissance. (*every other year)

308 Renaissance and Reformation (4)

A study of the origins, progress, interrelationships and impact of new forms and ideas that characterized the Renaissance and the Reformation in Europe from 1400 to 1650.

309 England and her Celtic Neighbors (4) (W) (IG)

A survey of English political, cultural and economic development, with emphases on the Tudor-Stuart era and the British Empire. (*every other fall)

310 England's Emergence as a World Power since 1780 (4) (IG) (W)

The creation of the world's first industrialized economy and modern urban society in the wake of the industrial revolution, 1780-1830. Additional foci will be Britain's 19th and 20th century empire and declining world leadership role in the 20th century. (*every other spring)

312 Modern Europe (4) (W)

A study of European nationalism, industrialization and other developments since the mid-19th century. (*every other year)

313 Latin America (4) (NW) (IG)

A study of Latin American history from the colonial period to the present. (*fall semester)

321 Revolutionary America (4) (W)

A study of the history of the United States before, during and after the Revolutionary War. Focuses on the role of ideology and the patterns of change in religion, racial relations and the status of women. (*every other year)

325 Narcotic Drugs and Modern Society (4) (IG)

This course explores the history of narcotic drugs and modern society, focusing on America. The course also examines the history of U.S. drug policy. (*fall semester)

330 America in the 1960s (4)

This course covers the Bay of Pigs invasion and the Cuban missile crisis, the war in Vietnam, the concern about nuclear warfare, the civil rights movement, and the student movement of the late 1960s.

350 The Newly Independent States of the Former Soviet Union (4) (W) (NW) (IG)

This course covers the history and present status of 14 states which, in addition to the Russian Federation, emerged from the collapse of the USSR in 1991. The following will be studied: Estonia, Latvia, Lithuania, Belarus, Ukraine, Moldova, Armenia, Azerbaijan, Georgia, Kazakhstan, Kyrgyzstan, Turkmenistan, Tajikistan and Uzbekistan.

401 Field Work (3-4)

Involves practical work in museums, historical preservation and historical archives. Requires permission of area coordinator. Graded on a pass/fail basis.

406 The History of U.S. Foreign Policy (4) (W)

Studies the formulation of American foreign policy and issues in American diplomatic history. (*every other year)

413 The Era of World War I (4) (IG)

The course traces the diplomatic and economic events leading to the outbreak of war in 1914 and follows the progress of the war, revolution and peace. (*every summer I semester)

414 The Era of World War II (4) (IG)

The course traces the political, economic, social and diplomatic events leading to the outbreak of hostilities and the military and diplomatic aspects of the war itself. It concludes with the Nuremberg Trials. (*every other year)

450 Independent Study (2-4)

Prerequisites: minimum 3.0 GPA 12 hours of history, and permission of the area coordinator. Involves guided readings, research and criticism. May be repeated for credit if subject matter varies. (*fall and spring semesters)

451 Senior Thesis (4)

Prerequisites: senior standing, minimum 3.0 GPA, membership in the Honors Program, and permission of area coordinator. A substantial research and writing project. (*fall and spring semesters)

Information and Technology Management (ITM)**200 Introduction to Computers (1)**

Introduction to Microsoft Word, PowerPoint, and Excel computer applications. Delivered through lectures and computer-based modules, and designed to take students to an intermediate skill level. Requires no previous experience with computers. This course must be taken in the first year. (*fall and spring semesters)

210 Managerial Statistics I (3)

Prerequisites: MAT 160 and ITM 200. An introductory course in business statistics. Topics include sampling techniques, descriptive statistics, probability, random variables and probability distributions, normal distribution, sampling distributions, interval estimation, one-sample tests and simple linear regression. A statistical software package is used to illustrate all methods and techniques. (*fall and spring semesters)

220 Information Systems (3)

Prerequisite: ITM 200. This course studies the integration of information systems solutions and business processes. Topics include how information and information systems relate to business processes, how organizations use information systems for competitive strategy, and how information systems are developed and managed. The ethical implications of information systems use in organizations and international dimensions of information systems use are also covered. Students use contemporary software applications to apply course concepts to business cases. (*fall and spring semesters)

251 Visual Basic (3)

Prerequisite: ITM 200. Studies the fundamental concepts of designing and writing computer programs to solve problems. Emphasizes structured programming and object-oriented methods in the .NET environment. (*fall and spring semesters)

261 Web Programming (3)

Prerequisite: ITM 251. This course emphasizes Web programming using contemporary languages and methodologies. Students complete hands-on exercises, a personal e-portfolio of professional skills, and an experiential learning project with an outside organization. Knowledge of structured programming concepts using contemporary development tools is required. (*fall and spring semesters)

280 Data Communication Systems (3)

Prerequisite: ITM 200. Introduces the fundamental concepts of data communication. Topics include communication media, protocols, networks, system software, security and communication management. Structured around the open-systems interconnect model. (*fall and spring semesters)

318 Systems Analysis and Design I (3) (W)

Prerequisite: ITM 220. The theory and practice of Object Oriented Systems Analysis are implemented in team-oriented projects that analyze a new, Web-based project incorporating a database. Project deliverables include feasibility studies, project management reports, group meeting agendas and minutes, existing systems analysis, new system analysis, system test plan and system/user requirements. Oral and written skills are exercised in multiple presentation and report requirements. (*fall and spring semesters)

330 Operating Systems (3)

Prerequisite: ITM 220. An overview of contemporary operating systems from a managerial standpoint. (*as needed)

335 Software Applications for Microcomputers (3)

Prerequisite: ITM 220. Surveys computer applications, information needs in business, microcomputers and the information systems that meet these needs. Emphasizes use of information technology tools to solve business problems. (*as needed)

350 Business Continuity and Risk Management (3)

Prerequisite: ITM 220. This course explores risk assessment methods of introducing new technology into an organization, and studies the making of disaster and recovery plans. Emphasis is on pragmatic risk management as a tool for decision-making, understanding the difference between more theoretical treatments of information security and operational reality, how information security risk can be measured and subsequently managed, defining and executing an information security strategy, designing and implementing a security architecture, and ensuring that limited resources are used optimally. (*fall semester)

360 Advanced Programming (3)

Prerequisite: ITM 261. This course emphasizes advanced programming concepts. Topics include contemporary languages and methodologies used in the business community to support interoperable computer-to-computer interaction over a network. Students complete hands-on exercises, expand their personal e-portfolio of professional skills, and participate in an experiential learning project with an outside organization. (*fall and spring semesters)

361 Operations Management (3)

Prerequisites: lower COB core with a minimum “C” average and MGT 330. Examines the short- and long-term decisions that are made in service systems relating to the operations function. Emphases are placed upon maximizing productivity and competitiveness, improving service quality and understanding global competition. (*fall and spring semesters)

366 Financial Operations Management (3)

Prerequisites: lower COB core with a minimum “C” average and MGT 330. This course examines the short- and long-term decisions that are made in operational financial service systems relating to heavily used transaction processing functions. Emphases are placed upon maximizing transaction throughput, minimizing transaction response times, maximizing productivity, maximizing competitiveness, improving service quality and understanding global competition. (*fall semester)

408 Database Design and Administration (3)

Prerequisite: ITM 318. This course examines fundamental concepts of database systems including data modeling, logical and physical database design and SQL. We cover topics related to the administration of database resources and databases in the Internet environment. This course requires completion of an application prototype on a currently popular DBMS. (*fall and spring semesters)

410 Network Management (3)

Prerequisite: ITM 280. A study of local area network design, installation and management. Emphases are on networking fundamentals, network hardware and software, system installation and configuration, and managing network resources. The course prepares students for certification in the field of network management. (*as needed)

415 Business Intelligence Solutions (3)

Prerequisite: senior standing. Not open to MBA students. Implementing business intelligence solutions requires aligning people, technology and process with a business vision that bridges gaps between departments and supports collaboration. We explore the principles and application of business intelligence solutions with a focus on gathering and analyzing enterprise data that enables users to make better business decisions using large quantities of

unstructured data. The goals of BI are higher productivity, enhanced financial performance, increased competitiveness and improvement in other key performance indicators. Topics include decision support systems, expert systems, intelligent agents, data warehouses, data mining and emerging BI technologies. (*as needed)

416 Electronic Commerce (3)

Prerequisites: senior standing and MKT 300. Not open to graduate students. This course prepares a new generation of managers, planners, analysts and programmers for the realities and potential of electronic commerce. Students are familiarized with current and emerging electronic commerce technologies using the Internet. Topics include Internet technology for business advantage; managing e-commerce funds transfers; business opportunities in e-commerce; e-commerce Web site design; social, political and ethical issues associated with e-commerce; and business plans for technology ventures. (*as needed)

419 Systems Analysis and Design II (3) (W)

Prerequisites: ITM 360 and ITM 408. This is a continuation of the team-oriented project started in ITM 318. The project is designed, implemented and put into operation during the semester. This requires project management, group meeting agendas and minutes, project presentations and documentation of deliverables, development of a database and implementation of a Web site using contemporary methods. (*fall and spring semesters)

420 Information Systems in the Global Environment (3) (IG)

Prerequisite: ITM 220. This course addresses the problems and opportunities of global IT, and prepares future managers to use IT effectively and deal with external factors by providing a sound understanding of managing information resources across national borders, time zones, cultures, political philosophies and economic infrastructures. Topics include the globalization of the marketplace and the organization, IT environments around the world, national infrastructures, regulatory regimes, global IT applications, global IT development strategies, global management support systems and global IT management strategies. (*fall semester)

430 Strategic Information Systems (3)

Prerequisite: ITM 220 and senior standing. Not open to MBA students. This course focuses on strategic use of information systems to achieve competitive advantage in the evolving and changing global marketplace. Topics include strategic alignment, business and IT strategy development, and emerging technologies and their application to strategic use of information systems. (*as needed)

466 Data Mining and Informatics (3)

Prerequisite: ITM 408. This course investigates the planning and implementation of a data warehouse and the subsequent data mining of this warehouse to detect patterns using algorithmic processes. Students apply concepts and tools of data mining and machine learning to financial services databases. (*spring semester)

490 Internship (1-6)

Prerequisites: junior or senior standing with at least an overall 2.75 GPA, or at least an overall 2.5 GPA with minimum 3.0 in COB courses. Special assignment in local industry. May not be used to satisfy major requirements. Approval of the associate dean required. (*fall and spring semesters)

495 Special Topics in Information Technology Management (3)

Prerequisites: to be specified at time of offering. A course offered at the discretion of the ITM department. Subject may focus on a topic of current interest in the field, training in a specific area of the field, or a topic that is of interest to a particular group of students. (*as needed)

499 Independent Study in Management Information Systems (1-3)

Prerequisite: minimum 3.0 GPA, consent of department chair and associate dean. A readings or independent study course taken under faculty guidance for variable credit. (*as needed)

601 Statistics for Decision-Makers (3)

For graduate students only. Prerequisite: ITM 603 or equivalent. This is an introductory course in statistical analysis as it applies to managerial decision-making. Topics include sampling techniques, descriptive statistics, probability, random variables and probability distributions, sampling distributions, interval estimation, one-sample tests, analysis of variance, simple linear regression and statistical process control. A statistical software package is used to illustrate all methods and techniques. (CFA®) (*fall and spring semesters)

603 Developing Software Competencies (1)

For graduate students only. This course is an introduction to Microsoft Word, PowerPoint, Excel and Access. Delivered through hands-on computer-based modules, and designed to take students to an intermediate skill level. Prerequisite for starting MS-TIM program (test out or take until pass). (*fall and spring semesters)

607 Information Systems and Technology (1.5)

For graduate students only. Prerequisites: ITM 603, and WRI 510. This course covers the role that information systems and information technology play in providing organizations with value and strategic advantage by enabling effective and efficient planning, problem solving, and decision making. Emphasis is one strategic use of information technology in the global organization. (*fall and spring semesters)

611 Building Business Models (1.5)

For graduate students only. Prerequisites: ITM 601 and 603, and WRI 510. This course covers mathematical techniques and software tools necessary for effective business analysis and forecasting. We use spreadsheet tools to build, analyze and solve models to enable effective decision-making by managers, business analysts and consultants. We emphasize linear programming and time-series forecasting models. (CFA®) (*fall and spring semesters)

613 Supply Chain Management (1.5)

For graduate students only. Prerequisites: ITM 611 and MKT 607. This course examines the operations function and its impact on an organization's strategic planning. Specific emphasis is placed on managing the supply chain, from evaluating and choosing suppliers and contractors to developing reliable delivery and distribution systems. (*fall and spring semesters)

614 Effective Project Management (1.5)

For graduate students only. Prerequisites for MBA students: ITM 607 and MGT 602. Prerequisites for MS-TIM students: Foundation course sequence and ITM 603. This course covers six project management knowledge areas: project integration, scope, time, cost, human resources, and communications management; and five process groups: initiating, planning, executing, controlling and closing. Microsoft Project is used to illustrate all concepts. ITM 614 may be waived for any student with Project Management Institute Certification. In this case, an MBA Core Course must be substituted as an elective. (*fall and spring semesters)

615 Business Intelligence Systems (3)

For graduate students only. Prerequisites: ITM 607 and ITM 611. Explores the principles and application of business intelligence and decision support systems used in business. Executive information systems, expert systems, intelligent agents, artificial intelligence, and data warehousing and mining are covered. (*as needed)

616 Electronic Commerce Strategy (3)

For graduate students only. Prerequisites: ITM 607, MKT 601. This course examines e-commerce strategies, approaches and tools that can enhance the chance of successful e-commerce ventures in today's fast-moving business environment. The course provides a broad-based introduction to different facets of e-commerce from technical and managerial perspectives. Specifically, the course spans three areas: (1) e-commerce concepts, (2) e-commerce applications, and (3) e-commerce technologies. Business-to-business e-commerce topics are studied,

including the impact on supply chain management, as well as business-to-consumer topics. (*as needed)

620 Information System Analysis and Design (3)

For graduate students only. Not open to students with an undergraduate information systems degree. Prerequisites: ITM 607 and ITM 614. Explores object-oriented analysis and design of information systems. Specifically, this includes strategic planning of information services to support the overall corporate strategic plan, investigation of existing systems in the industry, development of new systems, and project management and control techniques. A team-oriented systems analysis project of an Internet-based business system is required. (*fall semester)

625 Database Design, Development, and Administration (3)

For graduate students only. Not open to students with an undergraduate MIS degree. Prerequisite: ITM 607. Covers the fundamental concepts of modern database systems including data models, logical and physical database design, and the administration of database resources. Hands-on exercises include the development of a relational database application and data modeling. The view of data as a strategic corporate resource is emphasized. (*spring semester)

630 Strategic Information Systems and Technology (3)

For graduate students only. Prerequisites: ITM 607. This course investigates the planning, design, management and use of strategic information systems and technology in business. Emphasis is on real-life applications through visits to area businesses to reinforce the principles and ideas covered in class. Completion of a team-generated proposal for a strategic information system for a business is required. (*as needed)

640 Data Communications and Network Management (3)

For graduate students only. Prerequisite: ITM 607. A study of local area network installation and management. Emphases are on networking software, system installation, configuration, and management of network resources. The course prepares students for certification in the field of network server management. (*summer and as needed)

650 International Operations Management (3)

For graduate students only. Prerequisite: ITM 611. This course examines operations strategy and its impact upon the global competitiveness of an organization. Emphasis is on the similarities and differences between operations systems in the traditional industrial powers and the emerging industrial economies. This course consists of classroom sessions and a one-week international experience. Students taking this course are required to participate in the one-week study abroad experience during spring break. (*as needed)

660 Advanced Business Forecasting (3)

Most business planning routinely begins with a sales forecast. This course leads students through the most helpful model used in any business forecasting effort. Examples are based on actual historical data. The models are explained as procedures that students may replicate with their businesses data. Topic studies include moving averages, exponential smoothing, regression (simple and multiple), time-series decomposition, ARIMA models and techniques for combining forecasts. Forecasting models are illustrated using Excel-Based ForecastX, one of the most widely used forecasting software in practice. (CFA®) (*as needed)

695 Special Topics in Information Technology Management (3)

Prerequisites: to be specified at time of offering. A course offered at the discretion of the ITM department. Subject may focus on a topic of current interest in the field, training in a specific area of the field, or a topic that is of interest to a particular group of students. (*as needed)

699 Independent Study in Management Information Systems (1-6)

For graduate students only. Prerequisite: minimum 3.5 GPA written permission of the department chair. Contemporary topics in information systems and technology management. (*as needed)

International Business (IBS)

397 Global Organizational Behavior (3) (W) (IG)

Cross-listed as MGT 345. Prerequisite: MGT 330. Examines the influence of individual differences and ethnic and national culture on behaviors in organizations. Addresses the questions of when and how to be sensitive to these issues, and develops skills required to effectively manage in the diverse environment of the 21st century. Within this context, the course focuses on six essential skill-building areas: managing diversity, team building, communicating, motivating, negotiating and conflict management, and creativity and critical thinking. (*fall and spring semesters)

398 Survey of International Business (3) (W) (IG)

Cross-listed as MGT 350. Prerequisites: MGT 330, MAT 160 and ECO 205. Focuses on the functional and environmental differences between domestic and international business. Analyzes the cultural, economic, legal and political factors influencing international operations. Examines the unique problems faced by a multinational corporation (MNC) developing organization, finance, marketing, labor, production and ethics policies. (*fall and spring semesters)

399 The Art and Science of Negotiation (3)

Cross-listed as MGT 355. Prerequisite: MGT 330. Focuses on the development of problem-solving and communications skills relevant to a broad spectrum of negotiation settings. Students learn the basic competencies needed to be effective negotiators in a global business environment. The course provides students with useful analytical frameworks of conflict resolution, communication and negotiation. Through the use of simulations, role plays and case studies, students have the opportunity to practice an array of negotiation techniques and to develop their communication and problem-solving skills. (*spring semester)

402 International Accounting (3) (IG)

Cross-listed as ACC 460. Prerequisites: ACC 202 and 203. This course compares accounting and auditing between countries, and addresses financial/managerial accounting issues faced by U.S. multinational firms. Topics include cultural issues affecting accounting and auditing; international accounting harmonization; standard setting bodies; disclosure practices; currency exchange rates and the accounting impacts of transactions conducted in foreign currencies; defenses against currency rate changes such as forward exchange contracts; restating subsidiary foreign currency financial statements; differences in auditor qualifications and auditing standards; and selected managerial accounting issues. (*fall semester)

403 International Economics and Finance (3) (IG)

Cross-listed as ECO 430. Prerequisites: ECO 204 and 205. Analyzes international economic and financial developments. Emphasis is on current issues in the operation of the international financial system. (*spring semester)

404 Economic Development (3) (NW) (IG)

Cross-listed as ECO 450. Prerequisites: ECO 204 and 205. Analyzes the economic, social, and institutional mechanisms needed to bring about improvements in the standard of living of people in third world countries. Emphasis is placed upon developmental policies of Latin American countries. (*every other spring semester)

405 International Financial Management (3) (IG)

Not open to graduate students. Cross-listed as FIN 425. Prerequisite: FIN 310. The course examines the role of the multinational firm as a catalyst and facilitator of international busi-

ness. Explores the management of international financial risk, foreign exchange, corporate financing from a global perspective, direct foreign investment decisions, and the management of ongoing operations. (*fall semester)

406 International Marketing (3) (W) (IG)

Not open to graduate students. Cross-listed as MKT 410. Prerequisite: MKT 300. Prepares students for the global marketing environment by examining marketing in other countries, the marketing implications of cultural and environmental differences, international marketing research, and adaptation of product, price, promotion and distribution decisions to the foreign environment. (*spring semester)

410 Contemporary Latin American Business Issues (3)

For graduate and undergraduate students. Examines select economic, political and cultural aspects of the Latin American environment. Topics include economic development, economic history, export-led growth, the North American Free Trade Agreement, U.S.-Latin American relations, contemporary issues facing Latin America, geography, ethnic and regional differences, culture and literature, attitudes toward work, time, power and decision-making, and strategies for doing business in Latin America. (*every other spring)

411 Contemporary European Business Issues (3)

Examines select economic, political and cultural aspects of the Western European environment. Topics include economic and political models, comparisons among Western European countries, European Economic Community, economic history, U.S. relations with selected countries, geography, ethnic and regional differences, culture and literature, and strategies for doing business in Western Europe. (*every other spring)

486 International Entrepreneurship (3)

Cross-listed as MGT 486. Prerequisites: MGT 330 and 389. This introductory course provides an understanding of international entrepreneurship, which includes the development of managerial and knowledge-based skills that underlie the successful launch of a new venture or existing business in the global economy.

490 International Business Internship (3-6)

Prerequisites: junior or senior standing with at least a 2.75 overall GPA or at least a 2.5 overall GPA and a 3.0 in COB courses, and completion of at least 45 hours of COB core and major requirements. May be used to satisfy the cross-cultural experience requirement of the IB major. Approval of the college of business required. (*fall and spring semesters)

491 Special Projects in International Business (3)

Prerequisites: completion of at least 45 hours of COB core and major requirements, and approval of the associate dean. A supervised project in conjunction with a Tampa-based international organization or association. Graded on a pass/fail basis. May be used to satisfy the cross-cultural experience requirement of the IB major.

492 Seminar in International Business (3) (IG)

Prerequisite: ECO 205. Examines select economic, political and cultural aspects of specific countries through readings, lectures, research and travel abroad. Country selection varies with instructor. Travel abroad includes visits to foreign stock exchanges, universities, corporations and international organizations. The trip is required for course credit, and the cost of the trip is not included in tuition. May require class meetings during the last seven weeks of the spring semester. (*in summer only, at the discretion of the coordinator of International Business and the International Programs Office)

495 Special Topics in International Business (3)

Prerequisites: to be specified at time of offering. A course offered at the discretion of the Department of International Business. Subject may focus on a topic of current interest in the field, training in a specific area of the field, or a topic that is of interest to a particular group of students. (*as needed)

499 Independent Study in International Business (1-3)

Prerequisite: minimum 3.0 GPA, consent of the department chair and associate dean. A readings or independent study course taken under faculty guidance for variable credit.

601 International Finance (3)

For graduate students only. Cross-listed as FIN 630. Prerequisite: FIN 610. Course applies no-arbitrage theory to multinational financial management. Topics include international financial markets, international parity conditions, hedging foreign cash flows, arbitrage portfolios, international capital budgeting, international portfolio allocation, and international cost of capital. (CFA®) (*spring semester)

602 International Management (3)

For graduate students only. Cross-listed as MGT 625. Prerequisites: MGT 602 and 610. Examines the challenges associated with managing business enterprises whose operations stretch across national boundaries. Through extensive readings and case analyses, students will be able to obtain a fundamental understanding of the strategic, operational and behavioral aspects of managing across cultures. (*fall semester)

603 International Marketing (3)

For graduate students only. Cross-listed as MKT 613. Prerequisite: MKT 607. Investigates the development and implementation of marketing techniques and programs on an international scale. Evaluates cultural differences, marketing strategies and decision-making processes that are part of international marketing.

686 International Entrepreneurship (3)

For graduate students only. Cross-listed as MGT 686. This course provides an understanding of international entrepreneurship, which includes the development of managerial and knowledge-based skills that underlie the successful launch of a new venture or existing business in the global economy.

695 Special Topics in International Business (3)

Prerequisites: to be specified at time of offering. A course offered at the discretion of the Department of International Business. Subject may focus on a topic of current interest in the field, training in a specific area of the field, or a topic that is of interest to a particular group of students. (*as needed)

699 Independent Study in International Business (1-3)

For graduate students only. Prerequisite: minimum 3.5 GPA, written permission of department chair. Contemporary topics in international business.

International Studies (IST)

205 Contemporary Europe (4) (IG)

This course analyzes the cultural, economic and political spheres of Europe in the wake of the European Union, the demise of the Cold War and broad globalization trends. (*every other year)

206 Contemporary Latin America (4) (IG) (NW)

This course analyzes the cultural, economic, social and political dimensions of Latin America. Primary focus is on the ways several broad issues have shaped contemporary Latin America. (*every other spring)

250 Introduction to Thailand (4) (NW) (IG)

Cross-listed with GWA 250. Introduces students to the political, economic, social and cultural evolution as well as contemporary aspects of Thailand. Course concludes with two week travel to Thailand.

255 Introduction to Russia (4)

Cross-listed as GWA 255. This course focuses on the history of the political and cultural impact of Moscow. (*every other year)

260 Greece's Contribution to Western Civilization (4) (NW) (IG)

Cross-listed with GWA 260. This course will examine the cultural contributions of ancient Greece to western civilization. The course will focus on the social, political, economic and philosophical aspects of this contribution. Course concludes with two week travel to Greece.

270 Introduction to International Studies Research Methods (2) (IG)

Introduction to essential skills and critical issues in international studies research. (*spring semester)

290-299 Special Studies (2-4)

Special courses are offered each year, including travel abroad experience. Check descriptions published annually.

350 Andean Civilization and the Inca Legacy (4)

Overview of the Pre-Columbia civilization in the Americas, with special emphasis on Andean cultural history and the Inca Empire. Upon completion of this course students will travel to the city of Cusco in Peru for 10 days of on-site classroom instruction and guided tours of archaeological sites, including the Sacred Valley of the Incas and Machu Picchu.

470 Senior Research Seminar in International Studies (3) (IG)

A capstone course for international and cultural studies majors that focuses on the analysis of proposed solutions to contemporary global issues. (*spring semester)

Italian (ITA)

Students who have had one or more years of Italian in high school are encouraged to register at the highest level compatible with their knowledge of the language, including 300-level courses. Credit cannot be earned in 100- and 200-level Italian courses that are prerequisites for courses already successfully completed.

101, 102 Elementary Italian I, II (4, 4) (IG)

Not open to native speakers of Italian. ITA 101 (or equivalent skills) is a prerequisite for Italian 102. Beginning Italian with an emphasis on Italian culture, as well as understanding and speaking Italian in practical situations. Includes practice in reading and writing. Students who have successfully completed two or more years of Italian in secondary school within the previous eight years may not enroll in Italian 101 for credit, except by written permission of the instructor. (*ITA 101 fall and spring semesters; ITA 102 spring semester, occasionally in other semesters)

201, 202 Intermediate Italian I, II (4, 4) (IG)

Not open to native speakers of Italian. Prerequisite: ITA 102 or two or more years of high school Italian, or equivalent skills is required for ITA 201. Italian 201 or three or more years of high school Italian, or equivalent skills is required for ITA 202. Develops a greater understanding of Italian culture and everyday Italian, as well as speaking, reading and writing skills. (*occasionally)

251-259 Topics in Italian (1-4) (IG)

Prerequisite: consent of instructor. Content varies. May be repeated for credit.

351-359 Topics in Italian (1-4) (IG)

Prerequisite: consent of instructor. Content varies. May be repeated for credit.

Language (LAN)

100 Language and Culture (2)

Not open to native speakers of the language being studied. An introduction to the language and culture of the different ethnic groups in the United States. Content and emphasis vary. SPA 100 (or equivalent skills) is a prerequisite for Spanish courses that include a language instruction component. Graded on a satisfactory/unsatisfactory basis only. Equivalent to CST 100. May be repeated when content varies. (*occasionally)

105 Language For Travel (2)

Designed to give students the ability to communicate on a basic level in a given language. Materials facilitate the practice of speaking and listening skills, emphasizing the situations one would encounter while traveling. Includes information about cross-cultural communication. Graded on a satisfactory/unsatisfactory basis only. Not open to students with previous experience in the language being offered.

110, 111 Basic American Sign Language I, II (4)

Beginning American sign language with emphases on structure, basic vocabulary and an introduction to manual communication systems. Includes the psychology, socioeconomics and philosophies of education of the deaf in the United States, as well as an explanation of the field of interpreting and historical notes on sign languages worldwide. LAN 111 is a continuation of the skills learned in LAN 110 as used in the deaf community. Does not fulfill general curriculum distribution requirements. (*LAN 110 fall semester; LAN 111 spring semester, occasionally in other semesters)

151-159 Topics in Language (1-4)

Prerequisite: consent of instructor. May be repeated for additional credit if content varies. Topics include, but are not limited to, Elementary Chinese, Japanese, Latin, and Portuguese I and II. (IG/NW when appropriate.)

200 Studies in Language (1-4)

Directed, independent study of a subject chosen from a language, such as Latin or another Romance language or dialect. Materials covered must be different from those in current courses. May be repeated for additional credit if content varies.

251-259 Topics in Language (1-4)

Prerequisite: consent of instructor. May be repeated for additional credit if content varies. (IG/NW when appropriate.)

351-359 Topics in Language (1-4)

Prerequisite: consent of instructor. May be repeated for additional credit if content varies. (IG/NW when appropriate.)

451-459 Topics in Language (1-4)

Prerequisite: consent of instructor. May be repeated for additional credit if content varies. (IG/NW when appropriate.)

460 Internship in Language (2-4)

Prerequisite: junior or senior standing with an overall GPA of 2.0 or higher. Provides practical experience through field-placement in work areas where foreign language skills are applied. May not be counted for credit in a major.

Linguistics (LIN)

210 Basic Linguistics (4)

Cross-listed as ENG 210. No prerequisites. An introduction to the study and description of language according to the principles of modern linguistics. (*fall semester)

310 Applied Linguistics (4)

This course deals with principles of linguistics, methodologies employed by linguists working in linguistic variation in diverse contexts significant across social/ethnic/cultural strata and domains of interaction, and application in the professional setting. Includes, language acquisition, learning and teaching, and the psychology of language. (*occasionally)

343 Approaches to TESOL and Teaching Second and Foreign Languages (3)

Cross-listed with ENG 343. Prerequisites: ENG 101, ENG 102 and LIN 210 or instructor permission. This course focuses on methods and approaches to teaching second and foreign languages. It will also incorporate theories of second/foreign language teaching and learning as well as essential concepts from applied linguistics. (This course is intended for non-education majors who may pursue graduate studies in TESOL (Teaching English to Speakers of Other Languages), applied linguistics or foreign languages or to students who may have interest in teaching/tutoring English to non-native speakers in the U.S. or abroad.)

Management (MGT)**221 Law and Society (3)**

This course examines management's duty to responsibly address business ethics, contracts, torts, product liability, the environment and criminal misconduct in accordance with stockholder interests and society's constraints within an international business community. (*fall semester)

330 Principles of Management (3)

Prerequisites: ENG 101 and 102, ITM 200, and lower COB core with a minimum "C" average or better. This course studies the evolution and practice of the core management functions of planning, organizing, leading and controlling. A strong emphasis on leadership skills is integrated into the course content to provide the student a framework to translate classroom theory and practice into individual and team performance in the accomplishment of organizational objectives. (*fall and spring semesters)

335 Essentials of Corporate Responsibility (3)

Prerequisite: MGT 330. Provides an in-depth analysis of the complex relationship between business, government and society. The concept of corporate responsibility is defined to include economic, legal, ethical and philanthropic dimensions. Students are able to identify the range of stakeholders related to the firm and evaluate the strategies organizations use to manage multiple stakeholders. More specifically, students design and assess the effectiveness of social and ethical codes of conduct, analyze the challenges that organizations face addressing globalization and environmental sustainable development initiatives, interpret corporate governance structures, and examine the employer-employee relationship. (*fall and spring semesters)

340 Human Resource Management (3)

Prerequisite: MGT 330. This course analyzes the acquisition, development and maintenance of human resources to accomplish the organization's objectives efficiently and economically. Studies the role of management and unions in society. (*fall and spring semesters)

345 Global Organizational Behavior (3) (W) (IG)

Cross-listed as IBS 397. Prerequisites: MGT 330. Examines the influence of individual differences and ethnic and national culture on behaviors in organizations. This course addresses the questions of when and how to be sensitive to these issues, and develops skills required to effectively manage in the diverse environment of the 21st century. Within this context, the course focuses on six essential skill-building areas: managing diversity, team-building, communicating, motivating, negotiating and conflict management, and creativity and critical thinking. (*fall and spring semesters)

350 Survey of International Business (3) (W) (IG)

Cross-listed as IBS 398. Prerequisite: MGT 330. This course focuses on the functional and environmental differences between domestic and international business. Analyzes the cultural, economic, legal and political factors influencing international operations. Examines the unique problems faced by a multinational corporation (MNC) developing organization, finance, marketing, labor, production and ethics policies. (*fall and spring semesters)

355 The Art and Science of Negotiation (3)

Cross-listed as IBS 399. Prerequisite: MGT 330. This course focuses on the development of problem-solving and communications skills relevant to a broad spectrum of negotiation settings. Students learn the basic competencies needed to be effective negotiators in a global business environment. The course provides students with useful analytical frameworks of conflict resolution, communication and negotiation. Through the use of simulations, role-playing and case studies, students have the opportunity to practice an array of negotiation techniques and to develop their communication and problem-solving skills. (*fall and spring semesters)

389 Introduction to Entrepreneurship and Feasibility Analysis (3)(W)

Prerequisite: MGT 330. This course requires students to develop a feasibility study for a new business venture. The study will be utilized throughout courses in the major and will form the basis of the business plan in MGT 487. In addition, students assess the value of an idea and explore opportunity recognition, innovation and creativity, *pro forma* financial statement development, and the legal structures of business. (*fall and spring semesters)

390 Managing the Family Business (3)

Prerequisite: MGT 330. This course provides an overview of the vital importance of family businesses to communities and national economies, and the unique problems and opportunities they face. A systems perspective is used to understand the unique dynamics among individual members, the family and the business. The course uses speakers, case studies and assessment tools to develop understanding and strategies for managing those dynamics. It is designed for majors and non majors either from or interested in family businesses. (*fall semester)

431 Practical Strategic Assessment (3) (W)

Prerequisites: senior standing, FIN 310, ITM 361 and MKT 300. Not open to graduate students. This course focuses on the application of strategic management skills and the knowledge gained from prior coursework. Students analyze an organization's situation, recognize strategic issues and make recommendations. The course utilizes a group project to challenge students' skills in critical thinking, speaking, writing, teamwork, and the ability to apply theory to real-world situations. This is the integrative capstone experience required for the undergraduate business program. (*fall and spring semesters)

435 Developing Business Professionals for the 21st Century (2)

Prerequisite: satisfactory completion of CAR 401. This course provides business students with a framework that will help them to successfully transition into the workplace. Specifically, students will apply discipline-related skills (e.g. market planning, financial ratio analysis, strategic planning, auditing, data base design, supply chain management, human resource planning) with job search skills such as communication, time management, interpersonal networking, creative thinking, and decision-making. Other topics will include salary and benefit negotiation, interviewing strategies for business, pre-employment screening techniques and personal budgeting. Course is led on two consecutive Friday afternoons plus one Saturday and Sunday during mid-semester. (*as needed)

475 Real Estate Venturing (3)

Prerequisites: MGT 330, MKT 300 and FIN 310. This course introduces students to real estate principles and the fundamentals of venturing or entrepreneurship in relation to the real estate industry. Real estate venturing is the process of exploring a commercial or residential opportunity that may result in the future creation or acquisition of a business. Taught from

the perspectives of an entrepreneur and an investor, the course exposes students to the entrepreneurial opportunities, structures, investment decision-making and risks that are present in commercial/residential real estate markets. Further, the course presents students with an overview of the real estate investment process. It culminates in a real estate venturing project that is presented to the class. (*spring semester)

486 International Entrepreneurship (3)

Cross-listed as IBS 486. Prerequisites: MGT 330 and MGT 389. This course provides an understanding of international entrepreneurship, which includes the development of managerial and knowledge-based skills that underlie the successful launch of a new venture or existing business in the global economy. (*fall semester)

487 Managing the Growing Firm and Business Planning (3)

Prerequisites: MGT 389, MKT 360 and FIN 340. This course focuses on the management and leadership skills critical to the establishment and growth of a successful organization. The course has three major areas of concentration. The first portion examines predominant management issues of the startup. The second area of focus is on leadership issues applicable to the founder. The third segment of the course examines a variety of issues created by growth. Students also are required to incorporate these course concepts (as well as the concepts developed in the other courses required for the entrepreneurship major) to complete their business plans and participate in a business plan competition. (* spring semester)

488 Seminar in Entrepreneurship (3)

Prerequisite: MGT 389. This elective is a survey course that explores many different cutting-edge and current topics in entrepreneurship. The course will change from year to year as new research and ideas become part of this emerging field of study. (*spring semester)

490 Management Internship (1-6)

Prerequisites: junior or senior standing with at least a 2.75 overall GPA or at least a 2.5 overall GPA and a 3.0 in COB courses, completion of lower COB core, MGT 330 and at least one additional management course. May not be used to satisfy major requirements. Approval of the associate dean required. (*fall and spring semesters)

495 Special Topics in Management (3)

Prerequisites: to be specified at time of offering. A course offered at the discretion of the management department. Subject may focus on a topic of current interest in the field, training in a specific area of the field, or a topic that is of interest to a particular group of students. (*as needed)

499 Independent Study in Management (1-4)

Prerequisite: minimum 3.0 GPA, consent of the department chair and associate dean. A readings or independent studies course taken for variable credit. May not be used to satisfy major requirements.

510 Professional Writing and Research Techniques (3)

Cross-listed with WRI 510. For graduate students only. A writing course designed to help students prepare for MBA graduate study. Includes instruction on design, research, writing, revising, and editing of specific forms of written communication for business and business courses. (*fall and spring semesters)

520 Essentials for Business and Technical Communications (1.5)

For MS-TIM graduate students only. This course helps prepare students for MS-TIM graduate study. Includes instruction on common writing challenges faced in technical writing, including letters, memoranda, proposals, reports, end-user documentation and Web site communications. Equivalent to WRI 520. (*fall and spring semesters)

521 Business Law for Management (3)

Prerequisite: MGT 221. This course studies the uniform commercial code, including sales, commercial paper and secured transactions. Also covers professional liability and government regulation. (*spring semester)

599 Fast Start Workshop (1)

The Fast Start Workshop provides students with the perspective and the essential learning skills for maximizing their MBA experience. By clarifying faculty's expectations of both the program content and students' performance, students realize that they are partners with the faculty in determining successful completion of their MBA program. As effective team participation is an integral part of many of our MBA classes, a simulation is utilized to demonstrate team dynamics and to identify individual team member development needs. Strategies for accomplishing identified team development goals are explored. (*fall and spring semesters)

602 Leading for Performance (3)

For graduate students only. Prerequisite: MGT 599. This course examines leadership as "the ability to influence others in the absence of positional power." Through an interactive process of experiential learning, students develop an understanding of what leadership is, as well as insight into their individual personal styles and/or preferences in the area of group dynamics, team building, problem-solving, and conflict resolution. This course explores a variety of concepts ranging from the interrelationship of trust and power to the situational and contextual aspects of leadership and influencing. Emphasis will be placed upon work-life integration with a holistic approach to personal, professional and academic development. (*fall and spring semesters)

610 Leading Strategic Change-Designing and Redesigning the Enterprise (1.5)

For graduate students only. Prerequisite: MGT 602. This course offers a top management perspective of corporate strategic change issues and innovative job design principles needed to support organization strategy. Key course objectives include defining the strategic management process, analyzing growth patterns and organizational configurations of global organizations, exploring core concepts, issues, and models associated with value networks and strategic change management, identifying key business processes, aligning organization processes and job goals with strategy, and exploring ways to improve business processes and innovation. (*fall and spring semesters)

615 Applied Strategic Analysis (3)

For graduate students only. Prerequisites: The integrated core must be taken by the end of the term in which MGT 615 is taken. ECO 620, ITM 613, and ITM 614 may be taken as corequisites. This course examines strategy and policy from the executive point of view. Studies the objectives, environmental forces, institutional resources and social values involved in the determination and implementation of strategy and policy. Faculty-guided projects involve students in a variety of community organizations and businesses. It is the capstone course in the MBA curriculum integrating all areas of study in the MBA program. (*fall and spring semesters)

624 Business Ethics and Social Responsibility (3)

For graduate students only. This course provides an understanding of the rapidly evolving concepts, practices, and leadership techniques that facilitate the development of ethics programs, legal compliance and corporate social responsibility initiatives within a firm. This course draws on case analysis and is offered through an interactive and dynamic format involving leading ethics and compliance officers in the community. (*January intersession)

625 International Management (3)

For graduate students only. Cross-listed as IBS 602. Prerequisites: MGT 602 and 610. This course examines the challenges associated with managing business enterprises whose operations stretch across national boundaries. Through extensive readings and case analyses, students

obtain a fundamental understanding of the strategic, operational and behavioral aspects of managing across cultures. (*fall semester)

626 Human Resource Strategy for Effective Utilization of People (3)

For graduate students only. Prerequisites: MGT 610. This course is organized around the concept of an integrated Human Resource Management (HRM) system, comprised of multiple managerial activities, designed to influence a set of critical employee behaviors. Students will critically evaluate support subsystems from a cost-benefit and legal perspective and learn to align HRM solutions with business strategy and the realities of labor markets. (*spring semester)

635 Leadership by Design Seminar — Aligning Human Capital with Strategy (3)

For graduate students only. Prerequisites: MGT 599 and 602. This interactive seminar course investigates the role of leaders, using organizational design concepts to build systems and processes that align people in the organization with its vision, mission and goals. Students develop a realistic, applied understanding of how leaders use organizational design to lead their organizations, construct decision models, and develop processes to improve efficiency and effectiveness. Students gain insights into how to use design tools to analyze and solve complex business problems. Emphasis is on leadership through design, implementation and evaluation. (*fall semester)

675 Real Estate Venturing (3)

This course introduces students to real estate principles and the fundamentals of venturing or entrepreneurship in relation to the real estate industry. Taught from the perspective of an entrepreneur and an investor, the course exposes students to the entrepreneurial opportunities, structures, investment decision-making and risks present in commercial/residential real estate markets. Further, it presents students with an overview of the real estate investment process, identifying realistic opportunities, how to develop the concept, identifying and mitigating risks, raising capital (debt and equity) and exiting (return on and return of equity). (*fall semester)

683 Legal Environment of Enterprise Organization (1.5)

For graduate students only. This course broadly surveys business law to familiarize the student with a host of legal issues common to the entrepreneurial context, including ethics, corporate formation, venture funding, intellectual property, mergers and acquisitions, public and private offerings, regulatory compliance, business crimes, and tax, antitrust, bankruptcy and labor law. (*spring semester)

686 International Entrepreneurship (3)

For graduate students only. Cross-listed as IBS 686. This course provides an understanding of international entrepreneurship, which includes the development of managerial and knowledge-based skills that underlie the successful launch of a new venture or existing business in the global economy.

689 Creating and Leading New Ventures (3)

For graduate students only. Prerequisites: MGT 610, FIN 610. This course helps students develop the managerial and thinking skills that underlie successful entrepreneurship. The major project for the semester is the creation of a business plan and subsequent entry of the plan to a regional business plan competition. Students write the plans in teams and include sufficient detail that local venture capitalists would be able to evaluate the plans for their feasibility, competitive insulation, value creation, and commercial viability. (*spring semester)

695 Special Topics in Management (3)

Prerequisites: to be specified at time of offering. A course offered at the discretion of the management department. Subject may focus on a topic of current interest in the field, training in a specific area of the field, or a topic that is of interest to a particular group of students. (*as needed)

699 Independent Study in Management (1-6)

For graduate students only. Prerequisite: minimum 3.5 GPA and written permission of the department chair.

Marine Science (MAR)**100 Open Water (2)**

Prerequisites: All students must show swimming proficiency by swimming 200 meters and treading water. All students must complete a medical release form. Any student under medical care or on prescription medication must see the instructor before registering for this course. Course description: This is a PADI Open Water SCUBA course that teaches safe diving procedures and the use of diving equipment. The course involves lectures, pool sessions, and two weekend days for the certification dives. Use of the equipment is provided, except for snorkeling equipment. Transportation is not provided for the student or the diving equipment for the weekend dives. This course does not satisfy general curriculum distribution requirements and does not count toward a major in marine science. Laboratory fee: \$150.

102 Advanced Open Water (1)

Prerequisite: PADI Open Water certification (MAR 100) or valid SCUBA certification from a recognized international organization (YMCA, SSI, NASDS, etc.). All students must complete a medical release form. Any student under medical care or on prescription medication must see the instructor before registering for this course. Course description: This is a PADI Advanced SCUBA course covering topics on underwater navigation, deep diving (60-100 feet), night diving, boat diving and drift diving. The course involves lectures, pool sessions, and three weekend days for the certification dives. Use of the equipment is provided, except for snorkeling equipment. Transportation is not provided for the student or the diving equipment for the weekend dives. This course does not satisfy general curriculum distribution requirements and does not count toward a major in marine science. Laboratory fee: \$260.

1021 Specialty Diver, part 1 (1)

Prerequisite: PADI Open Water certification (MAR 100) or valid SCUBA certification from a recognized international organization (YMCA, SSI, NASDS, etc.). All students must complete a medical release form. Any student under medical care or on prescription medication must see the instructor before registering for this course. Course description: This PADI specialty diving course familiarizes divers with the skill, knowledge, planning, organization, procedures, techniques, problems and hazards of various special interest areas in diving. During this course, students complete three specific PADI specialty diver certifications: Enriched Air Nitrox, Peak Buoyancy, and Equipment Specialist. The course involves lectures, pool sessions, and one weekend day for the certification dives. Use of the equipment is provided, except for snorkeling equipment. Transportation is not provided for the student or the diving equipment for the weekend dives. This course does not satisfy general curriculum distribution requirements and does not count toward a major in marine science. This course is only offered during the first seven weeks of the spring semester. Note: Specialty Diver, part 2, may be taken before Specialty Diver, part 1. Laboratory fee: \$200.

1022 Specialty Diver, part 2 (1)

Prerequisite: PADI Open Water certification (MAR 100) or valid SCUBA certification from a recognized international organization (YMCA, SSI, NASDS, etc.). All students must complete a medical release form. Any student under medical care or on prescription medication must see the instructor before registering for this course. Course description: This PADI specialty diving course familiarizes divers with the skill, knowledge, planning, organization, procedures, techniques, problems and hazards of various special interest areas in diving. During this course, the student completes two specific PADI specialty diver certifications: Boat Diver and Drift Diver Specialist. The course involves lectures, pool sessions, and a two-day weekend

dive trip for the certification dives. Use of the equipment is provided, except for snorkeling equipment. Transportation is not provided for the student or the diving equipment for the weekend dives. This course does not satisfy general curriculum distribution requirements and does not count toward a major in marine science. This course is only offered during the second seven weeks of the spring semester. Note: Specialty Diver, part 2, may be taken before Specialty Diver, part 1. Laboratory fee: \$260.

103 Rescue Diver (1)

Prerequisite: PADI Advanced Open Water certification (MAR 102) or equivalent valid certification from a recognized international organization (YMCA, SSI, NASDS, etc.). All students must complete a medical release form. Any student under medical care or on prescription medication must see the instructor before registering for this course. In addition, the student must be current in First Aid and CPR by completion of this course in order to receive a certification card. Course description: Course topics cover SCUBA-related rescue techniques and emergency procedures. The course involves lectures, pool sessions, and a two-day weekend dive trip for the certification dives. Use of the equipment is provided, except for snorkeling equipment. Transportation is not provided for the student or the diving equipment for the weekend dives. This course does not satisfy general curriculum distribution requirements and does not count toward a major in marine science. This course is only offered during the second seven weeks of the fall semester. Laboratory fee: \$175.

104 PADI Divemaster (2)

Prerequisite: PADI Rescue Diver certification (MAR 103). Each student must have a signed log book showing proof of at least 20 open water dives at the start of the course. PADI requires 60 logged dives and the student must be current in First Aid and CPR by completion of this course in order to apply for a PADI certification card. All students must complete a medical release form. Any student under medical care or on prescription medication must see the instructor before registering for this course. Course description: This is a PADI Divemaster course. Students learn how to organize and plan safe and successful dives for dive groups, supervise students in training, and perform diver rescues including First Aid and CPR. A PADI Divemaster certification may be applied for through PADI Headquarters after successful completion of the course requirements. The course involves lectures, pool sessions, and a minimum of two weekends of diving. Some SCUBA equipment is provided for use. However, it is highly recommended that students have all of their own diving equipment, with the exception of air tanks. Transportation is not provided for the student or the diving equipment for the weekend dives. This course does not satisfy general curriculum distribution requirements and does not count toward a major in marine science. This course is only offered during the spring semester. Laboratory fee: \$200.

126 Marine Biology (3)

Designed for non-science majors. A survey of marine biology including a discussion of the basic marine environments, natural history of marine animals, special adaptations of marine mammals, elementary marine chemistry, marine plants and their economic importance, and the impact of pollution on marine ecosystems. Satisfies general curriculum distribution requirements, but is not applicable toward a marine science or biology major or minor. Lecture only. (*fall and spring semesters)

150 Physical Geology (laboratory included) (4)

A broad survey of the geological processes at work on and within the earth. Topics include the origin and composition of rocks, as well as the origin, location and characteristics of volcanoes, earthquakes and mountain belts, within the framework of plate tectonics. Also covers the modification of the earth's surface by wind, rivers, glaciers, ground water, waves and currents, and the evolution of continents and ocean basins. Lecture and laboratory. (*fall semester)

222 Marine Ecology (laboratory included) (4) (W)

Prerequisites: biology lower core curriculum or special permission. Studies the interactions between marine organisms and their biotic and abiotic ocean environment, including an investigation of the distribution, abundance and diversity of organisms in the sea, the causes of these patterns, and the roles of these species in marine ecosystems. The course and its companion laboratory address marine systems from an experimental perspective with an emphasis on experimental design, statistical data analysis, quantitative skills, and techniques in scientific writing. Two weekend field trips are required. (*spring semester)

226 Marine Zoology (laboratory included) (4)

Prerequisites: biology lower core curriculum. A study of the taxonomy, ecology and behavior of marine invertebrates. Examines local fauna and habitats through field-oriented studies. Requires some Saturday field trips. (*fall semester)

301 Physical Oceanography (4)

Prerequisite or concurrent: PHY 201. A study of the physical properties of seawater, global heat balance, hydrodynamics, ocean currents, waves, tides and underwater sound and optics. Lecture only. (*spring semester)

327 Marine Botany (laboratory included) (4)

Prerequisites: biology lower core curriculum, and BIO 212 or MAR 222. Studies the ecology, physiology and communities of marine primary producers with emphases on Tampa Bay and the Gulf of Mexico. Topics explored are phytoplankton, benthic macroalgae, mangroves, seagrass and saltmarsh communities. (*fall semester)

Marketing (MKT)

300 Principles of Marketing (3)

Prerequisites: lower core with “C” average or better, ECO 204 and ENG 101. Studies the interacting business activities designed to plan, price, promote and distribute want-satisfying products and services to present and potential customers. Incorporates current developments in marketing to acquaint students with the present-day challenges of marketing activities. (*fall and spring semesters)

352 Product Management and Services Marketing (3) (W)

Prerequisite: MKT 300. Examines product management and the service industry, the largest and fastest growing segment of the economy. Explores marketing and management decisions faced by organizations in developing new products and services. (*spring semester)

354 Buyer Behavior (3)

Prerequisite: MKT 300. A study of the behavioral science concepts applicable to the consumer decision-making process such as personality, perception, and group and cultural influences. Emphasis is on how these concepts and characteristics can be used by marketers to develop more effective relationships and strategies. (*fall semester)

360 Marketing Research and Opportunity Analysis (3)

Prerequisite: ITM 210 (or equivalent statistics course) and MKT 300. A methodological approach to marketing and consumer research problems and opportunities, using both primary and secondary research. Examines the information needs of marketing managers and the use of information for making effective marketing decisions. Covers the marketing research process, including research design, analysis and interpretation, and reporting of findings. (*fall and spring semesters)

371 Personal Selling and Sales Management (3) (W)

Prerequisite: MKT 300. Examines the personal selling process and the use of a professional, customer-oriented, problem-solving approach in selling situations. Studies the nature of the

sales job, selection of salespeople, sales training programs, and issues in the compensation, supervision, motivation, and ethical challenges of salespeople. (*spring semester)

372 Retail and Distribution Management (3)

Prerequisite: MKT 300. A critical analysis of the development, trends and institutions of retailing and marketing distribution. Topics include principles and policies of retail operations, organization and management of retail establishments, current retailing and distribution practices, and managerial problems posed by social and economic trends. (*fall semester)

410 International Marketing (3) (W) (IG)

Cross-listed as IBS 406. Prerequisite: MKT 300. Not open to graduate students. Prepares students for the global marketing environment by examining marketing in other countries, the marketing implications of cultural and environmental differences, international marketing research, and adaptation of product, price, promotion and distribution decisions to the foreign environment. (*spring semester)

411 Promotional Strategy (3) (W)

Prerequisites: MKT 300. Focuses on the major components of the promotional mix, with a special emphasis on advertising, sales promotion, public relations and direct marketing. Studies the development of promotional plans and strategies. Also for students minoring in advertising. (*fall and spring semesters)

450 Marketing Strategy (3)

Prerequisites: completion of nine hours of marketing courses. Develops students' ability to use facts in the analysis of marketing strategy. A capstone course that serves as a vehicle for the application and integration of the concepts, analytical tools and problem-solving approaches taught in lower-level marketing courses. (*fall and spring semesters)

490 Marketing Internship (1-6)

Prerequisite: junior or senior standing with at least a 2.75 overall GPA, or at least a 2.5 overall GPA and a 3.0 in COB courses, and nine hours of credit in marketing courses. May not be used to satisfy major requirements. Approval of the associate dean required. (*fall and spring semesters)

495 Special Topics in Marketing (3)

Prerequisites: to be specified at time of offering. A course offered at the discretion of the marketing department. Subject may focus on a topic of current interest in the field, training in a specific area of the field, or a topic that is of interest to a particular group of students. (*as needed)

499 Independent Study in Marketing (1-3)

Prerequisite: minimum 3.0 GPA, consent of the department chair and associate dean. A readings and independent studies course taken for variable credit.

601 Foundations of Marketing (1.5)

For graduate students only. Prerequisite or concurrent: ITM 603. This course studies the interacting business activities designed to plan, price, promote and distribute want-satisfying products and services to current and potential customers. The course incorporates current developments in marketing to acquaint students with the present-day challenges of marketing activities. (*fall and spring semesters)

606 Business Research Methods (1.5)

For graduate students only. Prerequisites: ITM 601 or ITM 602, MKT 601, and ITM 603. This course is designed to introduce students to a logical approach to marketing and business research. The course focuses on the process of research and examines information needs of marketing managers. Primary and secondary research tools, survey design and analysis techniques, and methods of interpreting and reporting results are also examined. (*fall and spring semesters)

607 Building Customer Value (1.5)

For graduate students only. Prerequisites: MKT 601 and ITM 603. Introduces students to a framework of decision tools for planning, promoting, pricing, and distributing products and services to target product markets. The central theme for this course is how exceptional companies deliver high levels of customer value. The course includes in-class exercises, case studies, and marketing readings. (*fall and spring semesters)

613 International Marketing (3)

For graduate students only. Cross-listed as IBS 603. Prerequisite: MKT 607. Investigates the development and implementation of marketing techniques and programs on an international scale. Evaluates cultural differences, marketing strategies and decision-making processes that are part of international marketing. (*spring semester)

614 Personal Selling and Sales Management (3)

For graduate students only. Prerequisite: MKT 607. Through lectures, student presentations, journal articles, and lab sessions, examines the personal selling process and the use of a professional, customer-oriented problem-solving approach in selling situations. Reviews the nature of a sales job and issues in the supervision and motivation of salespeople, and ethical challenges they face. (*spring semester)

615 Integrated Marketing Communications (3)

For graduate students only. Prerequisites: MKT 607. This course focuses on the state-of-the-art strategic concept of integrated marketing communication (IMC). IMC incorporates advertising, promotions, publicity, public relations, personal selling, and any other means by which marketing information is communicated to people. The course involves a synthesis of the theoretical, practical, and social considerations of IMC. (*fall semester)

616 Marketing on the Cutting Edge (3)

For graduate students only. Prerequisites: MKT 607. This course consists of a variety of specialty, cutting-edge marketing topics that students would not usually be exposed to when taking a traditional sequence of marketing classes. The course is team taught as a series of independent lectures by experts in the specialty field. (*as needed)

651 Applied Business Research Techniques (1.5)

For graduate students only. Prerequisites: MKT 606. This course is designed to allow students to apply primary and secondary research techniques to solve managerial problems and to facilitate business decision-making. Students design research studies, gather data, statistically analyze data, interpret information and report results to solve business problems. (*fall semester)

652 Maximizing Service Encounters (1.5)

For graduate students only. Prerequisites: MKT 607. It is well established that services, not products, drive the U.S. economy. Services continue to grow in importance, producing a balance-of-trade surplus as opposed to the deficit produced by goods. This course focuses on managing the service encounter in different industries to deliver service quality to the customer. In this course students learn how to increase customer satisfaction, calculate customer lifetime value, map services, understand customer expectations, and develop relationship strategies. (*spring semester)

653 Solving Marketing and Business Problems (1.5)

For graduate students only. Prerequisite: MKT 607. This course is designed to allow students to apply critical thinking skills and integrate core business knowledge by using the case method. Strategic marketing cases will be analyzed throughout the course, and students also will write their own cases. (*fall semester and as needed)

654 Strategic Brand Management (3)

Studies the important role of creating, building and managing an organization's branding strategy. The course integrates the theoretical foundation of brand strategy with contemporary

readings on branding practice. Coursework involves discussion, case analysis and projects with a high level of student interaction.

680 Strategic Marketing Decisions (1.5)

For graduate students only. Prerequisites: MKT 601, 606 and 607, plus 9 completed hours of marketing electives. This course serves as a vehicle for the application and integration of the concepts, analytical tools and problem-solving approaches to marketing strategy. It develops the student's ability to use facts in the analysis and execution of marketing strategy by using a simulation. (*as needed)

695 Special Topics in Marketing (3)

Prerequisites: to be specified at time of offering. A course offered at the discretion of the marketing department. Subject may focus on a topic of current interest in the field, training in a specific area of the field, or a topic that is of interest to a particular group of students. (*as needed)

699 Independent Study in Marketing (1-3)

For graduate students only. Prerequisites: minimum 3.5 GPA, MKT 607 and written permission of the department chair. Contemporary topics in marketing.

704 Marketing New Technology and Innovations (1.5)

For graduate students only. Prerequisite: MKT 601. This course focuses on the rapidly evolving concepts and analytical techniques that facilitate strategic plan development for new ventures, products, technologies or services. The impact of technology modifies traditional marketing strategies, and these differences are explored. The course involves developing a comprehensive strategic marketing plan for a new-venture firm or a real-world client with a technology product introduction so that students may learn to apply updated strategic planning methods to business and marketing strategies. This course is available to all MS-IM students and MBA students with a declared entrepreneurship or marketing concentration. Other MBA students may be enrolled by permission of the instructor. (*as needed)

Mathematics (MAT)

Credit cannot be earned in mathematics courses that are prerequisites for courses already completed.

150 Introductory Algebra (4)

A study of the basic concepts of algebra such as first-degree equations, factoring, rational expressions, graphing, quadratic equations, exponents and radicals. *May not be used to satisfy general curriculum distribution requirements of the Baccalaureate Experience.* (*fall and spring semesters)

153 College Geometry (2)

A study of geometric problem-solving and formal synthetic Euclidean geometry. Students study properties of basic geometric figures, learn to verify them using formal proofs, and use results to solve applied problems. Students also are exposed to the axiomatic method of synthetic Euclidean geometry, learning how to verify results and then apply them to other proofs and applied problems. Required for education majors; may be taken as an elective by other majors. *May not be used to satisfy general curriculum requirements.*

155 Finite Mathematics for Liberal Arts (4)

Prerequisite: MAT 150 or equivalent. Appropriate as a general curriculum distribution requirement for liberal arts students. Topics include graph theory, planning and scheduling, data collection, descriptive statistics, social choices and voting, the problem of fair division, and the study of size and shape. (*fall and spring semesters)

160 College Algebra (4)

Prerequisites: MAT 150 or equivalent. Topics include rational exponents, equations and inequalities, functions and their operations, polynomials, rational functions, and systems of equations, inequalities and matrices. (*fall and spring semesters)

170 Precalculus (4)

Prerequisite: MAT 160 or equivalent. Covers exponential and logarithmic functions, applications to growth and decay problems, trigonometry and analytic geometry with emphasis on the use of graphing calculators. (*fall and spring semesters)

201 Introduction to Statistics (4)

Prerequisite: MAT 155 or equivalent (or higher). An introduction to descriptive and inferential statistics, with applications in various disciplines using statistical computer software. (*fall and spring semesters)

225 Calculus for Business (4)

Prerequisite: MAT 160 or equivalent. This course is designed to provide students with the fundamental components of differential and integral calculus, with a particular emphasis on those aspects of calculus that have applications to business. The course covers exponential and logarithmic functions, limits, differentiation and differentiation techniques, applications of the derivative (e.g. marginal cost, marginal revenue, rate of growth), anti-derivatives, the integral as an area, functions of several variables, and partial derivatives.

260 Calculus I (4)

Prerequisite: MAT 170 with a grade of “C” or higher, or equivalent. Covers limits, continuity, differentiation and its applications, integration, and the calculus of logarithmic, exponential, and trigonometric functions with emphasis on the use of graphing calculators. (*fall and spring semesters)

261 Calculus II (4)

Prerequisite: MAT 260 with a grade of “C” or higher. Covers integration techniques and applications, polar coordinates, parametric equations and infinite series. (*fall and spring semesters)

262 Calculus III (4)

Prerequisite: MAT 261 with a grade of “C” or higher. Covers partial differentiation, multiple integration and vector analysis in three dimensions. (*fall semester)

299 Introduction to Higher Mathematics (4)

Prerequisite: MAT 261 with a grade of “C” or higher. Covers proof techniques and their applications to various branches of mathematics, basic set theory, properties of number systems, and basic history of mathematics. (*spring semester)

300 Differential Equations (4)

Prerequisite: MAT 262 with a grade of “C” or higher. An introductory course in ordinary differential equations with applications. (*once every two years)

301 Discrete Mathematics (4)

Prerequisite: MAT 261 with a grade of “C” or higher. Covers sets, induction, algorithms, recursion, matrices, relations, functions, digraphs, partially ordered sets, lattices, Boolean algebra, switching circuits, trees and combinatorial analysis. (*once every two years)

308 Linear Algebra (4)

Prerequisite: MAT 299 with a grade of “C” or higher. Covers vectors and vector spaces, matrices, and linear transformations on a vector space. (*once every two years)

310 Probability and Mathematical Statistics (4)

Prerequisite: MAT 261 with a grade of “C” or higher. Covers probability, descriptive statistics and inferential statistics. (*once every two years)

401 Real Analysis (4)

Prerequisites: MAT 262 and 299 both with a grade of “C” or higher. Covers theories of limits, continuity, differentiation and integration. (*once every two years)

410 Complex Analysis (4)

Prerequisite: MAT 262 and 299 both with a grade of “C” or higher. Coverage includes complex numbers, analytic functions, elementary functions, integrals, series, residues and poles. (*once every two years)

420 Modern Abstract Algebra (4)

Prerequisite: MAT 299 with a grade of “C” or higher. An introduction to the theory of groups, rings and fields. (*once every two years)

490 Senior Seminar (1)

Prerequisite: senior standing in mathematics or mathematical programming. An in-depth study of a topic in mathematics or mathematical programming. Requires consultation with a faculty member, personal research, library research and an oral presentation. (*fall and spring semesters)

499 Selected Topics (1-4)

Subject may be chosen from point-set topology, partial differential equations, combinatorics, graph theory or other topics. (*fall and spring semesters)

Military Science and Leadership (MSL)

Note: Leadership Laboratory courses are offered only to Army ROTC cadets who qualify to become commissioned officers in the U.S. Army. Enrollment is subject to the approval of the professor of military science. Grades earned in leadership laboratories and all MSL courses provide the basis for selection for leadership positions in the Cadet Corps (Spartan Battalion), selection for Cadet Professional Development Training slots (Airborne School, Air Assault School, internships, etc.) during summer months, and for the national order of merit list ranking for the U.S. Army commissioning process during senior year.

101 Leadership and Personal Development (2)

Introduces students to the personal challenges and competencies that are critical for effective leadership. Students learn how the personal development of life skills such as critical thinking, goal setting, time management, physical fitness and stress management relate to leadership, officer-ship, and the Army profession. The focus is on developing basic knowledge and comprehension of Army leadership dimensions while gaining a big-picture understanding of the ROTC program, its purpose in the Army and its advantages for the student. All cadets must take a Leadership Laboratory course to fulfill Army commissioning requirements. Participation in MSL 101 does not include military obligation. (*fall semester)

102 Introduction to Tactical Leadership (2)

Discusses leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback and using effective writing skills. Students explore dimensions of leadership, values, attributes, skills and actions in the context of practical, hands-on and interactive exercises. All cadets must take a Leadership Laboratory course to fulfill Army commissioning requirements. Participation in MSL 102 does not include military obligation. (*spring semester)

110 Basic Leadership Laboratory (0)

Required of MSL I cadets (freshmen). Involves practical exercises in the principles of military courtesy, discipline, self-confidence, drill and ceremonies, as well as introduction to basic soldier skills. (*fall semester)

111 Basic Leadership Laboratory (0)

Required of MSL I cadets (freshmen). Involves practical exercises in the development of leadership fundamentals and soldier skills including basic land navigation, troop-leading procedures and squad tactical operations. (*spring semester)

201 Innovative Team Leadership (2)

Explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework. Students practice aspects of personal motivation and team-building in the context of planning, executing and assessing team exercises and participating in leadership labs. Focus is on continued development of the knowledge of leadership values and attributes through an understanding of Army rank, structure and duties, and basic aspects of land navigation and squad tactics. Case studies provide tangible context for learning the Soldier's Creed and Warrior Ethos as they apply in the contemporary operating environment. All cadets must take a Leadership Laboratory course to fulfill Army commissioning requirements. Participation in MSL 201 does not include military obligation. (*fall semester)

202 Foundations of Tactical Leadership (2)

Examines the challenges of leading tactical teams in the contemporary operating environment. The course highlights dimensions of terrain analysis, patrolling, and operation orders. Further study of the theoretical basis of the Army leadership framework explores the dynamics of adaptive leadership in the context of military operations. MSL 202 provides a smooth transition into MSL 301. Students develop greater self-awareness as they assess their own leadership styles and practice communication and team-building skills. COE case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios. All cadets must take a Leadership Laboratory course to fulfill Army commissioning requirements. Participation in MSL 202 does not include military obligation. (*spring semester)

203 American Military History (4)

A study of the development of American military institutions, policies, experience and traditions in peace and war from colonial times to the present. Also listed as HIS 210. All cadets must complete MSL 203 to fulfill Army commissioning requirements. Participation in MSL 203 does not include military obligation. (*spring semester)

210 Basic Leadership Laboratory (0)

Required of MSL II cadets (sophomores). Involves practical exercises in the mission, organization and composition of military units, and continued development of soldier skills including basic land navigation, troop-leading procedures and squad tactical operations. (*fall semester)

211 Basic Leadership Laboratory (0)

Required of MSL II cadets (sophomores). Involves practical exercises at the military team level, emphasizing the functions, duties and responsibilities of junior leaders. Students are evaluated for acceptance into the Army ROTC advanced course (MSL 300- and 400-level courses). (*spring semester)

301 Adaptive Tactical Leadership (3)

Challenges cadets to study, practice and evaluate adaptive leadership skills as they are presented with challenging scenarios related to squad tactical operations. Cadets receive systematic and specific feedback on their tactical leadership. Based on such feedback, as well as self-evaluations, cadets continue to develop their leadership and critical thinking abilities. The focus is on developing cadets' tactical leadership abilities to enable them to succeed at Army ROTC summer Leader Development and Assessment course. Cadets also participate in a physical training program. They must either meet the prerequisites (MSL 100- and 200-level courses) or substitute past military experience with the approval of the professor of military

science. All cadets must take the Advanced Leadership Laboratory course to fulfill Army commissioning requirements. (*fall semester)

302 Leadership in Changing Environments (3)

Uses increasingly intense situational leadership challenges to build cadet awareness and skills in leading small units. Skills in decision-making, persuading and motivating team members when “under fire” are explored, evaluated and developed. Aspects of military operations are reviewed as a means of preparing for the Army ROTC Leader Development and Assessment Course. Cadets are expected to apply basic principles of the Law of Land Warfare, Army training and motivation to troop-leading procedures. Emphasis also is placed on conducting military briefings and developing proficiency in garrison operation orders. MSL 302 cadets are evaluated on what they know and do as leaders. Cadets also participate in a physical training program. They must either meet the prerequisites (MSL 100- and 200-level courses) or substitute past military experience with the approval of the professor of military science. All cadets must take the Advanced Leadership Laboratory course to fulfill Army commissioning requirements. (*spring semester)

303 Leader Development and Assessment (3)

A four-week, continuous Army ROTC leadership course conducted at Fort Lewis, WA. The course environment is highly structured and demanding, stressing leadership at small-unit levels under varying challenging conditions. Topics include weapons applications, land navigation, small-unit tactics and various other military skills, as well as team-building and management techniques. The focus is on developing and assessing leadership, and individuals are continuously and formally assessed on their potential leadership ability under less than perfect conditions and through a rotating system of leadership positions. Attendance requires the permission of the professor of military science. Cadets receive pay, and the U.S. Army defrays travel, lodging and meal costs. Failure to attain course requirements at any time will result in immediate dismissal and return to campus, and potential expulsion from Army ROTC. Each graduate receives a written Cadet Evaluation Report. (*summer session and fall semester)

310 Advanced Leadership Laboratory (0)

Required of MSL III cadets (juniors). Involves practical exercises emphasizing the leader’s role in directing and coordinating the efforts of individuals and small units in the execution of offensive and defensive tactical missions. Prepares students for the four-week ROTC Leader Development and Assessment course. (*fall semester)

311 Advanced Leadership Laboratory (0)

Required of MSL III cadets (juniors). Involves practical exercises that emphasize the duties and responsibilities of junior leaders in a garrison or field environment. Prepares students to be junior leaders in a garrison or field environment in the various branches of the Army. Prepares students for the four-week ROTC Leader Development and Assessment course. (*spring semester)

401 Developing Adaptive Leaders (3)

Develops cadet proficiency in planning, executing and assessing complex operations, functioning as a member of a staff, and providing performance feedback to subordinates. Cadets assess risk, make ethical decisions, and lead fellow Army ROTC cadets. Lessons on military justice and personnel processes prepare cadets to make the transition to Army officers. MSL IV cadets analyze, evaluate and instruct lower-level cadets. Both their classroom and battalion leadership experiences are designed to prepare MSL 401 cadets for their first unit of assignment. They identify responsibilities of key staff, coordinate staff roles, and use situational opportunities to teach, train and develop subordinates. Cadets also participate in a physical training program. Cadets must either meet the prerequisites (MSL 100-, 200- and 300-level courses) or substitute past military experience with the approval of the professor of military science. All cadets must take the Advanced Leadership Laboratory course to fulfill Army commissioning requirements. (*fall semester)

402 Leadership in a Complex World (3)

Explores the dynamics of leading in the complex situations of current military operations in the COE. Cadets examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. They also explore aspects of interacting with nongovernmental organizations, civilians on the battlefield, and host nation support. The course places significant emphasis on preparing cadets for their first unit of assignment. It uses case studies, scenarios, and “What Now, Lieutenant?” exercises to prepare cadets to face the complex ethical and practical demands of leading as commissioned officers in the United States Army. Cadets also participate in a physical training program. They must either meet the prerequisites (MSL 100-, 200- and 300-level courses) or substitute past military experience with the approval of the professor of military science. All cadets must take the Advanced Leadership Laboratory course to fulfill Army commissioning requirements. (*spring/fall semester)

410 Advanced Leadership Laboratory (0)

Required of MSL IV cadets (seniors). Involves practical exercises in staff planning and coordination at the large-unit level with emphasis on leadership and management of the Spartan Battalion. (*fall semester)

411 Advanced Leadership Laboratory (0)

Required of MSL IV cadets (seniors). A continuation of MSL 410 that involves practical exercises to prepare cadets for service as commissioned officers. (*spring semester)

450 Independent Study in MSL (1-4)

An independent study in Military Science and Leadership (Army ROTC) that provides cadets with an opportunity to pursue a topic, project or tailored curriculum under the guidance of an MSL faculty member. Variable credit. By permission of professor of military science. (*fall and spring semesters)

Music (MUS)

100 Music Fundamentals (3) (A)

Covers basic music reading, theory and terminology, including beginning keyboard, vocal and aural skills. (*fall and spring semesters)

102 Music for Life (3) (W) (A)

A survey of Western musical thought and the history and evolution of musical forms and styles. Requires attendance at selected recitals on campus. (*fall and spring semesters)

105 Basic Guitar Class (1) (A)

Elementary lessons in guitar, including music reading and basic instrument techniques. (*fall and spring semesters)

108 Introduction to Recording and Electronic Music (3) (A)

A practical survey of issues and practices in music technology. Emphasis is on the use of today's electronic music tools including digital recording, microphones, mixers, synthesizers and computer sequencers. Includes music and recording studio lab projects, coverage of historical background, aesthetics and literature. (*fall and spring semesters)

109 Recording and Synthesis Techniques (3) (A)

Prerequisite: MUS 108 or consent of instructor. A hands-on approach to learning multi-track recording including the digital audio workstation, mics, consoles and signal processors, as well as instruction in synthesizer programming. (*spring semester)

110 Piano Class I (1) (A)

Elementary group lessons in piano for the beginner, given in the electronic piano lab. (*fall and spring semesters)

111 Piano Class II (1) (A)

Prerequisite: MUS 110 or equivalent. Post-elementary group lessons in piano. Scales, cadences and sight-reading skills are emphasized. Individualized piano study programs are designed for maximum growth using the electronic piano lab. (*spring semester)

112 Musicianship I (1) (A)

Prerequisite: MUS 100 or permission of instructor. Intended to be taken simultaneously with MUS 122, this course is an elementary study of aural musical skills. Sight-singing and ear training are emphasized. Aural recognition of scale types, scale degrees, intervals and triad types is emphasized along with rhythm and melodic dictation. (*fall semester)

113 Musicianship II (1) (A)

Prerequisite: MUS 112 or equivalent. Intended to be taken simultaneously with MUS 123, this course is a continuation of the study of aural musical skills. Sight-singing and ear training are emphasized along with melodic and rhythmic dictation. (*spring semester)

114 Voice Class I (2) (A)

Foundations of solo vocal technique and interpretation, song-learning and stage deportment. Taught in a group environment, lectures and discussions are combined with solo and group singing. Requires attendance at select recitals on campus. (*fall and spring semesters)

115 Voice Class II (2) (A)

Prerequisite: MUS 114 or permission of instructor. Continuation of the solo vocal techniques and skills introduced in Voice Class I. Taught in a group environment, lecture/discussion sessions are combined with a strong emphasis on solo singing. Requires attendance at select recitals on campus. May be repeated for credit. (*spring semester)

116 Basic Guitar Class II (1) (A)

Prerequisite: MUS 105. Continuation of Basic Guitar Class I. Taught in a group environment, lecture/discussion sessions are combined with a strong emphasis on solo and chamber playing. This course may be repeated for credit. (*fall and spring semesters)

117 Musicianship for Performing Arts I (1) (A)

Corequisite: MUS 127. Sight-singing and piano skills tailored to the needs of performing arts majors. (*fall semester)

118 Musicianship for Performing Arts II (1) (A)

Corequisite: MUS 218. Prerequisite: MUS 117. Sight-singing and piano skills tailored to the needs of performing arts majors. (*spring semester)

122 Music Theory I (3) (A)

Prerequisite: MUS 100 or permission of instructor, or passing score on Music Department Theory Placement Test. A comprehensive study of musicianship through notation and aural recognition of tonal music basics. Corequisite: MUS 112. (*fall semester)

123 Music Theory II (3) (A)

Prerequisite: MUS 122 or permission of the instructor. A continuation of MUS 122. Corequisite: MUS 113. (*spring semester)

127 Music Theory for Performing Arts I (3) (A)

Corequisite: MUS 117. Theoretical music fundamentals tailored to the needs of performing arts majors. (*fall semester)

147-168 Studio Lessons (1-2) (A)

Corequisites: MUS 269: Recital/Concert Attendance and enrollment in a Music Department ensemble. Studio/performance-oriented courses. Studio courses 147-168 may be repeated for credit. All 100-level lessons are for one credit hour (25-minute weekly lessons) for students who are not music majors or minors. These lessons will not satisfy requirements for studio lessons in the primary performance area for any music major or minor. (Up to two credit hours)

of 100-level lessons may be counted toward a minor in music.) Music majors and minors may take studio lessons in a secondary performance area at the 100 level.

(*fall and spring semesters)

147 Organ (1)	156 Saxophone (1)	164 Viola (1)
149 Harpsichord (1)	157 Trumpet (1)	165 Cello (1)
150 Piano (1)	158 French Horn (1)	166 String Bass (1)
151 Voice (1)	159 Trombone (1)	167 Classical Guitar (1)
152 Flute (1)	160 Baritone (1)	168 Electric Bass (1)
153 Oboe (1)	161 Tuba (1)	
154 Clarinet (1)	162 Percussion (1)	
155 Bassoon (1)	163 Violin (1)	

191 World Music (3) (NW) (IG) (A)

An examination of the cultures of various countries and societies through their music and their musical practices. May be used to fulfill non-Western/Third World requirement. (*fall and spring semesters)

192 World Music Drumming Ensemble (0-1) (A)

A studio/performance-oriented course in which students learn vocal music and percussive accompaniments from outside the Western art tradition. To the degree that is possible, music is performed with integrity of vocal and musical style and always in the native language. A portion of the rehearsal time is devoted to developing an understanding of the music in relation to aspects of the culture from which it comes. Natives of the culture and other scholars provide information about the music and the culture. May be repeated for (a maximum of) eight credit hours. If taken for three or more semesters, the combined credit (a minimum of three credits) may satisfy one Humanities/fine arts course in the core curriculum. Open to all University students without audition. This course does not satisfy the primary ensemble requirement for a music major or minor. (*fall and spring semesters)

207 Technological Revolutions in Music (3) (A)

This course examines the technological impact on music created during the 20th century. Film, radio, popular and cultivated musical styles are studied from the focus of the development of the recording and computer industries. Musical issues such as political censorship, musicians' unions and bootlegging are included.

208 Topics in Music (1-3)

Topic varies as announced in the class schedule. May be repeated if content is different. (*as needed)

211 Piano Class III (1) (A)

Prerequisite: MUS 111 or equivalent. Early intermediate piano skills and repertoire designed to train the student for the Piano Proficiency Examination required for the Bachelor of Music degree. Memorizing a solo, scales, cadences, harmonizing folk songs, rhythm reading skills and sight-reading are included. May be repeated once for credit. (*fall and spring semesters)

212 Musicianship III (1) (A)

Prerequisites: MUS 112 and 113 or equivalent. Intended to be taken simultaneously with MUS 222, this course develops skills in keyboard harmony, aural skills and sight-singing, along with melodic and harmonic dictation exercises. (*fall semester)

213 Musicianship IV (1) (A)

Prerequisite: MUS 212 or equivalent. Intended to be taken simultaneously with MUS 223, this course is a comprehensive study of keyboard harmony, aural skills and sight-singing to prepare the music student with essential skills for teaching, composition or performance. (*spring semester)

218 Music Theory for Performing Arts II (3) (A)

Corequisite: MUS 118. Prerequisite: MUS 127. Theoretical music fundamentals tailored to the needs of performing arts majors. (*fall semester)

220 Music for Dance (3) (A)

This course is designed to give both the dancer and the choreographer the necessary tools to realize their musical needs, as well as to learn how to communicate those needs to musicians. These tools can be divided into two categories: music fundamentals and music appreciation. Students also explore ethical issues in the reproduction and use of recorded music in the studio and on the stage.

221 The First Viennese School (3) (A)

A music history course with a travel-abroad component designed for both music and non music-majors alike to study the lives and music of leading Viennese composers of the Classical period. The dominant composers of the era like Haydn, Mozart and Beethoven will receive full biographical scrutiny at each stage of their development; aesthetics, structures, and performing styles will be analyzed and compared. During travel, the places of interest will include birthplaces, concert halls, theatres, museums, royal residences, and libraries that are directly relevant to the subject matter of the course.

222 Music Theory III (3) (A)

Prerequisites: MUS 122 and 123, or equivalent. Corequisite: MUS 212. A continuation of MUS 122 and 123, focusing on the evolution of the tonal system. (*fall semester)

223 Music Theory IV (3) (A)

Prerequisites: MUS 122, 123 and 222, or equivalent. Corequisite: MUS 213. A continuation of MUS 222 from 19th-century practice and into 20th-century theory and composition techniques. (*spring semester)

224 Pedagogy (2) (A)

A study of pedagogical techniques for teaching studio lessons on the elementary and intermediate levels. Techniques include teaching in traditional style and new approaches using piano labs, recordings, compact discs, computers and MIDI accompaniments. Required for performance majors. (*as needed)

Note: The following techniques courses (MUS 225-229) are for music majors only. Each course is a pragmatic study of techniques, elementary and secondary methods, and representative repertoire in preparation for teaching or the study of orchestration.

225 Voice Techniques (1) (A)

Music majors only. Students explore fundamental vocal techniques, repertoire and classroom methods for working with young singers. (*every third semester)

226 String Techniques (1) (A)

Music majors only. (*every third semester)

227 Woodwind Techniques (1) (A)

Music majors only. (*every third semester)

228 Brass Techniques (1) (A)

Music majors only. (*every third semester)

229 Percussion Techniques (1) (A)

Music majors only. (*every third semester)

238 Music Theater Workshop (1) (A)

Studio/performance class focusing on musical preparation, analysis of scene/dramatic structure, incorporation of musical staging/blocking/choreography, and the development of performance techniques. (*spring semester or as needed)

239 Jazz Improvisation (1) (A)

Guided study in the theory and practice of jazz improvisation. (*as needed)

241 Musical Production Participation (1) (A)

Provides practical onstage or technical/backstage experience in musical theater production. Requires audition, interview, or permission of instructor. May be repeated for credit. May be used to fulfill performance credit(s) requirement of the major in performing arts. (*fall semester or as needed)

242 Career Development and Audition Seminar (1)

A practicum course for performing arts majors. Studio class focusing on audition preparation for the musical theater, as well as emphasizing the business techniques required for a career in the performing arts. (*fall semester or as needed)

243 Performance Internship (1)

For performing arts majors. Prerequisite: junior or senior standing. Students are auditioned for placement in performance or theater-technical internships with local entertainment organizations. Special off-campus arrangements can be made with permission of the co-directors of the Performing Arts (Musical Theatre) Program.

245 Special Project in Music (1) (A)

Prerequisite: consent of project director. (*as needed)

246 Camerata (0-1) (A)

A very small, select, auditioned ensemble of mixed voices. Members also must sing with the Collegiate Chorale. The repertoire is varied, ranging from madrigals and folk arrangements to contemporary and seasonal tunes. (*fall and spring semesters, as faculty load permits)

247-268 Studio Lessons (1-2) (A)

Corequisites: MUS 269 Recital/Concert Attendance and enrollment in a music department ensemble. Music majors and minors only. Studio/performance-oriented courses. Studio courses 247-268 may be repeated for credit. In the class schedule, "1" indicates one credit hour (25-minute weekly lessons), and "2" indicates two credit hours (50 minute weekly lessons). All instruments may be studied for one or two credit hours, with the exception of organ, which may be taken for two credit hours only. Music majors usually study for two credit hours. (*fall and spring semesters)

247 Organ (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)

256 Saxophone (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 Classical Guitar (1, 2)

268 Electric Bass (1, 2)

269 Recital/Concert Attendance (0)

All students enrolled in Studio Lessons (MUS 147-148, MUS 247-268) are automatically enrolled in MUS 269 (Recital/Concert Attendance). These students must attend 10 music department-sponsored events as an audience member (not a performer). Specific requirements appear in the course syllabus.

270 Composition-Arranging (1-2) (A)

Prerequisite: MUS 223. May be repeated for additional credit. Taught as a studio lesson, this course is tailored to the background of the individual student. Some students have tried writing music on their own. For others, composition is a nascent process. Students for whom this is the first experimentation with this kind of creative process often perform better by being given specific compositional parameters. These students may fare better by starting with an arrangement assignment. Bearing in mind that music is an aural art, an effort is made for

students taking this course to have at least one piece performed during the semester. Many have had their pieces performed at one of the scheduled student recitals. Others who are more advanced may even perform original works at their senior recitals. (*as needed)

Note on Ensembles: MUS 192: World Music Chorus/Drumming Ensemble, MUS 290: Spartan Band, MUS 295: Glee Club, and MUS 245: Commercial Music Ensemble are open to all students without audition. All ensembles may be repeated for additional credit. Upon successful completion of their auditions, students are graded largely on attendance and participation. Students may enroll in any ensemble for zero credit, but only if they are enrolled in 18 credit hours or more.

289 Orchestra (0-1) (A)

A studio/performance-oriented course. A large ensemble of strings, woodwind, brass and percussion instruments that performs two or three times each semester, both on and off campus. The repertoire consists of major works, overtures, historical, contemporary and popular literature for orchestra and variable-sized ensembles. Auditions are held at the beginning of the fall and spring terms. (*fall and spring semesters)

290 Spartan Band (0-1) (A)

A studio/performance-oriented course. Spartan Band is open to all students with instrumental music experience. The Spartan Band performs a repertoire of up-tempo popular and jazz tunes at a variety of University and community events. (*fall and spring semesters)

291 Wind Ensemble (0-1) (A)

A studio/performance-oriented course. A large ensemble of woodwind, brass and percussion instruments that performs two or three times each semester, both on and off campus. The repertoire consists of major works, overtures, historical, contemporary and popular literature for band and variable-sized ensembles. Auditions are held at the beginning of the fall and spring terms. (*fall and spring semesters)

292 Jazz Ensemble (0-1) (A)

A studio/performance-oriented course. A big band of saxophones, trumpets, trombones and rhythm section with repertoire from traditional swing charts to contemporary jazz. The UT Jazz Ensemble performs two or three times each semester. (*fall and spring semesters)

293 Collegiate Chorale (0-1) (A)

An auditioned chamber ensemble of mixed voices. The Chorale gives a major performance each semester. The Chorale also is called upon to serve the University and Tampa Bay communities at various times during the regular school year as the schedule allows. The repertoire consists of major works, madrigals, anthems, comic songs, jazz arrangements and works from other genres. (*fall and spring semesters)

294 Opus (0-1) (A)

A small, auditioned vocal ensemble of mixed voices. Members also must sing with the Collegiate Chorale. Membership is understood to be a year-long commitment. The repertoire is drawn primarily from musical theater. Opus usually performs a program each semester, and also performs within the University and Tampa communities as the schedule allows. A mandatory 3-4-day tour is scheduled just prior to the spring break. (*fall and spring semesters)

295 UT Women's Glee Club (0-1) (A)

A chorus of women who sing a varied repertoire in 1-3 parts. (*fall and spring semesters)

296 Tampa Oratorio Society (0-1) (A)

An auditioned University/community choral ensemble of mixed voices. The repertoire consists of major works for large chorus. (*fall and spring semesters)

309 Performance Class (0-1) (A)

A studio/performance-oriented course. Students study and rehearse solo and small ensemble literature for their instruments. Required performance on monthly student recitals.

Master classes with studio teachers may be included. Annual spring concert. (*fall and spring semesters)

310 String Ensemble (0-1) (A)

A studio/performance-oriented course. (*as needed)

311 Classical Guitar Ensemble (0-1) (A)

A studio/performance-oriented course.

312 Woodwind Ensemble (0-1) (A)

A studio/performance-oriented course. (*as needed)

313 Brass Ensemble (0-1) (A)

A studio/performance-oriented course. (*as needed)

314 Percussion Ensemble (0-1) (A)

A studio/performance-oriented course. (*as needed)

315 Choral Conducting (3) (A)

A study of basic conducting techniques with practical application to choral ensembles. (*every other year)

316 Instrumental Conducting (3) (A)

A study of basic conducting techniques with practical application to instrumental ensembles. (*every other year)

319 Music History: Greek through Classic (3) (W) (A)

Prerequisites: MUS 122 and 123. It is recommended that MUS 102 Music for Life be taken before enrolling in this course. A survey of Western music from its incipience through 1810. (*fall semester)

320 Music History: Romantic through Contemporary (3) (W) (A)

Prerequisites: MUS 122 and 123. It is recommended that MUS 102 Music for Life be taken before enrolling in this course. A survey of Western music from 1810 to the present. (*spring semester)

322 Counterpoint (3) (A)

Prerequisite: MUS 223. Studies the free-counterpoint practice of the 17th and 18th centuries.

324 Form and Analysis (3)

Prerequisite: MUS 223. Studies the development of an analytical method for music literature. Involves application of analytical techniques to representative works from all music-style periods, emphasizing the historical evolution of forms to develop music-analysis skills. (*fall semester of odd-numbered years)

325 Orchestration (3) (A)

Prerequisites: MUS 222 and 223, or permission of instructor. A study of the string, woodwind, brass and percussion instruments, their characteristics and ranges, and the techniques required to play them. Requires many short, written examples in various media. Final project involves the arranging of a specified piece for the Concert Band. Students prepare the score and parts, and conduct their own works. (*spring semester of odd-numbered years)

330 Audio in Media (3) (A)

Prerequisite: MUS 108 or instructor consent upon interview. This course specifically addresses audio recording and sound production, as well as manipulation techniques of contemporary media. Radio, television, film sound, and related music recording and production techniques are explored. (*fall semester as needed)

346 Junior Recital (0, 1)

Corequisite: Applied Music study in the primary instrument/voice used for the recital. A studio/performance course with required preview. All repertoire must be approved and coached

by the studio instructor. See Music Department Handbook for details. Students may enroll for zero credit if they are enrolled in 18 or more credit hours. (*fall and spring semesters)

446 Senior Recital/Showcase (0, 1)

Corequisite: Applied Music study in the primary instrument/voice used for the recital. A studio/performance course with required preview. All repertoire must be approved and coached by the studio instructor. See Music Department Handbook for details. Students may enroll for zero credit if they are enrolled in 18 or more credit hours. (*fall and spring semesters)

450 Advanced Project in Music Theory (2)

Guided readings, research and writings, culminating in a paper. May require a composition, at the instructor's discretion. Also includes some supervised teaching of basic musicianship studies. (*as needed)

499 Senior Project in Music (3)

Variable topics. Instructor and chair approval.

Naval Science (NAV)

Naval ROTC courses are open only to students enrolled in the Naval Reserve Officers' Training Corps program offered under the cross-town agreement with the University of South Florida.

1110 Introduction to Naval Science (3)

Emphasis on the mission, organization, regulations and components of the Navy and Marine Corps.

1110L Naval Science Laboratory (0)

A weekly three-hour laboratory covering professional and military subject matter. Attendance is mandatory for all midshipmen.

1140 Seapower and Maritime Affairs (3)

This course deals with the importance of seapower in historical events, including emphasis on worldwide political-military confrontations following the Cold War.

2121 Naval Ships Systems I (3)

Types, structures and purpose of naval ships. Hydrodynamic forces, stability compartmentalization, electrical, and auxiliary systems. Theory of design and operation of steam turbine, gas turbine, and nuclear propulsion plants. Shipboard safety and firefighting.

2212C Navigation/ Naval Operations I: Navigation (3)

Piloting and celestial navigation theory, principles, and procedures; tides, currents, weather, use of navigation instruments and equipment, and practicum. Laboratory required.

2221 Evolution of Warfare (3)

A survey of military history emphasizing principles of warfare, strategy and tactics, and significant military leaders and organizations.

2231 Principles of Naval Management I (3)

Theory and principles of management, focusing on the officer-manager as an organizational decision maker. Includes interpersonal skills, behavior factors, and group dynamics.

2931 Directed Study in Naval ROTC (1-3)

Prerequisite: Permission of professor of naval science. Intensive individualized study in particular aspects of naval science that are not covered in regular course offerings. Enrollment is recommended for NROTC students who are anticipating attending the Naval Science Institute in Newport, RI, during sophomore/junior summer. Course content and title may vary from term to term.

3123 Naval Ships Systems II (3) US NAVY

Prerequisite: NAV 2121. Capabilities and limitations of fire control systems, and weapons types. Physical aspects of radar and underwater sound for target acquisition, threat analysis, tracking, weapons selection, delivery, and guidance. Explosives, fusing, and Naval ordnance.

3214C Navigation/Naval Operations II: Seamanship and Ship Operations (3) US NAVY

Prerequisite: NAV 2221C. International and inland rules of the road; relative motion-vector analysis; ship handling, employment and tactics, afloat communications; operations analysis. Laboratory required.

4224 Amphibious Warfare (3) US NAVY

History of amphibious warfare emphasizing doctrine and techniques as well as an understanding of the interrelations of political, strategic, operational, tactical, and technical levels of war from the past.

4232 Principles of Naval Management II (Leadership and Ethics) (3) US NAVY

Prerequisite: NAV 2231. Integration of professional competencies and qualities of effective leadership with emphasis on moral and ethical responsibilities, accountability, communications and military law for the junior officer.

Nursing (NUR)

Note: There are two BSN degree programs. The four-year program (basic) prepares students to become eligible for the RN licensing examination. The RN to BSN program provides the opportunity for licensed registered nurses to complete the baccalaureate in nursing degree.

201 Foundations of Nursing (4)

For basic students only. Prerequisite: acceptance to the nursing program. This course introduces students to the foundations of professional nursing practice. Topics include historical, philosophical and theoretical perspectives in nursing. In addition, the concepts of caring, communication, critical thinking and cultural competence are introduced. Emphasis is placed upon self-care, the nursing process, nursing theory, and legal and ethical aspects of nursing.

210 Intro to Pathophysiology (3)

For basic students only. Prerequisite or corequisite: NUR 201. This course provides students with a basic understanding of pathophysiology from a structural and functional organizational framework. It builds upon the student's knowledge in the sciences, and explores how alterations in structure and function disrupt the body as a whole. Physiological changes across the lifespan are examined. Students utilize critical thinking to analyze selected diseases for symptomatology, pathophysiology and implications for health care intervention.

213 Professional Skills in Nursing and 213L (4)

For basic students only. Corequisite: NUR 201. NUR 213 and 213L must be taken concurrently. Laboratory and clinical experiences provide students the opportunity to learn and apply the cognitive knowledge and technical skills necessary to provide effective patient care to diverse populations. Experiences include on-campus activities and supervised clinical learning opportunities in a variety of health care settings.

218 Health Assessment and 218L (4)

For basic students only. NUR 218 and 218L must be taken concurrently. Prerequisite: BIO 183; corequisite: NUR 210. This course provides the basic nursing student with knowledge and skills to obtain and record a health history and physical examination. Assessing the level of health and wellness of clients throughout the lifespan also is included. The course provides both a didactic and laboratory experience.

301 Concepts of Professional Nursing (3) (W)

For RN to BSN students only. Prerequisite: admission to the nursing program. The nursing profession is analyzed with foci on professionalism, socialization, theories, roles and philosophies. (*fall semester).

312 Nursing Care of Adults (1.5)

For basic students only. Prerequisites: NUR 201, 210, 218. NUR 312 and 312L must be taken concurrently. This course explores the concepts and theories necessary to promote and restore health of adults with biological problems and related physiological and psychological responses.

312L Nursing Care of Adults Laboratory (1.5)

For basic students only. Corequisite: NUR 312. This course provides students the opportunity to apply concepts and processes required to help adults in the promotion and maintenance of health. Students examine adults from physical, social, psychological and developmental perspectives through a combination of laboratory and supervised clinical practice activities. Clinical experiences will occur under faculty supervision in a variety of patient care settings.

313 Nursing Care of Older Adults (1.5)

For basic students only. Prerequisites: NUR 312 and 312L. This course is the examination of the theories of aging and developmental tasks of families who are aging. The physical, psychological, social, cultural, economic, legal, ethical and spiritual needs of aging persons are addressed.

313L Nursing Care of Older Adults Laboratory (1.5)

For basic students only. Corequisite: NUR 313. This course provides students the opportunity to apply concepts and processes of aging through a combination of laboratory and supervised clinical practice activities. Clinical experiences occur under faculty supervision in a variety of patient care settings.

314 Nursing Care of the Developing Family (1.5)

For basic students only. Corequisite: NUR 314L. This course examines the concepts associated with the diverse responses of families during the childbearing cycle, including normal and high-risk pregnancies, and normal and abnormal events occurring in women. Families experiencing normal developmental changes and developmental deviations are examined.

314L Nursing Care of the Developing Family Laboratory (1.5)

For basic students only. Corequisite: NUR 314. The course provides students the opportunity to apply the concepts associated with responses of families during the childbearing cycle through a combination of laboratory and supervised clinical practice activities. Clinical experiences occur under faculty supervision in a variety of childbearing patient care settings.

315 Nursing Care of Children (1.5)

For basic students only. Corequisite: NUR 315L. This course presents the essential concepts, theories and developmental processes vital in understanding the health concerns and problems of children, adolescents and their families. Students examine family-centered nursing care in the health promotion and health maintenance of infants, children and adolescents.

315L Nursing Care of Children Laboratory (1.5)

For basic students only. Corequisite: NUR 315. This course provides students the opportunity to apply the essential concepts, theories and processes useful in meeting the health and developmental needs of children and their families. Learning experiences are provided that emphasize the role of the nurse and continuity of care in meeting the needs of children and families in acute care and community settings. Clinical experiences occur under faculty supervision in a variety of childbearing patient care settings.

318 Health Assessment (4) and 318 Lab (0)

For RN to BSN students only. Prerequisite or corequisite: NUR 301. Health Assessment provides the nurse with the necessary knowledge to obtain and record a history and physical examination, as well as to assess the level of health and wellness of the client throughout the lifespan. This course offers a didactic and laboratory experience (*fall and spring semesters)

322 Contemporary Issues in Health Care (3) (W)

For basic and RN to BSN students. The health care delivery system is examined from political, economic, legal and ethical perspectives with particular emphasis on the written analysis of legal and ethical dilemmas related to the practice of nursing. (*fall and spring semesters).

345 Pharmacology (3)

For basic students only. Prerequisites: NUR 201, 210 and 218. This course introduces students to the fundamentals of pharmacology and therapeutics in the treatment of illness, and the promotion, maintenance and restoration of health in patients across the lifespan. The major drug categories are reviewed with emphasis placed on the therapeutic use, action and adverse reaction, as well as benefits and risks to the drug therapy. This prepares the health professional for safe, therapeutic pharmacological interventions.

346 Expressive Art in Healing (3) (A)

Subtitle: Health Promotion through the Arts. This course examines creativity through a variety of expressive art forms to promote healing for clients and to heal the healer, an imperative for holistic nurses. Various art forms are explored, including visual arts, mask-making, visual and written journals, storytelling, movement and others. Students experience expressive arts through guided exercises and art practices.

347 Clinical Human Nutrition (2)

For basic students only. Prerequisites: NUR 201, 210 and 218. This course provides information on the fundamentals of nutrition and application. Nutritional needs across the lifespan and nutritional support in selected disorders are specifically discussed.

400 Cultural Diversity in Health Care (3) (NW — Not IG)

This course explores interrelationships between diversity, socio-cultural, economic and political contexts of health and illness. It increases the student's awareness of the biological variation, time and space perception, spiritual dimensions and complexities involved in caring for people with diverse world views. There is focus on specific cultural groups including African Americans, Native Americans, Asian Americans, Hispanic Americans and selected additional ethnically diverse groups. (*once annually)

410 Mental Health Nursing Across the Lifespan (1.5)

For basic students only. Prerequisites: NUR 322, 312, 312L, 313, 313L, 314, 314L, 315, 315L, 345 and 347. This course examines the biological, environmental, cultural and interpersonal factors that predispose individuals to mental illness. Mental health is viewed as the continuous adaptation to the inevitable stressors of life, and deviations are a result of the inability of individuals to adapt to life's stressors. Individuals are viewed holistically across the lifespan.

410L Mental Health Nursing Across the Lifespan Laboratory (1.5)

For basic students only. Corequisite: NUR 410. The course provides students the opportunity to apply the concepts of mental health nursing through a combination of laboratory and supervised clinical practice. Clinical experiences occur under faculty supervision in a variety of settings in which patients and families with acute and chronic mental health problems may be found.

411 Nursing Leadership and Management (3)

For RN to BSN students only. Prerequisite: NUR 301. Key concepts in leadership and management are explored. Emphasis is on organizing and delivering health care, assessing

financial resources, planning, managing human resources, improving quality and promoting positive change (*spring semester).

412 Nursing Care of Clients in the Acute Care Setting (3)

For basic students only. Prerequisites: NUR 315 and 315L. Prerequisites or corequisites: NUR 410, 410L and 412L. This course examines advanced concepts related to patients experiencing complex multi-system biological problems and related physiological and psychological responses.

412L Nursing Care of Clients in the Acute Care Setting Laboratory (3)

For basic students only. Corequisite: NUR 412. The course provides the opportunity for students to apply advanced concepts and processes required to help adults with complex multi-system problems. Students examine adults from physical, social, psychological and developmental perspectives through a combination of laboratory and supervised clinical practice activities. Clinical experiences occur under faculty supervision in a variety of acute care settings.

415 Leadership and Management (3)

For basic students only. Prerequisites: Lower core requirements and NUR 315 and 315L. This course examines key concepts in leadership and management within the health care system. Emphasis is on organizing and delivering health care, assessing financial resources, planning, managing human resources, improving quality and promoting positive change.

420 Principles of Community Health (3)

For RN to BSN students. Prerequisite or corequisite: NUR 432. This course focuses on the community health system by examining it from historical, organizational and political perspectives. Emphasis is on analysis of epidemiological trends and the relevance of community assessment to community health nursing practice. The impact of local, state and federal legislation is explored related to the impact on community health. (*fall semester)

421 Clinical Leadership II (3)

Prerequisite: NUR 411. This course expands on leadership and management concepts for health care providers. Emphasis is placed on the evaluation of student projects and dissemination of knowledge learned.

422 Principles of Community Health Nursing (3)

For basic students only. Prerequisites: NUR 314, 314L, 315 and 315L. Corequisite: NUR 422L. This course focuses on the community health system by examining it from historical, organizational and political perspectives. Emphases are on analysis of epidemiological trends and the relevance of community assessment to community health nursing practice. The impact of local, state and federal legislation is explored related to the impact on community health.

422L Community Health Laboratory (2)

For basic students only. Corequisite: NUR 422. The course provides the opportunity to synthesize and apply the cognitive knowledge gained in NUR 422 through supervised clinical practice. Students provide culturally competent care to individuals, families and groups in a variety of community agencies. This course includes approximately 8 hours per week in a clinical practicum experience plus a class seminar.

430 Holistic Care: Alternative Therapies for Self-Care and Professional Practice (3) (IG) (NW)

Open to non-nursing students. This course examines alternative health practices from a cross-cultural perspective. Healing interventions such as acupuncture, biofeedback, homeopathy, meditation, and traditional Chinese and herbal medicine are studied and demonstrated by practitioners. Emphases are on the historical underpinnings of holistic health practices and the political/economic ramifications on global health. This course also compares and contrasts non-traditional modalities of health care with industrial models. (*once each year)

432 Introduction to Nursing Research (3) (W)

Prerequisites for basic students: NUR 201 and 313. Prerequisites or corequisites for RN to BSN students: NUR 301, ITM 200, and statistics. Introduction to nursing research with emphasis on the research process and the critique of nursing research studies. (*fall and spring semesters)

438 Principles of Family Health (3)

For RN to BSN students only. Prerequisite or corequisite: NUR 432. This course focuses on the theoretical concepts of family development and functioning essential in understanding the contemporary family and the current trends related to families. The course emphasizes the role of the nurse in assessing and planning intervention strategies needed to provide comprehensive nursing care to families. (*fall semesters)

440 Community/Family Practicum (4)

For RN to BSN students only. Prerequisite: NUR 318. Corequisites or prerequisites: NUR 420 and 438. This course provides the student with the opportunity for in-depth experiences with individuals, families and groups in the health system. This clinical practicum enables the student to synthesize the knowledge acquired in NUR 420 and 438. (*fall and spring semesters, summer semester if sufficient enrollment)

446 Senior Practicum (4)

For RN to BSN students only. Prerequisite: NUR 432. Corequisites or prerequisites: NUR 411 and 440. This course provides the student the opportunity to synthesize nursing knowledge and to experience professional role implementation in a variety of health care settings. (*fall and spring semesters; summer semester if sufficient enrollment)

447 Legal Nurse Consulting I (3)

Prerequisites: RN licensure and NUR 322 (or equivalent). This course provides students the opportunity for in-depth exploration of legal foundations of nursing practice liability issues, nursing malpractice and the American legal system (with special emphasis on Florida law and personal injury claims). Case analyses, synthesis of fact and law, and introduction to written and oral communication skills that are essential in the role of legal nurse consultant are the foci, as well as the steps inherent in discovery. The evolving roles of legal nurse consultants are explored. (*fall and spring semesters)

448 Legal Nurse Consulting II (3)

Prerequisites: RN licensure and NUR 322 (or equivalent). This course provides students the opportunity to develop skill and knowledge related to the process of performing legal research (including record reviews) and medical and legal verbal and written communication. Emphases are on conducting and organizing literature searches, and reviews and facilitation of life-care and end-of-life planning, as well as preparation of documents for trial. The roles of expert witness and risk manager also are explored. (*fall and spring semesters)

449 Legal Nurse Consulting Practicum (2)

This course provides the legal nurse consultant student with a capstone clinical experience to apply the theoretical legal nurse consulting principles learned in the previous courses in the sequence.

450 Independent Study in Nursing (1-3)

An independent study that provides students with an opportunity to pursue a topic or project under the guidance of a nursing faculty member. By permission of instructor and department director. May include a practicum.

451-459 Selected Topics in Nursing (1-3)

For elective credit only. An in-depth study of a selected nursing topic of concern to students and faculty. Emphasis is on contemporary issues affecting nursing and health care.

452 Clinical Preceptorship (5)

For basic students only. Prerequisites: Lower core courses and NUR 412, 412L, 410 and 410L. Corequisite: NUR 454. This course focuses on the integration, analysis, and synthesis of knowledge acquired throughout the nursing curriculum. The student utilizes knowledge from the physical, biological and behavioral sciences to provide safe, high quality, culturally competent nursing care. Critical thinking skills are further developed. The student incorporates principles of teaching and learning to promote, maintain and restore health.

454 Senior Seminar (2)

For basic students only. Prerequisite: NUR 415. Corequisite: NUR 452. This seminar course addresses professional role transition and assists the student in preparing for the NCLEX-RN licensure examination.

601 Current Perspectives in Health (2)

For graduate students only. Prerequisite: acceptance to the MSN program. This course focuses on professional, socio-cultural, economic and political forces exerting pressure on the health care system. Emphasis is on the leadership role advanced practice nurses can play related to shaping the direction and substance of changes. (*each academic term)

602 Scholarly and Professional Communication in Nursing (3)

This course focuses on communication skills and strategies for nursing professionals. Students will develop the ability to construct logical and appropriately referenced papers and presentations in nursing. Students will practice writing position papers, policy issue briefs, nursing theory applications and nursing research proposals, and conducting nursing education presentations.

605 Theory Development in Nursing (3)

For graduate students only. Corequisite or prerequisite: NUR 601. Emphasizes theory development in nursing science in terms of historical perspective, concept formulation and available models. Selected theories are analyzed. (*summer and fall semesters)

615 Nursing Research (3)(W)

For graduate students only. Corequisites or prerequisites: NUR 601, 605 and statistics. Focuses on research process and the use of evidence-based practice. Provides opportunity for development of a research proposal or evidence-based practice project. (*spring and summer)

618 Advanced Health Assessment and 618 Lab (4)

For graduate students only. Corequisites or prerequisites: NUR 601 and 605. This course builds on the competencies acquired in a baccalaureate nursing assessment course, and expands expertise in completing comprehensive assessment and developing diagnostic reasoning skills. The course includes a laboratory experience. (*fall and spring semesters)

635 Professional Issues and the Nurse Practitioner (3)

For graduate students only. Corequisites or prerequisites: NUR 601 and 605. This course focuses on current practice issues related to the emerging role of the nurse practitioner in health care delivery. Emphases are on critical review and analysis of role theory, role implementation strategies, and role performance as a clinician, educator, case manager, leader, consultant and colleague. (*12-week summer session only)

645 Clinical Pharmacology (3)

For graduate students only. Corequisites or prerequisites: NUR 601 and 605. This course is a case study approach to the clinical application of the major classifications of drugs. A lifespan approach is utilized to address client needs of drug therapy in primary, secondary and tertiary care settings. Statutory authority for prescription writing protocols is examined. (*fall and spring semesters)

646 The Family: Theory, Research and Practice (2)

For graduate students only. Corequisites or prerequisites: NUR 601 and 605. This course examines frameworks for family nurse practice, incorporating issues in practice, theory development and research. Additional foci are on theoretical bases for comprehensive family assessment and intervention. (*12-week summer session only)

650 Teaching Methods and Strategies in Nursing Education (3)

For graduate students only. Corequisite or prerequisites for MSN: NUR 601, 605 and 615. Examines major concepts related to teaching and learning in nursing education and practice. Analyzes teaching methods for the appropriateness of their use in adult education based on learning theories and adult development. (*12-week summer session)

652 Curriculum Design and Evaluation in Nursing Education (3)

For graduate students only. Corequisites or prerequisites for MSN: NUR 601, 605 and 615. Introduces students to the process of curriculum and program development and evaluation. Applies learning theory and accreditation in the integration of philosophy, conceptual framework, program objectives, course objectives and content selection for curriculum development process. (* spring semester)

654 Measurement and Evaluation in Nursing Education (3)

For graduate students only. Corequisites or prerequisites for MSN: NUR 601, 605 and 615. Develops techniques for measurement and evaluation of student performance in the classroom, clinical practice and other settings. Emphases are on application of basic statistical procedures, use and interpretation of standardized tests, various grading and reporting systems, portfolio assessment, authentic grading, and other non-traditional assessment procedures. (* fall semester)

655 Advanced Pathophysiology (3)

For graduate students only. Corequisites or prerequisites: NUR 601 and 605. This course addresses the concepts that contribute to alterations in health status of clients throughout the life cycle. Concepts of focus include the cellular environment, altered tissue biology, and principles of genetics as they apply to health status, immunity and cellular proliferation. (* fall and spring semesters)

656 Nursing Education Practicum (4)

For graduate students only. Prerequisite for MSN students: successful completion of the oral comprehensive examination. Focuses on the application of educational theories and strategies in classroom and clinical settings. Provides opportunities to practice role behaviors as a nurse educator under the guidance of a qualified preceptor in a post-secondary academic setting. Includes 224 hours on site in a selected institution. (*each academic term)

658 Community Nursing Education Practicum (4)

For graduate students only. Prerequisite for MSN students: successful completion of the oral comprehensive examination. Focuses on the application of educational theories and strategies in classroom and clinical settings. Provides opportunities to practice role behaviors as a nurse educator in staff development, continuing education and community education under the guidance of a qualified preceptor. Includes 224 hours on site in a selected institution. (*each academic term)

660 Health Policy Development (3)

Focuses on the analysis, application and synthesis of selected health policy concepts, models and theories. Leadership qualities needed to influence the political system at all stages in the policy process will be incorporated. Emphasis is on issues of importance to the continued development and empowerment of the nursing profession. Provides students with an opportunity to examine the relationship of political advocacy to all phases of the policy process.

675 Practicum in Adult Primary Care I (4)

Corequisites or prerequisites: NUR 677 and successful completion of oral comprehensive examination. Each practicum experience provides the student the opportunity to apply knowledge and skills learned in the classroom while caring for adult clients. Each practicum includes a minimum of 224 hours of supervised clinical practice in the role of nurse practitioner in a variety of settings. Students may enroll for no more than two practicum courses in a single academic term. (*each academic term)

676 Practicum in Adult Primary Care II (4)

Corequisite or prerequisite: NUR 677. Prerequisite: successful completion of oral comprehensive examination. Each practicum experience provides the student the opportunity to apply knowledge and skills learned in the classroom while caring for adult clients. Each practicum includes a minimum of 224 hours of supervised clinical practice in the role of family nurse practitioner in a variety of settings. Students may enroll for no more than two practicum courses in a single academic term. (*each academic term)

677 Clinical Management of the Adult Client (3)

Prerequisites: NUR 618, 645 and 655. Corequisites or prerequisites: NUR 635 and 646. This course emphasizes primary care management of common acute and chronic health problems of adult clients. (*each summer session)

685 Practicum in Infants, Children and Adolescent Primary Care (4)

Corequisite or prerequisite: NUR 687. Prerequisite: successful completion of oral comprehensive examination. This practicum experience provides the opportunity to apply knowledge and skills learned in the classroom in caring for infants, children and adolescent clients. The course includes 224 hours of supervised clinical practice in a variety of settings. Students may enroll for no more than two practicum courses in a single academic term. (*each academic term)

686 Practicum in Women and Older Adult Primary Care (4)

Corequisite or prerequisite: NUR 697. Prerequisite: successful completion of oral comprehensive examination. This practicum course provides the opportunity to apply knowledge and skills learned in the classroom in caring for women and older adult clients. This practicum includes a minimum of 224 hours of supervised clinical practice in a variety of settings. Students may enroll in no more than two practicum courses in a single academic term. (*each academic term)

687 Clinical Management of Infants, Children and Adolescents (3)

Prerequisites: NUR 618, 645 and 655. Corequisites or prerequisites: NUR 635 and 646. This course emphasizes primary care management of common acute and chronic health problems of infants, children and adolescents. (*spring semester only)

695 Selected Topics in Nursing (1-3)

An in-depth study of a selected nursing topic of concern to students and faculty. Emphasis is on contemporary issues of global relevance affecting nursing and health care. By permission of instructor and department director.

697 Clinical Management of Women and Older Adults (3)

Prerequisites: NUR 618, 645 and 655. Corequisites or prerequisites: NUR 635 and 646. This course emphasizes primary-care management of common acute and chronic health problems of women and older adults. (*fall semester only)

Philosophy (PHL)

200 Introduction to Philosophy (4)

A study of philosophical methods and concepts via selected philosophical systems and problems. (*fall and spring semesters)

201 Logic (4)

Studies principles of correct reasoning: formal and informal arguments. (*fall and spring semesters)

202 Ethics (4)

Examines major systems of thought regarding problems of moral value and the good life. (*every other spring semester)

203 Contemporary Philosophy (4)

Examines major concepts and methods of 20th-century philosophy. (*every other spring semester)

204 Aesthetics (4) (A)

An examination of selected topics in the philosophy of art and critical appreciation such as the nature of art, aesthetic experience, and aesthetic objects. (*every other fall semester)

206 Philosophy of Religion (4)

Examines the nature and validity of religious beliefs. (*every other fall semester)

208 Business Ethics (4)

An examination by case study of moral problems in the business world. Topics include the obligation of industry to the natural environment, governmental regulation of private enterprise, employee rights and truth in advertising. Develops a number of ethical theories to assist the analysis.

209 Biomedical Ethics (4)

An investigation of selected moral problems that arise in the contemporary biomedical setting. Issues include abortion, euthanasia, patient rights, animal experimentation, in-vitro fertilization, surrogate motherhood and genetic engineering. (*every other fall semester)

210 Environmental Ethics (4) (NW) (IG)

An examination of issues that arise from human beings interacting with their natural environment. Initial discussion involves selected ethical problems that arise from human use of "common systems" (e.g., the atmosphere, oceans, wilderness). Further discussions consider whether ecological systems, natural features and non-human animals have moral worth independent of their utility for human commerce.

212 Critical Thinking (4)

Designed to strengthen students' skills in reasoning about problems and issues of everyday life by helping them to distinguish between good and bad arguments. Students work to achieve these goals through reading and discussion of course materials, written analyses of others' arguments or development of their own arguments, and class debates for practice in persuasive argument. (*fall and spring semesters)

215 Ancient Philosophy: Plato and Aristotle (4)

An examination of ancient philosophy in the Western world with a concentration on the philosophical views of Plato and Aristotle.

217 Social and Political Philosophy (4)

A study of major social and political systems and issues from Plato to the present. (*every other fall semester)

218 Minds, Brains, and Metaphysics (4)

What is the mind? How is it related to the brain and body? How is it connected to the world? What exactly is consciousness? This course is an introduction to the philosophy of

mind, with a focus on issues of metaphysics. Topics covered may include mind-brain dualism, logical behaviorism, mind-brain identity theory, functionalism, connectionism, artificial intelligence, philosophical questions about mental representation and the nature of consciousness, embodied cognition, and other current trends in philosophy of mind.

220 Problems of Philosophy (4) (NW) (IG)

An in-depth study of selected philosophers or philosophical problems. May be repeated if content varies.

225 Modern Philosophy: Descartes to Kant (4)

A study of the views of selected modern philosophers from Descartes to Kant.

237 Indian and Asian Philosophy (4) (NW) (IG)

Cross-listed as REL 217. Investigates and discusses Asian thought, focusing on Hinduism, Buddhism, Taoism and Confucianism.

305 Philosophy of the Emotions (4)

An investigation into the nature of emotions and their relationship to rationality and moral responsibility. We first examine some traditional philosophical accounts that analyze emotions in terms of specific sensations. We then examine a Freudian account of emotion which holds that one can have an unconscious emotion. Existential theories of emotion are then considered, followed by an examination of contemporary cognitive theories. (*every other fall semester)

306 Existentialism (4)

A study of central themes in existential philosophy and literature. (*every other spring semester)

308 Film Aesthetics (4) (A)

Cross-listed as COM 308. A study of film as an aesthetic medium. Explores the social, technological, historical and artistic influences on the development of cinema. Also examines how theories of film (i.e., realism, formalism, expressionism and semiology) affect the aesthetic construction and critical reception of films. (*every other spring semester)

310 Theories of Democracy (4)

Cross-listed with GWA 310. What is democracy? How is it tied to justice? Is liberal democracy the only legitimate form of democracy? Can we make democracy better? How should democracy be shaped by culture and context? This course focuses on contemporary philosophical debates about democracy, but readings also include texts in political theory and political philosophy. Specific topics may include: democratic representation; minimalism/realism about democracy; liberal democracy; classical pluralism; social choice theory; difference democracy and issues of gender, race, and class; deliberative democracy; green/environmental democracy; globalization and cross-cultural issues as they relate to democracy.

Physical Education Service (PES)

111 Aerobic Dance (2) (Elective)

A co-educational activity class providing instruction in the principles of aerobic conditioning and development of aerobic dance skills. (*according to availability of faculty)

112 Ballroom Dance (1) (Elective)

A co-educational activity providing instruction in basic ballroom dancing and associated skills. Special emphases are placed upon balance, rhythm, coordination and creative expression. (*according to availability of faculty)

113 Bowling (1) (Elective)

A co-educational activity class for developing and improving basic bowling skills. (*according to availability of faculty)

116 Lifesaving (1) (Elective)

Trains individuals to establish and carry out emergency plans for recreational aquatic facilities. Also teaches how to educate the public on its role in promoting safety. May lead to certification. (*according to availability of faculty)

119 Racquetball (1) (Elective)

A co-educational activity class examining the rules of racquetball and developing associated skills. (*according to availability of faculty)

122 Water Safety Instructor (1) (Elective)

Trains instructor candidates to teach American Red Cross water safety classes, while improving the candidate's skill level and knowledge of swimming and water safety. Successful completion of all aspects of the course qualifies the student to be a certified Red Cross water safety instructor. (*according to availability of faculty)

125 Weight Training (1) (Elective)

A co-educational activity class that covers the necessary skills and techniques to enjoy participation in weight training for health and recreation. (*according to availability of faculty)

Physics (PHY)**125 Physical Science (3)**

Designed for non-science majors. Not open to students who have previously taken a course in college physics or chemistry. Covers the basic concepts of astronomy, electricity, energy and motion. Satisfies general curriculum distribution requirements. Lecture and laboratory. (*dependent on availability of faculty.)

126 Introduction to Astronomy (3)

Prerequisite: MAT 150 or equivalent. Designed for non-science majors. Topics include naked-eye observations, planetary motion, the solar system, and the origin, structure and evolution of stars, galaxies and the universe. Satisfies general curriculum distribution requirements. Lecture only. (*dependent on availability of faculty.)

200 General Physics I (4)

Prerequisite: MAT 170. A non-calculus course intended primarily for CNHS majors. Topics include kinematics, Newton's laws of motion, linear and angular momentum, work and energy, gravity, oscillations and waves, sound, fluids and thermodynamics. Lecture and laboratory. (*fall semester)

201 General Physics II (4)

Prerequisite: PHY 200. A continuation of General Physics I. Topics include electricity, magnetism, optics, relativity, atomic physics, nuclear physics and particle physics. Lecture and laboratory. (*spring semester)

205 General Physics I (Calculus-based) (4)

Prerequisite: MAT 170 or equivalent. Corequisite: MAT 260. This is the first of a two-course sequence in calculus-based general physics. Topics covered include translational and rotational kinematics, Newton's laws of motion and gravitation, work and energy, linear and angular momentum, periodic motion and waves, sound, fluids, and thermodynamics. Lecture and laboratory. (*fall semester)

206 General Physics II (Calculus-based) (4)

Prerequisites: PHY 205 and MAT 260. This is the second of a two-course sequence in calculus-based general physics. Topics covered include electricity, magnetism, optics, relativity, and selected topics in modern physics. Lecture and laboratory. (*spring semester)

Psychology (PSY)

PSY 200 is a prerequisite for all courses in psychology. Three courses at the 200 level (including PSY 200 and PSY 211) are required before taking 300- or 400-level courses. Additionally, PSY 312 is required before taking 400-level courses. There may be additional prerequisites listed under individual course descriptions.

200 General Psychology (4)

An introduction to the basic principles of psychology. (*every semester)

201 Psychological Assessment (4)

A study of psychometric theory with emphasis on techniques and topics in reliability and validity of psychological tests. (*every year)

202 Industrial Psychology (4)

Studies the application of psychological principles to business and industry. Includes topics such as personnel selection, training, job satisfaction and work motivation. (*every year)

203 Social Psychology (4)

Studies the psychological processes (i.e., values, attitudes, communication and social adjustment) arising from the interaction of human beings. (*every year)

204 The Great Psychologists (2)

Survey of the history of psychology by examining the ideas of leading thinkers in the 19th and 20th centuries. Detailed attention is given to original writings of psychologists such as Wilhelm Wundt, William James, John Watson, Sigmund Freud and Abraham Maslow. (*every semester)

210 Development I: Child Psychology (4)

Focuses on psychological development in infants, children and adolescents. Emphases are on applied, practical applications of research findings and consideration of the “how-to” as well as the “how” of growth and development. (Service learning required) (*every semester)

211 Statistics and Experimental Methods I (4) (W)

Prerequisite: MAT 160. An introduction to statistical techniques and experimental methods. Statistical coverage includes frequency distributions, graphic representations, central tendency measures, variability measures, probability, and the t-tests. Methodological coverage includes the nature of science, ethics, research approaches, the experimental approach, hypothesis testing, two-group designs, and control for two-group designs. Students must complete PSY 211 with a grade of “C” or better to register for PSY 312. (*every semester)

220 Fundamentals of Biopsychology and Learning (4)

Introduces the student to fundamental concepts and examples in biological psychology and the study of learning and memory. The first part of the course focuses on topics essential to understanding the biological bases of behavior, including how the brain is organized, the units of brain function, and how neurons communicate sensory information, process perceptions and control behavior. Part two covers unconditioned behaviors (reflexes, fixed-action patterns), simple learning (habituation and sensitization), conditioned behaviors (classical/Pavlovian and instrumental/operant), theories of reinforcement, and memory mechanisms. (*every semester)

227 Applied Cognitive Psychology (4)

Examines how the findings of cognitive psychology can be applied to educational and everyday settings. The core of cognitive psychology is the science of how people acquire, process, store, and use information. As such, it can assist in the design and creation of educational curriculum, software (educational and otherwise), and other human inventions. (*every year)

230 Theories of Personality (4)

Examines the theoretical approaches to the study of human personality, including psychoanalytic, behavioral and phenomenological conceptions. (*every semester)

250 Health Psychology (4)

Explores the area of psychology that examines psychological aspects of how individuals maintain health, become ill, and respond to illness. (*every year)

299 Special Summer Studies (2-4)

Special courses are offered occasionally during the summer sessions. Course descriptions are published annually in a separate bulletin.

Note: Three 200-level psychology courses, including PSY 200 and PSY 211, are required before taking any 300- or 400-level courses. There may be additional prerequisites listed under individual course descriptions.

303 Abnormal Psychology (4)

A systematic presentation of concepts related to the etiology, symptoms and treatment of behavior disorders. (*every year)

305 Applied Psychology: Consumer Psychology (4)

Focuses on the application of the principles of psychology to consumer behavior. (*every year)

311 Evolutionary Psychology (4)

Prerequisite: PSY 220. Examines theory and research in evolutionary psychology. The course is structured around ultimate explanations, descriptions that focus on the survival and reproductive consequences of (sometimes difficult to explain) human behaviors, and how they could have been shaped by natural selection. Comparative examples from pertinent animal literature are provided where appropriate. (*every year)

312 Statistics and Experimental Methods II (4) (W)

Prerequisite: PSY 211 with a grade of "C" or better. Extension of elementary statistical and experimental methodological topics begun in PSY 211. Statistical coverage includes correlation, regression, and one-way and two-way analyses of variance. Methodological coverage includes a review of ethics, hypothesis testing, various experimental designs, and control in experimentation. (*every semester)

316 Psychopharmacology (4)

Prerequisite: PSY 220. Examines current and possible future drug treatments for psychopathological symptoms. Addictive drugs of abuse and their biological mechanisms are covered, as are controversies involving the possible over-diagnosis and overmedication of disorders that also respond well to behavioral and other therapeutic interventions. Critical interactions between "talk therapy" and the client's medicated or un-medicated state are addressed. (*every year)

317 Development II: Adulthood and Aging (4)

Prerequisite: PSY 210. The course focuses on the growth, decline, and stability of psychological functioning in adulthood and aging. Some topics to be covered include: physical and cognitive development, perception, memory, language, intelligence, thinking, knowledge, and moral reasoning. (Service learning required) (*every year)

318 Sensation and Perception (4)

Prerequisite: PSY 220. Explores the sensory and physiological bases of perception and how people process relevant information in their environments. All five senses are covered, with primary emphasis on vision. Focal topics include the perceptual process, neural processing, perceiving objects, color, depth, size, movement, sound, speech, touch, flavor and odor. (*every year)

319 The Science of Interpersonal Interactions (4)

Prerequisite: PSY 203. Examines current theory and research in the field of interpersonal interaction. Primary approach is social psychological, but other major theories of relationships are examined. (*every year)

Note: PSY 312 is required before taking 400-level courses.

402 Social Psychology and the Law (4)

Prerequisite: PSY 203. Issues explored include the factors that influence the judgments of police officers, attorneys, judges and jurors. A special emphasis is placed upon basic social psychological processes as they relate to legal processes and issues. Additional topics will include defendant characteristics, jury selection, eyewitness testimony and jury decision making. (*every year)

404 Human Sexual Behavior: Seminar (4) (W)

Cross-listed with WST 404. A survey of the physiological, sociological and psychological aspects of human sexuality. Requires independent study project and seminar presentation. (*every year)

405 Internship in Clinical Psychology (4)

Open only to psychology majors. Prerequisites: PSY 200, 201, and 303, senior status and GPA in the PSY major of 3.0. A supervised internship in community agencies. Admission by application to the clinical internship coordinator. Graded on a pass/fail basis. (*spring semester)

406 Internship in Industrial/Organizational Psychology (1-4)

Open only to psychology majors. Prerequisites: PSY 200, 202 and 211, and GPA in the PSY major of 3.0. A supervised internship in local organizations. Admission by application to the industrial/organizational internship coordinator. Graded on a pass/fail basis. (*every semester)

407 Internship in Experimental Psychology (1-4)

Open only to psychology majors. Prerequisites: PSY 200, 211, 220 and 311, and a GPA in the PSY major of 3.0. A supervised internship with local or collaborative research-suitable institutions. Admission by application to the experimental psychology internship coordinator. Graded on a satisfactory/unsatisfactory basis. (*every semester)

420 Behavioral Neuroscience (4)

Prerequisite: PSY 220 or permission of the instructor/chair. Recommended: PSY 311 or 316. Surveys current knowledge of the biological bases of behavior and psychological abilities (learning and memory), diseases (Alzheimer's, Parkinson's) and disorders (anxiety, depression, PTSD). Incorporates research findings from both animal models and human neuropsychiatric cases. (*every year)

424 Cognitive Psychology (4)

Prerequisite: PSY 220. Recommended: PSY 318. The various roles of the mind are examined in this course. Central topics investigated may include neurocognition, pattern recognition, selective and divided attention, sensory memory, working memory, long-term memory, acquisition and retrieval processes, memory errors, models of long-term memory, language, visual knowledge, and conscious versus unconscious thinking. (*every year)

425 Thinking (4)

Examines the emerging field of cognitive science, a discipline encompassing cognitive psychology, computer science, philosophy, and linguistics, among others. Topics include problem solving, reasoning, expertise, categorization, and analogies. Upon completing this course students will have an appreciation of the current major research findings in the area. (*every year)

430-449 Selected Topics in Psychology: Seminar (4)

A seminar course involving special topics in psychology. Provides students with the opportunity to explore subject matter in psychology more thoroughly than is possible in a formal class. Requires an independent study project and a seminar presentation. (*occasionally)

450 Independent Study (1-4)

Prerequisite: consent of department chair. Involves independent study and honors research on individual problems in psychology. May be repeated for credit if subject matter varies. (*fall and spring semesters)

451 Senior Thesis (4)

Prerequisites: senior standing, minimum 3.5 GPA, completion of 24 hours in psychology, and consent of instructor and department chair. A substantial research and writing project expected to yield a journal-ready manuscript. (*fall and spring semesters)

499 Senior Capstone (1)

Psychology majors only. The course is taken in the major's senior year. This course is required and is offered on a pass/fail basis. Themes of personal reflection and integration of the educational experience are the course goals. Informal and guided discussions are designed to allow the exiting psychology majors a chance to synthesize and organize their four-year experience, and to prepare them for post-graduate success. (*every year)

Religion (REL)

203 The Old Testament (4)

A study of Hebrew history and literature with emphasis on historical, prophetic and wisdom writings.

204 The New Testament (4)

Studies the origin of early Christianity with emphasis on the canonical Gospels and Epistles.

205 World Religions (4) (NW) (IG)

A survey of the religions of the world other than Judaism and Christianity, such as Zoroastrianism, Islam, Hinduism, Jainism, Sikhism, Buddhism, Shinto and Taoism.

210 Judaism (4)

An historical and theological survey of the ideas, practices and philosophy of Judaism. Traces the development of those ideas, starting with the intertestamental period.

212 Christianity (4)

An historical and theological survey of the Christian church, beginning with the post-Apostolic age and continuing through the Protestant Reformation.

217 Indian and Asian Philosophy (4) (NW) (IG)

Cross-listed with PHL 237. Investigates and discusses Asian thought, focusing on Hinduism, Buddhism, Taoism and Confucianism.

220 Problems of Religious Thought (4) (NW) (IG)

A selected topics course with varying subject matter.

350 Independent Study (1-4)

Sociology (SOC)

SOC 100 is a prerequisite for all other courses in sociology.

100 Introduction to Sociology (4) (NW) (IG)

An introduction to the structure, function and development of human societies. Emphasizes the nature and meaning of culture, socialization, social institutions, social inequality and social change. (*fall and spring semesters)

101 Social Issues and Social Movements (4)

Examines the relationship between social issues and the mobilization of social protest and social movements. Surveys several 20th-century social movements, including the labor, civil rights, anti-war, women's, farm workers and gay rights movements.

200 The Urban World (4) (NW) (IG)

Cross-listed as GWA 207. An overview of the courses and consequences of urbanization in the United States, Western Europe and developing countries, integrating economic, geographical, political and sociological perspectives.

202 Marriage and Family (4)

Studies mate selection and marriage in the United States. Includes the processes of family formation, maintenance and dissolution, as well as alternative family forms.

210 Sociology of Popular Culture (4)

The course relies on a variety of sociological perspectives to examine the role of popular culture in contemporary society, with a particular emphasis on mass media and its role as an agent of socialization. Students learn how to be critical consumers of media images.

211 Sociology of Health (4)

This course examines the social contexts of health, illness and medical care. It gives prominence to the debates and contrasting perspectives that characterize the field of medical sociology.

215 Sociology of Sexualities (4)

An exploration of the interactions among and between people and institutions that form the boundaries through which sexualities are understood in the United States.

220 Sociology of Gender Roles (4) (W)

Cross-listed with WST 220. Offers theoretical and empirical bases for the prescriptions of masculinity and femininity. Studies the effect of sex-role differentiation on social institutions, including the family, politics and the economy. Examines the impact of social change and the women's movement on sex roles in contemporary society. (*every other spring semester)

245 Individual and Society (4)

This class examines how people and the social forces that impinge on them affect one another's thoughts, feelings and behavior. The class consists of an overview of major theories and research streams in micro-level sociological analysis, and explorations of various sub-fields in this area of sociology.

250 Sociological Analysis (4)

Demonstrates to students why social scientific research is a legitimate and profound way of knowing; helps students to understand how researchers move from concept to variable to measurement, and how data are collected, entered into the computer and analyzed.

290-299 Special Studies (2-4)

Special courses may be offered each year.

301 Dying, Death, and Bereavement (4)

An investigation of dying, death and bereavement from the sociological perspective.

302 Sociology of Aging (4) (W)

An examination of the sociological implications of aging for the individual and society. Theories of aging and research are emphasized.

304 Public Policy Analysis (4) (W)

Cross-listed as GWA 304. Studies the formation, implementation and evaluation of public policies. (*spring semester)

305 Field Work Intern Program (2-4)

Prerequisite: 9 hours of sociology completed at The University of Tampa with grade of “C” or higher. Designed to provide students an opportunity to apply sociological theories and tools while serving in the community. Students spend five to 10 hours each week in supervised community service. The variable credit allows students to take two community placements, if they desire. Graded on a satisfactory/unsatisfactory basis.

306 Racial and Ethnic Relations (4)

A comparative study of inter-group relations, social conflict and modes of adjustment in the United States and elsewhere. Examines prejudice and discrimination, their sources, their consequences and potentials for change.

308 Sociology of Religion (4)

An examination of the meanings of religion lived in experiences in the United States and the world. Emphasis is placed on the social construction, maintenance and impact of religious meanings and communities.

310 Applied Sociology (4)

A survey course of applied and clinical sociology. Students will experience a hands-on approach that illustrates the use of sociological theory and data collection in public policy arenas, social action programs and social interventions. (*spring semester)

311 Deviance and Social Control (4)

To foster tolerance and understanding in students by illustrating how definitions of “deviance” and “normalcy” vary over time and across cultures. Students consider how it is that some groups’ definitions of normal are legitimated and how control mechanisms are used to reinforce those definitions.

313 Social Stratification (4)

Focuses on the three dominant lines of division in modern American society: class, race and gender. Covers the nature of human inequality, its origins and its modern manifestations. Examines theories of social inequality and attempts to eliminate it.

320 Sociology of Gender (4) (W)

Offers theoretical and empirical bases for prescriptions of masculinity and femininity. Studies the effect of gender-role differentiation on social institutions including the family, politics and the economy. Examines the impact of social change and the women’s movement on gender roles in contemporary society.

355 Social Statistics (W) (4)

Statistics useful for data analysis and understanding are covered, including most nonparametric and parametric statistics that involve most bivariate and multivariate analyses. (*fall semester)

375 Research Methods (4) (W)

Applies the scientific method to the analysis of society. Includes elements in scientific logic, problem formation, research design, methods of data collection and analysis, and interpretation of data. (*spring semester)

403 Sociology of Aging (4)

Explores basic concepts pertaining to the biological aspects of the aging process in general and analyzes how these processes impact on sociological, psychological, and medical issues relevant to the demographic trends associated with an aging society.

404 Women and Aging (4)

Cross-listed with WST 403. This course explores the impact of aging on women, with special emphasis on the diverse experiences, challenges and social and economic conditions of older women. Topics include health issues, the politics of aging, beauty and aging, sexuality, housing and women as caregivers.

407 The Family in Global Perspective (4) (W) (NW) (IG)

A comparative study of families in Western or developed countries with families in non-Western or developing countries. The effects of globalization on the structure and functioning of families are emphasized.

410 Sociological Theory (4) (W)

A survey of major trends in social thought. Interpretive skills, logic, good writing, and critical thinking will be emphasized in a review of the major classical and contemporary schools of sociological thought. (*fall semester)

420 Global Sociology (4) (IG)

A review of the types of human societies throughout history, with a particular emphasis on the recent phenomenon of economic, political, cultural and ideological globalization. Students evaluate whether humankind is better off today than in earlier generations.

450 Independent Study (2-4)

Prerequisites: completion of 20 hours of sociology, minimum 3.0 GPA, and consent of instructor and area coordinator. A series of directed readings and short research projects on a topic of interest to the student. Materials covered must be different from those included in current courses. Independent studies may be taken with any full-time professor in the sociology area. Subject matter must be determined through student-faculty consultation. (*fall and spring semesters)

451 Senior Thesis (4)

Prerequisites: completion of 28 hours of sociology, minimum 3.25 GPA, and prior consent of instructor and area coordinator. Involves a major research paper planned and written with possible publication in mind. A senior thesis can be written under the guidance of any full-time professor in the sociology department. Subject matter must be determined through student-faculty consultation. (*fall and spring semesters)

452 Independent Study: Gerontology (2-4)

Prerequisites: completion of 8 hours of coursework for the certificate program in gerontology, a minimum 3.0 GPA, and consent of the coordinator of the certificate program in gerontology. Involves guided readings, research and criticism in gerontology. May be repeated if subject matter varies. (*fall and spring semesters)

Spanish (SPA)

Students who have had one or more years of Spanish in high school are encouraged to register at the highest level compatible with their knowledge of the language, including 300- and 400-level courses. Credit cannot be earned for 100- and 200-level Spanish courses that are prerequisites for courses already successfully completed.

100 Introduction to Practical Spanish (2)

Not open to native speakers of Spanish. A basic introduction to Spanish with an emphasis on the practice of speaking and listening skills. Basic grammar also is covered. This course is a prerequisite for those LAN/CST 100 Language and Culture courses having a language instruction component, and is open only to those students who have had no previous coursework in Spanish. May be followed by SPA 101 or SPA 110. Graded on a pass/fail basis only. (*as needed)

101, 102 Elementary Spanish I, II (4, 4) (IG)

Not open to native speakers of Spanish or Portuguese. SPA 101 or equivalent skills is a prerequisite for SPA 102. May not be taken after SPA 105. Beginning Spanish with emphasis on Hispanic culture, as well as understanding and speaking Spanish in practical situations. Includes practice in reading and writing. Students who have successfully completed two or more years

of Spanish in secondary school within the previous eight years may not enroll in Spanish 101 for credit, except by written permission of the instructor. (*fall and spring semesters)

105 Elementary Spanish Review (4) (IG)

Not open to native speakers of Spanish. May not be taken after SPA 101. Review of Spanish for students who have studied the language in high school for at least two years. Emphases on accelerated grammar and speaking. Listening comprehension, reading and writing are included. Credit may not be earned for both Spanish 102 and 105. (*fall and spring semesters)

107 Conversational Spanish I (1) (IG)

Not open to native speakers of Spanish. Prerequisite: SPA 102, SPA 105, or equivalent skills. Designed for students who wish to maintain or improve their conversational skills and improve their listening and speaking skills through structured materials. May be taken concurrently with SPA 201, but not after successful completion of SPA 201. (*occasionally)

201, 202 Intermediate Spanish I, II (4, 4) (IG)

Not open to native speakers of Spanish. Prerequisites: SPA 102, two or more years of high school Spanish, or equivalent skills is required for SPA 201. Spanish 201 or three or more years of high school Spanish, or equivalent skills is required for SPA 202. Develops a greater understanding of Hispanic culture and everyday Spanish, as well as speaking, reading and writing skills. (*fall and spring semesters)

207 Conversational Spanish II (1) (IG)

Not open to native speakers of Spanish. Designed for students who wish to maintain or improve their conversational skills and to improve their listening and speaking skills through structured materials. Prerequisite: SPA 201 or equivalent skills. May be taken concurrently with SPA 202, but not after successful completion of SPA 202. May not be taken concurrently with, or after successful completion of any 300- or 400-level course. (*occasionally)

251-259 Topics in Spanish (1-4) (IG)

Prerequisite: consent of instructor. Content varies. May be repeated for additional credit.

Courses at the 300 or 400-level are conducted in Spanish, are non-sequential and may be taken in any order, or individually, unless otherwise specified in the course description.

300, 301 Advanced Spanish I, II (4, 4) (IG)

Prerequisite: SPA 202 or equivalent, four or more years of high school Spanish, or equivalent skills. Not open to students who received their secondary education in the Spanish language. Emphases in Advanced Spanish I are on oral expression, reading and vocabulary building. Emphases in Advanced Spanish II are on writing, vocabulary building and grammar. Either course may be taken out of sequence. SPA 300 not open to native speakers. (*300 every fall semester, 301 every spring semester.)

306 Phonetics and Phonology (4)

Prerequisite: one 300-level Spanish course, equivalent skills or consent of instructor. Covers the theory and practice of pronunciation. A systematic analysis of the sounds of Spanish, including stress and intonation patterns, phonetic transcription and oral practice. (*every other spring semester)

307 The Structure of Modern Spanish (4)

Prerequisite: SPA 202, four or more years of high school Spanish, equivalent skills, or consent of instructor. A study of the forms and syntax of Spanish. Involves training in composition and translation. (*every other fall semester)

311 Commercial Spanish (4) (IG)

The study of the fundamentals of practical, commercial Spanish, including business report and letter writing, as well as the language of advertising, foreign trade, transportation, banking and finance. Also considers the cultural context of Hispanic business.

(*every third year, fall semester)

320 Hispanic Cinema (4)

Prerequisite: SPA 202 or equivalent, or four or more years of high school Spanish, or equivalent skills. A study of 20th-century Hispanic cinema, taking into account the historical and cultural backgrounds of the different periods with an examination of how the changing historical times affect the Spanish-language film industry. The course includes the use of critical writing to carry out a comparative analysis of films from both Latin America and Spain. Class conducted in Spanish. (*every third year, fall semester)

331 Reading Literature (4)

Prerequisite: SPA 202 or equivalent, four or more years of high school Spanish, or equivalent skills. Introduction to reading literature and understanding poetry, prose, and drama in Spanish. Includes basic literary techniques, devices and verse forms. Selections are from Spanish and Latin-American writers. Class conducted in Spanish. (*every third year, fall semester)

341 Hispanic Women Writers (4) (W)

Cross-listed with WST 322. Prerequisite: SPA 202 or equivalent, or four or more years of high school Spanish, or equivalent skills. This course consists of an exploration of the development of Hispanic women writers with an examination of the relationship between gender and literature. A selection of readings will be the foundation of the comprehension of these themes within a literary and social-cultural context. Class conducted in Spanish. (*every third year, spring semester)

351-359 Topics in Spanish (1-4) (IG)

Prerequisite: consent of instructor. Content varies. May be repeated for credit.

421, 422 Hispanic Culture and Civilization I, II (4, 4) (422: NW) (IG)

Prerequisites: two 300-level Spanish courses, equivalent skills, or consent of instructor. An integrated picture of the political, economic, social, geographic and cultural forces that have shaped Spain and Latin America. SPA 421 covers Spain; SPA 422 covers Latin America. Class conducted in Spanish. (*every other fall semester)

431, 432 General Spanish Literature I, II (4, 4) (IG) (A)

Prerequisite: one 300-level Spanish course, equivalent skills, or consent of instructor. A reading and discussion of selections by master writers of Spanish literature for an understanding of how ideas, feelings and social points of view are conveyed through literature. Reviews the historical and cultural background of each period. Class conducted in Spanish. (*every other spring semester)

435 Latin American Literature (4) (IG) (NW) (A)(W)

Prerequisite: one 300-level Spanish course, equivalent skills, or consent of instructor. An introductory survey of the main trends in contemporary Latin American literature through selected works of some of its most representative authors. Class conducted in Spanish. (*every other spring semester)

436 The Latin American Novel (W)

The rise and influence of the Latin American novel in the 20th century is studied through a careful selection of representative works. Authors include Asturias, Carpentier, Cortázar, Donoso, Fuentes, García Márquez, Piglia, Peri Rossi, Poniatowska, Rulfo, Saer, Vargas Llosa and many others.

451-459 Topics in Spanish (1-4) (IG)

Prerequisite: consent of instructor. Content varies. May be repeated for credit.

Spanish Literature in English Translation (SPT)

250 Spanish Literature in English Translation (4) (A)

Cross-listed as ENG 250. No prerequisites. A study of selected masterpieces of Spanish literature. Course and readings are in English. (*occasionally)

251 Latin American Literature in English Translation (4) (A) (NW)

No prerequisites. Reading and analysis of literary masterworks from Latin America. Texts, periods, and regions will vary from semester to semester. Course and readings are in English. Equivalent to ENG 251. (*occasionally)

Speech (SPE)

100 Voice and Diction (4)

A study of voice production, articulation, vocal expressiveness and an introduction to phonetics. (*fall semester)

200 Oral Communication (4)

Develops and improves skills in speech composition and delivery by exposure to various speech types and situations. Concentrates on poise in group speaking situations. (*fall and spring semesters)

205 Oral Interpretation of Literature (4) (A)

Develops interpretive skills, vocal range and flexibility, understanding of language, and expressiveness of voice and body in the interpretation of literary forms. (*spring semester)

208 Speech for Business and the Professions (4)

Offers practice in briefings, interviews, problem-solving conferences and communication management. Covers techniques for speaking situations commonly encountered in business and the professions. (*fall and spring semesters)

300 Storytelling: Voice, Script and Movement (4) (W) (A)

This course includes practical application of ideas toward writing and performance of personal stories.

303 Seminar in Public Performance (4) (A)

Cross-listed with THR 303. A project-oriented course that provides guided study in areas such as oral interpretation, readers' theater, public speaking and acting. (*as needed)

330-331-332 Special Topics in Speech (2-4)

Special Topics in Speech will offer instruction and experiences in specialized speech-related courses such as forensics, more advanced speech courses, and analysis of public political rhetoric speech.

Sport Management (SPM)

290 Introduction to Sport Management (3)

This course will introduce the NASPE/NASSM academic content standards for sport management and discuss career paths in the sport industry. In addition, students will develop networking skills and partake in an experiential learning exercise. (*fall and spring semesters)

385 Media Relations and Communication in Sport (3)

Prerequisite: SPM 290. This course will provide a framework for understanding the connection between the informational and commercial sides of sport information management. Emphasis will be placed on allowing future sport managers the opportunity to acquire

and refine effective ways of communicating, both internally and externally, with all their constituencies.

390 Financial Issues in Sport (3)

Prerequisites: SPM 290, ACC 202 and ECO 204. An in-depth study of the administrative and financial policies, standards and procedures involved in the sport management profession and related fields. (*fall semester)

393 Stadium and Arena Management (3)

Prerequisites: SPM 290, ACC 202, and ECO 204. Covers the various aspects and functions of managing a stadium and/or arena. Covers the basic considerations in planning these facilities and how proper planning facilitate their management. (*fall and spring semesters)

395 Sport Marketing/Fund Raising (3)

Prerequisites: SPM 290, ACC 202, and ECO 204. Studies marketing, fund-raising and promotion techniques as they apply to the sports business. (*spring semester)

397 Legal Issues and Risk Management in Sport (3)

Prerequisite: SPM 290 or athletic training major. This course is designed as an overview of the legal issues most often encountered in sport. The course emphasizes tort, contract, and select areas of constitutional, statutory, labor and commercial law. Students become aware of the rights of participants, athletes, coaches, managers, teachers, referees, and others engaged in amateur and professional sport. (*fall and spring semesters)

399 European Sport Management (2-4)

Prerequisites: Either SPM 290 and SPM 395, or MGT 330 and MKT 300. Sport serves as a global language bridging many cultural and political barriers. As an industry, Sport accounts for 2 percent of the worldwide economy. This course examines strategic, operational, cultural and technological factors to prepare future business leaders for success in the competitive sport marketplace. (*spring semester)

412 Principles of Administration for Sport and Physical Education (3) (W)

Cross-listed with ESC 412. Prerequisite: SPM 290. Studies the procedures for organizing and managing physical education, fitness and sports programs and analyzes the administrative concepts. (*fall and spring semesters)

425 Professional: Selling in Sport (3)

Prerequisites: SPM 290 and 395. This course focuses on promotion and sales of sport. Quite often, selling is a student's initial entryway into the sport business. This course will examine the relationship between rights holders and sponsors of sport teams and events. It will also examine how events sell tickets and the technology associated with ticketing. Presentation skills, prospecting and closing will be addressed. This course will utilize guest speakers from the Tampa sport industry and will culminate with the class being a part of selling tickets/sponsorship for a Tampa Bay area sport event.

475 History of the Modern Olympic Games (4)

The Olympics are the foundation of organized sport throughout the world. This course will explore the political, social, cultural and economic impact the games have had on society. It will also examine the administrative functions of governing bodies of professional and amateur sport across the world.

491 Seminar in Sport Management (3) (W)

Prerequisites: SPM 290, ACC 202, ECO 204 and junior or senior standing. A seminar dealing with advanced problems in sport management. Issues include legal aspects, governance of athletics, eligibility standards and ethics in athletics.

493 Venue and Event Management (4)

Prerequisite: SPM 393. This course takes advantage of many of the world class sport and event venues in the Tampa Bay Area. The course consists of lecture and numerous site visits

to venues such as the St. Pete Times Forum, Raymond James Stadium, Tampa Convention Center, Tropicana Field, Legends Field, Florida State Fairgrounds, the Sun Dome, Ed Radice Sports Complex, the TPC of Tampa Bay and others. The course explores commonalities and differences in managing and marketing different venues and events.

495 Internship in Sport Management (1-12)

Prerequisite: senior standing. Graded on a satisfactory/unsatisfactory basis. Offers practical experience in sports management within the sport business community.

Technology and Innovation Management (TIM)

710 Competing Through Innovation (1.5)

For graduate students only. Prerequisites: Foundation course sequence or concurrent enrollment in foundation courses. The global innovation economy requires that companies continually innovate at all phases of the business cycle to create sustainable competitive advantage through their products, services and operating processes. This course examines the complete innovation system and provides an overview of the key conceptual frameworks and analytic tools for developing and implementing innovation strategies. Available as an elective in the MBA program.

720 Accelerating New Product Development (3)

For graduate students only. Prerequisites: Foundation course sequence and TIM 710. This course examines the processes organizations use to increase R and D effectiveness and the rate of new product introduction. Emphasis is on the organization processes and leadership used to effectively integrate all key functional areas of the organization. Special emphasis is given to the interactive roles played by technologists (scientists, engineers) and marketers in identifying and translating market opportunities and knowledge breakthroughs into successful products. The course explores numerous methodologies to identify and manage potential problems in those processes.

730 Leading Innovators (1.5)

For graduate students only. Prerequisites: Foundation course sequence and TIM 710. This course focuses on strategies and theories for leading and supporting innovators within organizations. Through case studies and experiential exercises, the course explores such topics as characteristics of technical professionals and teams, inhibitors to innovation, emergent collaboration, tailoring of reward and recognition systems that allow for learning from failures, creating receptive organizational cultures, and organizational environments that foster innovation.

740 Optimizing Organizational Learning (3)

For graduate students only. Prerequisites: Foundation course sequence and TIM 710. This course explores how organizations acquire, create, share and leverage what they know to create sustainable competitive advantage in their markets. Their stock of knowledge represents intellectual capital that must be effectively managed. Knowledge management processes and systems are discussed based upon case studies and research of best practices in leading companies. The course also intensively focuses on the international and domestic laws governing intellectual property.

745 Forecasting for Technology Companies (1.5)

Prerequisites: Foundation course sequence and TIM 710. This course covers quantitative and qualitative techniques for effective forecasting in technology companies. We use spreadsheet tools to build, analyze and solve models to enable effective technology forecasting by managers, business analysts and consultants. Quantitative techniques include correlational, regression, moving-average, exponential smoothing and seasonal models, as well as technology

trend models such as Pearl-Reed, Fisher-Pry and Gompertz curves. Qualitative techniques include Delphi, and modified Delphi for new product forecasting.

750 Surveying New Technologies (1.5)

For graduate students only. Prerequisites: Foundation course sequence and TIM 710. Companies once considered the leading edge of new technologies often are severely affected by “disruptive technologies” that fundamentally change their markets. This course provides the concepts and tools needed to assess the impact of emerging new technologies across several scientific and technical fields. Emphasis is on understanding how companies competitively react and transform themselves in response.

760 Managing Large Technology Programs (1.5)

For graduate students only. Prerequisites: foundation course sequence, TIM 710 and ITM 614. This course augments the project management concepts and tools introduced in ITM 614. Its focus is on the management of multiple projects that comprise a large technology program such as the introduction of a new aircraft, facility or process. Case studies, readings and guest lecturers provide an overview of the sophisticated techniques and management designs used to effectively manage risk, financial exposure and human resource constraints. Advanced features of Microsoft Project are utilized in course assignments.

770 Designing for Quality and Performance (1.5)

For graduate students only. Prerequisites: Foundation course sequence and TIM 710. Companies in mature markets must be able to excel at innovation in operations to realize sustainable competitive advantage. This course investigates concepts, tools and techniques from the field of operations management for achieving significant differentiation through operational excellence and delivering services and products that achieve superior results. Students study organizational successes and failures, identify critical success factors, and survey technologies needed to develop and implement innovative operations strategies.

800a and 800b Assessing Innovative Capacity and Performance (1.5 each, 3 total)

For graduate students only. Prerequisites: Foundation course sequence, TIM 710 and ITM 614. TIM 800a and 800b are completed sequentially over the last two semesters of the program. TIM 800a is a prerequisite for TIM 800b. This capstone course provides an integrative, hands-on team experience with an actual company in assessing its strategic capacity for innovation, and specific ways to improve its overall competitive performance. Concepts and tools from all program courses are available for application in this assessment.

Theatre (THR)

101 Theatre Improvisation and Creativity (3) (A)

Introduces creative dramatics as a means for development of the basic skills required in actor training. Students will become familiar with sound and movement, transformation, exploration of sensory awareness, and creativity as it pertains to character development.

175 Ethical Questions and Modern Drama (4) (A)

Cross-listed with ENG 175. This course deals with significant modern plays in which the conflict centers on ethical questions across a broad range of university subjects: business, science, politics, relations with and responsibilities to others. Classroom sessions and papers will address the plays first as works of literature, but will go on to discuss and debate the ethical issues involved.

200 Voice and Body for the Actor (3) (A)

Teaches the fundamentals of stage movement and the use of voice in performance. Increases awareness of the physical self, helping students master the physicalization of emotion and physical character building. (*spring semester)

201 Acting I for Majors (3) (A)

Prerequisites: THR 101 and 200. A studio/performance course introducing the craft of acting. Teaches basic technique and develops skills of relaxation, observation and concentration using exercises, improvisation, monologues and scene work. Required for majors/minors. (*fall semester)

202 Acting II for Majors (3) (A)

Prerequisite: THR 201. This studio/performance course provides training and experience in stage performance for students with initial expertise in the craft of acting. Emphasizes monologue or scene preparation and performance. Required for majors. (*spring semester)

204 Acting I (3) (A)

A studio/performance-oriented course introducing the beginning student to the craft of acting. Teaches basic stage technique, and develops skills of relaxation, observation and concentration using exercises, improvisation, monologues and scene work. Open to all non-THR/PAR students.

205 Oral Performance of Literature (4) (A)

Offers the beginning student an opportunity to study, perform and evaluate the reading of prose, poetry and drama. Develops interpretive skills: vocal range and flexibility, understanding of language, and expressiveness of voice and body. (*spring semester)

240 Special Project: Drama Participation (0-1) (A)

Requires audition and/or interview. May be used to fulfill the performance credit requirement for the major in performing arts. May be repeated for credit. (*fall and spring semesters)

241 Special Project: Musical Participation (0-1) (A)

Requires audition and/or interview. May be used to fulfill the performance credit requirement for the major in performing arts. May be repeated for credit. (*fall and spring semesters)

242 Special Project: Cabaret/Studio Theatre Participation (0-1) (A)

Requires audition and/or interview. May be used to fulfill the performance credit requirement for the major in performing arts. May be repeated for credit. (*fall and spring semesters)

245 Special Projects: Technical Theatre (1) (A)

Provides practical onstage and backstage experience. May be repeated for credit. May be used to fulfill the performance credit(s) requirement for the major in performing arts. (*fall and spring semesters)

246 Special Projects: Stage Management and Design (1) (A)

Prerequisite: THR 245. (*spring semester)

253 Survey of World Theatre (3) (W) (A)

Introduces students to the art of theatre as it evolved from ancient Greece to Elizabethan England. Surveys the aesthetics of theatre, plays written for the stage, and the roles of collaborating artists in creating theatre. Involves some stage work in acting and directing. Requires attendance at University theatre productions. (*fall semester)

254 Survey of World Theatre II (3) (NW-IG-W) (A)

Introduces the student to the art of theatre as it evolved from the 17th century onward. Includes study in the traditional non-Western dramatic forms of the orient. Surveys the aesthetics of theatre, plays written for the stage, and the roles of collaborating artists in creating theatre. Involves some stage work in acting and directing. Requires attendance at University theatre productions. (*spring semester)

282-289 Modern Drama (4) (W) (A)

Cross-listed with ENG 282-289. Studies include survey of modern drama (Ibsen to the present), contemporary British drama, contemporary American drama, or modern Continental drama. May be repeated if content varies. Open to all students. (*every other year)

298 Creativity and the Learning Environment (3)

Cross-listed with EDU 205. Investigates and applies strategies for developing both hemispheres of the brain. Develops a creative, centered lifestyle that includes daily disciplined activity to enhance overall mental, physical, emotional and spiritual health. Classroom activities include discussion, review of assignments, exploration of models for lifelong vitality, and creative activities related to art, theatre, dance, music, storytelling and writing. Activities include attendance at theatrical and arts-related events.

301 Acting III for Majors (3) (A)

An advanced studio-performance oriented course that continues the skills gained in THR 201 and 202. Emphasis is on scene work utilizing techniques for finding and playing intentions, connecting action with others, and developing strong and realistic characters and relationships.

302 Career Development for the Actor (3) (A)

A practicum course for theatre majors, which focuses on audition preparation and performance, and the business techniques required to market yourself for a career in the theatre.

303 Seminar in Public Performance (4) (A)

Cross-listed with SPE 303. Prerequisite: 8 or more hours of drama and/or speech courses, or consent of instructor. Provides guided study and rehearsal in such areas as oral interpretation, readers' theater, public speaking and acting. Project-oriented course involves public performances and critiques.

304 Acting II (3) (A)

Prerequisite: THR 204 or consent of the instructor. This studio/performance-oriented course provides training and experience in stage performance for students with basic understanding of the craft of acting. Emphasizes monologue and/or scene preparation and performance. Open to all non-THR/PAR students.

308 Development of Musical Theatre (3) (A)

No prerequisites. May not be repeated for credit. Students study significant developments in the history of musical theatre as a distinct art form. Includes the artists who contributed to musical theatre and significant works from the repertory. (*spring semester, every other year)

309-311 Advanced Drama (4) (W) (A)

Cross-listed with ENG 309-311. Prerequisites: ENG 101 and 102. Studies include Elizabethan, Restoration or contemporary drama. May be repeated if content varies. (*every third year)

315 Advanced Acting Workshop (3) (A)

Prerequisites: THR 204 and 304, or consent of instructor. A studio/performance-oriented course designed to enhance previously acquired acting skills via intensive study, demonstration and observation of the physicalization of emotion and text, in-class exercises, and instruction. The study of advanced methods of acting techniques are examined through scene study, dramatic interpretation and analysis, as well as monologue preparation and performance.

320 Play Analysis (3) (W) (A)

Prepares the more advanced student for play selection, analysis and production. Students are required to make a director's study/analysis of a specific play. Required for the major in performing arts and theatre.

330-331-332: Special Topics in Theatre (2-4)

Special Topics in Theatre will offer instruction and experiences in specialized theatrical-related courses such as Theatre Styles, Stage Makeup, Stage Costuming, Non-Western Theatre, Beginnings of Realism, and Performance Arts.

401 Acting Shakespeare (3) (A)

A studio/performance-oriented course. Provides training, analysis and experience in the stage performance of the works of Shakespeare and his contemporaries. Emphases are on monologue and scene study.

402 Advanced Acting Styles (3) (A)

An advanced studio performance oriented course that focuses on exercises and presentation reflecting historical period and styles of performance. Emphases include research of the period, manners and conventions, language and physicality.

420 Survey of Dramatic Literature (3) (A)

Prerequisite: THR 320 or consent of instructor. Intended to provide students an opportunity to study the diversity of literature written for the stage, as well as the historical, socio-political and cultural aspects that contributed to the creation of these works.

425 Directing (3) (W) (A)

Prerequisite: THR 320 or consent of the instructor. Studies the basic tasks of the director: play selection, analysis, casting, rehearsing, and mounting the production. Each student is responsible for directing the performance of a one-act play or equivalent dramatic scene. (*spring semester as needed)

450 Senior Capstone Showcase (1)

Allows the graduating theatre major to showcase their skills in the creation of a solo presentation of monologues and scenes to demonstrate their development as a performer and theatre artist. All majors will be required to enroll in this course for the completion of their program of study.

Urban Studies (UST)

200 The Urban World (4) (NW) (IG)

An overview of the causes and consequences of urbanization in the United States, Western Europe and developing countries, integrating economic, geographical, political and sociological perspectives. (*fall semester)

210 Urban Politics and Policy (4) (W)

Cross-listed as GWA 210. Covers political processes, institutions and problems of urban-political systems in the United States. (*fall semester)

304 Public Policy Analysis (4)

Covers the formulation, implementation and evaluation of public policies. (*spring semester)

440 Field Work Intern Program (4-16)

Prerequisite: consent of area coordinator. Offers practical experience in an agency or agencies dealing with urban policies or problems. (*fall and spring semesters)

450 Independent Study (2-4)

Prerequisites: 12 hours of urban studies, minimum 3.0 GPA, and consent of area coordinator. Involves guided readings, research and criticism. May be repeated for credit if subject matter varies. (*fall and spring semesters)

451 Senior Thesis (4)

Prerequisites: senior standing, minimum 3.25 GPA or membership in the Honors Program, and consent of area coordinator. A substantial research and writing project. (*fall and spring semesters)

Women's Studies (WST)**125 Introduction to Women's Studies (4)**

This course is an introduction to the ways in which gender shapes interpersonal relationships, our personal knowledge, society in general and various institutions within society. Through an interdisciplinary approach, students will explore, understand, and celebrate the diversity of women's experiences and achievements. Counts toward the humanities component of the general curriculum distribution.

212 Witchcraft and Magic in the Early Modern Atlantic World (4) (IG)

Cross-listed with HIS 212. A study of the development of witchcraft accusations, beginning with continental Europe in the 15th and 16th centuries and continuing with the later scares in England and New England. Particular emphases will be given to international comparisons and the changing social, cultural and economic positions of women.

215 Women in American History (4) (W)

Cross-listed with HIS 215. A survey of women's accomplishments, lifestyles, changing image and struggle for equality from colonial times to the present. (*fall semester)

216 Mothers and Daughters in Literature and Film (4) (W) (A)

Cross-listed with ENG 216. An exploration of the myths and realities of the mother-daughter relation as presented in poetry, fiction, autobiography, film and visual art by women.

220 Sociology of Gender Roles (4) (W)

Cross-listed with SOC 220. Offers theoretical and empirical bases for the prescriptions of masculinity and femininity. Studies the effect of sex-role differentiation on social institutions, including the family, politics and the economy. Examines the impact of social change and the women's movement on sex roles in contemporary society. (*every other spring semester)

238 Women's Literature (4) (W) (A) (IG)

Cross-listed with ENG 238. An introduction to the classics of world literature written by women. Special emphases are on English literature and the contemporary era. May count toward the humanities component of the general curriculum distribution, but not toward the social science component. (*every other year)

322 Hispanic Women Writers

Cross-listed with SPA 322. Prerequisite: SPA 202 or equivalent, or four or more years of high school Spanish, or equivalent skills. An exploration of the development of Hispanic women writers with an examination of the relation between gender and literature. A selection of readings will be the foundation of the comprehension of these themes within a literary and social-cultural context. Class conducted in Spanish.

370 Women, Film, and Popular Culture (4) (A)

Cross-listed with COM 370. Focuses on the politics of representing women, particularly in film, television, advertising, popular literature and the popular press. The critical background includes texts on political economics, semiotics, feminist theory and cultural studies. A major research project is required. May not count toward social science component of the general curriculum distribution. (*every other spring semester)

383 Women's Studies (4) (W)

An overview of women's studies that examines the pervasive and often unacknowledged ways that gender shapes our social institutions, individual knowledge and interpersonal rela-

tionships. Includes history, literature and film by and about women. May be used to satisfy general curriculum distribution in social science.

403 Women and Aging (4)

Cross-listed with SOC 404. This course explores the impact of aging on women, with special emphasis on the diverse experiences, challenges and social and economic conditions of older women. Topics include health issues, the politics of aging, beauty and aging, sexuality, housing, and women as caregivers.

404 Human Sexual Behavior: Seminar (4) (W)

Cross-listed with PSY 404. A survey of the physiological, sociological and psychological aspects of human sexuality. Requires independent study project and seminar presentation. (*every other year)

Writing (WRI)

200 Introduction to Creative Writing (4) (W) (A)

An introduction to the forms and techniques of creative writing, with opportunities to write poetry, fiction and drama. May be used to satisfy general curriculum distribution requirements if not used for the writing major. (*every year)

210 Writing as a Means of Self-Discovery (4) (W) (A)

A beginning creative writing course that employs intensive exercises in self-discovery as preparation for writing stories, poems or plays that authentically convey emotion. May be used to satisfy general curriculum distribution requirements if not used for the writing major. (*every spring)

225 Writing for Electronic Communication (4) (W)

Cross-listed with COM 225. Studies the creative elements in electronic media (i.e. sound effects, visuals, actuality and narration). Covers script formats, techniques, terminology and editing skills. Students apply these skills to documentary, narrative and instructional projects. May not be used to satisfy general curriculum distribution requirements. (*every semester)

230-239 Special Topics (1-4) (W)

A study of one or more specialized writing genres and/or techniques. Topics may include science fiction and fantasy writing, autobiography, persuasive writing, critical reviews, travel writing, photojournalism, unblocking writer's block and writing for the stage. May be used to satisfy general curriculum distribution requirements if not used for the writing major.

234 Topics in Communication/Writing (1-4)

Cross-listed with COM 234.

240 Writing Drama (4) (W) (A)

Cross-listed with COM 240. An introduction to the techniques of writing stage and television scripts. May be repeated for advanced credit with portfolio by permission of instructor. May be used to satisfy general curriculum distribution requirements if not used for the writing major. (*every other spring semester)

245 Yearbook Publication (2)

Yearbook design and production. Students will learn to write and edit copy, take and crop digital photographs, use software specific to yearbook production, and manage business aspects of publishing a yearbook. Not recommended for first-semester freshmen. May be repeated for a maximum of 8 credits. Up to 4 credits may be applied to the writing major.

247 Dramatic Writing for Radio and Alternative Performance (4) (W)

Cross-listed with COM 247. A writing workshop devoted to nontraditional dramatic works such as radio drama and spoken-word performance. Students listen to, read and critique

monologues and dialogues, as well as write and perform. May not be used to satisfy general curriculum distribution requirements.

250 Poetry Writing I (4) (W) (A)

Poetry writing and reading of related works. May be repeated for advanced credit with portfolio by permission of instructor. May be used to satisfy general curriculum distribution requirements if not used for the writing major. (*every year)

255 Poetic Forms (4) (W) (A)

Prerequisites: ENG 101 and 102. The course introduces students to major formal aspects and concerns of poetry written in English, and provides students opportunities to deepen their understanding of poetic form through practicing various forms and writing critical prose about poetics. May be used to satisfy general curriculum distribution requirements if not used for the writing major.

260 Fiction Writing I (4) (W) (A)

Techniques of writing imaginative fiction. May be repeated for advanced credit with portfolio by permission of instructor. May be used to satisfy general curriculum requirements if not used for the writing major. (*every year)

271 Journalism I (4) (W)

Cross-listed with COM 271. Prerequisite: ENG 101. Covers the elements of news, the style and structure of news and feature stories, methods of gathering and evaluating news, and copy editing. May not be used to satisfy general curriculum distribution requirements. (*every year)

273 Practicum in Student Publications (1-4) (W)

Prerequisite: consent of instructor. Not recommended for first-semester freshmen. A seminar involving supervised practical experience on a student publication. Students may sign up for credit as follows: editor (4 semester hours of credit), assistant editor or area editor (3 semester hours of credit), assistant area editors (2 semester hours of credit), or other staff (1 semester hour of credit). No student may receive more than 4 semester hours of credit in student publications in any one semester. May be repeated for a maximum of the following semester hours of credit: *Minaret*, 10; *Moroccan*, 8; *Quilt*, 6. May not be used to satisfy general curriculum distribution requirements. (*fall and spring semesters)

274 Creative Nonfiction (4) (W) (A)

A workshop devoted to the writing and reading of creative (literary) nonfiction (i.e., literary journalism, memoir, the personal essay, travel writing, biography): prose engaged in the rendering of fact, but employing the formal techniques and styles of fiction and other types of imaginative writing. May be used to satisfy general curriculum distribution requirements if not used for the writing major. (*every year)

280 Business Writing (4) (W)

Prerequisites: ENG 101 and 102. Guided practice in the major forms of business communication (i.e. letters, memos, summaries, proposals, and reports) for successful writing on the job. May not be used to satisfy general curriculum distribution requirements. (*every other year)

281 Technical Writing (4) (W)

Prerequisite: ENG 101. Involves guided practice in the major forms of technical communication (i.e., instructions, scientific descriptions, proposals, and research and analysis reports) for successful writing on the job. May not be used to satisfy general curriculum distribution requirements. (*every year)

285 Information Design (4) (W)

Cross-listed with COM 285. Draws from a variety of design theories to create and analyze workplace documents such as training, marketing, and documentation materials. Emphasis

will be placed on thinking creatively about how to make information as usable as possible and choosing appropriate media and genre for communicative purpose. Students will put theory into practice by writing and designing portfolio pieces. May not be used to satisfy general curriculum distribution requirements.

325 Writing for Broadcast News (4) (W)

Cross-listed with COM 325. Prerequisite: COM/WRI 225. This course covers the elements of broadcast news writing and production, including the structure of radio and television news and feature stories, research and interviewing techniques, “package” production and ethical considerations. May not be used to satisfy general curriculum distribution requirements. (*once each year)

340 Screenwriting (4) (W) (A)

Cross-listed with COM 340. Prerequisites: WRI 225 or 240. Covers the elements of writing feature film scripts, including character development, dialogue and dramatic structure. May not be used to satisfy general curriculum distribution requirements. (*every year)

346 Writing for Interactive Media (4) (W)

Cross-listed with COM 346. Prerequisite: COM 225. This course explores practice and theory in three fields of writing for interactive media: copywriting, cyberjournalism, and experimental “net narrative” writing. Building on knowledge of narrative traditions, including linear and nonlinear narrative structures, students explore possibilities for representing multiple voices and points of view; investigate uses of multimedia in interactive environments; research usability principles in information design; and learn about special considerations for developing text for Internet and CD-ROM, considering specific audiences and purposes. Students demonstrate their knowledge by researching and applying theories in the analysis of actual Web sites, and by developing their own Web sites (text, site maps and information design). They are not required to learn Web technologies or create actual Web sites, although students who do have knowledge of these technologies may apply them in projects. May not be used to satisfy general curriculum distribution requirements. (*spring semester)

351 Poetry Writing II (4) (W) (A)

Prerequisite: WRI 250 or 255, or consent of instructor. Involves poetry writing and reading of related works. May be repeated for advanced credit with portfolio by permission of instructor. May be used to satisfy general curriculum distribution requirements if not used for the writing major. (*every year)

361 Fiction Writing II (4) (W) (A)

Prerequisite: WRI 200 or 260, or consent of instructor. Covers techniques of writing imaginative fiction. May be repeated for advanced credit with portfolio by permission of instructor. May be used to satisfy general curriculum distribution requirements if not used for the writing major. (*every year)

362 Seminar in Creative Writing (4) (W) (A)

Prerequisites: WRI 247, 250, 255, 260, 274, or consent of instructor. A workshop/seminar for advanced creative writing students, involving prose, poetry, experimental forms, reading work aloud, and publication of work. May be repeated for advanced credit with portfolio by permission of instructor. May be used to satisfy general curriculum distribution requirements if not used for the writing major. (*as needed)

371 Journalism II (4) (W)

Cross-listed with COM 371. Prerequisites: ENG 101 and 102, and COM/WRI 271, or consent of instructor. Involves advanced training in reporting and research skills. Involves extensive writing assignments with emphases on news and features. May not be used to satisfy general curriculum distribution requirements. (*every other year)

381 Technical and Professional Editing (4)

The purpose of this course is to introduce the principles of comprehensive editing and basic copy editing. The comprehensive editing level involves higher order issues, such as reasoning and evidence, organization, visual design, style, and use of illustrations. Basic copy editing is the final editing level, covering consistency, grammar and usage, and punctuation, for example. May not be used to satisfy general curriculum distribution requirements.

383 Writing for Advertising (4) (W)

Cross-listed with COM 383. Prerequisites: ENG 101 and COM 225, or consent of instructor. This course involves strategic concept development and writing for advertising projects, as well as a look at ethical considerations related to the practice. May not be used to satisfy general curriculum distribution requirements. (*fall and spring semesters)

384 Writing for Public Relations (4) (W)

Cross-listed with COM 384. Prerequisites: ENG 101 and COM 225, or consent of instructor. This course involves training in theory, form and style of writing public relations materials for all stages and types of public relations campaigns. This course is designed to provide students with a broad range of public relations writing skills utilized in the industry. (*fall and spring semesters)

427 Practicum in Teaching Creative Writing to Children (4) (W)

This seminar pairs creative writers with education majors in after-school programs and other community settings to teach creative writing to children. Classroom sessions focus on writing process pedagogies, children's literature, and conferring strategies to equip participants for their service-learning placements. May be used to satisfy general curriculum distribution requirements if not used for the writing major.

450 Seminar in Poetry Writing (4) (A)

Prerequisites: 250, 255 or 351, or consent of instructor. Involves advanced training in poetry writing, as well as directed reading and discussion of modern poetry. May be used to satisfy general curriculum distribution requirements if not used for the writing major. May be repeated for advanced credit with portfolio by permission of instructor. (*every other year)

455-459 Directed Poetry Writing (1-4) (W) (A)

Prerequisite: WRI 450 or consent of instructor. Involves individual advanced training and supervision of poetry writing. May be used to satisfy general curriculum distribution requirements if not used for the writing major.

460 Seminar in Fiction Writing (4) (W) (A)

Prerequisite: WRI 260 or 361, or consent of instructor. Involves advanced training in fiction writing, as well as directed reading and discussion of modern fiction. May be repeated for advanced credit with portfolio by permission of instructor. May be used to satisfy general curriculum distribution requirements if not used for the writing major. (* every other year)

465-469 Directed Fiction Writing (1-4) (W) (A)

Prerequisite: WRI 460 or consent of instructor. Involves individual advanced training and supervision of fiction writing. May be used to satisfy general curriculum distribution requirements if not used for the writing major.

485-489 Directed Professional Writing (1-4) (W)

Prerequisites: WRI 271, 280, 281 or 285, or consent of instructor. Involves advanced training in professional writing on the job or for freelance markets, with emphases on flexibility and practicality of topic and style. May not be used to satisfy general curriculum distribution requirements.

495 Writing Internship (1-10)

Open only to juniors and seniors. Prerequisites: consent of full-time member of writing faculty and department chair. Involves closely supervised on-the-job training in career writing.

May be repeated for a maximum of 10 semester hours of credit, 8 of which may count toward the writing major. Students must apply for the internship one semester in advance. May not be used to satisfy general curriculum distribution requirements.

510 Professional Writing and Research Techniques (3)

Cross-listed with MGT 510. For graduate or post-baccalaureate students only. A writing course designed to help students prepare for MBA graduate study. Includes instruction on design, research writing, revising and editing of specific forms of written communication for business and business courses.

520 Essentials for Business and Technical Communications (1.5)

For MS-TIM graduate students only. This course helps prepare students for MS-TIM graduate study. Includes instruction on common writing challenges faced in technical writing, including letters, memoranda, proposals, reports, end-user documentation and Web site communications. Equivalent to MGT 520. (*fall and spring semesters)

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A. S. Austin Company

Vincent J. Naimoli

Chairman

Tampa Bay Rays

John H. Sykes (Honorary Degree '98)

Chairman Emeritus

Sykes Enterprises Inc.

Rick Thomas '72

President & CEO

Thomas Financial Group

Trustees Emeriti

G. Robert Blanchard Sr.

Rancher

Little Everglades Ranch

The Honorable Dick A. Greco '56

Former Mayor/City of Tampa

Executive Vice President

Lindell Properties

William A. Krusen Sr.

Chairman

General Group Holdings

The Honorable Gov. Bob Martinez '57

Former Governor/State of Florida

Senior Policy Advisor

Holland and Knight

Ernest C. Segundo Sr. '56

President (Retired)

Vista Chemical Latin American, S.A.

The Faculty

The faculty is listed below in alphabetical order. This listing is current as of June 1, 2008. Date in parentheses shows initial appointment at The University of Tampa.

- Farouq Alhourani**, BS, MS, MS, Ph.D. (2006), *Assistant Professor of Information and Technology Management*; BS, University of Engineering and Technology, Pakistan, 1997; MS, Jordan University of Science and Technology, Jordan, 2000; MS, University of Wisconsin-Milwaukee, 2003; Ph.D., *ibid.*, 2004.
- Scott E. Allen**, BS, Ph.D. (2006), *Assistant Professor of Chemistry*; BS, Illinois Institute of Technology, 1996; Ph.D., Oregon State University, 2002.
- Gina M. Almerico**, BA, M.Ed., Ph.D. (1997), *Associate Professor of Education*; BA, University of South Florida, 1977; M.Ed., University of Florida, 1983; Ph.D., *ibid.*, 1987.
- Jody Carl "J.C." Andersen**, BS, MS, Ph.D. (2003), *Assistant Professor of Athletic Training*; BS, Mankato State University, 1985; MS, Texas Woman's University, 1987; Ph.D., Ohio University, 1992.
- Mary R. Anderson**, BA, MA, MS, Ph.D. (2008), *Assistant Professor of Government and World Affairs*; BA, University of Central Florida, 1994; MA, *ibid.*, 1996; MS, Florida State University, 2003; Ph.D., *ibid.*, 2005.
- James M. Aubry**, BA, MA (2007), *Instructor of French*; BA, Université du Havre, 1998; MA, University of South Florida, 2001.
- Gregg Bachman**, BA, MA, Ph.D. (1991), *Professor of Communication*; BA, Vassar College, 1978; MA, *ibid.*, 1981; Ph.D., The Union Institute, 1995.
- C. Eric Ballard**, BS, Ph.D. (2004), *Assistant Professor of Chemistry*; BS, University of Kentucky, 1995; Ph.D., North Carolina State University, 2003.
- Kevin S. Beach**, BS, Ph.D. (1997), *Professor of Biology*; BS, University of New Hampshire, 1990; Ph.D., University of Hawaii at Manoa, 1996.
- Marca Marie Bear**, BSBA, MABA, Ph.D. (2000), *Associate Professor of Management*; BSBA, Ohio State University, 1988; MABA, *ibid.*, 1990; Ph.D., *ibid.*, 1992.
- David J. Bechtold**, BS, MBA, Ph.D. (2008), *Assistant Professor of Management*; BS, Arizona State University, 1979; MBA, University of Hawaii at Manoa, 1997; Ph.D., *ibid.*, 2007.
- James A. Beckman**, BA, JD, LL.M (2000), *Associate Professor of Government and World Affairs*; BA, The University of Tampa, 1990; JD, Ohio State University College of Law, 1993; LL.M, Georgetown University Law Center, 1998.
- Amy Vernberg Beekman**, BA, MBA, JD, Ph.D. (2003), *Associate Professor of Management*; BA, University of Florida, 1980; MBA, Florida Atlantic University, 1984; JD, University of Florida, 1987; Ph.D., University of South Carolina, 1997.
- Robert Louis Beekman**, BS, Ph.D. (2003), *Assistant Professor of Economics*; BS, University of Florida, 1987; Ph.D., University of South Carolina, 1998.
- Rebecca R. Bellone**, BS, Ph.D. (2002), *Associate Professor of Biology*; BS, University of Florida, 1996; Ph.D., University of Kentucky, 2001.
- Marguerite Bennett**, BA, BS, MFA (2001), *Associate Professor of Theatre and Speech*; BA, Iowa State University, 1978; BS, *ibid.*, 1979; MFA, University of Minnesota, 1986.
- Lisa C. Birnbaum**, BA, MS, Ph.D. (1988), *Associate Professor of English*; BA, Goddard College, 1975; MS, Florida State University, 1985; Ph.D., *ibid.*, 1988.
- Robert M. Birrenkott**, BS, MS, Ph.D. (1974), *Associate Professor of Exercise Science and Sport Studies*; BS, Black Hills State College, 1969; MS, Eastern New Mexico University, 1971; Ph.D., University of Mississippi, 1976.
- Bradford A. Blackburn**, BM, MM, DMA (2008), *Assistant Professor of Music*; BM, State University of New York, 1996; MM, University of Miami, 1998; DMA, University of Illinois at Urbana-Champaign, 2006.

- Stephen B. Blessing**, BS, MS, Ph.D. (2004), *Assistant Professor of Psychology*; BS, University of Illinois at Urbana-Champaign, 1992; MS, Carnegie Mellon University, 1994; Ph.D., *ibid.*, 1996.
- Louis Bonavita**, BA, MA (2004), *Instructor of Sociology*; BA, University of South Florida, 1997; MA, *ibid.*, 2000.
- Lisa N. Bostick**, BS, MPA, DBA (2001), *Associate Professor of Accounting*; BS, Southeastern Louisiana University, 1980; MPA, Louisiana Technical University, 1998; DBA, *ibid.*, 2001.
- George F. Botjer**, BS, MA, Ph.D. (1962), *Professor of History*; BS, New York University, 1959; MA, *ibid.*, 1961; Ph.D., Florida State University, 1973.
- Carol A. Botwinski**, BS, MSN, ARNP, RNC, Ed.D. (2006), *Assistant Professor of Nursing*; BS, University of Saint Francis, 1997; MSN, State University of New York at Stony Brook, 1999; Ed.D., Nova Southeastern University, 2005.
- Kathryn A. Branch**, BA, MA, Ph.D., (2006), *Assistant Professor of Criminology*; BA, University of South Florida, 1998; MA, *ibid.*, 1999; Ph.D., *ibid.*, 2005.
- Susan F. Brinkley**, BA, MA, Ph.D. (1990), *Associate Professor of Criminology*; BA, Memphis State University, 1977; MA, *ibid.*, 1979; Ph.D., Sam Houston State University, 1983.
- Peter J. Brust**, BA, MA, Ph.D. (1981), *Associate Professor of Economics*; BA, St. Ambrose College, 1967; MA, Marquette University, 1969; Ph.D., Indiana University, 1980.
- Stephen M. Burroughs**, BS, MAT, Ph.D. (1981), *Professor of Physics*; BS, University of Massachusetts, 1971; MAT, *ibid.*, 1980; Ph.D., University of South Florida, 2001.
- Todd S. Campbell**, BS, MS, Ph.D. (2003), *Assistant Professor of Biology*; BS, Eastern Illinois University, 1984; MS, *ibid.*, 1986; Ph.D., University of Tennessee, 2000.
- Donald J. Cannon**, AB, MA, Ph.D. (2004), *Professor of Chemistry*; AB, Harvard College, 1962; MA, Boston University, 1965; Ph.D., *ibid.*, 1968.
- John Capouya**, BA, MA (2008), *Assistant Professor in Journalism*; BA, Grinnell College, 1978; MA, Columbia University, 1981.
- Christopher R. Capsambelis**, BS, MA, Ph.D. (1996), *Associate Professor of Criminology*; BS, Edinboro University of Pennsylvania, 1973; MA, Indiana University of Pennsylvania, 1977; Ph.D., University of South Florida, 1998.
- L. Michael Carastro Jr.**, AA, BS, Ph.D. (2006), *Assistant Professor of Chemistry*; AA, Hillsborough Community College, 1989; BS, The University of Tampa, 1994; Ph.D., University of Miami School of Medicine, 2002.
- Catherine M. Chastain-Elliott**, BA, Ph.D. (2005), *Associate Professor of Art*; BA, Rhodes College, 1990; Ph.D., Emory University, 1998.
- Evan S. Chipouras**, BS, MS, Ph.D. (1999), *Associate Professor of Biology*; BS, University of Georgia, 1977; MS, *ibid.*, 1985; Ph.D., University of Florida, 1994.
- Mary E. Clancy**, BS, MAT, Ph.D. (2002), *Associate Professor of Exercise Science and Sport Studies*; BS, University of Wisconsin-LaCrosse, 1973; MAT, New Mexico State University, 1974; Ph.D., University of South Carolina, 1988.
- Edward F. Cloutier**, BS, MS, CAS, Ed.D. (1984), *Associate Professor of Education*; BS, Northern Illinois University, 1970; MS, *ibid.*, 1972; CAS, *ibid.*, 1974; Ed.D., University of Illinois, 1980.
- Ann Marie Coats**, AA, BS, MA (2006), *Instructor of Theatre and Speech*; AA, Hillsborough Community College, 1997; BS, University of South Florida, 1999; MA, *ibid.*, 2004.
- Suzanne Edgett Collins**, BSN, MPH, JD, Ph.D. (2005), *Associate Professor of Nursing*; BSN, The University at Tampa, 1987; MPH, University of South Florida, 1989; JD, Stetson University College of Law, 1992; Ph.D., University of South Florida, 2001.
- Audrey A. Colombe**, BS, MFA, Ph.D. (2003), *Assistant Professor of English*; BS, Oregon State University, 1986; MFA, Sarah Lawrence College, 1989; Ph.D., University of Houston, 1999.

- R. Eugene Costain**, BA, MA, Ph.D. (2006), *Assistant Professor of Communication*; BA, York University–Toronto, 1993; MA, *ibid.*, 1996; Ph.D., University of Iowa, 2002.
- Marcy L. Courier**, AA, BA, MS, Ph.D. (1984), *Professor of Information and Technology Management*; AA, University of Florida, 1967; BA, University of Maryland, 1970; MS, University of Southern California, 1971; Ph.D., University of South Florida, 1982.
- Deborah L. Cragun**, BS, MS (2007), *Visiting Instructor of Biology*; BS, University of Utah, 1999; MS, University of Cincinnati, 2003.
- Ryan T. Cragun**, BA, MA, Ph.D. (2007), *Assistant Professor of Sociology*; BA, University of Utah, 2000; MA, University of Cincinnati, 2004; Ph.D., *ibid.*, 2007.
- Tracy E. Crow**, BA, MFA (2007), *Visiting Instructor of English and Writing*; BA, Eckerd College, 2002; MFA, Queens University of Charlotte, 2005.
- Kimberly M. Cummings**, BA, Ph.D. (1997), *Associate Professor of Psychology*; BA, State University of New York at Geneseo, 1991; Ph.D., University of Albany, State University of New York, 1996.
- Kim Curry**, BSN, MBA, MSN, Ph.D. (2004), *Assistant Professor of Nursing*; BSN, University of Florida, 1976; MBA, Southern Illinois University, 1983; MSN, University of South Florida, 1998; Ph.D., *ibid.*, 1991.
- Juliet Davis**, BA, MAT, MFA (2003), *Associate Professor of Communication*; BA, Indiana University, 1985; MAT, Brown University, 1986; MFA, Vermont College, 2004.
- Ethan A. Denault**, BS, MS, Ph.D. (2006), *Assistant Professor of Physics*; BS, Worcester Polytechnic Institute, 1999; MS, Clemson University, 2001; Ph.D., *ibid.*, 2004.
- Jeffrey R. Donaldson**, BS, MA, Ph.D. (2000), *Associate Professor of Finance*; BS, The Ohio State University, 1989; MA, University of South Florida, 1993; Ph.D., *ibid.*, 1998.
- William C. Doyle**, BA, MA, M.Phil., Ph.D. (2008), *Assistant Professor of English*; BA, University of Maryland, 1991; MA, The Claremont Graduate School, 1992; M.Phil., University of Dublin, 1996; Ph.D., University of Tennessee, 2008.
- Santiago Echeverry**, BA, MPS (2005), *Assistant Professor of Art*; BA, Universidad Nacional de Colombia, 1992; MPS, Tisch School of the Arts, New York University, 1998.
- Raymond “Chuck” Egnaczak**, BFA, MFA (2007), *Assistant Professor of Art*; BFA, State University of New York at Buffalo, 1976; MFA, Louisiana Tech University, 1984.
- Kathleen C. Ellis**, BSN, MSN, MHA, Ph.D. (2005), *Assistant Professor of Nursing*; BSN, Daemen College, 1983; MSN, State University of New York at Buffalo, 1987; MHA, University of Florida, 2000; Ph.D., State University of New York at Buffalo, 1996.
- Cem Emrence**, BA, MA, Ph.D. (2008), *Assistant Professor of History*; BA, Bogazici University, Turkey, 1997; MA, *ibid.*, 2004; Ph.D., Binghamton University, 2008.
- Antony K. Erben**, BA, Dip.Ed., MA, Ph.D. (2007), *Assistant Professor of Education*; BA, University of Sydney, Australia, 1984; Dip.Ed., *ibid.*, 1989; MA, *ibid.*, 1991; Ph.D., University of Lancaster, United Kingdom, 2001.
- Beth E. Eschenfelder**, BA, MS, MPA, Ph.D. (2007), *Assistant Professor of Communication*; BA, Syracuse University, 1988; MS, *ibid.*, 1989; M.P.A., University of South Florida, 2007; Ph.D., *ibid.*, 2007.
- Cheri G. Etling**, BS, Ph.D. (1999), *Associate Professor of Finance*; BS, University of Missouri, 1988; Ph.D., *ibid.*, 1995.
- Martin A. Favata**, BA, MA, Ph.D. (1985), *Professor of Languages and Linguistics*; BA, University of South Florida, 1963; MA, University of North Carolina, 1966; Ph.D., Florida State University, 1973.
- Richard A. Fentriss**, AA, BS, MBA (2001), *Instructor of Information and Technology Management*; AA, Hillsborough Community College, 1988; BS, University of South Florida, 1990; MBA, *ibid.*, 1993.
- Susan “Diann” Ferrell**, AA, BGS, MBA (2008), *Visiting Instructor of Accounting*; AA, Texas Southmost College, 1985; BGS, Northern Illinois University, 1991; MBA, Rockford College, 1995.

- James M. Fesmire**, AA, BA, Ph.D. (1973), *Dana Professor of Economics*; AA, Daytona Beach Junior College, 1967; BA, University of South Florida, 1968; Ph.D., University of Florida, 1973.
- Donald C. Flagg**, BA, MBA, Ph.D. (2007), *Assistant Professor of Finance*; BA, University of Central Florida, 1998; MBA, *ibid.*, 1999; Ph.D., University of South Florida, 2007.
- David B. Ford**, BS, MS, MS, Ph.D. (1969), *Professor of Chemistry*; BS, Kansas State University, 1961; MS, *ibid.*, 1965; MS, Syracuse University, 1969; Ph.D., *ibid.*, 1969.
- Kari E. Fowler**, BS, MS, Ph.D. (2004), *Assistant Professor of Mathematics*; BS, Aurora University, 1996; MS, Northern Illinois University, 1999; Ph.D., *ibid.*, 2004.
- Ethan H. Freid**, BS, Ph.D. (2002), *Assistant Professor of Biology*; BS, Humboldt State University, 1992; Ph.D., Miami University, 2002.
- Kevin S. Fridy**, BA, MA, Ph.D. (2007), *Assistant Professor of Government and World Affairs*; BA, George Washington University, 1999; MA, American University, 2001; Ph.D., University of Florida, 2007.
- Bruce K. Friesen**, BA, MA, Ph.D. (2005), *Associate Professor of Sociology*; BA, University of Waterloo, 1983; MA, University of Calgary, 1986; Ph.D., *ibid.*, 1993.
- Kendra Frorup**, BFA, MFA (2007), *Assistant Professor of Art*; BFA, The University of Tampa, 1992; MFA, Syracuse University, 1996.
- Bella L. Galperin**, BA, MS, Ph.D. (2004), *Associate Professor of Management*; BA, McGill University, Quebec, 1990; MS, Concordia University, Quebec, 1995; Ph.D., *ibid.*, 2002.
- Michael L. Garcia**, BS, MBA, BS (2008), *Instructor of Accounting*; BS, University of Bridgeport, 1983; MBA, The University of Tampa, 1984; BS, *ibid.*, 1999.
- Brian L. Garman**, BA, MA, Sp.A., Ph.D. (1980), *Associate Professor of Mathematics*; BA, Cornell University, 1967; MA, Western Michigan University, 1973; Sp.A., *ibid.*, 1974; Ph.D., *ibid.*, 1976.
- Thomas G. Garrett**, BA, MFA (2007), *Assistant Professor of Communication*; BA, University of New Haven, 1983; MFA, New York University, 1992.
- Steven Geisz**, BA, Ph.D. (2006), *Assistant Professor of Philosophy and Religion*; BA, University of Maryland, 1994; Ph.D., Duke University, 2000.
- F. Frank Ghannadian**, BSBA, MBA, Ph.D. (2007), *Professor of Finance*; BSBA, University of Tennessee, 1980; MBA, Queens College, Queens University of Charlotte, 1981; Ph.D., Georgia State University, 1987.
- Francis X. Gillen**, BS, MA, Ph.D. (1971), *Dana Professor of English*; BS, Canisius College, 1960; MA, Fordham University, 1964; Ph.D., *ibid.*, 1969.
- Robert M. Gonzalez**, BFA, MFA (2007), *Instructor of Theatre and Speech*; BFA, Boston University, 1977; MFA, University of Wisconsin-Madison, 1980.
- Anne V. Gormly**, BA, MA, Ph.D. (2008), *Professor of Psychology*; BA, Rhode Island College, 1966; MA, University of Illinois at Urbana-Champaign, 1968; Ph.D., *ibid.*, 1970.
- Teresa Grettano**, BA, MA (2006), *Visiting Instructor of English*; BA, University of South Alabama, 1997; MA, *ibid.*, 2001.
- Pranjal Gupta**, BS, MBA, Ph.D. (2006), *Assistant Professor of Marketing*; BS, National University of Singapore, 1991; MBA, Nanyang Business School, Nanyang Technological University, Singapore, 1996; Ph.D., Texas A&M University, 2002.
- Christopher T. Gurrie**, BA, MS (2005), *Assistant Professor of Speech*; BA, Purdue University, 2001; MS, Florida State University, 2002.
- Susan Hallman**, BS, MS, Ph.D. (2007), *Assistant Professor of Physics*; BS, University of Central Florida, 1995; MS., *ibid.*, 1998; Ph.D., *ibid.*, 2003.
- Deletha P. Hardin**, BA, MA, Ph.D. (2001), *Associate Professor of Psychology*; BA, University of Alabama, 1994; MA, University of North Carolina at Chapel Hill, 1996; Ph.D., *ibid.*, 2000.

- James E. Harf**, BS, MA, Ph.D. (2001), *Professor of Government and World Affairs*; BS, Millersville State College, 1961; MA, University of Delaware, 1965; Ph.D., Indiana University-Bloomington, 1971.
- Lewis Harris**, BFA, MFA (1968), *Professor of Art*; BFA, University of Illinois, 1966; MFA, University of Florida, 1968.
- Martha M. Harrison**, BS, M.Ed., Ed.D. (2003), *Associate Professor of Education*; BS, University of Tennessee, 1971; M.Ed., Memphis State University, 1990; Ed.D., *ibid.*, 1992.
- Judy Ann Hayden**, BA, MA, Ph.D. (2001), *Associate Professor of English and Writing*; BA, Western Washington University, 1991; MA, University of Wales, 1994; Ph.D., University of East Anglia, 1999.
- Steve T. Hekkanen**, BS, MA, Ph.D. (1980), *Professor of Psychology*; BS, University of Washington, 1975; MA, University of South Florida, 1977; Ph.D., *ibid.*, 1981.
- Steven A. Hendrix**, BA, Ph.D. (1990), *Associate Professor of Chemistry*; BA, University of South Florida, 1984; Ph.D., *ibid.*, 1990.
- L. Gregory Henley**, BS, MBA, Ph.D. (2003), *Assistant Professor of Management*; BS, Massachusetts Institute of Technology, 1980; MBA, Columbia University Graduate School of Business, 1984; Ph.D. *ibid.*, 2002.
- Lola Hidalgo-Calle**, BA, MA, Ph.D. (2002), *Associate Professor of Languages*; BA, University of Alabama, 1988; MA, *ibid.*, 1990; Ph.D., *ibid.*, 1997.
- Leon R. Hoke Jr.**, AB, MA, Ph.D. (1981), *Professor of Economics*; AB, Grove City College, 1968; MA, Duquesne University, 1970; Ph.D., University of Pittsburgh, 1979.
- Arthur Onipede Hollist**, BA, MA, Ph.D. (1988), *Associate Professor of English*; BA, University of Sierra Leone, 1980; MA, Dalhousie University, 1983; Ph.D., University of South Florida, 1991.
- Daniel R. Huber**, BS, Ph.D. (2006), *Assistant Professor of Biology*; BS, Duke University, 2000; Ph.D., University of South Florida, 2006.
- Yasoma D. Hulathduwa**, BS, Ph.D. (2008), *Assistant Professor of Biology*; BS, University of Sri Jayewardenepura, 1999; Ph.D., Louisiana State University, 2006.
- Scott A. Husband**, BA, MA, Ph.D. (2006), *Assistant Professor of Psychology*; BA, University of South Florida, 1992; MA, *ibid.*, 1998; Ph.D., *ibid.*, 2004.
- Marcus A. Ingram**, BBA, MS, Ph.D. (2005), *Associate Professor of Finance*; BBA, Kennesaw State University, 1987; MS, Georgia State University, 1989; Ph.D., *ibid.*, 1991.
- Virginia C. Ingram**, BS, MA, Ph.D. (2008), *Visiting Associate Professor of Finance*; BS, The Ohio State University, 1968; MA, University of Central Florida, 1979; Ph.D., Georgia State University, 1990; BS, Kennesaw State University, 2001.
- David C. Isele**, BM, MM, MSM, DMA (1980), *Professor of Music*; BM, Oberlin College, 1968; MM, Southern Methodist University, 1970; MSM, *ibid.*, 1970; DMA, Eastman School of Music, 1973.
- Thomas A. Jackman**, BA, Ph.D. (2003), *Assistant Professor of Chemistry*; BA, University of South Florida, 1971; Ph.D., *ibid.*, 1976.
- Vikas Jain**, BE, MTech., Ph.D. (2008), *Assistant Professor of Information and Technology Management*; BE, Delhi Institute of Technology, India, 1990; MTech., Indian Institute of Technology, India, 1995; Ph.D., The George Washington University, 2008.
- Joel R. Jankowski**, AB, MBA (1986), *Associate Professor of Finance*; AB, University of Michigan, 1965; MBA, *ibid.*, 1966.
- Vivekanand Jayakumar**, BS, MS, Ph.D. (2007), *Assistant Professor of Economics*; BS, Purdue University, 1998; MS, *ibid.*, 2000; Ph.D., *ibid.*, 2004.
- Michael Jeffries**, BA, M.Ed., Ph.D. (1983), *Associate Professor of Information and Technology Management*; BA, University of South Florida, 1969; M.Ed., *ibid.*, 1983; Ph.D., *ibid.*, 1989.
- Ali Jenzarli**, BS, Ph.D. (1993), *Associate Professor of Information and Technology Management*; BS, University of Southwestern Louisiana, 1985; Ph.D., University of Kansas, 1995.

- Jay E. Jisha**, BA, MS, Ph.D. (2003), *Associate Professor of Sport Management*; BA, Ohio Wesleyan University, 1990; MS, St. Thomas University, 1993; Ph.D., Florida State University, 2001.
- Patricia C. Johnston**, BS, M.Ed., Ph.D. (2007), *Assistant Professor of Education*; BS, Florida State University, 1978; M.Ed., University of South Florida, 1989; Ph.D., *ibid.*, 2002.
- Jess Edward Jones**, BS, Ph.D. (2008), *Visiting Assistant Professor of Chemistry*; BS, New Mexico Institute of Mining and Technology, 1999; Ph.D., Texas Tech University, 2004.
- Gilbert W. Joseph**, BS, MBA, Ph.D. (1986), *Dana Professor of Accounting*; BS, Syracuse University, 1969; MBA, *ibid.*, 1970; Ph.D., University of South Florida, 1992.
- Hein Jung**, BM, MM, DMA (2008), *Assistant Professor of Music*; BM, Hanyang University, Korea, 2000; MM, University of Wisconsin-Madison, 2003; DMA, *ibid.*, 2007.
- Aida Kadic-Galeb**, BS, MS, Ph.D. (2001), *Associate Professor of Mathematics*; BS, University of Sarajevo, Bosnia and Herzegovina, 1975; MS, Lehigh University, 1979; Ph.D., *ibid.*, 1981.
- Mary H. Keener**, BE, MS, Ph.D. (2008), *Assistant Professor of Accounting*; BE, University of Toledo, 1999; MS, Kent State University, 2000; Ph.D., *ibid.*, 2007.
- Brian T. Kench**, BA, MA, Ph.D. (2002), *Associate Professor of Economics*; BA, Framingham State College, 1994; MA, University of Connecticut, 1997; Ph.D., *ibid.*, 2000.
- Timothy W. Kennedy**, BA, Ph.D. (1987), *Professor of Communication*; BA, University of Alaska Anchorage, 1977; Ph.D., Cornell University, 1984.
- Robert J. Kerstein**, BA, MA, Ph.D. (1977), *Dana Professor of Government and World Affairs*; BA, Pennsylvania State University, 1969; MA, Washington University, 1972; Ph.D., *ibid.*, 1975.
- Cathy R. Kessenich**, BSN, MSN, DSN (1998), *Professor of Nursing*; BSN, University of West Florida, 1981; MSN, Boston University, 1985; DSN, University of Alabama, 1996.
- Virginie Pioche Khare**, BS, MBA, DBA (2007), *Assistant Professor of Marketing*; BS, Ecole Supérieure de Commerce et d'Administration des Entreprises, France, 1991; MBA, Cleveland State University, 1992; DBA, *ibid.*, 2006.
- Cindy E. King**, BA, MA, Ph.D. (2008), *Visiting Assistant Professor of English*; BA, The University of Toledo, 1993; MA, The University of Southern Mississippi, 1996; Ph.D., Florida State University, 2007.
- Jack King**, AA, BFA, MFA (1992), *Professor of Art*; AA, St. Petersburg Junior College, 1968; BFA, The University of Tampa, 1970; MFA, University of Georgia, 1973.
- G. Jeffrey Klepfer**, BS, MA, Ph.D. (1993), *Associate Professor of Psychology*; BS, Trevecca College, 1977; MA, Middle Tennessee State University, 1980; Ph.D., Rosemead School of Biola University, 1986.
- Dean A. Koutroumanis**, BS, MBA, DBA (2008), *Visiting Assistant Professor of Management*; BS, The University of Tampa, 1989; MBA, *ibid.*, 1991; DBA, Nova Southeastern University, 2005.
- James D. Krause**, BA, MSPA, DBA (1985), *Associate Professor of Accounting*; BA, Walsh College of Accountancy, 1975; MSPA, *ibid.*, 1982; DBA, Nova Southeastern University, 1997.
- Stephen D. Kucera**, BS, Ph.D. (1994), *Associate Professor of Biology*; BS, State University of New York at Binghamton, 1987; Ph.D., University of New Mexico, 1993.
- Ronald J. Kuntze**, BA, MBA, Ph.D. (2004), *Associate Professor of Marketing*; BA, Oakland University, 1983; MBA, University of Michigan, 1986; Ph.D., Arizona State University, 2001.
- Anthony P. LaRose**, BA, MA, Ph.D. (2002), *Associate Professor of Criminology*; BA, University of Massachusetts Amherst, 1988; MA, Washington State University, 1992; Ph.D., *ibid.*, 1997.
- Joseph P. Laurino**, BS, MBA, Ph.D. (1999), *Professor of Chemistry*; BS, Georgetown University, 1980; MBA, The University of Tampa, 2005; Ph.D., University of Virginia, 1985.

- Lauren Lawson**, BS, MSN, Ph.D. (2006), *Associate Professor of Nursing*; BS, University of Illinois Medical Center, 1971; MSN, *ibid.*, 1974; Ph.D., *ibid.*, 1980.
- James M. Lee**, BA, MS, Ph.D. (2004), *Assistant Professor of Marketing*; BA, University of New Hampshire, 1982; MS, Southern New Hampshire University, 1995; Ph.D., Oklahoma State University, 2001.
- Susan Taylor Lennon**, BA, MM (1990), *Associate Professor of Dance*; BA, Florida State University, 1970; MM, *ibid.*, 1972.
- Elizabeth A. Littell-Lamb**, BA, MS, MA, MA, Ph.D., (2007), *Assistant Professor of History*; BA, University of Wisconsin-Madison, 1970; MS, University of Southern California, Overseas Campus, Taiwan, 1974; MA, State University of New York College at Brockport, 1995; MA, Carnegie Mellon University, 1996; Ph.D., *ibid.*, 2002.
- James J. López**, BA, MA, Ph.D. (2004), *Associate Professor of Languages*; BA, Loyola University, 1991; MA, Universidad de Chile, 1994; Ph.D., Florida International University, 2000.
- Gary S. Luter**, BA, MS, MA, Ph.D. (1977), *Professor of Theatre and Speech*; BA, University of South Florida, 1967; MS, University of Wisconsin, 1968; MA, University of Akron, 1973; Ph.D., University of Florida, 1981.
- Sean Maddan**, BA, MA, Ph.D. (2006), *Assistant Professor of Criminology*; BA, University of Arkansas, 2000; MA, *ibid.*, 2002; Ph.D., University of Nebraska, 2005.
- Gianmarc Manzione**, BA, MFA (2007), *Visiting Assistant Professor of English*; BA, Manhattan College, 2002; MFA, New School University, 2004.
- Speros L. Margetis**, BS, MBA, Ph.D. (2002), *Assistant Professor of Finance*; BS, University of Florida, 1993; MBA, University of South Florida, 1997; Ph.D., *ibid.*, 2004.
- Heather D. Masonjones**, BA, Ph.D. (2001), *Associate Professor of Biology*; BA, Smith College, 1990; Ph.D., Tufts University, 1997.
- Richard Mathews**, BA, MA, Ph.D. (1986), *Dana Professor of English*; BA, University of Florida, 1966; MA, University of South Florida, 1986; Ph.D., University of Virginia, 1973.
- Erika Matulich**, BBA, MBA, Ph.D. (1998), *Associate Professor of Marketing*; BBA, Texas Christian University, 1984; MBA, *ibid.*, 1986; Ph.D., University of Wisconsin, 1994.
- Andrew McAlister**, BA, MA, Ph.D. (2006), *Assistant Professor of Communication*; BA, The University of Tampa, 1987; MA, Emory University, 1995; Ph.D., *ibid.*, 1999.
- Charles E. McKenzie**, BA, MA, Ph.D. (2006), *Instructor of English and Writing*; BA, University of South Florida, 1998; MA, *ibid.*, 2001; Ph.D., University of North Carolina at Chapel Hill, 2005.
- Robert C. McMurrian**, BS, MBA, Ph.D. (1998), *Associate Professor of Marketing*; BS, Louisiana Tech University, 1968; MBA, *ibid.*, 1969; Ph.D., Louisiana State University, 1998.
- Janet M. McNew**, BA, MA, Ph.D. (2006), *Professor of English*; BA, University of North Carolina at Chapel Hill, 1973; MA, University of Virginia, 1974; Ph.D., *ibid.*, 1980.
- Lori Benson McRae**, BS, Ph.D. (2002), *Assistant Professor of Biology*; BS, The University of Tampa, 1995; Ph.D., Louisiana State University, 2002.
- Mark McRae**, BS, MS, Ph.D. (2007), *Assistant Professor of Biology*; BS, Oregon State University, 1996; MS, Louisiana State University, 2001; Ph.D., *ibid.*, 2007.
- William T. McReynolds**, BA, Ph.D. (1981), *Professor of Psychology*; BA, The University of Texas at Austin, 1965; Ph.D., *ibid.*, 1969.
- Ryan Meany**, BA, MFA (2006), *Instructor of English and Writing*; BA, University of South Florida, 1998; MFA, University of Florida, 2002.
- Mason B. Meers**, BA, Ph.D. (2001), *Associate Professor of Biology*; BA, Indiana University, 1992; Ph.D., Johns Hopkins University School of Medicine, 1999.
- Branko Miladinovic**, BS, MS, MA, Ph.D. (2005), *Assistant Professor of Mathematics*; BS, Western Washington University, 1998; MS, University of Southern Maine, 2001; MA, University of South Florida, 2004; Ph.D., *ibid.*, 2005.

- Donald D. Morrill**, BA, MA, Ph.D. (1987), *Professor of English*; BA, Drake University, 1977; MA, *ibid.*, 1979; Ph.D., University of Florida, 1985.
- Kimberly S. Morris**, BS, MS (1998), *Assistant Professor of Exercise Science and Sport Studies*; BS, Southwest Missouri State University, 1982; MS, University of Arizona, 1983.
- Tracy Ann Morse**, BA, MA, Ph.D. (2005), *Assistant Professor of English and Writing*; BA, Chapman University, 1993; MA, *ibid.*, 1995; Ph.D., University of Arizona, 2005.
- Linda Musante**, BA, MA, Ph.D. (1982), *Dana Professor of Psychology*; BA, Eckerd College, 1976; MA, University of North Carolina at Chapel Hill, 1979; Ph.D., *ibid.*, 1981.
- Donovan Myrie**, BS, MS (2002), *Instructor of Communication*; BS, Ithaca College, 1985; MS, Columbia College, 1991.
- Klara G. Nelson**, BS, BS, MBA, Ph.D. (2000), *Associate Professor of Information and Technology Management*; BS, The University of Heidelberg, 1987; BS, Florida A&M University, 1989; MBA, Florida State University, 1990; Ph.D., *ibid.*, 1995.
- Kathleen Ochshorn**, AA, BA, MA, Ph.D. (1991), *Professor of English*; AA, St. Petersburg Junior College, 1970; BA, Florida State University, 1972; MA, University of South Florida, 1974; Ph.D., *ibid.*, 1986.
- Patricia O'Grady**, BS, MS, Ph.D. (2008), *Assistant Professor of Education*; BS, University of San Francisco, 1974; MS, California State University at San Jose, 1975; Ph.D., University of Maryland, 1982.
- Hunter O'Hara**, BS, MA, Ed.D. (1998), *Professor of Education*; BS, West Virginia State College, 1979; MA, Marshall University, 1987; Ed.D., West Virginia University, 1992.
- Rebecca M. Olsen**, BS, MS, Ph.D. (2006), *Assistant Professor of Exercise Science and Sport Studies*; BS, University of South Alabama, 1983; MS, University of Alabama, 1991; Ph.D., University of South Florida, 2003.
- Libor Ondras**, BM, MM, MM, Ph.D. (2005), *Assistant Professor of Music*; BM, Music Conservatory, Bratislava, Slovakia, 1987; MM, Academy of Music Arts, Prague, Czech Republic, 1991; MM, University of Houston, 1993; Ph.D., *ibid.*, 1999.
- Jay A. O'Sullivan**, BA, MA, Ph.D. (2004), *Assistant Professor of Exercise Science and Sport Studies*; BA, Arizona State University, 1988; MA, Hunter College of The City University of New York, 1995; Ph.D., University of Florida, 2002.
- Scott C. Paine**, BA, MA, Ph.D. (1993), *Associate Professor of Communication and Government and World Affairs*; BA, Kalamazoo College, 1979; MA, Syracuse University, 1981; Ph.D., *ibid.*, 1985.
- Raymond G. Papp**, BS, MS, Ph.D. (2000), *Associate Professor of Information and Technology Management*; BS, Central Connecticut State University, 1988; MS, *ibid.*, 1990; Ph.D., Stevens Institute of Technology, 1995.
- Cindy Parsons**, BSN, MSN, DNP (2005), *Assistant Professor of Nursing*; BSN, Western Connecticut State University, 1979; MSN, Pace University, 1988; DNP, Rush University, 2005.
- Terry M. Parssinen**, BA, MA, Ph.D. (1992), *Professor of History*; BA, Grinnell College, 1963; MA, Brandeis University, 1965; Ph.D., *ibid.*, 1968.
- Teresa M. Pergola**, BSBA, MBA, DBA (2002), *Assistant Professor of Accounting*; BSBA, Robert Morris College, 1983; MBA, The University of Tampa, 2002; DBA, Nova Southeastern University, 2006.
- Gregg W. Perkins**, BA, MA, MFA (2007), *Assistant Professor of Communication*; BA, University of Wisconsin-Madison, 1993; MA, *ibid.*, 2001; MFA, *ibid.*, 2002.
- Angela S. Perry**, BA, Ph.D. (2005), *Assistant Professor of Chemistry*; BA, University of South Florida, 2000; Ph.D., *ibid.*, 2005.
- Wendy E. Perry**, BS, MA (2004), *Instructor of Mathematics*; BS, Towson State University, 1971; MA, University of South Florida, 1977.
- Gene E. Pike**, BS, MBA (2001), *Visiting Instructor of Accounting*; BS, Brigham Young University, 1971; MBA, The University of Tampa, 1977.

- Steven M. Platau**, BA, M.Acc, JD (1984), *Professor of Accounting*; BA, The Ohio State University, 1978; M.Acc, *ibid.*, 1980; JD, University of Cincinnati, 1984.
- Dana Plays**, BFA, MFA (2005), *Associate Professor of Communication*; BFA, California College of the Arts, 1978; MFA, *ibid.*, 1986.
- Wayne Price**, BS, Ph.D. (1976), *Dana Professor of Biology*; BS, Southwestern University, 1969; Ph.D., Texas A&M University, 1976.
- Mark Putnam**, BA, MAT, Ph.D. (2001), *Associate Professor of English*; BA, University of North Carolina at Chapel Hill, 1979; MAT, School for International Training, 1988; Ph.D., Indiana University of Pennsylvania, 1999.
- William L. Rhey**, BS, MBA, Ph.D. (1986), *Professor of Marketing*; BS, Bucknell University, 1972; MBA, Baylor University, 1973; Ph.D., University of Mississippi, 1986.
- Stanley A. Rice**, BS, MA, Ph.D. (1984), *Professor of Biology*; BS, California State University Long Beach, 1973; MA, *ibid.*, 1975; Ph.D., University of South Florida, 1978.
- Nancy C. Ross**, BSN, MN, Ph.D. (1992), *Dana Professor of Nursing*; BSN, University of Florida, 1963; MN, *ibid.*, 1969; Ph.D., University of South Florida, 1991.
- Gregory N. Rublee**, BS, MS (2007), *Instructor of Global Issues*; BS, Evangel University, 1991; MS, Southwest Missouri State University, 1995.
- Maria Rost Rublee**, BS, MA, Ph.D. (2004), *Assistant Professor of Government and World Affairs*; BS, Evangel University, 1992; MA, George Washington University, 2002; Ph.D., George Washington University, 2004.
- Hemant Rustogi**, BA, MBA, DBA (1990), *Dana Professor of Marketing*; BA, University of Delhi, India, 1981; MBA, Chapman College, 1987; DBA, Southern Illinois University, 1990.
- Constance B. Rynder**, BA, MA, Ph.D. (1972), *Professor of History*; BA, University of Toledo, 1967; MA, University of Nebraska, 1970; Ph.D., *ibid.*, 1973.
- Z. Esra Santesso**, BA, MA (2005), *Assistant Professor of English and Writing*; BA, Bogazici University, Turkey, 1997; MA, University of Nevada, 2000.
- Mary Jane Schenck**, BA, MA, Ph.D. (1977), *Professor of English*; BA, Eckerd College, 1966; MA, University of North Carolina, 1968; Ph.D., Pennsylvania State University, 1973.
- Tammy W. Schimmel**, BS, M.Ed., Ph.D. (2008), *Assistant Professor of Education*; BS, University of South Florida, 1988; M.Ed., *ibid.*, 1993; Ph.D., *ibid.*, 2007.
- Raymond A. Schlueter**, BS, MA, Ph.D. (1975), *Associate Professor of Biology*; BS, University of Illinois, 1965; MA, Southern Illinois University, 1970; Ph.D., Indiana State University, 1975.
- Kim E. Schnurbush**, BA, MS (2008), *Instructor of Criminology*; BA, University of New Hampshire, 1992; MS, Fitchburg State College, 2002.
- Joseph D. Sclafani**, BA, MA, Ph.D. (1992), *Associate Professor of Psychology*; BA, University of South Florida, 1977; MA, *ibid.*, 1981; Ph.D., *ibid.*, 1984.
- Martha R. Serpas**, BA, MA, M.Div., Ph.D. (1999), *Associate Professor of English*; BA, Louisiana State University, 1986; MA, New York University, 1989; M.Div., Yale Divinity School, 1994; Ph.D., University of Houston, 1998.
- Britt McKinley Shirley**, BS, MA, Ph.D. (1992), *Associate Professor of Information and Technology Management*; BS, University of Alabama, 1981; MA, *ibid.*, 1982; Ph.D., *ibid.*, 1988.
- Eric M. Sikorski**, BS, Ph.D. (2008), *Assistant Professor of Biology*; BS, Florida Institute of Technology, 1992; Ph.D., Florida State University, 2000.
- Earl A. Simendinger**, BS, MHA, MIE, Ph.D. (1995), *Professor of Management*; BS, Ashland College, 1968; MHA, Washington University, 1970; MIE, Cleveland State University, 1975; Ph.D., Case Western Reserve University, 1981.
- Gary L. Simon**, BS, MBA, DBA (2005), *Instructor of Marketing*; BS, South Dakota School of Mines and Technology, 1973; MBA, University of Missouri-Kansas City, 1983; DBA, Argosy University, 2007.

- Charles David Skipton**, BBA, MA, Ph.D. (2003), *Assistant Professor of Economics*; BBA, University of Memphis, 1992; MA, *ibid.*, 1995; Ph.D., Florida State University, 2002.
- Jeffrey S. Skowronek**, BA, MA, Ph.D. (2005), *Assistant Professor of Psychology*; BA, University of Massachusetts Lowell, 2000; MA, University of New Hampshire, 2002; Ph.D., *ibid.*, 2005.
- Charlotte Smedberg**, BA, MA, Ed.D. (2004), *Assistant Professor of Mathematics*; BA, University of South Florida, 1966; MA, *ibid.*, 1969; Ed.D., *ibid.*, 1984.
- Alisa Smith**, BA, MS, JD, Ph.D. (2005), *Associate Professor of Criminology*; BA, Florida Atlantic University, 1986; MS, Florida State University, 1993; JD, *ibid.*, 1988; Ph.D., *ibid.*, 1998.
- Michael Smucker**, BS, MSS, Ph.D. (2006), *Assistant Professor of Exercise Science and Sport Studies*; BS, University of Dayton, 1991; MSS, United States Sports Academy, 1995; Ph.D., Florida State University, 2001.
- Theoni Soublis Smyth**, BS, MA, Ph.D. (2001), *Associate Professor of Education*; BS, Florida State University, 1993; MA, University of South Florida, 1998; Ph.D., *ibid.*, 2001.
- Andrew Solomon**, BA, MA, Ph.D. (1976), *Professor of English*; BA, University of Pittsburgh, 1966; MA, *ibid.*, 1970; Ph.D., *ibid.*, 1974.
- Michael Staczar**, BFA, MFA (1992), *Associate Professor of Theatre*; BFA, Boston Conservatory of Music, 1981; MFA, Syracuse University, 1989.
- Michael J. Stasio**, BA, MA, MA, Ph.D. (2003), *Assistant Professor of Psychology*; BA, Clark University, 1988; MA, Columbia University, 1989; MA, Southeastern Louisiana University, 1997; Ph.D., Louisiana State University, 2002.
- Susan D. Steiner**, BA, MA, MBA, Ph.D. (2001), *Associate Professor of Management*; BA, Yale University, 1977; MA, *ibid.*, 1977; MBA, The Wharton School, University of Pennsylvania, 1982; Ph.D., *ibid.*, 1984.
- John R. Stinespring**, BA, MA, Ph.D. (2008), *Assistant Professor of Economics*; BA, DePaul University, 1993; MA, *ibid.*, 1994; Ph.D., Claremont Graduate University, 2001.
- Anne Stockdell-Giesler**, BA, MA, Ph.D. (2003), *Assistant Professor of English and Writing*; BA, Longwood College, 1989; MA, Virginia Commonwealth University, 1993; Ph.D., Georgia State University, 1997.
- John A. Struss**, BA, Ph.D. (2001), *Assistant Professor of Chemistry*; BA, Berea College, 1993; Ph.D., Virginia Polytechnic Institute and State University, 2001.
- John S. Sumner**, BS, MS, Ph.D. (1979), *Associate Professor of Mathematics*; BS, Georgia Institute of Technology, 1975; MS, University of Miami, 1976; Ph.D., *ibid.*, 1980.
- Douglas Sutherland**, BA, MFA (2003), *Assistant Professor of Art*; BA, University of South Florida, 1972; MFA, Florida State University, 1979.
- Kevin Sweeney**, BA, Ph.D. (1986), *Associate Professor of Philosophy*; BA, American University, 1968; Ph.D., University of Wisconsin-Madison, 1977.
- Merrie L. Tankersley**, BS, MA (2006), *Instructor of Education*; BS, Florida State University, 1991; MA, University of South Florida, 1997.
- Glen S. Taylor**, BBA, MBA, MES, Ph.D. (2002), *Associate Professor of Management*; BBA, University of New Brunswick, 1978; MBA, York University, 1981; MES, *ibid.*, 1982; Ph.D., *ibid.*, 1991.
- Susan M. Taylor**, BA, MA, Ph.D. (1990), *Associate Professor of Languages and Linguistics*; BA, University of South Florida, 1970; MA, *ibid.*, 1977; Ph.D., University of Michigan, 1986.
- Stephanie J. Thomason**, BS, MBA, Ph.D. (2007), *Assistant Professor of Management*; BS, Florida State University, 1989; MBA, Florida Atlantic University, 1999; Ph.D., *ibid.*, 2007.
- Albert H. Tillson Jr.**, BA, MA, Ph.D. (1986), *Professor of History*; BA, George Mason College of the University of Virginia, 1971; MA, Johns Hopkins University, 1974; Ph.D., University of Texas at Austin, 1986.

- George H. "Jody" Tompson**, BS, Ph.D. (2000), *Associate Professor of Management*; BS, Trinity University, 1987; Ph.D., University of South Carolina, 1995.
- Emilio Toro**, BA, MA, Ph.D. (1984), *Associate Professor of Mathematics*; BA, Universidad de Los Andes, 1969; MA, University of South Florida, 1974; Ph.D. *ibid.*, 1976.
- Jeffrey L. Traster**, BME, MM, DMA (1996), *Associate Professor of Music*; BME, Baylor University, 1979; MM, University of Colorado, 1981; DMA, University of Texas at Austin, 1989.
- Michael Hugh Truscott**, BA, MBA, Ph.D. (1971), *Dana Professor of Economics*; BA, Southwestern at Memphis, 1962; MBA, Memphis State University, 1966; Ph.D., Louisiana State University, 1971.
- Rosario Urso**, BS, M.Ed., MS (2003), *Instructor of Mathematics*; BS, The University of Tampa, 1957; M.Ed., University of North Carolina at Chapel Hill, 1966; MS, Florida State University, 1966.
- Chris Valle**, BFA, MFA (2008), *Assistant Professor of Art*; BFA, Valdosta State University, 1999; MFA, University of Florida, 2002.
- Kathryn VanSpanckeren**, BA, MA, MA, Ph.D. (1982), *Professor of English*; BA, University of California, Berkeley, 1967; MA, Brandeis University, 1968; MA, Harvard University, 1969; Ph.D., *ibid.*, 1976.
- Ronald L. Vaughn**, BS, MBA, Ph.D. (1984), *Professor of Marketing, Max Hollingsworth Chair of American Enterprise*; BS, Indiana State University, 1968; MBA, *ibid.*, 1970; Ph.D., University of Georgia, 1975.
- Natasha F. Veltri**, BA, BS, MBA, Ph.D. (2008), *Assistant Professor of Information and Technology Management*; BA, Udmurt State University, 1998; BS, *ibid.*, 1998; MBA, University of Central Florida, 2000; Ph.D., *ibid.*, 2005.
- Daniel A. Verreault**, BA, MS, Ph.D. (2004), *Associate Professor of Accounting*; BA, University of Massachusetts Amherst, 1968; MS, Northeastern University, 1972; Ph.D., Texas A&M University, 1984.
- Raymond M. Vince**, BD, MA, M.Th., MS, Ph.D. (2008), *Visiting Assistant Professor of English*; BD, University of London, 1969; MA, University of Bristol, 1972; M.Th., Kings College, London, 1980; MS, London School of Economics & Political Science, 1983; Ph.D., University of South Florida, 2005.
- Eric Vlahov**, BA, MA, Ph.D. (1977), *Professor of Exercise Science and Sport Studies*; BA, Duke University, 1970; MA, University of Maryland, 1974; Ph.D., *ibid.*, 1977.
- Michael Voris**, BS, MIM, Ph.D. (2005), *Assistant Professor of International Business*; BS, University of Arizona, 1979; MIM, American Graduate School of International Management, 1980; Ph.D., Florida International University, 1998.
- L. Melissa Walters**, BS, MBA, Ph.D. (2006), *Associate Professor of Accounting*; BS, University of Central Florida, 1985; MBA, *ibid.*, 1987; Ph.D., *ibid.*, 1993.
- Jin Wang**, BA, MA, Ph.D. (2007), *Professor of Economics*; BA, Zhongshan University, China, 1982; MA, Ohio University, 1984; Ph.D., Kansas State University, 1989.
- Maria R. Warda**, BSN, MS, Ph.D. (2006), *Professor of Nursing*; BSN, Catholic University of Puerto Rico, 1969; MS, Texas Woman's University, 1976; Ph.D., University of California, San Francisco, 1997.
- Judith H. Washburn**, BSBA, MBA, Ph.D. (2003), *Associate Professor of Marketing*; BSBA, Drake University, 1976; MBA, Southern Illinois University Edwardsville, 1989; Ph.D., Saint Louis University, 1999.
- Mary Anne Watson**, BA, MBA, Ph.D. (1986), *Professor of Management*; BA, Wake Forest University, 1970; MBA, University of South Carolina, 1976; Ph.D., *ibid.*, 1988.
- Harold W. Webb**, BS, MBA, Ph.D. (2003), *Associate Professor of Information and Technology Management*; BS, University of Alabama, 1977; MBA, Texas Tech University, 1992; Ph.D., *ibid.*, 1999.
- Michael R. Weeks**, BEE, MBA, MS, Ph.D. (2007), *Assistant Professor of Management*; BEE, Auburn University, 1986; MBA, *ibid.*, 1994; MS, University of Oxford, England, 2002; Ph.D., *ibid.*, 2004.

- Barbara Marga Weiss**, BA, MIBS, MS, Ph.D. (2007), *Assistant Professor of International Business*; BA, Northern Michigan University, 1981; MIBS, University of South Carolina, 1990; MS, University of Tsukuba, Japan, 1995; Ph.D., *ibid.*, 2000.
- Andrew Robert Wheat**, BA, BA, MA, Ph.D. (2006), *Instructor of English*; BA, Southern Adventist University, 1985; BA, University of Tennessee, 1987; MA, University of California, Los Angeles, 1990; Ph.D., *ibid.*, 1994.
- Ann H. Williams**, BS, Ph.D. (2006), *Assistant Professor of Biology*; BS, Pennsylvania State University, 1994; Ph.D., University of Maryland, 2002.
- Elizabeth Winston**, BA, MA, Ph.D. (1987), *Associate Professor of English*; BA, Vanderbilt University, 1968; MA, University of Wisconsin-Madison, 1969; Ph.D., *ibid.*, 1977.
- Norma A. Winston**, BA, MA, Ph.D. (1977), *Professor of Sociology*; BA, University of Otago, New Zealand, 1965; MA, Washington State University, 1971; Ph.D., *ibid.*, 1979.
- James C. Woodson**, BA, MA, Ph.D. (2004), *Assistant Professor of Psychology*; BA, University of Albany, State University of New York, 1993; MA, University of California, Los Angeles, 1996; Ph.D., *ibid.*, 2000.
- Jennifer L. Wortham**, BS, Ph.D. (2004), *Assistant Professor of Exercise Science and Sport Studies*; BS, The University of Tampa, 1995; Ph.D., University of Louisiana Lafayette, 2001.
- George A. Wynn**, BS, MA, Ph.D. (2005), *Visiting Assistant Professor of Management*; BS, Ohio State University, 1970; MA, *ibid.*, 1974; Ph.D. *ibid.*, 1980.
- Chuanxin Xie**, BE, ME, Ph.D. (2008), *Assistant Professor of Management*; BE, Northeastern University, China, 1988; ME, University of Science and Technology, China, 1993; Ph.D., University of North Carolina at Chapel Hill, 2007.
- Baris Yalabik**, BS, MBA, Ph.D. (2006), *Assistant Professor of Information and Technology Management*; BS, Middle East Technical University, Turkey, 1997; MBA, *ibid.*, 1999; Ph.D., University of Illinois at Urbana-Champaign, 2005.
- Kiyoko Yokota**, BS, Ph.D. (2008), *Assistant Professor of Biology*; BS, Saint Cloud University, 1995; Ph.D., University of Minnesota, 2007.
- Grigorios Zamparas**, BM, MM, DMA (2006), *Assistant Professor of Music*; BM, University of Indianapolis, 1999; MM, Indiana University, 2002; DMA, University of Miami, 2007.
- Robin Zide**, BS, MS (2006), *Instructor of Mathematics*; BS, Palm Beach Atlantic University, 2001; MS, Nova Southeastern University, 2002.

Composer-in-Residence

- David Clark Isele**, BM, MM, MSM, DMA (1980), *Professor of Music and Composer-in-Residence*; BM, Oberlin College, 1968; MM, Southern Methodist University, 1970; MSM, *ibid.*, 1970; DMA, Eastman School of Music, 1973.

Professors Emeriti

- Patricia Wall Benz**, BS, MA (1968-81), *Associate Professor of Education, Emerita*; BS, The University of Tampa, 1960; MA, University of Florida, 1966.
- Ruth C. Bragg**, BS, M.Ed. (1962-94), *Associate Professor of Physical Education, Emerita*; BS, The University of Tampa, 1958; M.Ed., West Chester State College, 1963.
- Samuel E. Brick**, AB, MS, Ph.D. (1968-81), *Professor of Education, Emeritus*; AB, Kansas Wesleyan, 1939; MS, University of Kansas, 1947; Ph.D., *ibid.*, 1952.
- George H. Cave Jr.**, BA, STB, STM (1969-92), *Associate Professor of Philosophy and Religion, Emeritus*; BA, The University of the South, 1956; STB, Berkeley Divinity School, 1959; STM, The University of the South, 1964.
- Gordon W. Couturier**, BSEE, MSEE, Ph.D. (1988-2008), *Professor of Information and Technology Management, Emeritus*; BSEE, Michigan State University, 1964; MSEE, *ibid.*, 1965; Ph.D., Northwestern University, 1971.
- Joe F. Decker**, BA, MA, Ph.D. (1971-92), *Professor of History, Emeritus*; BA, Samford University, 1958; MA, University of Louisville, 1964; Ph.D., University of Georgia, 1969.

- Gilbert De Meza**, BA, MFA (1970-2007), *Professor of Art, Emeritus*; BA, The University of Tampa, 1965; MFA, University of Georgia, 1967.
- Eustasio Fernandez**, BS, MAE, MA, Doctor en Letras. (1951-87), *Professor of Modern Languages, Emeritus*; BS, University of Florida, 1941; MAE, University of Maryland, 1947; MA, Middlebury College, 1950; Doctor en Letras, National University of Mexico, 1960.
- John A. Giancola**, BA, MA (1984-2005), *Associate Professor of Communication*; BA, Oklahoma State University, 1966; MA, University of South Florida, 1991.
- Curtis A. Gilgash**, AB, MA, Ph.D. (1962-81), *Dana Professor of Psychology, Emeritus*; AB, Washington College, 1949; MA, American University, 1953; Ph.D., *ibid.*, 1956.
- Richard H. Gude**, BS, MS, Ph.D. (1968-2001), *Professor of Biology, Emeritus*; BS, Wisconsin State College, 1960; MS, Michigan State University, 1962; Ph.D., *ibid.*, 1965.
- Thomas J. Hegarty**, AB, AM, Ph.D. (1989-2007), *Professor of History, Emeritus*; AB, Harvard College, 1957; AM, Harvard University, 1958; Ph.D., *ibid.*, 1965.
- Charles L. Hyde**, BS, MA (1960-85), *Professor of Economics and Business, Emeritus*; BS, Southwest Missouri State College, 1952; MA, University of Missouri, 1955.
- George F. Jackson**, BA, Ph.D. (1973-2006), *Professor of Chemistry, Emeritus*; BA, MacMurray College, 1965; Ph.D., Northwestern University, 1969.
- Theodore W. Jennings**, AB, BD, MS, Ph.D. (1965-87), *Professor of Psychology, Emeritus*; AB, University of Florida, 1946; BD, Emory University, 1948; MS, University of Miami, 1962; Ph.D., *ibid.*, 1963.
- Julius D. Locke**, AB, MA, Ph.D. (1958-86), *Professor of English, Emeritus*; AB, The University of Tampa, 1949; MA, University of Florida, 1955; Ph.D., *ibid.*, 1958.
- Clayton S. Long**, BS, MS, Ph.D. (1982-2006), *Professor of Information and Technology Management, Emeritus*; BS, East Carolina University, 1968; MS, *ibid.*, 1971; Ph.D., University of South Carolina, 1975.
- Michael J. Mendelsohn**, BA, MA, Ph.D. (1972-93), *Professor of English, Emeritus*; BA, University of Pittsburgh, 1951; MA, Trinity University, 1954; Ph.D., University of Colorado, 1962.
- Terry L. Mohn**, BM, MM, DMA (1976-2008), *Professor of Music, Emeritus*; BM, Bradley University, 1968; MM, University of Illinois, 1974; DMA, *ibid.*, 1976.
- R. Jack Munyan**, BS, MBA, Ed.D. (1979-96), *Professor of Computer Science, Emeritus*; BS, University of Pennsylvania, 1951; MBA, Drexel University, 1956; Ph.D., Temple University, 1977.
- Harold Nosti**, BA (1963-92), *Associate Professor of Art, Emeritus*; BA, University of Washington, 1955.
- Karin E. Otto**, BA, MS, Ph.D. (1991-2007), *Assistant Professor of Biology, Emerita*; BA, University of Kansas, 1961; MS, Abilene Christian University, 1982; Ph.D., Texas Tech University, 1992.
- J. Richard Piper**, BA, MA, Ph.D. (1976-2008), *Dana Professor of Government and World Affairs, Emeritus*; BA, Pennsylvania State University, 1968; MA, Cornell University, 1971; Ph.D., *ibid.*, 1972.
- Fred Punzo**, BS, Ph.D. (1981-2008), *Dana Professor of Biology, Emeritus*; BS, St. Francis College, 1968; Ph.D., Loyola University, 1975.
- Everett D. Richards**, BS, MS, MBA (1975-92), *Associate Professor of Management, Emeritus*; BS, United States Military Academy, 1952; MS, University of Virginia, 1959; MBA, The University of Tampa, 1974.
- G. Lawrence Roberts Jr.**, BS, M.Ed. (1948-81), *Professor of Economics, Emeritus*; BS, Boston University, 1942; M.Ed., *ibid.*, 1948.
- Alice Rodriguez**, BS, MPH, Ed.D. (1960-94), *Professor of Physical Education, Emerita*; BS, The University of Tampa, 1952; MPH, University of Florida, 1956; Ed.D., University of Alabama, 1972.

- Helene Silverman**, BA, MA, Ph.D. (1981-2007), *Professor of Education, Emerita*; BA, College of the City of New York, 1965; MA, *ibid.*, 1968; Ph.D., University of South Florida, 1977.
- Wayne L. Smith**, BS, MST, Ph.D. (1972-93), *Professor of Biology, Emeritus*; BS, Michigan State University, 1959; MST, University of Montana, 1964; Ph.D., Michigan State University, 1972.
- Joe Testa-Secca**, BS, MFA (1965-94), *Dana Professor of Art, Emeritus*; BS, The University of Tampa, 1950; MFA, University of Georgia, 1956.
- Malcolm Westly**, BA, MA (1962-94), *Professor of Music, Emeritus*; BA, State University of Iowa, 1953; MA, *ibid.*, 1954.

Distinguished University Professor

- Michael J. Mendelsohn**, BA, MA, Ph.D. (1972-present), *Professor of English, Emeritus*; BA, University of Pittsburgh, 1951; MA, Trinity University, 1954; Ph.D., University of Colorado, 1962.

Librarians

- Arthur E. Bagley**, BA, MLS (1987), *Associate Librarian*; BA, Florida State University, 1974; MLS, *ibid.*, 1986.
- Elizabeth L. Barron**, BA, MSLS (1994), *Associate Librarian*; BA, University of Florida, 1979; MSLS, University of North Carolina at Chapel Hill, 1988.
- Melisandre Hilliker**, BA, MLIS (2007), *Assistant Librarian*; BA, Eckerd College, 1996; MLIS, University of South Florida, 1998.
- Marlyn R. Pethe**, BA, MA (1972), *Librarian*; BA, Stetson University, 1969; MA, University of South Florida, 1972.
- Laura Rounds**, BA, MA (2005), *Assistant Librarian*; BA, University of Florida, 1988; MA, University of South Florida, 1991.
- Shannon Spencer**, BA, MSA, MLIS (20007), *Assistant Librarian*, BA, University of Wisconsin, 1990; MSA, Florida State University, 1994; MLIS, University of South Florida, 2006.
- Jeanne S. Vince**, BA, MLS (1992), *Associate Librarian*; BA, University of Minnesota, 1970; MLS, University of North London, England, 1979.
- Michael E. Wells**, BA, MLS (1986), *Associate Librarian*; BA, University of South Florida, 1984; MLS, *ibid.*, 1985.

Librarian Emerita

- Gloria C. Runton**, BA, MA (1954-93), *Librarian Emerita*; BA, The University of Tampa, 1944; MA, Florida State University, 1959.

Military Science

- Craig N. Collett**, BS (2007), *Assistant Professor of Military Science*; BS, Indiana State University, 1981.
- Karen V. Parker**, BS, MA (2006), *Assistant Professor of Military Science*; BS, Eastern Michigan University, 1981; MA, *ibid.*, 1983.
- Robert E. Proctor**, BS, MA (2008), *Professor of Military Science*; BS, United States Military Academy, 1991; MA, Webster University, 2004.

2008-09 Honors Undergraduate Research Fellows

Brittany Friesen
Heather Gromley
Tim Harter
Lorian Knapp
Sonja Radmilovic
Amber Robinson
Cassandra Zuluaga

Officers of Administration

This listing is current as of June 1, 2008.

President's Office

<i>President</i>	Ronald L. Vaughn, Ph.D.
<i>Executive Assistant</i>	Dolores D. Hull
<i>Staff Assistant II</i>	Marla Mancini

Academic Affairs

<i>Provost and Vice President for Academic Affairs</i>	Janet M. McNew, Ph.D.
<i>Administrative Assistant</i>	Jean A. Ronso
<i>Coordinator of Administrative Operations</i>	Lezlie L. Rovnanik, BA
<i>Dean of Academic Services</i>	Jin Wang, Ph.D.
<i>Staff Assistant</i>	Stefanie Hahn, BS
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The University of Tampa National Alumni Association

The National Alumni Association of The University of Tampa was officially organized in the fall of 1950. The purposes of the association are to encourage and promote the interests, welfare, ideals and progress of The University of Tampa, and to cultivate and enhance good fellowship among the alumni of the University. The Board of Directors of the NAA, in conjunction with the Office of Alumni Relations, is responsible for planning alumni events, establishing alumni chapters throughout the nation, and assisting in student recruitment, career counseling and University fundraising.

Membership in the National Alumni Association is open to all individuals who have attended The University of Tampa. At present, total membership in the association is 18,000.

2008-09 Officer of the National Alumni Association

<i>President</i>	Ron McClarin '87
------------------------	------------------

The University of Tampa Parents' Association

The University of Tampa Family Association was officially recognized in 1989 as an active body to promote communications among parents, faculty, students and administration at The University of Tampa. All parents of current students are members of the Family Association.

The Parents' Advisory Council is the governing body of the Association, and works in conjunction with the Office of Alumni and Parent Relations to achieve the Association's goals.

2008-09 Officers of the Parents' Council

<i>Co-Chairs</i>	John & Mary-Phyllis Harvey
------------------------	----------------------------

Organizations Affiliated with The University

Henry B. Plant Museum

<i>President of the Board of Trustees</i>	George W. Gage III
<i>Executive Director</i>	Cynthia Gandee, BA

Appendix

The Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974 is a federal law that states (a) that a written institutional policy must be established and (b) that a statement of adopted procedures covering the privacy rights of students must be made available. The law provides that the institution will maintain the confidentiality of student education records.

The University accords all the rights under the law to students who are declared “independent.” No one outside the institution shall have access to, nor will the institution disclose any information from, students’ education records without the written consent of students, except to personnel within the institution, to officials of other institutions in which students seek to enroll, to persons or organizations providing students with financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health or safety of students or other persons. All these exceptions are permitted under the act.

The University also will, upon request, disclose any information to parents of students who are “dependent” as defined by the Internal Revenue Code of 1954, Section 152.

Within the University community, only those members, individually or collectively, with legitimate educational interest are allowed access to student education records. These members include personnel in the Registrar’s Office, Admissions, Student Affairs, the Athletic Department, Financial Aid, Safety and Security, the library, and academic personnel within the limitations of their need to know.

Upon request, the University discloses educational records without consent to of-

ficials of another school in which a student seeks or intends to enroll.

At its discretion, the University may provide directory information in accordance with the provisions of the Act to include student name, address, telephone number, photograph, e-mail address, date and place of birth, major field of study, dates of attendance, enrollment status, 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 elect to have directory information withheld 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, during the first week of the fall semester, in the Registrar’s Office. Authorization to withhold directory information filed in the student’s senior year will remain upon graduation unless the student notifies the Registrar’s Office in writing to release the hold.

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 find the decisions of the hearing panels unacceptable. The registrar at the University has been designated to coordinate the inspection and review procedures for student education records, which include admissions, personnel, academic and financial files, and academic and placement records. Students wishing to review their education records must make written requests to the registrar listing the item or items of interest. Only records covered by the act will be made available within 45 days of the request. Students may have

copies made of their records with certain exceptions (e.g., a copy of the academic record for which a financial “hold” exists or a transcript of an original or source document that exists elsewhere). These copies would be made at the students’ expense at 10 cents for each sheet. Education records do not include instructional, administrative and educational personnel records, which are in the sole possession of their makers and are not accessible or revealed to any individual, resources of the University police, student health records, employment records or alumni records. Health records, however, may be reviewed by physicians of the student’s choosing.

Students may not inspect or review the following as outlined by the Act: financial information submitted by their parents; confidential letters and recommendations associated with admissions, employment or job placement, or honors to which they have waived their rights of inspection and review; or education records containing information about more than one student, in which case the University will permit access only to that part of the record that pertains to the inquiring student. The University is not required to permit students to inspect or review confidential letters or recommendations placed in their files prior to Jan. 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 objections informally with the registrar’s office. 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 Registrar’s Office of their right to a formal hearing. Student requests for a formal hearing must be

made in writing to the provost, who, within a reasonable period of time after receiving such requests, will inform students of the date, place and 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 that will adjudicate such challenges will be the provost and representatives of student affairs.

Decisions of the hearing panels will be final, will be based solely on the evidence presented at the hearing, 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 are 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, U.S. Department of Education, 600 Independence Ave. SW, Washington, DC 20202-4605, concerning the alleged failures of the University to comply with the Act.

Revisions and clarifications will be published as experience with the law and the University’s policy warrant.

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About This Catalog

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

The University certifies that this catalog is true and correct in both content and policy. It is the responsibility of each student to read and understand the provisions of The University of Tampa catalog under which he or she is registered.

Policy/Compliance

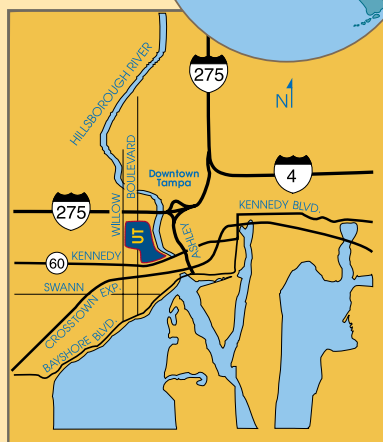
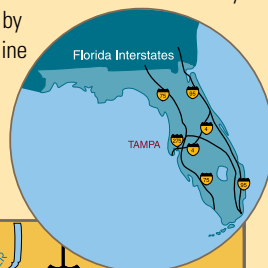
The University of Tampa does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in the recruitment, admission and advancement of students, or in the recruitment, employment and advancement of faculty and staff, or in the design and operation of any of its programs and activities.

The designated coordinator for University compliance with federal laws and regulations concerning nondiscrimination is the Office of the Director of Human Resources, Room 202, Riverside Center; telephone (813) 253-6237.

The University assumes that its students will conduct themselves as responsible citizens and will comply with the regulations set forth in the application, the readmissions information sent or handed to students,

Getting Here

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



and the current student handbook. The University reserves the right to take action with any student whose conduct on or off campus is unbecoming a University of Tampa student or reflects discredit on the institution.

Additional information regarding The University of Tampa may be obtained by contacting the Florida Department of Education, Division of Colleges and Universities, 325 W. Gaines St., Tallahassee, FL 32399, (850) 245-0505.

The University of Tampa is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate and master's degrees. Questions regarding this accreditation status may be directed to Commission on Colleges, 1866 Southern Lane, Decatur, GA 30025, (404) 679-4500.



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The Mission

The University of Tampa is a comprehensive, independent university that delivers challenging and high quality educational experiences to a diverse group of learners. Four colleges offer more than 120 areas of study through a core curriculum rooted in a liberal arts tradition. Beginning with an innovative first-year student experience, University of Tampa students explore global issues, examine career possibilities, and refine communication and critical thinking skills. Professional master's programs in business, nursing, and education and an Evening College exemplify the University's commitment to the professions and to the community.

The University's 100-acre residential campus in the heart of downtown Tampa provides an historical and cultural setting for learning both on and off campus. Valuing the community's international heritage, the University attracts students, faculty, and staff from around the world with diverse backgrounds to facilitate intercultural awareness and understanding.

The University is committed to the development of each student to become a productive and

responsible citizen. To this end, the University ensures that students balance "learning by thinking" with "learning by doing." Students are taught by highly qualified, experienced faculty members who are committed to teaching, academic advising and continued intellectual growth. Classes are conducted in personalized settings in which learning is enhanced through application. Students participate in learning partnerships with faculty and the community through independent studies, internships, research, and other practical experiences that complement classroom learning. The University's academic services and co-curricular activities support individual discovery and development and provide leadership opportunities. Involvement and participation inside and outside the classroom are valued. Through complete engagement with the educational environment, UT students are prepared for careers, graduate and professional education, and lifelong learning.



About This Catalog

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

The University certifies that this catalog is true and correct in both content and policy. It is the responsibility of each student to read and understand the provisions of The University of Tampa catalog under which he or she is registered.

Policy/Compliance

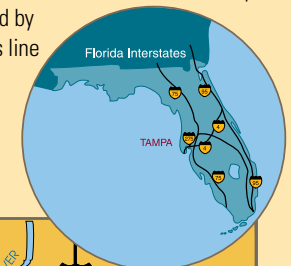
The University of Tampa does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in the recruitment, admission and advancement of students, or in the recruitment, employment and advancement of faculty and staff, or in the design and operation of any of its programs and activities.

The designated coordinator for University compliance with federal laws and regulations concerning nondiscrimination is the Office of the Director of Human Resources, Room 202, Riverside Center; telephone (813) 253-6237.

The University assumes that its students will conduct themselves as responsible citizens and will comply with the regulations set forth in the application, the readmissions information sent or handed to students,

Getting Here

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



and the current student handbook. The University reserves the right to take action with any student whose conduct on or off campus is unbecoming a University of Tampa student or reflects discredit on the institution.

Additional information regarding The University of Tampa may be obtained by contacting the Florida Department of Education, Division of Colleges and Universities, 325 W. Gaines St., Tallahassee, FL 32399, (850) 245-0505.

The University of Tampa is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate and master's degrees. Questions regarding this accreditation status may be directed to Commission on Colleges, 1866 Southern Lane, Decatur, GA 30025, (404) 679-4500.

